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| **Topic** | The Adventure of the dying detective | **Week** | 5 |

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| **Class** | VIII | **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 and post reading * 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 group or pair tasks * Answer challenging questions on their own * Fill in the blanks as per context * Answer the questions with reference to the context * Comment on the italicised words * How to use apostrophe * Insert apostrophe where necessary * Change the given sentences into reported speech * Change the given sentences into direct speech * Change the italicised phrases by completing the sentence with the cue word * Report direct speech |

| **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. Name the central characters in the story. 2. What disease was plaguing Sherlock? 3. Did Sherlock want medication? Why? 4. What did Sherlock request instead of his treatment? 5. What did Dr Wat Watson figure out?   **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 central characters in the story are Sherlock Holmes and Dr John Watson. 2. As per Sherlock, he had caught Tapanuli fever from Sumatra. 3. Sherlock refused any medication or Doctors’ visit. As per him, the disease was horribly contagious and deadly and therefore there was no cure for him. 4. Sherlock requested a meeting with Mr Culverton Smith. 5. Sherlock had planned everything and he was not actually dying.   **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.  **Activity:**  Make a table similar to the one below on the board and ask the students to copy it in their notebooks.  Divide the class in pairs to conduct the following activity.  Next, ask the students to work in pairs to analyse the behaviour of the Sherlock Holmes at the start of the excerpt and then towards the end, then ask them to fill in in the table below.  They may go back to the textbook and read the story again.   |  |  | | --- | --- | | **How was Sherlock behaving when Dr Watson initially arrived?** | **How was Sherlock behaving after Mr Culverton Smith confessed?** | |  |  |   Now think of reasons why people were not empathic towards Ali. How would you have responded to Ali if you worked at the post office? Write your responses in your notebook and share them with the class.  **HOMEWORK:**  Act out the story in the form of a play before the class. Did you feel more empathy for Victor Savage while reading the story, or by acting out/watching the play? Would you have gone to such lengths to catch his murderer? | 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 in class.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Brainstorm  Creative thinking  Prediction  Foreshadowing |
| **20 min** | **ACTIVITY: CONTRACTIONS**  Write the word contract on the board and ask the students to tell you how the word is used in science (to become smaller). Explain that the term ‘contraction’ is used in English for expressions that are shortened when two words are joined together and one or more of the letters is removed. Write some examples on the board e.g. is not = isn’t, cannot = can’t etc., and ask students to identify the letters that have been removed from each of them. Ask students to write other examples on the board.  **ADDITIONAL HELPFUL RESOURCES:**  **A few of the sentences below contain wrong contractions. Spot the errors and write the correct contractions in the spaces provided.**  1. If I were in your place, I would’nt have stayed out so late. ................................  2. They hadn’t been informed of the special classes by anyone. ................................  3. It is’nt certain whether they are going to take part in the play. ................................  4. One shudn’t go swimming immediately after a meal. ................................  5. The doctors tried hard but the man couldn’t be saved. ................................  6. Dogs should’nt be kept indoors all the time. ................................  7. The baby elephant found it’s own tail fascinating. ................................  8. The police haven’t been able to trace the missing jewels. ................................  9. Iv’e tried very hard, but I ca’nt open this can. ................................  10. If you come so late, there won’t be anything left for you to eat. ................................  **Rewrite the following sentences using an apostrophe in the correct place.**  1. My parents parents are my grandparents.  ........................................................................................................................................................................  2. Do you think this CD is Parveens?  ........................................................................................................................................................................  3. These keys belong to the classrooms on this corridor.  ........................................................................................................................................................................  4. The teachers tripped over the childrens bags in the corridor.  ........................................................................................................................................................................  5. My mothers cousin sisters daughter is getting married.  ........................................................................................................................................................................  6. Anjums dog has a rubber bone to chew.  ........................................................................................................................................................................  7. Ayan and Faisal are going to attend Neelams party.  ........................................................................................................................................................................  8. The lions roar could be heard in the village.  ........................................................................................................................................................................  9. Did Javed take out Alizas car?  ........................................................................................................................................................................  10. The babys crib is all set up.  ........................................................................................................................................................................ |  |
| **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’.  **Activity: Working with words**  Revise the concept of Adverbs. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise B.  **HOMEWORK:**  Complete any incomplete work. | Verbal Response  Counting skills  Writing skill  Brainstorming  Creative writing |
| **Day 3: 00/00/00**  **15 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 |
| **25 min** | **ACTIVITY 11: DIRECT AND INDIRECT SPEECH**  1. Divide the class into five small teams and give each team three strips cut out from a chart paper. Also provide the teams with sketch pens to write on the strips.  2. Ask each team to think of a creative name for itself and write the name on one side of each strip.  3. Now ask each team to write one sentence on the other side of each strip, with the following in mind:  a. The sentence should be in indirect speech.  b. There should be one error in the sentence.  c. The error should relate only to the changes in indirect speech.  4. Write the following two examples on the board to illustrate these points:  a. he asked me if I know the answer.  b. he asked me if I knew a answer.  The second sentence is not acceptable because the error in it does not relate to indirect speech but to the article.  5. Tell the teams that if they include more than one error into their sentences or an error which does not have to do with indirect speech, they will be helping the other teams score points. This will serve as a control measure.  6. Each team will now pass on its set of three strips with the sentences to the next team so that each team has another team’s sentences.  7. Now each team will read out the sentences that it has, one at a time, and say where the error in it lies and what the correction should be. On doing this correctly, the team scores a point.  8. If the sentence has any other errors and the team picks that out as well, award bonus points. The team with the highest score wins.  **ADDITIONAL HELPFUL RESOURCES:**  **Change the following from direct to indirect speech. Write your answers in the spaces provided.**  1. She said, ‘I like this song.’  ...................................................................................................................................................  2. ‘Where is your brother?’ she asked me.  ...................................................................................................................................................  3. ‘I don’t speak Urdu’, she said.  ...................................................................................................................................................  4. ‘Say hello to the kids’, my mother said.  ...................................................................................................................................................  5. ‘The film began at the right time’, he said.  ...................................................................................................................................................  6. ‘Don’t make a noise’, she said to me.  ...................................................................................................................................................  7. ‘Where is your book?’ she asked him.  ...................................................................................................................................................  8. He said to me, ‘I never make mistakes.’  ...................................................................................................................................................  9. Roman said to me, ‘I am not able to walk.’  ...................................................................................................................................................  10. Tina said to him, ‘Do not disturb me.’  ...................................................................................................................................................  11. ‘I am very happy’, she said to me.  ...................................................................................................................................................  12. ‘Be careful, Nadia’, she said.  ...................................................................................................................................................  13. ‘I will buy myself a dress’, she says.  ...................................................................................................................................................  14. ‘I cannot drive them home’, he said.  ...................................................................................................................................................  15. ‘Larry, do you prefer tea or coffee?’ she says.  ...................................................................................................................................................  16. I said to him, ‘I will not clean the car.’  ...................................................................................................................................................  17. Naheed said to Yasmeen, ‘You are very greedy.’  ...................................................................................................................................................  18. Komal says, ‘I love to eat chocolates.’  ...................................................................................................................................................  19. The old man said to his son, ‘Get a stick for me quickly.’  ...................................................................................................................................................  20. He said to us, ‘Don’t go too far.’  ................................................................................................................................................... |  |
| **20 min** | **Class Work: Learning about Language**  Revise the concept of Adverbs. Scaffold the topic.  **Class Work: Working with words:**  Attempt Exercise C.  **HOMEWORK:**  Complete any incomplete work. |  |
| **Day 4: 00/00/00**  **20 min** | **Activity: Listening and pronunciation skills**  This activity will sharpen the students’ listening and pronunciation skills, and research skills.  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  Research skills |
| **30 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.  Revise the concept of topic statement. Ask them to compare and discuss the texts provided and remind them that their argument should be backed by a clear defence, proof, and examples.  **Feedback:**  Give feedback on responses and correct any answer if required. | Verbal response  Writing skills  Reading skills  Speaking skills  Listening skills  Composition skills |
| **10 min** | **Plenary:** Ask the students the following question: brainstorm or mind map of what has been learnt during lesson. | Brainstorm |

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