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| **Topic** | Aamer’s Cafe | **Week** | 7 |

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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
* Talk about the author of the story
* Work well in pair tasks
* Answer challenge question
* Answer more challenging questions on their own
* Make sentences on their own
* Choose the best answer
* Answer the questions with reference to the context
* Talk about restaurant diction
* Find specific words from a dictionary
* Identify whether the marked words indicate action or a state
* Write three forms of adjectives
* Explain why the given sentences are correct
* Complete the incomplete sentences
* Make their own advertising campaign
* Create leaflets
* Know how to persuade
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| **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 responseRecallSpeaking 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. | BrainstormingCreative 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. What is the name of the hotel the boy and his grandmother are staying at?
2. Where is hotel magnificent situated?
3. Where were the boy and his grandmother initially headed?
4. What did the grandmother gift the boy as a consolation prize?
5. How would the boy play with the mice?
6. What was the name of the hotel’s manager?
7. How were the mice discovered in the hotel?
8. Was the hotel animal friendly?
9. How were the mice’s stay negotiated?
10. What was the boy’s dream?

**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 skillsSilent reading skillsDiscussion skillsSkim & scanFocused reading |
| **10 min** | **Teacher’s Resource: Answers**1. The name of the hotel in which the boy and his grandmother are staying at is called Hotel Magnificent.
2. Hotel magnificent is situated in Bournemouth.
3. The boy and his grandmother were initially headed to Norway.
4. The grandmother gifted two white mice to her grandson as a consolation prize.
5. The boy used to teach tricks to white mice.
6. The hotel’s manager’s name was Mr Stringer.
7. The housemaid found the mice scuttering under the bedsheets.
8. No, Mr Stringer wanted to get the mice out of his hotel.
9. Grandmother outsmarted the manager and managed to negotiate.
10. The boy dreamt to have his own mice circus one day.

**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****Think-pair-share**Ask the students will read the given text individually. While reading the text, students will try to track textual details to find the following.

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| **Aamer’s Cafe** |
| **Who are the main characters?** | **Where does the action take place?** | **What is the main idea of the text?** |
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Inform the students that they will highlight all details that point to the above-mentioned areas and share their answers with a partner. Ask the pairs to share their highlighted excerpts and discuss those excerpts with the class.**HOMEWORK:**Ask if anyone in the class has made any business or future? It is okay if they do not have one at the point. | 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 responseBrainstormCreative thinkingPredictionForeshadowing |
| **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:**Complete any incomplete work. | Verbal ResponseCounting skillsWriting skillBrainstormingCreative writing |
| **Day 3: 00/00/00****20 min** | **ACTIVITY 1: VERBS: THE –*ING* FORM**1. Write on the board a sentence in each of the continuous tense forms, e.g. Mary is doing her homework. Mary was doing her homework. Mary will be doing her homework.2. Ask a student to underline in one colour the present participle (-ing form) of the verb in each sentence (doing). Ask students to identify the tense of each of the sentences and elicit that it is the tense of the helping verb to be that indicates the tense of the verb; underline is, was, and will be in the second colour.3. Explain that the continuous tenses are made up of the correct tense of the verb to be and the present participle. Write a few more examples on the board and underline the whole verb in each of them, e.g. Yusuf will be waiting by the bus stop. Next write on the board a sentence containing a present participle used as an adjective, e.g. The waiting crowd grew restless.4. Underline the present participle and elicit that in this sentence the participle is not connected to the verb (grew,); instead it is providing information about the crowd and is being used as an adjective; underline the noun in the third colour.5. Write a few more examples on the board and ask the students to identify and underline the adjective and noun it is qualifying in each of them.**ACTIVITY 2: VERBS: *HAVE***1. Demonstrate the use of have/has on the board with proper structure.2. Write ‘I have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, but he/she has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_’on the board.3. Tell the students to use this sentence structure to make sentences.4. Correct the students wherever necessary and guide them in making appropriate sentences.**ACTIVITY 3: ADJECTIVES: DEGREES OF COMPARISON**1. Take chart papers and divide each in two columns ‘home’ and ‘school’.2. Divide the class into groups. Each group will have 4–7 students.3. Give each group the prepared chart.4. Ask the groups to list 10 adjectives to describe their home and 10 adjectives to describe their school in the respective columns.5. Ask them to compare the home with school using the comparative and superlative form of the adjectives listed in the columns. Monitor and guide the students in using correct degrees of adjectives.**ADDITIONAL HELPFUL RESOURCES:****EXERCISE: VERBS III: HAVE****Fill in the blanks with appropriate forms of *have*.**1. Do you …………………. a minute to talk to us?2. The shopkeeper did not ……………… any candles.3. When I was a child, I ……………….. a pet fish.4. First we will watch a movie, and then we …………………… dinner.5. Please ask Mr Riaz if he ……………… any paper clips.6. The Principal announced that we ………………… a basketball match next week.7. I am not hungry because I ……………… a huge breakfast this morning.8. My brother ……………….. just finished his exams.9. The doctor told her that she should …………….. a lot of green vegetables.10. She …………………… a birthday party next Sunday.**EXERCISE: ADJECTIVES: DEGREES OF COMPARISON****Fill in the blanks with the correct forms of the adjectives given in brackets.**1. Sameer says that for him summer vacation is the ............................ time of the year. (happy)2. An ant looks tiny, but it has .......................... strength than we think. (much)3. Akbar is said to be the ............................ of all Mughal emperors. (great)4. Who is ............................, you or your brother? (old)5. This is the ............................ building in the city. (tall)6. Islamabad is now the ............................ city in Pakistan. (expensive)7. When I come home from school, my dog gives me a ............................ welcome. (warm)8. Saud is the ............................ student in our class. (young)9. This year, the annual day celebrations were ............................ than that of last year. (colourful)10. The king wanted to build a palace ............................ than any in the world. (large) | Writing skillBrainstorming |
| **20 min** | **Class Work:** Attempt Exercise C 1, 2, 3, 4 in class. **Feedback:** Give feedback on responses and correct any answer if required. **HOMEWORK:**Practise adjectives. | Writing skillsThinking skillsCritical thinking skills |
| **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 skillIndependent thinkingRevisionPractise |
| **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 responseActing skillsPronunciation skillsListening skillsSpeaking skillsObservation 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.Discuss the power of persuasion with the students and how it is used in different advertisements and brochures.Some techniques of persuasion used in advertisements are as follows:* Rhetorical questions
* Personal anecdotes
* Inclusive language
* Targeted audience
* Emotive language
* Certain celebrity ambassador
* Repetition
* Exaggeration
* Statistics
* Use of personal pronouns, etc.

**Feedback:** Give feedback on responses and correct any answer if required. | Verbal responseWriting skillsReading skillsListening skillsComposition skillsMind mapping skillsBrain storming skillsDiscussion skillsGroup work |
| **05 min** | **Plenary:** Ask the students the following question:List 3 things you found out/learnt today. | BrainstormVerbal Response |

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