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| **Topic** | The Machine Stops | **Week** | 8 |

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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 * Answer reference to the context questions * Understand and identify similes * Complete the incomplete similes * Underline the conjunctions * Use coordinating and subordinating conjunctions in sentences of your own * Understand the proper use of inverted commas in text * Punctuate the given sentences / passage using correct punctuation * Conduct a discussion on technology with classmates * One point discussion will be done as a whole class * Write their own opinion on the ending of the passage |

| **Date and Time** | **Content and teacher activity** | **Formative assessment** |
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| **Day 1: 00/00/00**  **05 min** | **Settling time:**  Ask the students to settle down and share if they have any difficulty or if they have not understood from the previous lesson. Ask them to take out their textbooks and notebooks. | 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. Ask the everyone and gently probe and encourage the students to provide answers. 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:**  The weather affects our life in different ways. A change of weather can be a great boon at times. A sudden spell of rain, for example, can give us a new opportunity to go out and play. But for someone who was looking forward to going for a walk, it can be a spoiler. Similarly, a strong breeze can be the reason for someone to go sailing but may force someone with a cold to stay indoors.  Kuno’s mother had fungus like skin because of lack of ventilation and natural sunlight. Discuss different advantages and disadvantages of different extremes of weather.  Think of the good and bad ways in which the weather affects you. Complete the table below and share your answers with your friend.   |  |  |  | | --- | --- | --- | | **Weather** | **Good effects** | **Bad effects** | | Sunny | Can play in the park | People feel hot and sweaty | | Rainy |  |  | | Windy |  |  | | Snowy |  |  | | Chilly |  |  | | Cloudy |  |  |   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. Describe the room in the first scene of the story. 2. What sort of noise was heard in the room? 3. What kind of furniture is present in the room? 4. Is the room empty? 5. Describe the appearance of the inhabitant of the room. 6. Why do you think the woman’s skin was as white as a fungus? Give your best guess after re-reading the first page of the passage. 7. What breaks the rhythm of her peace? 8. What kind of relationship does this woman and Kuno have? 9. What is Kuno’s request? 10. Does Kuno’s mother comply to his request?   **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  Focused reading  Brainstorming  Skim & scan  Group work |
| **10 min** | **Teacher’s Resource: Answers**   1. A small, hexagonal shaped room, much like a bee cell. The room has no lights but is radiating with a dull light. There is no ventilation or fresh air. 2. There is no musical instrument present and yet the room was buzzing with music. 3. There was a bed, an armchair, and a reading desk present in the room. 4. No, the room has one occupant – a woman. 5. The woman was about five feet high; her face was white as a fungus. 6. The woman’s face was white as a fungus probably because of the lack of sunlight. 7. The woman receives a call from someone called Kuno. 8. Kuno is this woman’s son. 9. Kuno wants his mother to visit him. 10. No, Kuno’s mother was too set in the new setting of the machine age and did to want to change.   **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**  Students will read the given text individually. While reading the text, students will try to track textual details to find the following.   |  |  |  |  | | --- | --- | --- | --- | |  | **Think** | **Pair** | **Share** | | Who are the main characters? |  |  |  | | Where does the action take place? |  |  |  | | What is the main idea of the text? |  |  |  |   Students will highlight all details that point to the above mentioned areas and share their answers with a partner. Teacher can ask pairs to share their highlighted excerpts and discuss those excerpts with the class. | Reading skills  Comprehension skills  Discussion skills  Close reading 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 1: CONJUNCTIONS**  1. Type out ten complex sentences with subordinating conjunction that belong to any of the following categories:  a. subordinators of time  b. subordinators of place  c. subordinators of reason  d. subordinators of purpose  e. subordinators of condition  f. subordinators of contrast  g. subordinators of comparison  h. subordinators of result  i. subordinators of manner  2. You could have a mix of sentences so that two to three sentences might belong to one category. Your mix might also exclude one of the categories.  3. For the game, first write out the nine categories on the board. Then tell the teams that they will be given ten strips of paper with ten complex sentences. They will have to do two things:  a. underline the subordinating conjunction in each sentence  b. say to which category each subordinating clause belongs  4. This will be a timed challenge and once the allotted time is up, the teams will be awarded points on two aspects:  a. have they underlined the subordinating conjunctions correctly? (half credit, if they have)  b. have they categorised the subordinating clause correctly? (half credit, if they have)  5. Depending upon how many sentences the teams get correct on both of the above counts, award points. The team with the highest points wins.  **ADDITIONAL HELPFUL RESOURCE:**  **WORKSHEET 1:** **CONJUNCTION**  **Fill in this short paragraph with suitable conjunctions given below.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | after | even though | whereas | but | and | | or | when | till | in spite of | although |   1. One day Mansoor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his friends were playing on the ground.  2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the boys were running, he fell on to a rock.  3. His friend was worried about him \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the other boys wanted to continue to play.  4. The boy could be taken to the medical room \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the class.  5. The injury appeared to be only skin-deep \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ it was bleeding.  6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the attendant applied some antiseptic, the boys sat on a bench.  7. They waited there \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the doctor came back.  8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Mansoor put up a brave face, his friend could sense his discomfort.  9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ his hand was bandaged, he felt the pain.  10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the school bus being crowded, Moonis found a seat for himself.  **WORKSHEET 2: SIMILE**  Directions: Identify the things that are being compared in each simile and explain what the simile is expressing in literal language.   1. His eyes are as hazel as a nut.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (is / are) being compared to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   1. The city streets were twanging like a harp.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (is / are) being compared to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   1. The traffic warden hollers out, “Stop!” loud as thunder.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (is / are) being compared to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   1. Her face went white as snow upon seeing her parents.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (is / are) being compared to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.   1. The photocopied papers smell fresh as the fresh spring morning air.   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (is / are) being compared to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.  **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’.  Attempt Exercise B 1, 2, 3.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal Response  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **15 min** | **ACTIVITY: TEACHING PUNCTUATION**  Ask students to work in pairs. Give them 2 slips of papers featuring the following extracts to read paying specific attention to the use of punctuation in both extracts.  “The practical thing was to find rooms in the city, but it was a warm season, and I had just left a country of wide lawns and friendly trees, so when a young man at the office suggested that we take a house together in a commuting town, it sounded like a great idea….”  Taken from *The Great Gatsby* by F. Scott Fitzgerald  “The practical thing was to find rooms in the city. It was a warm season. I had just left a country of wide lawns and friendly trees. A young man at the office suggested that we take a house together in a commuting town. It sounded like a great idea.”  Students have to discuss what they think about sentence construction and how effectively the message is conveyed in both extracts. Ask them to report their opinions on both extracts. Generate a discussion about how extract 2 appears simplistic and at times ineffective in expression compared to extract 1.  Explain the use of punctuations in both extracts and how extract 2 has deleted all causal relationships within the write-up. Now, take away the slip having extract 1. Ask students to work on their own to combine sentences and improve the passage using appropriate punctuation marks.  **ADDITIONAL HELPFUL RESOURCES:**  **INVERTED COMMAS:**  **Read the following statements and questions and add speech marks / inverted commas where required.**   1. Haris asked his mum Can I have desert before dinner? 2. Katherine said I will not go to school today. 3. Class seven said We will sing the National Anthem in the opening ceremony. 4. Jen and Jess said Yum, I love ice cream when they saw the ice cream truck. 5. Felix asked his mum May I go to the movies?   **Class Work: Learning about Language**  Attempt Ex: C 1, 2.  **Homework:**  Complete any incomplete work. | Writing skill  Brainstorming  Creative thinking skills |
| **10 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 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.  **Class Work:**  Attempt Ex: D.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Role play |
| **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.  **Feedback:**  Give feedback if required.  **Homework:**  Complete any incomplete work. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **05 min** | **Plenary:** Ask the students the following questions:  Write in one line what have you learned from life, as of yet. | Brainstorm  Written Response |

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