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| **Topic** | Extreme Weather | **Week** | 6 |

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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 * Make a presentation * Study a brochure * Read the sentences then match the idioms with the related words * Add suitable adjectives to nouns * Insert apostrophes at appropriate places * Abbreviate * Organise writings * Identify adjective clause * Identify degrees of comparison of adverbs |

| **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. Is weather same throughout the planet? 2. What sort of situation makes humans uncomfortable? 3. What do humans do to protect themselves from the weather? 4. Are there any extreme temperature places inhabited by humans? 5. What is the highest temperature recorded in Pakistan? 6. Name some of the coldest places of Earth. 7. What is the coldest temperature recorded in Russia? 8. Which is the driest place on Earth, and which is the wettest? 9. Which country has the most unpredictable weather?   **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. Each part of the planet has its own cycles and variations in temperature, precipitation, dryness, heat, and cold that constitute the weather in that area. 2. Humans are uncomfortable in places that are too hot or too cold, and places that are to wet or too dry. 3. Humans have developed many ways of protecting and shielding ourselves from the weather and the conditions it creates, such as umbrellas, sunscreen, air-conditioning, fans, heaters, and thermal clothing, etc. 4. Yes, however, the hottest and coldest parts of the world are sparsely inhabited. 5. The highest temperature ever recorded in Pakistan is 53.5°C which was recorded in Mohenjo-Daro, Sindh on 26 May 2010. 6. Following are some of the coldest places on Earth which are inhabited. Russia, Canada, Mongolia, Greenland, and in the state of Alaska, in the USA. 7. In the town of Oymyakon, Russia, which has a population of around 500 people, the average daily temperature in January has been recorded as -46°C! 8. Antarctica is the driest place on Earth. In contrast, the wettest place on Earth is drenched with downpours, which fill the streams and rivers to bursting point and sometimes beyond is in Meghalaya State, India. The yearly average rainfall is over 11 metres! 9. The United Kingdom has the most unpredictable weather. Sometimes it changes within a day. 10. In different places and times, beings such as fish, spiders, frogs, toads, and jellyfish have rained from the sky.   **Feedback:**  Give feedback on responses. |  |
| **10 min** | **Reading aloud:**  **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 discuss the difference between fictional and non-fictional texts. They may go back to the textbook and read a fictional and a non-fictional text again. And check what is different and what is similar to make notes.   |  |  | | --- | --- | | **What have they noticed about fictional text?** | **What have they noticed about non-fictional text?** | |  |  |   Now discuss what they have written as a class. Ask the students to add any points that they may have missed when they hear their peer’s points.  **HOMEWORK:**  If given a chance to move to any city at the drop of a hat, where would you prefer to live? Make a list of all the reasons:   * why you want to leave your current place of residence * for your choice to move | 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: IDIOMS**  1. Make a list of ten common or well-known idioms.  2. Type these out in slightly bigger point-size on the computer in such a way that there is a blank line between each idiom—you will have to cut each idiom out in the form of strips. Ensure that the idiom does not run into two lines but finishes in one line.  3. Once you have the sheet(s) with the list of idioms, make photocopies of it equal to the number of teams you plan to make in class. So if you have five teams, make five copies.  4. Now cut out the idioms as paper strips, one sheet at a time. Leave the other sheets aside.  5. Once you have the individual idioms, cut each idiom into two parts. For example, if you have the idiom, ‘Make hay while the sun shines’, you could cut it into: ‘Make hay while’ and ‘the sun shines’.  6. In this way, you will have all the idioms cut into two parts and now you should mix up all these parts together. Then, put these strips neatly into an envelope. In this way, prepare five envelopes for five teams.  7. The team members should take out all the strips from their envelopes and spread them out on the desk. They will be required to join together the correct parts so that ten complete and correct idioms are formed.  8. The first team to make all the idioms correctly will be winner. However, there should not be any errors in any of the idioms.  **ADDITIONAL HELPFUL RESOURCES:**  **A. Tick the correct idioms and proverbs.**  1. a. Great minds think alike.  b. Great minds think differently.  2. a. Never slap the hand that feeds you.  b. Never bite the hand that feeds you.  3. a. New kid on the building  b. New kid on the block  4. a. Rise and shine  b. Rise and prize  5. a. The best of both worlds  b. The best of every world  6. a. The whole one yard  b. The whole nine yards  7. a. Under the weather  b. Under the heavy stone  8. a. Water under the bridge  b. Petrol under the bridge  9. a. You are what you buy.  b. You are what you eat.  10. a. Your dress is as good as mine.  b. Your guess is as good as mine.  11. a. Between the devil and the deep blue sea  b. Between the devil and the angels  12. a. A penny saved is a penny earned.  b. A penny saved is a penny spent.  **Fill in the blanks with the correct order of adjectives in the brackets.**  1. He wanted to get a \_\_\_\_\_\_\_\_\_\_\_\_\_ (carpet, velvet, blue) from the flea market.  2. Have you seen my \_\_\_\_\_\_\_\_\_\_\_\_\_ (rugged, jacket, leather, black)? I left it on the counter.  3. It was the \_\_\_\_\_\_\_\_\_\_\_\_\_ (yellow, beautiful, sunset) that had all of us in awe.  4. It was a \_\_\_\_\_\_\_\_\_\_\_\_\_ (box-like, sports car, low) that he borrowed from a friend.  5. She wore a \_\_\_\_\_\_\_\_\_\_\_\_\_ (sweater, black, large, woollen) to the concert.  6. It was his \_\_\_\_\_\_\_\_\_\_\_\_\_ (British, thick, accent) that made it hard to understand what he was saying.  7. He was a \_\_\_\_\_\_\_\_\_\_\_\_\_ (man, tall, middle-aged, polite, thin) who loved meeting new people.  8. They lived in a \_\_\_\_\_\_\_\_\_\_\_\_\_ (cottage, eighty-year-old, abandoned, strange) on top of the hill.  9. They were a \_\_\_\_\_\_\_\_\_\_\_\_\_ (midde-aged, Canadian, couple) who spent most of their time travelling in a \_\_\_\_\_\_\_\_\_\_\_\_\_ (van, rusty, old).  10. We bought them this \_\_\_\_\_\_\_\_\_\_\_\_\_ (antique, expensive, rug, Persian) for their wedding. |  |
| **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 Adjectives. 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: ADVERBS**  Write a simple sentence on the board such as, ‘She eats food.’ Ask students to work in groups of 3 and add adverbs (degree, frequency), to the sentence. You might have them come to the board and add to the sentence with different-coloured chalk or markers, or you can ask them to write those sentences in their notebooks. After 15 to 20 minutes ask each group to share their sentences with the entire class.  **ADDITIONAL HELPFUL RESOURCES:**  **State what kind each of the underlined adverbs is.**  1. I have often told you not to speak so loudly.  ..........................................................................................................................................................................  2. How do you open this locker?  ..........................................................................................................................................................................  3. Jeff came home quite late last night.  ..........................................................................................................................................................................  4. When did you return from Lahore?  ..........................................................................................................................................................................  5. John will certainly forget tomorrow what he has told you today.  ..........................................................................................................................................................................  6. Wherever we went, we found people praising him highly.  ..........................................................................................................................................................................  7. Junaid drives very rashly, but Shahzeb is cautious.  ..........................................................................................................................................................................  8. We shall certainly meet your parents if we visit Lahore again.  .......................................................................................................................................................................... |  |
| **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: Set ‘who wants to be a millionaire’ questions for your neighbour or other groups | Brainstorm |

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