



AFAQ SUN SERIES

Lesson Plans English

7

Total: SLO = 91

Total: LPs = 240



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**

Unit Name: -- **Topic: Orientation** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Introduce themselves to each other.

Resource Materials:

Chalk/marker, white-/blackboard

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Take students for a school visit and help familiarise them with the school building, classrooms, playground, etc.

Explain and discuss some important school and classroom rules with them.

Ask each student to introduce themselves by saying their name and one interesting fact about themselves.

For example, "Hello, my name is Amna and I can bake cupcakes."

Main Activities/Concept Building:

(25 min)

Introduce yourself to students. Tell them about your hopes for the new school year and some of the fun things you'll be doing in class. Tell students a few things about yourself; for example, your likes, dislikes and hobbies. Ask students to introduce themselves to each other by telling their names and some of their favourite things, like their favourite subjects turn by turn.

Make groups of 4-5 students and have them brainstorm a list of questions they would like to ask each other to get to know each other better. Encourage students to think creatively and come up with unique questions. Have each group share their questions with the class and write them on the board or a large sheet of paper. Discuss each question as a class and make sure everyone understands what is being asked.

Some suggested questions are:

1. What is your name?
2. Where were you born?
3. How many brothers or sisters do you have?
4. Do you have any pets?
5. Tell your favourite cartoon character.
6. Tell the name of your favourite game.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Recall some important rules of school and class again.

Assessment:

(7 min)

Ask students to complete the given worksheet.

Homework:

(0 min)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

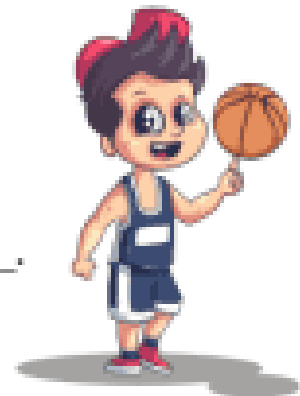
Name: _____

Date: _____

Fill in the given information about yourself.

Let me introduce myself

- Hi, my name is _____.
- I am ____ years old.
- My birthday is on _____.
- I am from _____.(country)
- I live in _____.(city)
- There are ____ people in my family.
- They are _____.
- My father is a/an _____.
- My mother is a/an _____.
- I am a student at _____.
- My favorite subject is _____.
- My favorite sport is _____.
- I want to become a _____.
- My hobby is _____.
- My favorite food is _____.
- My favorite drink is _____.
- My favorite day of the week is _____.
- I like _____ movies.
- My favorite month is _____.
- The most beautiful place in my country is _____.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 2

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Reading Date:

Objective(s):

At the end of this period, the students will be able to:

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Let's Get Started)
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Recount.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 1, 2

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that they are going to read unit 1 'The Last Sermon of Hazrat Muhammad (S.A.W)'. Ask them to open the textbooks at page 1. Read the title of unit aloud. Tell meaning of the title in detail and explain how it relates with story. Explain meaning of 'sermon' by writing on board. Ask them to look at the given picture carefully and share its correct name. Discuss some important incidents of Hazrat Muhammad (S.A.W). Note their responses.

Main Activities/Concept Building:

(25 min)

Ask students to open textbook page at 1. Ask them to tell and discuss what do they know about Hazrat Muhammad (S.A.W) and the Islamic faith. Have they ever heard of the last sermon of Hazrat Muhammad (S.A.W), If yes, what do they know about it?

Ask them to open textbook at page 2 and read the chapter with proper intonation, pauses and pronunciation. Ask whether they like it interesting and informative. Ask them to identify the use of language structure, vocabulary and presentation to predict and to understand the meanings of difficult words. Help them understand sentence structure, theme and supporting details. Also share meanings of difficult words for their better understanding. Describe the theme of the lesson. Tell the importance of last sermon of Hazrat Muhammad (S.A.W) in detail. Explain them that the last sermon of the Holy Prophet is important in Islam because it provides a universal message of ethical and moral guidance, reminds Muslims of their obligations to God and to one another, emphasizes equality and unity, and is relevant to all people regardless of time or place.

Get students into pairs and ask them to read the text aloud with correct pronunciation. After reading a selection, ask them to write a response that demonstrates their understanding and analysis of the text in some sentences or a paragraph.

Sum Up:

(5 min)

Summarise the key concepts again for clarity.

Assessment:

(3 min)

Call students at random and ask him/her to read some lines from paragraphs.

Homework:

(2 min)

Read first two paragraphs and learn meanings of difficult words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 3

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Reading Date:

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting, details.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 2, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask different questions from students about lesson for example,

- What is importance of last sermon Hazrat Muhammad (S.A.W).
- How did Hazrat Muhammad (S.A.W) begin his sermon?
- Where did Hazrat Muhammad (S.A.W) deliver his last sermon?

Note their responses and appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Ask students to recall some important points that they had learnt in the last period. Ask them to open textbook at page 2 and read next 2 paragraphs with proper intonation, pauses and pronunciation. Ask whether they like it interesting and informative. Ask them to identify the use of language structure, vocabulary and presentation to predict and to understand the meanings of difficult words. Help them understand sentence structure, theme and supporting details. Also share meanings of difficult words for their better understanding. Describe the theme of the lesson. Tell the importance of last sermon of Hazrat Muhammad (S.A.W) in detail. Explain them that the last sermon of the Holy Prophet is important in Islam because it provides a universal message of ethical and moral guidance, reminds Muslims of their obligations to God and to one another, emphasizes equality and unity, and is relevant to all people regardless of time or place. Ask them to tell what did Hazrat Muhammad (S.A.W) say about the rights of women and the importance of treating them with respect and kindness?

Get students into pairs and ask them to read the text aloud with correct pronunciation. After reading a selection, ask them to write a response that demonstrates their understanding and analysis of the text in some sentences or a paragraph.

Tell students that paragraphs are units of expression. Explain that each paragraph contains a main idea, which is expressed in the topic sentence, and supporting details that explain or develop that idea. Discuss the topic sentence and supporting details of any paragraph of this lesson.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(7 min)

Ask them to complete the given worksheet.

Homework:

(0 min)

N/A

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Read each paragraph and identify the topic sentence and supporting details.

The human brain is the most complex organ in the body. It controls all bodily functions and is responsible for thoughts, emotions, and behaviors. The brain is divided into different regions, each with its own specialized function. It is also capable of incredible plasticity, meaning it can adapt and change throughout a person's lifetime.

Topic sentence: _____

Supporting details: _____

The Great Barrier Reef is a vast system of coral reefs located off the coast of Australia. It is home to thousands of species of plants and animals, many of which are not found anywhere else in the world. The reef is a popular tourist destination, but it is also facing many threats, including climate change, pollution, and overfishing.

Topic sentence: _____

Supporting details: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Reading Date:

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining paragraphs).
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, semi- colon, apostrophe).
- Recognise and rectify faulty punctuation in given passages and own work.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 2-3, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the lesson and ask different questions. For example:

- What are right of women according to last sermon of Hazrat Muhammad (S.A.W)?
- Discuss human rights in the light of last sermon of Hazrat Muhammad (S.A.W)?

Main Activities/Concept Building:

(25 min)

Ask students to recall some important points they learnt in the last period. Ask them to open textbook at page 2 and read next 2 paragraphs with proper intonation, pauses and pronunciation. Ask whether they like it interesting and informative. Ask them to identify the use of language structure, vocabulary and presentation to predict and to understand the meanings of difficult words. Help them understand sentence structure, theme and supporting details. Also share meanings of difficult words for their better understanding. Describe the theme of the lesson. Tell the importance of last sermon of Hazrat Muhammad (S.A.W) in detail. Explain them that the last sermon of the Holy Prophet is important in Islam because it provides a universal message of ethical and moral guidance, reminds Muslims of their obligations to God and to one another, emphasizes equality and unity, and is relevant to all people regardless of time or place. Ask them to tell what did Hazrat Muhammad (S.A.W) say about the rights of women and the importance of treating them with respect and kindness?

Recall the uses of punctuation marks. Tell them that punctuation marks provide visual clues to readers, telling them how they should read the text. Different punctuation cues like comma, full stop, etc. are used in the text to make it clear, understandable and interesting. Get students into pairs and ask them to complete the given worksheet. Guide them in adding correct punctuation marks.

Sum Up:

(4 min)

Summarise the key concepts again for clarity.

Assessment:

(4 min)

Call students at random and ask him/her to read some lines from text.

Homework:

(2 min)

Ask them to read the text and learn meanings of difficult words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Rewrite the following passage by adding correct punctuation marks.

rainbows

my heart leaps up when i behold a rainbow in the sky wrote william wordsworth the famous poet and most of us share his feelings when we are lucky enough to see a rainbow there is an old saying that a pot of gold is buried at the end of the rainbow but have you ever tried to reach a rainbows end of course its impossible because a rainbow is really just the result of the raindrops refracting and reflecting light from our sun there are seven colors in the rainbow red orange yellow green blue indigo and violet

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 5

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Vocabulary Date:

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 4, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some jumbled words on the board. Call students at random and ask them to unscramble these words and also share their meaning. Appreciate them for their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn words and meanings.

Ask students to open textbook page at 4. Ask them to read the statement in the Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain the meanings of these words by using them in sentences.

Bring the provided worksheet to class. Distribute among students. Make groups of 4-5 students. Ask them to complete the given worksheet. The group who completes the worksheet first will win. Appreciate them by clapping.

Sum Up:

(5 min)

Summarise the key concepts again for clarity.

Assessment:

(3 min)

Call students at random and ask them to share correct meanings of words given in vocabulary section.

Homework:

(2 min)

Ask them to write sentences of words from textbook page 4 in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

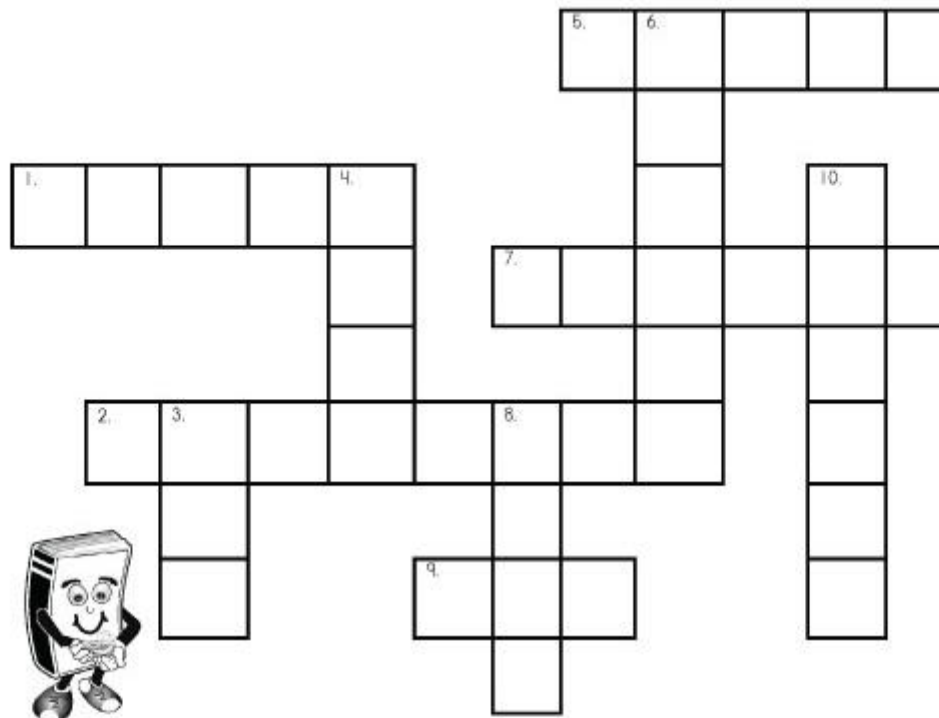
Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Complete the puzzle using the words and definitions below.



Across

1. To begin an activity
2. A group of young people
5. To remove dirt
7. A male parent
9. To speak words

Down

3. Very warm, high temperature
4. To describe with words
6. To hear and pay attention
8. To see and understand words
10. A group of human beings

Sight word bank:

children	clean	father	listen	hot
people	read	say	start	tell

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 6

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Comprehension Date:

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 4

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall the lesson. Ask different questions from the lesson. Discuss main theme and important points of the lesson with students.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to comprehend given questions. Ask them to open the textbooks at page 4. Read the given statement from Comprehension section. Ask them to read the questions one by one given in sections 'Reading for Detail' and 'reading for understanding'. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook. The correct answers are:

Reading for detail:

- The last sermon of the Prophet Muhammad (S.A.W) is known as the "Farewell Sermon." He delivered it during his final Hajj (pilgrimage) to the city of Mecca in the year 632 AD, just a few months before his passing. In the sermon, he addressed a large gathering of his followers and delivered important messages about unity, equality, justice, and personal responsibility. The Farewell Sermon is considered to be one of the most significant speeches in Islamic history.
- Some of the important key points are: The Prophet emphasized the importance of unity and brotherhood among the Muslims. He reminded the people that all Muslims are equal in the eyes of Allah and that they should treat each other with love and respect. The Prophet spoke about the importance of social justice and the need to treat people fairly regardless of their race, ethnicity, or social status. The Prophet emphasized the rights of women and spoke about the importance of treating them with kindness and respect. The Prophet reminded the people that everyone is responsible for their own actions and that they will be held accountable for their deeds on the Day of Judgment. The Prophet emphasized the importance of the Quran and urged the people to follow its teachings.

Reading for understanding:

- In his last sermon, the Prophet Muhammad (S.A.W) emphasized the importance of unity among Muslims. He said, "All mankind is from Adam and Eve, an Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also a white has no superiority over black nor a black has any superiority over white except by piety and good action."
- Our Holy Prophet (S.A.W) reminded the people that honesty is a fundamental part of Islam. He said, "Be truthful, for truthfulness leads to righteousness, and righteousness leads to Paradise." The Prophet stressed the importance of justice and equality. He said, "Beware of injustice, for injustice will be darkness on the Day of Judgment." He also warned against oppressing others and emphasized that all people should be treated fairly. Our Holy Prophet (S.A.W) encouraged his followers to be compassionate towards others. He said, "Have mercy on those on earth, and the One above the heavens will have mercy on you." He also spoke about the importance of being kind to women, children, and the elderly.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Sum Up: (3 mins)

Ask students to revise and learn the answers.

Assessment: (5 mins)

Call students at random and ask them to share their answers.

Homework: (2 mins)

Ask students to learn the question answers of unit.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan: 7

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Comprehension Date:

Objective(s):

At the end of this period, the students will be able to:

- Answer the given questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 4

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall the lesson. Ask different questions from the lesson. Discuss main theme and important points of the lesson with students.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to comprehend given questions. Ask them to open the textbooks at page 4. Read the given statement from Comprehension section. Ask them to read the questions one by one given in sections 'Reading for Inference' and 'Reading for Analysis'. Ask them to guess their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook. The correct answers are:

Reading for Inference:

- Astray mean 'away from the correct path or direction.'
- Generosity means 'the quality of being kind and generous.'

Reading for Analysis:

- The Prophet Muhammad's (peace be upon him) final sermon is important for Muslims for several reasons: In his final sermon, the Prophet emphasized key Islamic principles such as the importance of unity, justice, and compassion. This speech serves as a comprehensive summary of the fundamental beliefs and practices of Islam. The Prophet stressed the importance of good character in his final sermon, encouraging his followers to be honest, just, and compassionate. The final sermon of the Prophet provides practical guidance for Muslims on how to live their lives in accordance with Islamic teachings. The final sermon emphasizes the importance of unity among Muslims and reminds them of their shared values and responsibilities as members of the Muslim community. This message continues to inspire Muslims to work towards building a more just and peaceful society.

Engage students in an activity. Get students into two groups. Bring some fiction and non-fiction books to class. Have one group read fiction and the other group nonfiction books. Ask them to find the meaning of words from the text in a dictionary and compare them with the meanings of those words in the text. Each group will share their story with the whole class. Identify and discuss the theme of the chapter. Guide them throughout the activity.

Sum Up:

(3 mins)

Ask students to revise and learn the answers.

Assessment:

(5 mins)

Call students at random and ask them to share their answers.

Homework:

(2 mins)

Ask students to learn the question answers of unit.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 1

Lesson Plan:8

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W)Topic: Listening and speaking Date:

Objective(s):

At the end of this period, the students will be able to:

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 5

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share if they offer daily prayers on time.

Main Activities/Concept Building:

(25 min)

Tell students that they will do activities given in 'Listening and Speaking section'.

Ask students to open textbook at pages 5. Read the given statement from listening and speaking practice.

Ask them to read the given dialogue and notice the use of expressions. Get students into pairs and ask them to practice the given dialogue.

Divide the class into small groups of 3-4 students. Engage students in a discussion. Ask them to discuss about the importance and benefits of prayers. Remind students to follow the rules for discussion. Walk around the room and observe the discussions, offering support and feedback as needed. Ask students to share their ideas, opinions, and questions related to the topic. Encourage students to build on each other's ideas and express their own clearly.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share one thing they learned from the discussion.

Homework:

(2 min)

Ask them to practice the given dialogue with their siblings or friends.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 2** **Lesson Plan:1**

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Dictionary use Date:

Objective(s):

At the end of this period, the students will be able to:

- Use dictionary to Locate guide words, entry word, choose appropriate word definition, identify pronunciation with the pronunciation key focusing on the consonant and vowel sounds, identify syllable division, identify the part of speech of a word through abbreviation used, identify correct spellings, identify phrases through keywords, understand various abbreviations and acronyms used in a dictionary.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 5 and 6

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students if they have ever used a dictionary before and what they think it's used for.

Main Activities/Concept Building:

(25 min)

Tell students that they will do learn about uses of a dictionary.

Tell students that a dictionary lists words of a specific language in alphabetical order. Ask them to open textbook page 5 and read the give statement 1 from Vocabulary section. Then ask them to read the given uses of a dictionary. Explain these rules and uses in detail by showing different examples from a dictionary. Explain them about guide words, entry words and pronunciation key. Then explain them how to use a dictionary and its different abbreviations to identify a part of speech of any word. Ask them to learn the given uses.

Explain that guide words are located at the top of each dictionary page and show the first and last words that are listed on that page. Demonstrate how to use guide words to quickly find a word in the dictionary. Explain that the entry word is the word you are looking up in the dictionary. Show students how to locate the entry word and read its pronunciation using the pronunciation key. Tell them how to use the pronunciation key to correctly pronounce a word, focusing on the consonant and vowel sounds. Recall that words are divided into syllables in the dictionary to help with pronunciation. Show students how to locate the syllable division and read it aloud. Demonstrate how to identify the part of speech of a word by looking for the abbreviation next to the word. Explain what each abbreviation stands for (e.g. n. for noun, v. for verb, adj. for adjective). Emphasize the importance of correctly spelling a word and demonstrate how to find the correct spelling in the dictionary. Explain that phrases can be found in the dictionary by using keywords. Show students how to identify and read phrases. Explain what each abbreviation and acronym mean and demonstrate how to use them in the dictionary.

Ask them to read the given statement 2 from vocabulary section. Ask them to read the given word and look its different parts carefully.

Ask them to read the given statement 3 from vocabulary section. Ask them to complete the given activity.

The correct answers are

Abbreviation: n.

Definition: a celestial body that orbits the sun or another star and is not a satellite of a planet

Parts of speech: Noun

Guide word: plane - planning

Number of syllables: 2

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Sum Up: (3 min)

Summarise the key concepts again for clarity. Reinforce the importance of using a dictionary as a resource for improving their vocabulary and understanding of language.

Assessment: (5 min)

Give each student a new word to look up in the dictionary. Have students write down the guide words, entry word, pronunciation, syllable division, part of speech, and definition for their assigned word. Collect the assignments and provide feedback.

Homework: (2 min)

Ask them to use a dictionary and find definition, abbreviation, guide word, entry word and part of speech of any five words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan:2

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Use of Thesaurus Date:

Objective(s):

At the end of this period, the students will be able to:

- Use thesaurus to locate synonyms/ antonyms and their use in sentences.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 7

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some words on the board from the lesson. Call students at random and ask them to tell their synonyms and antonyms. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that they will learn about use of thesaurus. Explain to students that a thesaurus is like a dictionary, but instead of definitions, it provides lists of words with similar or opposite meanings. For example, if we look up the word 'happy,' we might find words like 'joyful,' 'pleased,' or 'content' as synonyms." Show students examples of entries in a thesaurus, and explain how to use it to find similar or opposite words. Encourage students to use a thesaurus in their writing assignments to make their work more interesting and diverse.

Ask them to open textbook page at 7 and read the statement 4 of vocabulary section. Then ask them to read the given word with its synonyms and antonyms. Ask them to read the statement 5 of vocabulary section. Ask them to find synonyms and antonyms of given words by using a thesaurus. The correct answers are:

Responsibility: synonym= accountability, antonym=irresponsibility

Love: synonym=affection, antonym=hatred

Deed: synonym=action, antonym=inaction

Blessing: synonym=gift, antonym=curse

Kind: synonym= benevolent, antonym=cruel

Make two groups of students. Give students of each group a list of words. Then ask first group to find synonyms and ask the second group to find antonyms. The group who will finish their task first will win.

Sum Up:

(3 min)

Review the main concepts covered in the lesson and emphasize the importance of using a thesaurus to expand vocabulary.

Assessment:

(5 min)

Ask students to share some uses of thesaurus.

Homework:

(2 min)

Ask them to complete activity given in 'find and learn section'.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan:3

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Gender-Neuter Nouns Date:

Objective(s):

At the end of this period, the students will be able to:

- Use specific words for genders and gender-neutral terms where needed.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 7-8

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share some examples of gender nouns. Note their responses.

Main Activities/Concept Building:

(25 min)

Tell students that they will learn about gender-neutral words. Explain them that Gender-neutral nouns are words that do not specify a particular gender. Here are some examples of gender-neutral nouns: Person, Human, Individual, Child, Parent, Teacher, Doctor, Lawyer. Share some examples with them by using them in sentences. Encourage students to practice using gender-neutral language in their writing and everyday conversations.

Ask them to open textbook page at 7. Ask them to read the given statement 1 from grammar section. ask them to read the given sentences and notice the use of gender-neutral words.

Ask them to open textbook page at 8. Ask them to read the given statement 2 from Grammar section.

Encourage them to guess the correct answers and help them if need be. The correct answers are: children, pet, birds, relatives, animal

Provide students with sentences that contain gender-specific terms, and ask them to rewrite the sentences using gender-neutral terms. For example, "The mailman delivered the package," and ask students to rewrite it as, "The mail carrier delivered the package."

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some gender-neutral terms and use them in their sentences.

Homework:

(2 min)

Ask them to search any five gender- neutral nouns from the internet and note them in their notebook.

Teacher's Self-Evaluation:

Targett: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 4

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Articles

Date:

Objective(s):

At the end of this period, the students will be able to:

- Use articles correctly in speech and writing.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 8-9

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share some sentences by using definite and indefinite articles. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that they will learn about articles and their use. Tell them that there are two types of articles in the English language: the definite article (the) and the indefinite article (a-an). 'The' is used to specify a person, place or thing. 'A' and 'An' are two indefinite articles. They are used before singular countable nouns. Tell them about the importance of articles in English grammar and how their correct use can enhance the clarity and coherence of writing and speaking

Ask them to read the statements 3 and 4 from Grammar section textbook page 8 and 9 respectively. Ask them to read the given rules of definite and indefinite articles carefully.

ask them to read the statements 5 from Grammar section textbook page 9. Ask them to complete the given passage by using articles correctly. Guide them in completing the activity and encourage them to share the correct answers. The correct answers are:

A student must take care of their or his/her health because a sound mind lives in a sound body. Good health is the key to success. In order to enjoy good health, a student must observe the rules of health. An unhealthy man may be a possessor of vast wealth, but he leads an unhappy life.

Provide short reading passages or stories, and ask students to work in pairs or small groups to identify the use of articles in the provided text. Then ask each group or pair to present their analysis and explain why they chose certain articles over others.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to write two or three sentences by using articles correctly.

Homework:

(2 min)

Ask them to write a short paragraph using both indefinite and definite articles correctly.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic :Sentence patterns Date:

Objective(s):

At the end of this period, the students will be able to:

- Use sentences with direct and indirect objects and sentence patterns: SVO- Subject- Verb (transitive)- Object direct).

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 9-10

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall different sentence structures (SV), (SVO). Call students at random and ask them to share some examples by writing them on the board.

Main Activities/Concept Building:

(25 min)

Tell students that they will learn about using sentences of different patterns.

Explain the concept and rules of direct and indirect objects in English grammar. Explain the use of direct and indirect objects by giving examples and illustrations to make the concept more comprehensible.

Explain them that the direct object is the noun or pronoun that receives the action of the verb. The indirect object is the noun or pronoun that receives the direct object. Write different sentences with SVO pattern on the board to reinforce the concept.

Ask them to open textbook page 9. Ask them to read the given examples and explanation carefully. Ask them to read the statement 6 from Grammar section textbook page 10. Ask them to read the given sentences and observe the use of direct objects.

Ask them to read given statement 7. Then ask them to look at the given pictures and write a sentence about it.

Get students into groups and ask each group to share four to five sentences with each pattern of sentences. Encourage the winning group by clapping.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to write a sentence on the board in the SVO pattern, and identify the subject, verb, and object. Check their written sentences on the board to see if they can correctly identify the subject, verb, and object. Appreciate them at their correct responses.

Homework:

(2 min)

Ask them to write a paragraph by using direct and indirect objects and the SVO sentence pattern.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan:6

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Simple Present tense Date:

Objective(s):

At the end of this period, the students will be able to:

- Recognise the form, various functions; and use of simple present tense.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 10, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to prepare a list of things they do every day as a routine. Ask them to share these sentences with classmates. Note their responses.

Examples:

(a) I wake up at 6 o'clock in the morning.

(b) I brush my teeth regularly.

(c) I go to school at 7 o'clock in the morning.

Main Activities/Concept Building:

(25 min)

Tell students that they will learn about simple present tenses. Tell them that the simple present tense is used to talk about habitual actions or general truths. In this tense, verbs are used in their base form for all subjects, except for the third person singular (he, she, it), where the verb ends with -s or -es. Write sentences of simple present tense on board to reinforce the concept. Encourage students to share some sentences.

Ask them to open textbook at page 10. Ask them to read the sentence structure and examples carefully and notice the use of simple present tense.

Provide students the given worksheet to practice forming the simple present tense. Encourage them to work in pairs to create affirmative, negative, and interrogative sentences using the verbs provided.

Monitor their work, providing guidance and feedback where necessary.

Sum Up:

(3 min)

Summarise the key concepts again for clarity. Recap the lesson by asking the students to share what they have learned about the simple present tense.

Assessment:

(5 min)

Call students at random and ask them to share a sentence using simple present tense.

Homework:

(2 min)

Ask them to write a paragraph on their daily routine using simple present tense.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Write affirmative, negative and interrogative sentences of simple present tense using given words.

I/play/football/weekend.

Affirmative: _____

Negative: _____

Interrogative: _____

She/watch/TV/evening.

Affirmative: _____

Negative: _____

Interrogative: _____

You/go/gym/every day.

Affirmative: _____

Negative: _____

Interrogative: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Simple Present tense Date:

Objective(s):

At the end of this period, the students will be able to:

- Recognise the form, various functions; and use of simple present tense.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 11, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(8 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Divide the class into pairs and give them a scenario to act out. For example, a restaurant scene where one student is the customer and the other is the waiter. Encourage the students to use present indefinite tense verbs in their conversation, such as "I want the chicken" or "She takes my order."

Main Activities/Concept Building:

(22 min)

Tell students that they are going to learn simple present tenses. Tell them that the simple present tense is used to talk about habitual actions or general truths. In this tense, verbs are used in their base form for all subjects, except for the third person singular (he, she, it), where the verb ends with -s or -es. Write sentences of simple present tense on board to reinforce the concept. Encourage students to share some sentences.

Ask them to open textbook at page 11. Ask them to read the statement 8 and given sentences carefully and notice the use of simple present tense. Then ask them to read statement 9. Ask them to look at the given picture carefully and write some sentences about it using simple present tense. guide them in completing the activity. check their work side by side.

Hide index cards around the classroom with different verbs in the present indefinite tense written on them. The students search for the cards and use the verbs to form sentences in the present indefinite tense. The first student to find all the cards and form the correct sentences wins.

Provide the students with a passage of text and ask them to find all the present indefinite tense verbs. Then, have them use those verbs to create a story or conversation.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share sentences using simple present tense.

Homework:

(2 min)

Ask them to write five sentences using simple present tense in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Look at the given pictures and write a sentence about each picture by using simple present tense.



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan:8

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W)Topic: Punctuation

Date:

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, exclamation marks, full stops, and commas.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 11, poster of punctuation marks

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences without punctuation marks on the board. Call students at random and ask them to rectify and rewrite these sentences by adding correct punctuation marks. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that they will going to recall uses of some punctuation marks. Explain that punctuation is used to convey meaning and structure in written communication. Display the punctuation posters on the whiteboard and go through each one, explaining its purpose and how it is used.

Review capitalization rules with the students. Remind them that the first word of every sentence should be capitalized, as well as proper nouns. Demonstrate how to use full stops in sentences. Show students how a full stop is used to indicate the end of a sentence, and how it is also used after abbreviations. Recall the use of commas and explain how they are used to separate items in a list, to separate clauses in a sentence, and to indicate a pause in speech. Show students how to use exclamation marks to express strong emotion or emphasis. Ask students to share examples.

ask them to open textbook at page 11. Ask them to read statement of Punctuation section. Ask them to read the given text carefully and punctuate it by using correct punctuation marks. Guide them and check their work side by side.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some uses of punctuation marks.

Homework:

(2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

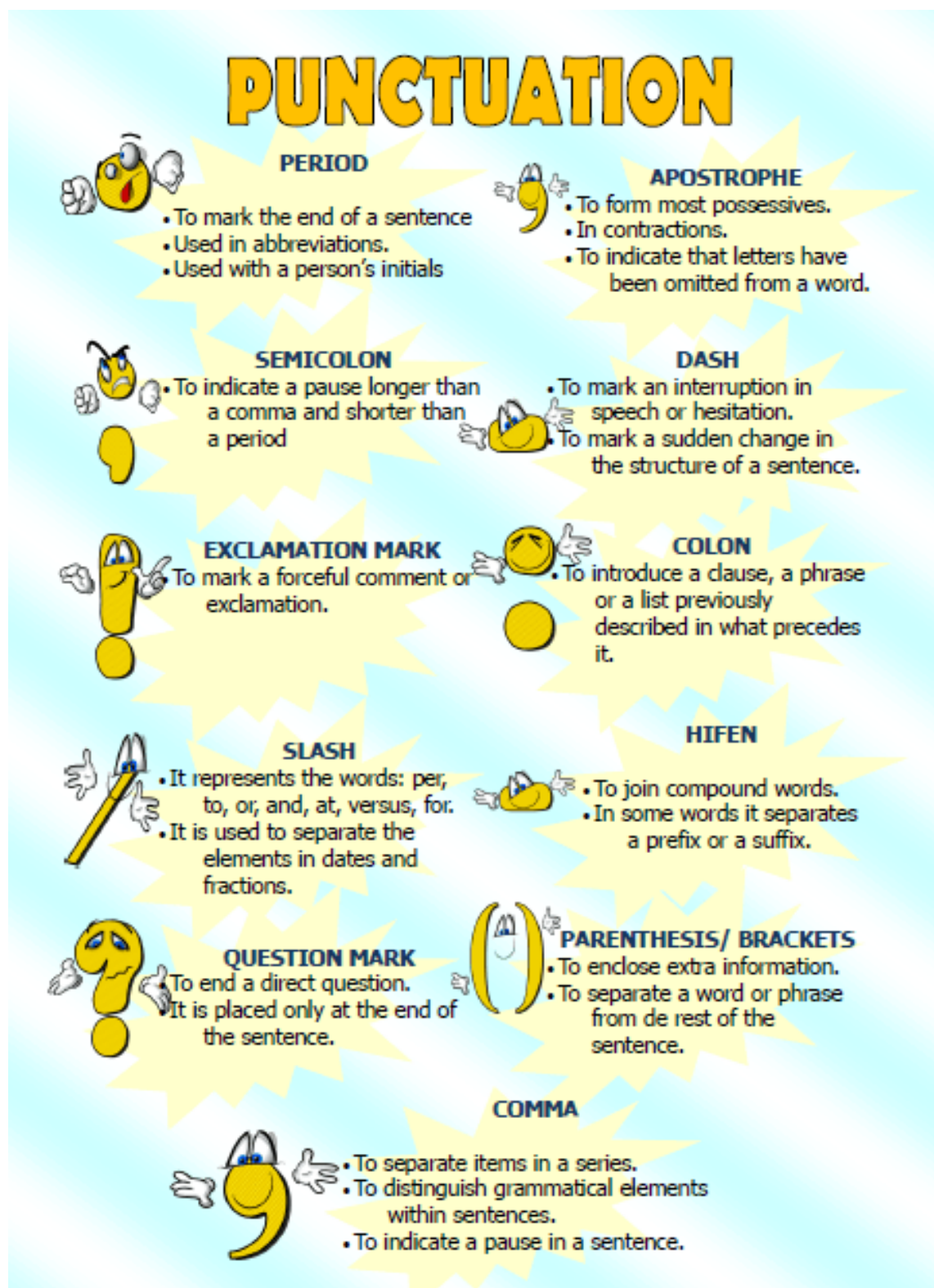
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Poster



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan:1

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Syllables and analogies Date:

Objective(s):

At the end of this period, the students will be able to:

- Write multisyllable words at grade level with correct spelling, using spelling rules and strategies: making analogies from familiar words

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 12

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Call students at random and ask them to share some words with their syllables. Ask them to share some pairs of word and their opposites. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that they will going to learn about syllables and analogies. Recall the syllables. Write some words on the board with their syllable division. Explain how to pronounce these multisyllabic words, emphasizing the stress on different syllables. Discuss how multisyllabic words can be broken down into smaller parts (syllables) to make them easier to pronounce and understand. Ask them to open textbook page 12 and read the statement 1 of Writing section. Ask them to read the unit carefully and note down any five multisyllable words.

Explain the concept of analogy. Tell them that analogy are comparisons between two things that are similar in some way. Explain that analogies can help us learn new words if we first determine the relationship between the words. Emphasize the importance of analogies in both speech and writing to make their ideas clearer and more engaging. Write some examples of analogies on the board. Ask them to read the statement (2) from writing section. Then ask them to read the given analogies and their relationship. Explain these analogies in detail. Ask them to read the statement (3) and complete the given activity. Appreciate them at their correct answers. The correct answers are: petal, woman, nails, wash, depressed.

Create sets of index cards with two columns each. Write an analogy in the first column and the answer in the second column. Shuffle the cards and have students match the analogies to their corresponding answers. Mix up the cards and have students work in pairs to match them. Encourage the students to create their own analogies.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask some students at random to share one multisyllabic word and analogy they learned during the lesson and how they plan to use it in the future.

Homework:

(2 min)

Ask them to learn the class work. Ask them to write five analogies in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan:2**

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) **Topic: Suffixes** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Making words with –able, -ible, -ably, -ibly, Use of suffix –fer in stressed and unstressed vowels e.g., referred, referral (rr in case of stressed), reference, preference (r in case of unstressed)

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 13

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share some suffixes.

Main Activities/Concept Building:

(25 min)

Tell students that they will going to learn about suffixes. Tell them that suffixes are word endings that can change the meaning of a word. Emphasize the importance of suffixes to expand their vocabulary and improve their writing and speech. Write some suffixes on the board and ask students to share some words with these suffixes. Ask them to open textbook page 13. Ask them to read statement 4 and make three words using given suffixes.

The suggested answers are:

-able=loveable, comfortable, fashionable, respectable

-ible= visible, legible, audible, horrible

-ably= acceptably, inevitably, detestably, lamentably

-ibly= terribly, horribly, feasibly, sensibly

Ask them to read statement 5 from writing section. Ask them to read the given rules carefully and learn them. Encourage them to share some examples by using -fer suffix.

Make groups of students and ask them to complete the given worksheet. Help them if need be.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask the students to share one word they learned during the lesson that contains a suffix and what the suffix means.

Homework:

(2 min)

Ask them to write five suffixes and their three examples in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Circle the words with suffixes in the paragraph below.

You don't have to be a botanist to grow your own food! The warmest time of year is best for planting some seeds, while others can only grow when planted during colder times. Some plants, like tomatoes, become droopy if you don't water them daily. You must make sure the soil has just the right amount of wetness for each type of plant. Gardening can be difficult, but the right knowledge can make it easier.

Write the correct suffix from the word box to complete the name of each job.

-er -or -ian -ist

edit <u>or</u>	conduct _____	comed _____	magic _____
art _____	sing _____	violin _____	dent _____
teach _____	farm _____	act _____	politic _____



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan:3

Unit Name: The Last Sermon of Hazrat Muhammad (S.A.W) Topic: Creative writing Date:

Objective(s):

At the end of this period, the students will be able to:

- Write a paragraph on a given topic.
- Apply editing and proofreading skills to a range of different texts and contexts.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 13-14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to discuss some important incidents from life of Hazrat Muhammad (S.A.W).

Main Activities/Concept Building:

(25 min)

Tell students that they will going to do creative writing. Ask them to open textbook page 13. Ask them to read statement of creative writing. Ask them to write a paragraph about any incident from the life of Hazrat Muhammad (S.A.W) hat inspired them a lot. Ask different questions to brainstorm their concepts.

Guide them in writing a paragraph by brainstorm their ideas. Write some vocabulary words on the board for their help. Ask them to write a strong topic sentence that captures the main idea of the paragraph.

Ask them to write two to three supporting details that are relevant to the topic sentence and help to develop the paragraph. Encourage them to use transitions to help connect their supporting details and create a cohesive paragraph.

Ask them to proof read and edit their written work. Explain them that editing and proofreading are important skills that help to improve the quality of their writing. Emphasize the importance of checking for errors in spelling, grammar, punctuation, and sentence structure to ensure that their writing is clear and coherent. Circulate around the room to aid and feedback, and encourage them to share their work with their classmates.

Editing and Proofreading Checklist:

- Check for errors in spelling, grammar, and punctuation.
- Ensure that the sentences are clear and coherent.
- Check for errors in verb tense, subject-verb agreement, and pronoun usage.
- Check for errors in capitalization and punctuation.
- Read the paragraph aloud to check for errors in sentence structure and flow.

Sum up the complete lesson by reading the given summary from textbook page 14. Recall some important points from the lesson.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to review their written work by using the editing and proofreading checklist, and encourage the students to continue practicing these skills in their writing.

Homework:

(2 min)

Ask them to write a paragraph about childhood of Hazrat Muhammad (S.A.W).

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan:4**

Unit Name: Eid-UL-Adha **Topic: Reading** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- (Let's Get Started)
- Read the text of the lesson. (First paragraph)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Personal Recount

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 15-16

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that they are going to read unit 2 'Eid ul Adha'. Ask them to open the textbooks at page 15. Read the title of unit aloud. Tell meaning of the title in detail and explain how it relates with story. Ask them to look at the given picture carefully and discuss it. Ask them what are the people doing in this picture and what are their expressions. Note their responses.

Main Activities/Concept Building: (25 min)

Ask students to open textbook page at 15. Ask them to tell and discuss what do they know about Eid-ul-Adha. Ask them to discuss about how do they celebrate Eid-ul Adha. Encourage them to share their experiences

Ask them to open textbook at page 16 and read the chapter with proper intonation, pauses and pronunciation. Ask whether they like it interesting and informative. Ask them to identify the use of language structure, vocabulary and presentation to predict and to understand the meanings of difficult words. Help them understand sentence structure, theme and supporting details. Also share meanings of difficult words for their better understanding. Describe the theme of the lesson.

Provide an overview of the Hajj pilgrimage to Mecca, explaining its significance to Muslims. Show pictures or videos of the Hajj pilgrimage to Mecca, and explain the rituals and practices that are part of the pilgrimage. Discuss the significance of Eid-ul-Adha, and explain how it is celebrated by Muslims around the world. Show pictures or videos of Eid-ul-Adha celebrations, and explain the traditions and practices associated with this Islamic event.

Explain them features of personal recount. Tell them that a personal recount is a written account of a personal experience or event. It often includes the following features: first-person point of view, chronological order, uses details and descriptive language. Personal recounts often use descriptive language to create a vivid picture of the experience in the reader's mind and have an informal tone. Get students into pairs and ask them to read the text aloud with correct pronunciation. After reading a selection, ask them to write a response that demonstrates their understanding and analysis of the text in some sentences or a paragraph.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to share their thoughts on why these Eid festivals are important to Muslims.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Homework: (2 min)

Ask them to read first two paragraphs of lesson and learn meanings of difficult words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan:5**

Unit Name: Eid-UL-Adha **Topic: Reading** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 16

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask different questions from students about lesson for example,

- Name two Eid festivals of celebrated by Muslims.
- What do they know about Hazrat Ibrahim?

Note their responses and appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Ask students to recall some important points they learnt in the last period. Ask them to open textbook at page 16 and read next 2 paragraphs with proper intonation, pauses and pronunciation. Ask whether they like it interesting and informative. Ask them to identify the use of language structure, vocabulary and presentation to predict and to understand the meanings of difficult words. Help them understand sentence structure, theme and supporting details. Also share meanings of difficult words for their better understanding. Describe the theme of the lesson.

Provide an overview of the Hajj pilgrimage to Mecca, explaining its significance to Muslims. Show pictures or videos of the Hajj pilgrimage to Mecca, and explain the rituals and practices that are part of the pilgrimage. Discuss the significance of Eid-ul-Adha, and explain how it is celebrated by Muslims around the world. Show pictures or videos of Eid-ul-Adha celebrations, and explain the traditions and practices associated with this Islamic event.

Ask them to tell do they know about the famous incident of Hazrat Ibrahim and Hazrat Ismail.

Get students into pairs and ask them to read the text aloud with correct pronunciation. After reading a selection, ask them to write a response that demonstrates their understanding and analysis of the text in some sentences or a paragraph.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Call students at random and ask him/her to read some lines from text.

Homework:

(2 min)

Ask them to read the text and learn meanings of difficult words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Eid-UL-Adha **Topic: Reading** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining paragraphs).
- Use familiar sentence patterns using knowledge of syllables, mark vowel sounds in a word, identify the silent letters, prefixes, suffixes and root words to decode it, pronounce it correctly and read fluently.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 16-17

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask different questions from students about lesson for example,

- Share some activities of Eid-ul-Adha.
- Where do Muslims offer Hajj?

Note their responses and appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Ask students to recall some important points they learnt in the last period. Ask them to open textbook at page 16 and 17. Ask them to read remaining paragraphs with proper intonation, pauses and pronunciation. Ask whether they like it interesting and informative. Ask them to identify the use of language structure, vocabulary and presentation to predict and to understand the meanings of difficult words. Help them understand sentence structure, theme and supporting details. Also share meanings of difficult words for their better understanding. Describe the theme of the lesson.

Discuss the significance of Eid-ul-Adha, and explain how it is celebrated by Muslims around the world.

Show pictures or videos of Eid-ul-Adha celebrations, and explain the traditions and practices associated with this Islamic event.

Get students into pairs and ask them to read the text aloud with correct pronunciation. After reading a selection, ask them to write a response that demonstrates their understanding and analysis of the text in some sentences or a paragraph.

Tell students that a syllable is one of the units into which a word is divided, containing a vowel sound and usually one or more consonants. A word can be one or more multisyllabic having more than one syllable. Encourage them to underline any three words multisyllabic words from the text.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Call students at random and ask him/her to read some lines from text.

Homework:

(2 min)

Ask them to read the text and learn meanings of difficult words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 7**

Unit Name: Eid-UL-Adha **Topic: Vocabulary** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 17

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some words with missing letters on the board. Call students at random and ask them to write their missing letters to complete these words and also share their meaning. Appreciate them for their correct responses.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to learn words and meanings.

Ask students to open textbook page at 17. Ask them to read the statement in the Vocabulary section. Then ask them to read words and meanings. Ask them to learn their spellings and use them in their daily conversation. Explain the meanings of these words by using them in sentences.

Bring the provided worksheet to class. Distribute among students. Make groups of 4-5 students. Ask them to complete the given worksheet. The group who completes the worksheet first will win. Appreciate them by clapping.

Sum Up: (5 min)

Summarise the key concepts again for clarity.

Assessment: (3 min)

Call students at random and ask them to share correct meanings of words given in vocabulary section.

Homework: (2 min)

Ask them to write sentences of words from textbook page 17 in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Find the words in the given puzzle.

S	N	L	E	V	F	E	A	S	T
M	Y	A	T	Q	U	R	A	N	R
I	S	V	A	G	T	A	U	V	E
L	T	I	R	I	M	N	S	P	Y
S	N	T	B	F	O	N	O	F	A
U	E	S	E	T	S	E	S	D	R
M	S	E	L	S	Q	H	D	R	P
S	E	F	E	U	U	V	R	E	H
T	R	Z	C	W	E	J	A	I	L
M	P	V	W	J	W	D	C	D	T

celebrate
henna
Muslims
Qur'an

festival
prayer
mosque
gifts

feast
cards
presents
Eid

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 8**

Unit Name: Eid-UL-Adha **Topic: Comprehension** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual/ factual questions that require interpretation and personal response.
- Understand and answer the given questions.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 18

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall the lesson. Ask different questions from the lesson. Discuss main theme and important points of the lesson with students.

Main Activities/Concept Building: (25 min)

Tell students that today they are going to comprehend given questions. Tell them that questions are of different types. Tell them that textual questions are text-based. We have to read the text with full attention to answer these questions. Share some examples to them. Explain them that factual questions are those for which we can find the answers in the form of facts directly in the text. To find facts, we need to read the text very carefully. Tell them that literal questions are those for which we can find the answer directly in the text. We need to read the text very carefully to answer such questions.

Ask them to open the textbooks at page 18. Read the given statement from Comprehension section. Ask them to read the questions one by one given in sections 'Reading for Detail' and 'reading for understanding'. Ask them to guess their correct answers. Help them in finding their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook. The correct answers are:

Reading for detail:

- Eid ul Adha is celebrated on the 10th day of the Islamic month of Dhul Hijjah, which is the last month of the Islamic calendar.

Reading for understanding:

- Muslims celebrate Eid ul Adha to commemorate the willingness of Prophet Ibrahim (Abraham) to sacrifice his son Ishmael as an act of obedience to God's command. However, God intervened and provided a ram for sacrifice instead. Eid ul Adha is a reminder for Muslims to submit to God's will and to show gratitude for His blessings by performing acts of charity and sharing with those in need. It is also a time for families and friends to come together and celebrate with feasting and prayers.

Sum Up: (3 min)

Summarise the key concepts again for clarity.

Assessment: (5 min)

Ask students to share their answers.

Homework: (2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 1**

Unit Name: Eid-UL-Adha **Topic: Comprehension** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions. Read, think and Do it!

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 19

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall the lesson. Ask different questions from the lesson. Discuss main theme and important points of the lesson with students.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to comprehend given questions. Tell them that questions are of different types. Recall them different types of questions.

Ask them to open the textbooks at page 19. Read the given statement from Comprehension section. Ask them to read the questions one by one given in sections 'Reading for inference' and 'reading for Analysis'. Ask them to guess their correct answers. Help them in finding their correct answers. Then share their correct answers. Ask them to note their correct answers on their notebook. The correct answers are:

Reading for detail:

- Meaning of affection is a gentle feeling of fondness or liking.
- Yes, I had helped my poor neighbors in last year. I bought new dresses for them with my pocket money. It was a great experience. They were very thankful to me.

Reading for understanding:

- Eid ul-Adha is a significant Islamic festival that marks the end of the Hajj pilgrimage and commemorates the willingness of the Prophet Ibrahim (Abraham) to sacrifice his son, as an act of obedience to God's command. However, God ultimately provided a lamb to sacrifice instead of his son. One of the primary lessons that can be learned from Eid ul-Adha is the importance of sacrifice and submission to God's will. The story of Prophet Ibrahim illustrates that obedience to God requires sacrifice and trust in Him, even when it is difficult or goes against our personal desires. It reminds us that our faith should be the guiding force in our lives, and that we should strive to submit to God's will in every aspect of our lives. The festival also highlights the importance of generosity and charity. Muslims are encouraged to distribute meat from the sacrificed animal to the poor and needy, promoting the spirit of sharing and kindness.

Ask them to complete the given activity in 'Read, Think and do it' Section. Ask them to read about festivals of different countries and list down their differences.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share their answers.

Homework:

(2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Eid-ul-Adha **Topic: Listening and speaking** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 19

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall and their childhood experiences of Eid day.

Main Activities/Concept Building:

(25 min)

Tell students that they are going to do activities given in 'Listening and Speaking section'.

Ask students to open textbook at pages 19. Read the given statement from listening and speaking practice.

Ask them to read the given dialogue and notice the use of expressions. Ask them to practice this dialiuge with their friend by taking turns. Brainstorm the rules of turn-taking and discourse that promote effective communication. Get students into pairs and ask them to practice the given dialogue.

Divide the class into small groups of 3-4 students. Engage students in a discussion. Ask them to discuss their last Eid day experiences. Ask them to listen to others respectfully. Ask them to talk about their dress, the animal they sacrificed, their favourite dish and about their Eidi.

Model active listening by asking a student to share their personal experience with the class, and encourage the class to actively listen by making eye contact, nodding, and asking follow-up questions.

After the student has finished, ask the class to summarize what they heard and provide feedback.

Ask each student to take a turn sharing their experience and encourage the class to listen actively and provide feedback. Encourage students to continue practicing these skills in their daily interactions with others.

Sum Up:

(3 min)

Summarise the key concepts again for clarity. Discuss how attentive listening and confident speaking skills can be applied in their daily lives.

Assessment:

(5 min)

Ask students to say a sentence about the lesson that they had just finished.

Homework:

(2 min)

Ask them to practice the dialogues with their family members.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: Eid-ul-Adha **Topic: Prefixes, suffixes and dictation** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use prefixes and suffixes to build words that express abstract concepts (e.g., micro-, trans-, -ness, -cracy, -ism).
- Take dictation of paragraph/ text of grade level.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 19-20

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some prefixes and suffixes on the board. Call students at random and ask them to make words with them. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about suffixes and prefixes. Recall the concept of suffixes, prefixes and root words. Explain to them that a root word is a basic word with no prefix or suffix added to it (a prefix is a string of letters that go at the start of a word; a suffix is a string of letters that go at the end of a word). By adding prefixes and suffixes to a root word we can change its meaning.

Ask students to open textbook at pages 19. Read the given statement 1 from Vocabulary section. Ask them to read the given examples of suffixes and prefixes. Note how we can make new words with suffixes and prefixes.

Divide the class into small groups. Give each group a set of index cards and markers. On one set of cards, write common prefixes (such as un-, re-, dis-, pre-, etc.) and on another set of cards, write common suffixes (such as -ful, -less, -er, -est, etc.). Ask students to sort the cards into two piles: one for prefixes and one for suffixes. Once they have sorted the cards, ask them to pick a few cards from each pile and use them to create new words. Have each group share their new words with the class and discuss what they mean. Ask them to open textbook page 20. Ask them to read statement (2). Ask them to use a dictionary to find the meanings of words given in 'Find and learn section'. Ask them to note them down, learn their spelling and make their sentences. Ask them to use these words in their daily conversation.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Write some prefixes and suffixes on sticky notes. Then put them in a jar. Call a student at random and ask them to pick any stick note and make a word with that suffix or prefix.

Homework:

(2 min)

Ask them to complete the activity given in Find and learn section.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Eid-ul-Adha **Topic: Personal pronouns** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Identify and use personal pronouns (e.g., he, she, they, her, his, him, their, them).

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 20-21, poster, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall the concept of pronouns. Call students at random and ask them to share some examples of pronouns and their sentences. Note their responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn personal pronouns.

Explain them that a personal pronoun can be in one of three "persons." A first-person pronoun refers to the speaker, a second-person pronoun refers to the person being spoken to, and a third-person pronoun refers to the person being spoken of. For each of these three grammatical persons, there is a plural as well. Personal pronouns can be either subjects or objects in a sentence. Subject pronouns are said to be in the nominative case, whereas object pronouns are said to be in the objective case.

Ask them to open textbook page at 20. Ask them to read the given information about personal pronouns. Bring poster of personal pronouns and encourage students to use these pronouns in their sentences.

Ask students to read statement 1 grammar section. Ask them to read the given sentences and notice the use of subject pronouns. Explain the concept by giving more examples.

Ask them to open textbook page at 21. Ask them to read statement 2 and ask them to complete the given activity. The suggested answers are:

- Do you know him?
- My friend and me has money.
- Elephants are very big. They eat a lot of food, which sustains them.
- Do you feel okay? Yes, I feel myself okay.
- I almost never eat junk food. I almost never eat it.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to complete the given worksheet.

Homework:

(2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

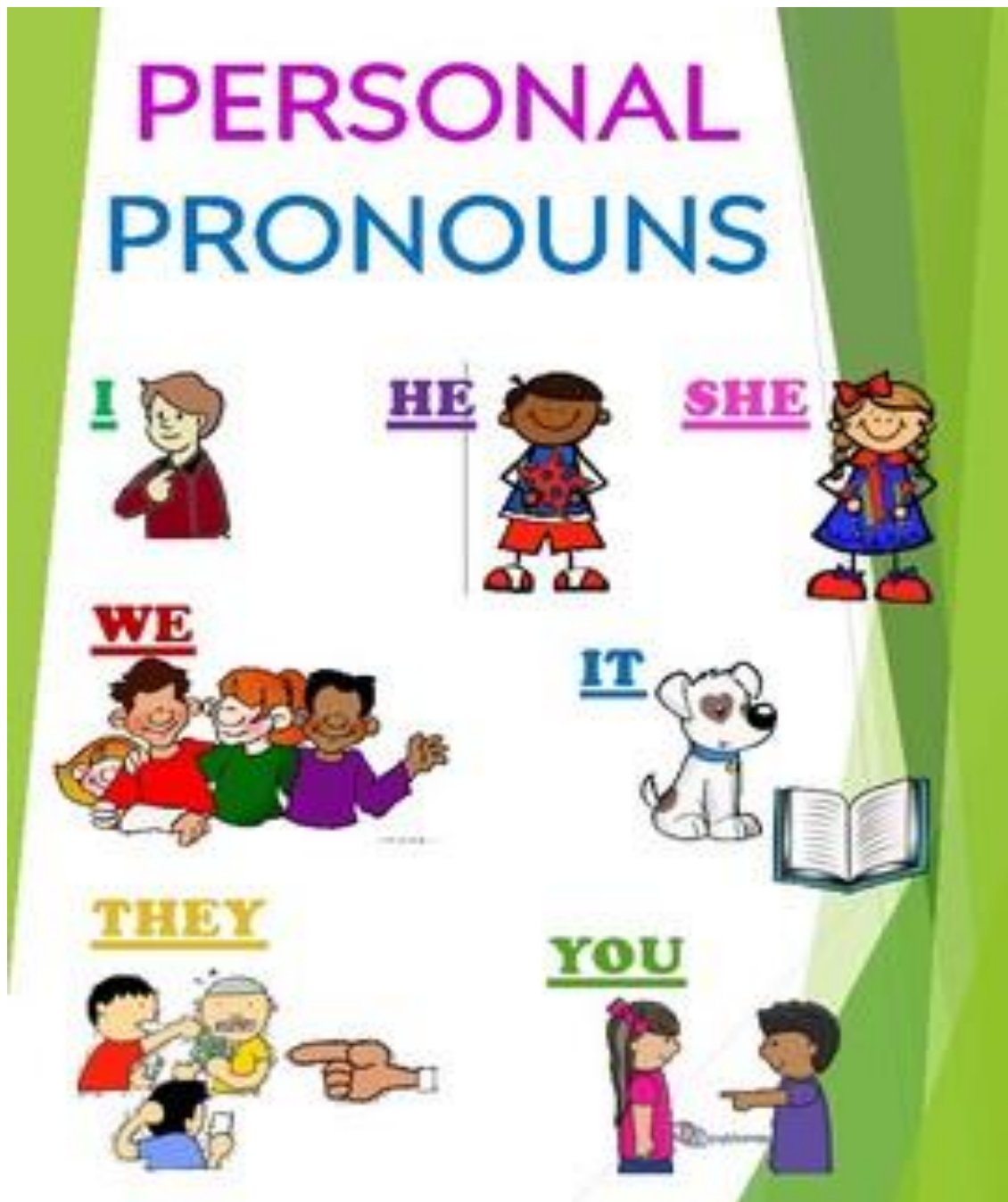
Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Poster



Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Replace the underlined words with the appropriate pronouns in the box.

Use capital letters when necessary.

she	her	he	him	it	we	us	they	them
-----	-----	----	-----	----	----	----	------	------

1. I saw Mr. Babar this morning and gave Mr. Brown my homework.
2. Ali likes computer games but he doesn't play computer games very often.
3. Neil Armstrong was born in 1930. Neil Armstrong landed on the moon in 1969.
4. Penguins don't live near the North Pole. Penguins live near the South Pole.
5. My aunt lives in Toronto but my aunt often comes to visit my family and me.
6. If you have your ticket, you can give your ticket to that man over there.
7. First, my friend and I went shopping. Later, my friend and I went home.
8. Where was Sarah? I didn't see Sarah at the party last week.
9. John is a really nice guy. I like John a lot.
10. The planet Mars has two moons. The two moons are both very small.
11. I really liked the cake. Unfortunately, I didn't have time to finish the cake.
12. Sara and I paid for the meal but the waiter forgot to bring Sara and me the food.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 5

Unit Name: Eid-ul-Adha

Topic: Main and helping verbs

Date:

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate the use of main and helping verbs (primary auxiliary), in speech and writing.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 21, 22, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall uses of main and helping verbs. Note their responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn about main and helping verbs.

Write a sentence on the whiteboard without a primary auxiliary verb (e.g. "She the funny girl.") and ask students to identify what is missing. Add the primary auxiliary verb to the sentence (e.g. "She is the funny girl.") and explain that the primary auxiliary verb "is" is helping the main verb "the."

Explain the different uses of primary auxiliary verbs: "Be" is used to form the continuous tenses or to show identity or relationship or to show existence.

"Do" is used to form questions and negatives, and to add emphasis.

"Have" is used to show possession, to form the perfect tenses, or to show obligation.

Ask them to open textbook page 21-22 and read the information about the primary auxiliary verbs. Explain the given rules and examples in detail. Encourage them to share sentences.

Have the students work in pairs to create sentences using primary auxiliary verbs and share them with the class.

Have students search through a text or book and identify sentences that use primary auxiliary verbs.

Sum Up:

(3 min)

Summarise the key concepts again for clarity. Review the different uses of primary auxiliary verbs.

Assessment:

(5 min)

Ask students to complete the given worksheet.

Homework:

(2 min)

Ask students to write five sentences using primary auxiliary verbs.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Read the given sentences and choose the correct verb.

1. Andy _____ working on his homework. (is / am / does / are)
2. Samantha _____ make dinner with her grandma. (is / am / does / are)
3. The friends _____ going to South Carolina. (is / am / does / are)
4. _____ your dad work in this building? (is / am / does / are)
5. _____ you want to come to my house later? (are / am / do / does)
6. Mike _____ like animals. (isn't / doesn't / aren't / don't)
7. The poster _____ hanging on the wall. (is / am / does / are)
8. Where _____ your family like to eat? (are / am / do / does)
9. _____ your brother playing soccer this weekend? (is / am / does / are)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Eid-ul-Adha **Topic:** Modal Auxilairy verbs **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate the use of main and helping verbs (modal auxiliary verbs), in speech and writing.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 22-23

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to write down three things they can do well and three things they wish they could do.

Have students share their lists with a partner and explain why they chose those things. Ask them to share their partner's list with the class.

Main Activities/Concept Building:

(23 min)

Tell students that today they are going to learn about modal auxiliary verbs. Tell them that modal auxiliary verbs are a type of auxiliary verb that are used to express modality, or the speaker's attitude or opinion towards a particular action or state. Ask them to share uses of 'can-could, may-might, shall, should, will, would' by giving different examples.

Ask them to open textbook page 22. Ask them to read given information about modal auxiliary verbs. Ask them to read the given examples carefully and notice the use of modal verbs.

Divide students into pairs or small groups. Give each group a scenario or situation where they have to use modal auxiliary verbs to express different meanings, e.g. "You are planning a trip with your friends. Use modal verbs to make suggestions about what to do." Monitor groups as they work and provide feedback as needed. Ask some groups to share their sentences with the class.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(7 min)

Make pairs of students and ask them to complete the given worksheet.

Homework:

(2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

A modal verb is a type of auxiliary verb that is used to indicate modality- that is likelihood, ability, permission, and obligation.

Modal verbs include: **can / could, may / might, must, will / would, and shall / should.**

Directions: Write a sentence with each modal verb given below.

Example A: want

Answer: I don't want to wake up early.

1. would-

2. must-

3. may-

4. should-

5. wasn't-

6. couldn't-

7. haven't-

8. can-

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Eid-ul-Adha **Topic: Modal Auxiliary verbs** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate the use of main and helping verbs (modal auxiliary verbs), in speech and writing.

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 23-24

Teaching & Learning Activities:

Opening Activities/Warm-up:

(10 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write different modal verbs on slips of paper and put them in a jar. One student picks a slip of paper and reads the modal verb silently. The other students have to ask questions to guess which modal verb was picked, e.g. "Can you use it to talk about ability?", "Is it used to talk about obligation?", etc. The student who guesses correctly gets to pick the next slip of paper.

Main Activities/Concept Building:

(22 min)

Tell students that today they are going to learn about modal auxiliary verbs. Tell them that modal auxiliary verbs are a type of auxiliary verb that are used to express modality, or the speaker's attitude or opinion towards a particular action or state. Ask them to share uses of 'must, ought, used, need, dare' by giving different examples.

Ask them to open textbook page 23. Ask them to read given information about modal auxiliary verbs. Ask them to read the given examples carefully and notice the use of modal verbs.

Ask them to open textbook page 23 and read statement 3. Ask them to complete the given activity.

Encourage them to complete the sentences. Monitor students throughout the lesson to check for understanding and provide feedback. The correct answers are:

The boys had a fight yesterday. The moon is shining brightly. The baby has a blanket. Strong winds are blowing. The dog had an injury, but now he's fine. I am playing with firecrackers. I had rabbits when I was young. Are you going somewhere? Ali has an ear infection. My father is mowing the lawn. The children are playing cricket.

Give each student a set of modal verbs and ask them to make a sentence using each one. They can work in pairs or small groups to come up with as many sentences as they can. After a set amount of time, have each group share their sentences with the class.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to use any modal verb in their own sentences.

Homework:

(0 min)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1

Periodic Unit: 1

Week: 4

Lesson Plan: 8

Unit Name: Eid-ul-Adha

Topic: SVOO sentences

Date:

Objective(s):

At the end of this period, the students will be able to:

- Use sentences with direct and indirect objects and sentence patterns: SVOO – Subject-Verb- Object (indirect)- Object (direct)

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 24

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to write down a simple sentence about something they did recently and share it with a partner. Have students identify the subject, verb, direct object, and indirect object in each sentence.

Ask a student at random to share their sentence with the class and identify the parts of the sentence.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn SVOO sentences. Tell them that the direct object is the thing or person undergoing an action, being talked about, and so on, and the indirect object is the person who is the recipient or beneficiary of the action.

Write a sentence on the board that follows the SVOO sentence pattern, e.g. "She gave him the book".

Explain the SVOO sentence pattern and its parts (subject, verb, direct object, and indirect object).

Give more examples of sentences that follow this pattern to reinforce the concept.

Ask them to open textbook page 24 and read statement 5. Ask them to read the given sentences carefully and notice their structure. Then ask them to read statement 6 and ask them to complete given activity. Ask them to write sentences using given direct and indirect objects. Check their work side by side.

Divide students into pairs or small groups. Give each group a scenario or situation where they have to use a sentence that follows the SVOO sentence pattern, e.g. "You're at a store and you want to buy a gift for your friend. Use a sentence that follows the SVOO sentence pattern to tell the cashier what you want to buy and who it's for." Monitor groups as they work and provide feedback as needed. Ask some groups to share their sentences with the class.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to give one example of a sentence that follows SVOO pattern.

Homework:

(2 min)

Ask them to write five sentences using SVOO pattern sentences.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**

Unit Name: Eid-ul-Adha **Topic: Simple Past Tense** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the form, various functions; and use of simple past tense.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 25

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to share a story about something they did yesterday or over the weekend. Have students identify the verbs in their story and write them on the board. Discuss the tense of the verbs and ask students if they noticed anything about the verb endings.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn simple past tense. Tell them that simple past tense is used to describe an action that happened before the present time and is no longer happening. It is usually made by adding -ed.

Write a sentence on the board in the simple present tense, e.g. "I play football". Explain that when we want to talk about things that happened in the past, we use the simple past tense. Write the same sentence in the simple past tense, e.g. "I played football". Explain that most verbs add -ed to the base form to form the simple past tense.

Ask them to open textbook page 25 and read statement 7. Ask them to read the given sentences carefully and notice their structure. Then ask them to read statement 8 and ask them to complete given activity. Ask them to write sentences about given pictures by using simple past tense. Check their work side by side.

Divide students into pairs or small groups. Give each group a scenario or situation where they have to use the simple past tense to describe what they did or what happened, e.g. "You went to birthday party last night. Tell your partner what you saw and heard using the simple past tense." Monitor groups as they work and provide feedback as needed. Ask some groups to share their sentences with the class.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to complete given worksheet.

Homework:

(2 min)

Ask them to write a paragraph about their last visit to zoo in their notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Complete the given story by using past tense.

forget	buy	is	drive
go	say	find	put
look for	isn't	turn on	look at

Something terrible happened to me last week. On Monday, I (1) bought a lottery ticket at a shopping mall near my home. I (2) _____ the ticket in the pocket of my jacket, and (3) _____ home. After I got home, I went to bed and (4) _____ about the ticket. On Tuesday morning, I got into my car and (5) _____ to work. On the way to work, I (6) _____ the radio and a man on the radio said my lottery ticket number. After he (7) _____ my number, I put my hand into my jacket pocket. Oh no! The ticket (8) _____ in my pocket! Next, I drove back home and (9) _____ the ticket. I (10) _____ the ticket. It was on a table. Finally, I (11) _____ the ticket very carefully. Oh no! I couldn't believe my eyes! It (12) _____ the wrong number! Next time I will be more careful. Maybe next time I won't buy a lottery ticket.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**

Unit Name: Eid-ul-Adha **Topic: Punctuation** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, exclamation marks, full stops and, commas.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 26

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences without punctuation marks on the board. Call students at random and ask them to rectify and rewrite these sentences by adding correct punctuation marks. Appreciate them at their correct responses.

Main Activities/Concept Building:

(25 min)

Tell students that they will going to recall uses of some punctuation marks. Explain that punctuation is used to convey meaning and structure in written communication. Display the punctuation posters on the whiteboard and go through each one, explaining its purpose and how it is used.

Review capitalization rules with the students. Remind them that the first word of every sentence should be capitalized, as well as proper nouns. Demonstrate how to use full stops in sentences. Show students how a full stop is used to indicate the end of a sentence, and how it is also used after abbreviations. Recall the use of commas and explain how they are used to separate items in a list, to separate clauses in a sentence, and to indicate a pause in speech. Show students how to use exclamation marks to express strong emotion or emphasis. Ask students to share examples.

Ask them to open textbook at page 26. Ask them to read statement of Punctuation section. Ask them to read the given text carefully, punctuate and rewrite it by using correct punctuation marks. Guide them and check their work side by side.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share uses of some punctuation marks.

Homework:

(2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 3**

Unit Name: Eid-ul-Adha **Topic: Writing first draft** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 26, worksheet

Teaching & Learning Activities:

Opening Activities/Warm-up:

(10 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to write a short paragraph about their favorite place to visit and share with the class. Discuss the importance of details in writing and how they can enhance the reader's experience.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn preparing first draft. Tell them that first draft is actually your first thought written on a piece of a paper.

Share some important techniques of preparing first draft of their writing. Tell them to start with an outline. Ask them to create an outline that includes your main ideas, supporting details, and a conclusion. Once you have your outline, start writing without stopping. Don't worry about grammar or spelling mistakes; just focus on getting your ideas down on paper. To make your writing more interesting, use descriptive language that engages the senses. Describe the scene, characters, and setting in detail to help your readers visualize the story. After you have finished writing your first draft, proofread it carefully to check for any errors in grammar, spelling, or punctuation. Make sure your sentences are clear and easy to understand. Once you have proofread your draft, go back and edit it with your purpose and audience in mind.

Ask them to open textbook page 26 and learn the given techniques.

Bring given worksheet to class and ask them to first prepare its draft then complete it. After students have finished their first drafts, ask them to proofread their work for grammar, spelling, and punctuation errors. Encourage students to read their work aloud to catch any awkward phrasing or errors in flow. Have students edit their work to ensure that it suits the purpose and audience. Discuss how different audiences may require different levels of detail or language.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some techniques of making first draft.

Homework:

(0 min)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Worksheet

Name: _____

Date: _____

Watch your favorite television show and write a story about what happened in the show.

Be sure to include:

- the name of the show
 - the characters
 - what happened on the show
 - what you liked about the show
 - what you did not like about the show
 - why is it your favorite show
 - what would you do if you were on that show
- 

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Eid-ul-Adha **Topic: First draft** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 26-27

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall some techniques of preparing first draft. Note their responses.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to learn preparing first draft. Tell them some important techniques of preparing first draft of their writing. Tell them to start with an outline. Ask them to create an outline that includes your main ideas, supporting details, and a conclusion. Once you have your outline, start writing without stopping. Don't worry about grammar or spelling mistakes; just focus on getting your ideas down on paper. To make your writing more interesting, use descriptive language that engages the senses. Describe the scene, characters, and setting in detail to help your readers visualize the story. After you have finished writing your first draft, proofread it carefully to check for any errors in grammar, spelling, or punctuation. Make sure your sentences are clear and easy to understand. Once you have proofread your draft, go back and edit it with your purpose and audience in mind.

Ask them to open textbook page 27 and read the given statement 2 writing section. Ask them to follow the first draft techniques that they had learnt.

After students have finished their first drafts, ask them to proofread their work for grammar, spelling, and punctuation errors. Encourage students to read their work aloud to catch any awkward phrasing or errors in flow. Have students edit their work to ensure that it suits the purpose and audience. Discuss how different audiences may require different levels of detail or language.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some sentences from their written work.

Homework:

(2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**

Unit Name: Eid-ul-Adha **Topic: Creative Writng** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing Write a paragraph on a given topic

Resource Materials:

Chalk/marker, white-/blackboard, textbook page 27

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall their last Eid day and share some of their experiences. Ask them to tell what had they learnt from this lesson.

Main Activities/Concept Building:

(25 min)

Tell students that they will going to do creative writing. Ask them to open textbook page 27. Ask them to read statement of creative writing. Ask them to write a paragraph about their favourite Eid.

Guide them in writing a paragraph by brainstorm their ideas. Write some vocabulary words on the board for their help. Ask them to write a strong topic sentence that captures the main idea of the paragraph.

Ask them to write two to three supporting details that are relevant to the topic sentence and help to develop the paragraph. Encourage them to use transitions to help connect their supporting details and create a cohesive paragraph.

Ask them to proof read and edit their written work. Explain them that editing and proofreading are important skills that help to improve the quality of their writing. Emphasize the importance of checking for errors in spelling, grammar, punctuation, and sentence structure to ensure that their writing is clear and coherent. Move around the room to aid and feedback, and encourage them to share their work with their classmates.

Editing and Proofreading Checklist:

- Check for errors in spelling, grammar, and punctuation.
- Ensure that the sentences are clear and coherent.
- Check for errors in verb tense, subject-verb agreement, and pronoun usage.
- Check for errors in capitalization and punctuation.
- Read the paragraph aloud to check for errors in sentence structure and flow.

Sum up the complete lesson by reading the given summary from textbook page 27. Recall some important points from the lesson.

Sum Up:

(3 min)

Summarise the key concepts again for clarity.

Assessment:

(5 min)

Ask students to share some sentences from their written work.

Homework:

(2 min)

Ask them to learn the classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: ----- **Topic: Revision** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Revise the concepts

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 1-14

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall and discuss important points of chapter 1.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise unit 1.

Call students at random and ask them to read some sentences with correct pronunciation from these unit.

Ask them to read words and meanings of these unit. Ask them to use some words in their own sentences.

Ask students to learn questions and answers of this unit. Make pairs of students and ask them to discuss these questions. Ask students to learn and revise different concepts from this units. Help them in revising if they face any difficulty.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to revise and learn different concepts unit 1.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: ----- **Topic: Revision** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Revise the concepts

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 15-27

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall and discuss important points of chapter 2.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise unit 2.

Call students at random and ask them to read some sentences with correct pronunciation from these unit.

Ask them to read words and meanings of these unit. Ask them to use some words in their own sentences.

Ask students to learn questions and answers of this unit. Make pairs of students and ask them to discuss these questions. Ask students to learn and revise different concepts from this unit. Help them in revising if they face any difficulty.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to revise and learn different concepts units 1-2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN - SNC	English	7		40 Mins

Term: 1 Periodic Unit: 1 Week: 5 Lesson Plan: 8

Unit Name: ----- Topic: Revision Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Revise the concepts

Resource Materials:

Chalk/marker, white-/blackboard, textbook pages 1-27

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 min)

Greet students with Assalaamu Alaikum and encourage them to reply as well.

Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall and discuss important points of chapter 1 and 2.

Main Activities/Concept Building:

(25 min)

Tell students that today they are going to revise units 1 and 2.

Call students at random and ask them to read some sentences with correct pronunciation from these unit.

Ask them to read words and meanings of these units. Ask them to use some words in their own sentences.

Ask students to learn questions and answers of these units. Make pairs of students and ask them to discuss these questions. Ask students to learn and revise different concepts from these units. Help them in revising if they face any difficulty.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask different questions from students and ask them to answer them. Appreciate them at their correct responses.

Homework:

(2 mins)

Ask students to revise and learn different concepts units 1-2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**

Unit Name: Daffodils **Topic:** Reading **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Practise speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a discussion, draw together ideas and promote effective sharing of ideas.
- Recite the poem.
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Poetry.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 28-29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask some students at random to share some of their favourite poem names. Paste some pictures related to the title and nature on the board. Ask students to look at these pictures and share their ideas about flowers and nature.

Main Activities/Concept Building: (25 mins)

Showing the title page of the third unit to students, tell them that today they are going to start their new unit 'Daffodils'. It is about Nature. Today they will recite poem daffodils. Tell them that a poem is a type of poetry. And poetry is the genre of literature. They will also learn about poem type: rhymes.

Activity 1:

Write the title of the poem on the board. Ask them to tell five different words related to the title of the poem. Note words on the whiteboard. Ask questions given in 'Let's Get Started' section. Involve them to discuss that nature and our surrounding is very important for us. Instruct students to individually brainstorm nature, natural environmental issues or concerns they are aware of or interested in.

Activity 2:

Do model reading of page 29 of the textbook with the correct tone and expression. While reading show them the beautifully illustrated picture of a daffodils. Try to maintain their attention span. Tell the students to read the same page after you in chorus or ask students randomly to read the page depending upon the classroom time. Make the necessary corrections regarding pronunciation, if need be.

Explain them that rhyme poems, also known as rhymed poetry or verse, are a form of poetry in which the lines contain a regular pattern of end rhymes. The use of rhyme adds rhythm to the poem, enhancing its overall impact. Tell them that it also has a main idea that provides us the most important information or what the poet wants to teach us. Explain them that poem has also a rhyming scheme and it contributes to the reader's pleasure. It is a repetition of similar sounds, usually in the final words of lines in the poems.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Guess any three words related to this poem.

Homework: (2 mins)

Search any poem on the internet. Write poem and underline rhyming words in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 2**

Unit Name: Daffodils **Topic: Reading** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recite the poem.
- Analyse how a particular sentence, chapter, scene, or stanzas fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell the students that they are going to recite a poem 'Daffodils' with expressions. Recite the poem with rhythm, pitch and intonation. Ask them to repeat after you. Ask them do you like/dislike the poem, why. Encourage them to share lines which they like and also share its meaning and message. Note their responses.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite a poem 'Daffodils'. Ask them to open their textbooks page no. 29. Recite the poem with rhythm and intonation. Tell them that poet share with us his exciting experience of enjoyment at the sight of beautiful Daffodils flowers. He states that once he was walking in the countryside. He suddenly came across a large number of daffodils growing along the bank of a lake. The flowers were in the flood bloom.

In second stanza, the poet also told us that the cool breeze was blowing. The daffodils were moving and dancing in the breeze. The sight delighted and fascinated the poet and he looked at the flowers for a long time.

In the next stanza, he expressed his feeling as this sight left a lasting impression on his memory. As a result, whenever, he is alone and in a sad mood, the same sight comes into his imagination.

The poet's heart is filled with pleasure. This experience has become a permanent source of pleasure for the poet. Explain them each and every stanza of the poem is related to theme and justify the structure (theme, setting, or plot) of a poem. Further explain them that the stanzas of the poem fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Activity 1:

Divide the students into groups. Ask them to discuss the given questions with each other and find out their answers:

- What events, themes, or ideas are presented in each scene, or stanza?
- What images, sensory details, or natural elements are presented in each line?
- How is the poem structured?
- Are there any patterns, repetitions, or breaks that impact the flow or meaning of the poem?

After the discussion, ask one of the members of each group to come forward and answer the questions. Tell them which group member's answers were more correct.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to the meaning of difficult words.

Homework: (2 mins)

Give 4 lines answer of the question, what do they understand from the poem?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**

Unit Name: Daffodils **Topic: Reading** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recite the poem.
- Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 29

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask the students to recite the poem "Daffodils" in the classroom. Instruct the students to underline the rhyming words in the poem and share them with you. The student who will find more words first will be a winner.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to recite the poem, "Daffodils" today. Ask them to open their textbooks on page no 29. Recite the poem aloud with intonation and rhythm. Encourage the students to listen to the poem attentively and repeat it. Explain them figure of speech used in the poem and determine their effect on the meaning. Explain them with definition and give examples from the poem e.g. Imagery is a literary device that involves the use of figurative language to evoke readers' senses, feelings (Fluttering and dancing in the breeze). In this line, fluttering and dancing of daffodils in cool air, create a sense of imagination. Explain the meaning of words and phrases used in the poem.

Activity 1: Ask them to find a figure of speech simile, metaphor in the poem individually. Now divide them in the pair and ask them to share their findings. Conclude the activity by asking them to discuss individually in the classroom how the figurative language enhanced their understanding or emotional connection to the poem.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the students how many similes, metaphors, rhymes are in the poem?

Homework: (2 mins)

Write down the similes and rhymes from the poem in your notebooks.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**

Unit Name: Daffodils **Topic: Words Meanings** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 30. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity:

Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to find their meanings in the dictionary. Help them in finding if they need be. Ask them to use these difficult word meanings in sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 min)

Sum up the concept by reading the vocabulary words and their meanings.

Assessment: (3 min)

Ask students at random to share the meaning of any word you have shared.

Homework: (2 min)

Learn the vocabulary words with their meanings and write them in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Daffodils **Topic:** Comprehension **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask the students to recall the poem. Ask them to share what it is about. Ask them what they have learnt from this poem and what they like the most in this poem. Note their responses. Make sure to make the activity interactive and every student is participating.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to know about the answers to different questions in this poem. Ask them to open the textbook page no. 30. Read the statement of reading comprehension. Read the questions aloud from 'reading for detail'. Encourage the students to find the answers from the poem by their own. Instruct them to raise their hands and answer the question one by one. Read the questions from 'reading for understanding'. Repeat the process. Write the answers to these questions on the board and ask students to write them down in their notebooks. Give them some time to complete their task.

Activity 1:

Write some questions on the board from the poem. Divide the students into groups. Ask the students to find the answers from the poem and note them down. The group which finds the correct answers first within the given time will be the winner. Encourage and appreciate the winner by clapping to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask random questions from the students.

Homework: (2 mins)

Learn answers from 'reading for detail' and 'reading for understanding' at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Daffodils

Topic: Comprehension

Date:

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Read for extracting diverse meanings/shades of meanings Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc.
- Read, think and do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 30-31

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask the students to recall the poem. Ask them to share what it is about. Ask them what they have learnt from this poem and what they like the most in this poem. Make sure to make the activity interactive and every student is participating.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to find out the answers of the questions. Ask the students to open their textbook page no. 30. Read the statement of reading comprehension. Read the questions aloud from 'reading for inference'. Encourage the students to find the answers from the poem by their own. Instruct them to raise their hands and answer the question one by one. Write the answers of these questions on the board and ask students to write them down in their notebooks. Give them some time to complete their task.

Activity 1: Ask the students to open their textbook page no. 31. Read the questions from 'reading for analyses'. Tell the students how to analyse a question. Tell the students that texts often have multiple layers of meaning and that as readers, we can extract different meanings and understandings from the same piece of writing. Ask them to open their notebooks and write how does the poet's use of vivid imagery contribute to the overall mood and tone of the poem? Write your feeling and imagination in detail. Tell students to use their own opinions for writing this text. Encourage the students to complete their task in the given time. Applause the students who complete their task on time without mistakes.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess students by asking random questions about the poem.

Homework:

(2 mins)

Do activity given in section "Read, think and Do it!".

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 7

Unit Name: Daffodils

Topic: Dialogue

Date:

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 31 and 32

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random that how much they know about their friend or any other class fellow e.g., his family, home, hometown, etc. Note their responses. Now divide them into the pairs. Ask them to tell each other about themselves in 2 minutes. Ask them to communicate each other by taking turns and do not interrupt while the other person is talking. After the given time, ask random pairs to tell that what they have discussed. Praise the students for their active participation.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to learn about dialogue. Ask students at random to recall the definition of dialogue. Note their responses. Also correct them if they give wrong answers. Tell them that a dialogue is a conversation between two or more than two people and a dialogue must have variety of purposes e.g., a person want to know about anything or a person likes to share information he has etc. A dialogue also has some rules e.g., speak one by one taking turn, listen to other person carefully, do not interrupt when the other person is talking, do not use harsh words, do not misbehave if you are disagreed with other person's opinion, try not to take the conversation towards conflict, use normal tone that do not disturb the people in surrounding etc. Now ask them to open their textbook page no. 31. Read the statement from section 'listening and speaking' aloud. Now read the dialogue and ask students to repeat after you. After that, ask students at random to read the dialogue aloud with proper expressions and intonation for their better understanding.

Activity 1: Tell students that today we are going to do an activity. Divide them into the pairs. Read the statement from section 'talk on' aloud. Now ask them to perform a dialogue on "how many plants and trees you have in your home or in your area and talk about the importance of trees". Instruct them to perform the dialogue according to the rules discussed before. Give them some time to discuss this task. Circulate in the class while they are discussing and note their expressions, behavior and language. After the given time ask random pairs to perform what they have prepared. Praise the pairs who deliver the dialogue properly. Appreciate the whole class for their active participation to boost their confidence.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the dialogue.

Homework: (2 mins)

Do practice the dialogue at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 1

Lesson Plan: 8

Unit Name: Daffodils

Topic: Simile, Metaphor, Personification

Date:

Objective(s):

At the end of this period, the students will be able to:

- Understand and utilize similes, metaphor, personification.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 32 and 33.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game 'run to the board'. Divide students into 2 teams. Tell them that to think about the objects and animals that have attributes like human e.g., Saima heard the last piece of pie calling her name, my alarm clock yells at me to get out of bed every morning, etc. Give them 2.5 minutes to think. After the given time call random member from both teams at same time and ask them to write the sentence on the board in 30 seconds. The member who will write the sentence in given time his team will be rewarded a star. Repeat the process the for 4 to 5 times. At the end the team who will have more stars will be the winner. Appraise the winning team to boost their confidence.

Main Activities/Concept Building:

(25 mins)

Tell students that we are going to learn about the simile, metaphor and personification. Ask them that what they know about these topics. Note their responses. Now tell them that a **simile** is a figure of speech used to compare two unlike things using 'like' or 'As'. The basic purpose of using a simile is to show common qualities or attributes between two things e.g., her hands are cold as ice, he swims like a fish, etc. A **metaphor** is a word or phrase that denotes one kind of object or action that is used in place of another to suggest a likeness between both e.g., life is a highway, she is an early bird, etc. **Personification** is a literary device that is used to give human attributes to objects or animals e.g., the sun smiled down on us, the story jumped off the page etc. Ask them to open textbook page no. 32. Read the statement 1 aloud. Ask students at random to read the definition and sentences aloud for their better understanding. Repeat the process for statement 2 and 3 also. Praise the students for being attentive in the classroom.

Activity 1: Tell students that today we are going to perform an activity. Divide them into the pairs. Ask them to find and underline the simile sentences, circle the metaphor sentences and highlight the personification sentences from the poem. Give them some time to do this task. Circulate in the class while they are doing their task. Praise the pairs who come up with correct answers in the given time.

Activity 2: Ask the students to make 2 sentences of each, simile, metaphor and personification in their notebooks. Ask them to use good handwriting and decent vocabulary words. Encourage them to do their work by their own. Give them some time to do this task. Take a round in the class while they are doing this task. Help them if they need be. Applause the students with clapping who come up with correct sentences in the given time.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking the definitions of simile, metaphor and personification.

Homework: (2 mins)

Complete the sentences at home if not completed in the class.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 1**

Unit Name: Daffodils **Topic:** Mood, Imagery, Alliteration **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Understand and utilize similes, metaphor, personification, mood, alliteration and imagery.
- Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 33, 34 and 35.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to recall the definition of simile, metaphor and personification. Note their responses. Now call random students on board and ask them to write 1 or 2 sentences of any one of them in 40 seconds. Repeat the process 4 to 5 times. Praise the students who come up with correct sentences in the given time.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the mood, imagery and alliteration. Ask students that what they know about the topic. Note their responses. Now tell them the **mood** is a literary device that is used to evoke different feelings or emotions through words e.g.,

- When he came back, he was in a foul mood.
- Hoorain was in one of her aggressive moods.

Imagery is a literary device that we use to develop a sensory effect e.g.,

- He felt like the flowers were waving hello.
- The F16 swooped down like an eagle after its prey.

Alliteration is a literary device in which we usually repeat initial consonant sounds in two or more neighboring words or syllables e.g.,

- She sells sea shell on the seashore, go and gather the green leaves on the grass, etc.

Now ask them to open to their textbook page no. 33. Read the statement 4 aloud. Now ask students at random to read the sentences aloud for their better understanding. Repeat the process for statement 5 and 6. Praise the students for their active participation in the class.

Activity 1:

Tell students that today we are going play an interesting game. Divide students into the groups. Read the statement 7 aloud. Now ask them to make sentences with good handwriting and decent vocabulary words. Encourage them to help their group fellows also. Ask them to beat the desk when they are done with their work. Give them some time to do this task. Take a round in the class while they are doing their task. Help them if they need be. After the given time, the group who come up with correct sentences in the given time will be the winner. Ask them to share their sentences with other groups also. Applause the winning group with clapping.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about mood, imagery and alliteration.

Homework: (2 mins)

Complete the sentences in your textbook if not completed in the class.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 2

Unit Name: Daffodils

Topic: Types of Adjectives

Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Use different types of adjectives: regular, irregular and absolute to describe, modify, quantify, nouns or pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 35 and 36.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to recall the definition of adjective. Note their responses. Tell them that today we are going to play an amazing game. Divide students into the groups. Divide the worksheet among the groups. Ask them to solve the worksheet in less than 4 minutes.

Encourage them to work in a group. Ask them to beat the desk when they are done with their work. Circulate in the class while they are doing their task. At the end, the group who come up with correct answers in the given time will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about the regular, irregular and absolute types of adjectives. Ask the students at random that what the types of adjectives are. Note their responses. Now tell them that **regular adjectives** are the ones that form the comparative and the superlative degree by adding the suffixes '-er' and '-est' or by adding more and most before the positive degree respectively e.g., small to smaller and smallest, and more beautiful, most beautiful etc. **Irregular adjectives** do not follow the same pattern as regular adjectives. Instead, they turn into new words in their comparative and superlative forms e.g., bad, worse, worst etc. Furthermore, some adjectives express ideas that cannot be graded e.g. He is dead. Here **dead** is an absolute adjective. They do not have comparative or superlative forms. Now ask students to open their textbook page no. 35. Read the statement '1' aloud. Ask students at random to read the examples aloud for their better understanding. Repeat the process for statement 2,3,4. Ask them to notice the use of adjectives in these statements. Appraise the students for their active participation.

Activity 1:

Tell students that today we are going to play an interesting game. Read the statement 5 aloud. Ask them to solve the statement and make sentences in their textbook. Encourage them to make sentences with good handwriting and decent vocabulary words in the given time. Ask them to raise their hands when they are done with their work. At the end, the students who come up with correct sentences in the given time will be the winner. Ask them to share their sentences with class. Applause the winning students with clapping.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random about the types of adjectives.

Homework: (2 mins)

Complete the sentences in your textbook if not completed in the class on page no. 36

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Find the given adjectives the crossword.

S	G	H	T	E	N	J	D	I	R	T	Y	R	J	Y	T
E	P	A	E	H	C	E	G	L	H	I	S	F	W	W	E
T	B	S	A	L	I	H	T	G	E	R	N	F	O	H	G
N	C	L	R	H	O	C	I	K	C	D	R	R	R	I	H
I	R	E	O	A	X	R	K	A	A	I	X	O	R	T	C
Y	O	E	S	P	B	M	A	O	E	M	T	E	S	E	L
O	O	P	I	M	N	X	W	N	O	X	T	B	R	E	O
U	A	E	N	T	A	D	D	A	N	G	E	R	O	U	S
N	E	F	H	V	T	L	U	E	K	W	I	A	E	F	E
G	N	I	K	E	Y	I	L	H	S	N	U	V	H	U	D
E	G	H	E	A	L	T	H	Y	G	F	Q	E	M	N	I
K	H	I	O	K	L	N	E	R	V	O	U	S	U	I	R

1: THIN

6: AWAKE

11: CLEAN

2. UNFRIENDLY

7. CALM

12. OPEN

3. EXPENSIVE

8. BIG

13. BLACK

4. SAFE

9. SICK

14. LOUD

5. AFRAID

10. DARK

15. OLD

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 2

Lesson Plan: 3

Unit Name: Daffodils

Topic: Degrees of Adjectives

Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 36, 37 and 38.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game 'noun showdown'. Divide students into the groups. Now write some nouns on the board e.g., Pakistan, table, chair, chef, house, etc. Now call random member of any group on the board and ask them to tell 2 or 3 adjectives of the asked noun in 45 seconds. Repeat the process for other groups also. Praise the group who come up with correct answers in the given time.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to learn about degrees of adjectives. Ask students at random that what the degrees of adjectives are. Note their responses. Now tell them that the **positive degree** of an adjective makes no comparison e.g., long, hot, etc. The **comparative degree** compares two people, things, activities, or qualities e.g., longer, hotter, etc. The **superlative degree** compares a person, thing, activity, or quality with the group e.g., longest, hottest, etc. Now ask students to open their textbook page no. 36. Read the heading 'degrees of adjectives' aloud. Explain them the degrees and examples for their better understanding. Also explain them the rules of making comparatives and superlatives till page no 38. Praise the students for their active participation.

Activity 1:

Tell students that today we are going to play an amazing game. Divide students into the groups. Now write some positive, comparative and superlative words e.g., sharp, happy, taller, thinner, least, worst, on the board. Call random member of any group on the board. Ask them to change the written words into other degrees e.g., positive to comparative and superlative, superlative to comparative and positive and comparative to positive and superlative. Give them 1 minute to think and 1 minute to write. Repeat the process for other groups. At the end the, group who come up with correct answers in the given time will be the winner. Applause the winning group with clapping and appreciate the whole class for their active participation.

Activity 2:

Tell students that now we are going to perform an activity. Divide the students into two teams. Write some adjective words on the board e.g., bright, beautiful, adventurous, nice, good, etc. Now call random member of any team on the board. Give them 1 minute to think. Ask them to write 2 sentences of any 2 adjectives in 1.5 minutes. Repeat the process for another team also. At the end the who will come up with correct sentences in the given time will be the winner. Applause the winning team with clapping.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about degrees of adjectives.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Daffodils **Topic:** Degrees of Adjectives **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Change and use degrees of adjectives: positive, comparative, superlative of varying syllables and irregular degree.

Resource Material:

Chalk/Marker, White/Blackboard, Flash Cards, Textbook page 38, 39 and 40.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today we are going to play a riddle game. Divide the students into the groups. Now call random member of any group on the board. Ask them to pick up one flash card and look at the picture for 30 seconds (e.g., picture of chair, table, house, car, sea, etc) and tell the adjectives of that picture. The students will guess the object's name by its adjectives. Repeat the process for other teams. At the end the group who will come up with correct adjectives will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about more rules of making comparatives and superlative. Ask students at random to recall the definitions of the degrees of adjectives. Ask them to share 2 to 3 example sentences also. Note their responses. Now ask them to open their textbook page no. 38. Explain them the remaining rules till page no. 49. Now ask students at random to give one or two example sentences. Note their responses. Correct them if they give wrong answers.

Activity 1: Now tell students that today we are going to play an amazing game. Divide students into the groups. Read the statement 6 aloud. Instruct them to make the sentences by looking at the picture by using various degrees of adjectives and apply the rules of changing degrees of adjectives. Encourage them to use good handwriting, decent vocabulary words, help their group fellows also and beat the desk when they are done with their work. Circulate in the class when they are doing their task. Help them if they need be. Praise the group who come up with correct sentences in the given time. Appreciate the whole class for their active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about rules of changing degrees of adjectives.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Daffodils **Topic:** Direct and Indirect Objects **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use sentences with direct and indirect objects and sentence patterns: SVOC-Subject-Verb-Object Complement.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today we are going to play an amazing game. Divide the students into two teams. Now write a word on the board e.g., office, mother, family, summer vacations, etc. Ask both teams to think for 1 seconds. After the given time call random members of both teams on the board. Ask them to write the sentence on the board in 40 seconds. After that change the word and play the second round. Play the game for 5 minutes. At the end the team who come up with correct sentences in the given time will be the winner. Praise the winning team and appreciate the whole class for their active participation.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about the direct and indirect objects and sentence patterns. Ask the students that what they know about the topic. Note their responses. Now tell them that after some verbs, an object alone does not make complete sense. In addition to the object, we need another word to complete the meaning. The word thus used to complete the meaning of the object is called its complement. The object complement is usually an adjective or a noun phrase e.g., Hassaan gave a book to Roshaan, the gift made Hafsa happy, etc. Now ask them to open their textbook page no. 41. Read the statement 7 aloud. Explain them the structure of sentence to make their concept clear.

Activity 1: Tell students that we are going to perform an amazing activity. Divide the students into the trio. Read the statement 8 aloud. Ask them to read the sentences and rewrite them by using the object complements. Ask them to make sentences by helping each other. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. Praise the trio who come up with correct sentences in the given time. Ask them to share their sentences with other class fellows also. Appreciate the whole class for their active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the topic.

Homework: (2 mins)

Write the sentences in your notebooks at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Daffodils

Topic: Simple Future Tense

Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the form, various functions; and use of simple future tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an interesting game. Divide the students into two teams. Ask them to think for 2 minutes about anything they are going to do in future e.g., she will write the e-mail after lunch, I shall see you tomorrow, etc. After the given time ask the members of both teams to share their sentences one by one. Encourage them to answer by raising their hands. The team who will come up with more correct answers will be the winner.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to learn about the simple future tense. Ask the students that what the simple future tense is. Note their responses. Now tell them that the simple future tense, also called the future indefinite tense, refers to an action that will take place in the coming future e.g., he will play tennis tomorrow, she will be happy with her exam result, etc. Now ask the students to open their textbook page no. 41. Read the statement 9 aloud. Ask students at random to read the sentences aloud for their better understanding. Also explain them the sentence structure of simple future tense.

Activity 1: Divide the students into the groups. Ask them to go on page no. 42 of their textbook. Read the statement 10 aloud. Ask them to look at the picture on their textbook and write 10 sentences by using the formula of simple future tense. Encourage them to use good handwriting and decent vocabulary words and also help their group fellows. Give them some time to do this task. Circulate in the class when they are doing their work. Help them if they need be. After the given time the group who will come up correct sentences in the given time will be the winner. Ask them to share their sentences with other groups also. Applause the winning group with clapping.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking random questions the simple future tense.

Homework:

(2 mins)

Write 5 sentences of simple future tense in your notebooks at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**

Unit Name: Daffodils

Topic: Simple Future Tense

Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the form, various functions; and use of simple future tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 41.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today we are going to play an amazing game. Divide the students into the groups. Now write a topic on the board e.g., what do you want to become in your future, if you become the President of Pakistan what 3 three changes you will do, etc. Ask them to discuss in group for 2 minutes. After the given time call random member of any group and ask them to share what they have discussed in 40 seconds. Repeat the process for other groups also. Play the game for 5 minutes. Praise the group who will give answer in the given time. Appreciate the whole class for their active participation.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are again going to learn about the simple future tense to make their concept clearer. Ask students at random to share what they understand about the simple future tense. Now call a random student on the board and ask them to write the sentence structure of simple future tense. Repeat the process for 4 to 5 times. Correct them if they are writing the wrong structure. After that ask random students to share any example sentence of simple future tense. Note their responses. Now ask them to open their textbook page no. 41. Ask them to read the example sentences and sentence structure formula for revision. Appraise the whole class for their active participation in the class.

Activity 1: Write a topic on the board e.g., a family picnic, annual sports, visit to museum, etc. Now ask them to write at least one page on the given topic by using the sentence structure of simple future tense. Encourage them to use good handwriting and decent vocabulary words. Give them some time to do this task. Take a round in the while they are doing their work. Help them if they need be. Praise the students to come up with correct usage of the sentence structure formula in the given time. Appreciate the whole class for their active participation.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking random questions about simple future tense.

Homework:

(2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 8**

Unit Name: Daffodils **Topic:** Apostrophe **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Identify, apply and use apostrophe with nouns in reading and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 42.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Divide the students into the groups. Now write some words on the board e.g., they will, we shall, I will, he has, etc. give them 1 minute to think about how to do the omission of these words. After the given time call random member of any group on the board. Ask them to do the omission of these words by using the (') e.g. they'll, I'll, etc. Repeat the process for other groups. At the end the group who come up with correct answers will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about that how to identify, apply and use apostrophe with nouns in reading and writing. Ask students at random that what the apostrophe is. Note their responses. Now tell them that an apostrophe is a punctuation mark (') used after a noun. It is used to show that the noun owns something. We use a noun and place (') after that, followed by 's' e.g., **I'm** planning to write a book someday, **you're** going to have a lot of fun with your new kitten, etc. Now ask them to open their textbook page no. 42. Read the statement "Read the given text to observe the use of the apostrophe with nouns" aloud. Read the paragraph aloud and ask the students to repeat after you. After that ask students at random to read the paragraph aloud for their better understanding.

Activity 1: Ask them to go on page no. 43. Read the statement "Write five sentences of your own using apostrophes as discussed above" aloud. Ask them to write the sentences on their own. Instruct them to write the sentences with correct use of apostrophe with good handwriting and vocabulary according to their standard words. Give them some time to do this task. Circulate in the class when they are doing their task. Help them if they need be. Praise the students who come up with correct answers in the given time and appreciate the whole class for being attentive.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the usage of apostrophe.

Homework: (2 mins)

Complete the sentences in your textbook page no. 43, if not completed in the classroom.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 1

Unit Name: Daffodils

Topic: Paragraph

Date:

Objective(s):

At the end of this period, the students will be able to:

- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, note-taking.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 43.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game. Divide the students into the groups. Write a topic on the board e.g., computer, friends, school, etc. Ask them to think for 2 minutes and write 5 sentences paragraph about the topic in 2 minutes. Encourage them to use decent vocabulary words and work as a group. After the given time the group who come up with correct sentences in the given time will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn about the process approach to paragraph writing. Ask them that they know about the paragraph writing. Note their responses. Now tell them that a process approach is using a process to write your ideas and thoughts. If you want to write a good draft, a process needs to be followed. Now explain them the process approach of paragraph writing step by step. Tell them that there are mainly 4 steps of paragraph writing "brainstorming, mind mapping, structuring, writing". Explain them each step-in detail for their better understanding. Now ask them to open their textbook page no. 43. Read the statement 1 aloud. Ask students at random to read the steps aloud for their better understanding.

Activity 1: Divide the students in to the groups. Provide them a topic e.g., my favourite restaurant, a cricket ground, my laptop, etc. Ask them to do brainstorming about the topic, then make mind mapping, then structuring and finally writing process. Ask them to write the paragraph of 5 to 7 lines. Give them some time to do this task. Circulate in the class when they are doing their work. After the given time the group who come up with accurate paragraph in the given time will be the winner. Ask them to share their paragraph with other groups also. Applause the winning group.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess the students by asking random questions about the process approach to paragraph writing.

Homework:

(2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**

Unit Name: Daffodils **Topic:** Paragraph **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic.
- Proofread and edit texts for errors of sentence structure, subject/verb agreement, noun/pronoun agreement, transitional devices, punctuation and spelling.

Resource Material:

Chalk/Marker, White/Blackboard, Flash Cards, Textbook page 43 and 44.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game. Divide the students into groups. Divide the flash cards of different pictures e.g., a garden, a group of friends playing, etc, among the groups. Ask them to look at the picture for 1 minute. After the given time call random member of any group on the board and ask them to tell 2 to 3 sentences about the picture in one 40 seconds. Repeat the process for other groups also. At the end the group who come up with good response in the given time will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building: (25 mins)

Tell students that today they are again going to learn about the paragraph writing to make their concept clearer. Ask students at random to tell the process approaches of writing a paragraph. Note their responses. Now call random students on the board and ask them to write the any one step of paragraph writing on the board and also explain it to their fellow students. Repeat the process for 3 more times. Praise the students for their active participation in the classroom.

Activity 1: Ask them to go on page no. 44. Read the statement "which season do you like the most? Share your answer with reasons and justification". Ask them to think and write the paragraph by following the instructions written in the statement in your notebooks. Give them some time to do this task. Circulate in the class while they are doing their work. Help them if they need be. After the given time the student who come up with accurate paragraph by using the instructions in the given time appreciate with clapping. Ask them to share their paragraph with class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students random questions about paragraph writing.

Homework: (2 mins)

Complete the paragraph in your notebooks from page no. 44, if not completed in the class.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**

Unit Name: Daffodils **Topic:** Paraphrasing **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing
- Use paraphrasing skills to paraphrase stanzas in a poem.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 44.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some sentences on the board and underline the word in the sentence that have synonyms e.g., she is feeling good, he is a confident student, etc. Now ask them to read the sentences and think for 1 minute. After the given time call random student on the board. Ask them write the synonyms of underlined words and give a new look to the sentence in 40 seconds. Repeat the process for other students also. At the end the students who come up with correct synonyms in the given time, applaud them with clapping.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about the paraphrasing. Ask students at random that what the paraphrasing is. Note their responses. Now tell them that paraphrasing is a technique to write something already said or written in a simpler and shorter form that makes the original meaning easy to understand e.g., Aliza **likes** her cat to Aliza **adores** her cat, this the **fake** news to this is a **false** news etc.

Activity 1: Divide the students into the groups. Ask them to open their textbook page no. 44. Read the statement "Read the poem 'Daffodils' above and paraphrase it in a paragraph in your notebook. Remember to use simple words to convey its meaning. Ask them to paraphrase the poem in simple words. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. Ask them to share their work with other groups also. Applause the winning group with clapping and appreciate the whole class as well.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the paraphrasing.

Homework: (2 mins)

Write the paraphrasing paragraph of page no. 44 in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: Martyrs of Pak Army **Topic:** Reading **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Let's Get Started)
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Information report.
-

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 46 and 47.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game. Divide the students into the groups. Ask them to discuss about any personality e.g., Arfa Kareem, Quaid e Azam, Allama Iqbal, Fatima Jinnah etc. Give them a few minutes to do discussion. Encourage them to beat the desk when they are done with their discussion. After the given time the group who come up with the discussion in the given time will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to discuss about an inspirational personality. Ask the students to open their textbook at page 46. Read the name of the unit aloud. Ask any random student that what they understand from the topic. Note their responses. Praise the students who come up with correct answers.

Activity 1:

Divide the students into groups and ask them to look at the picture on page 46 and discuss it with their group fellows. Give them 5 minutes for the discussion. Now ask random members of the groups to tell what they predict from the picture. Note their responses and praise the members of the groups who come up with correct answers to boost their confidence.

Activity 2:

Ask the students to open their textbook on page 47. Read first two paragraphs aloud and ask the students to repeat after you. Now ask any random student to read the paragraph aloud with correct pronunciation and intonations. Ask the students to find and underline the difficult words from the paragraphs. Ask them to share in the classroom. Now tell them the meanings of difficult words for their better understanding. Appreciate the students for their active participation in the classroom.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the lesson.

Homework: (2 mins)

Read the first two paragraphs from your textbook page no. 47 at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 3

Lesson Plan: 5

Unit Name: Martyrs of Pak Army

Topic: Reading

Date:

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Captain Karnal Shaheed).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.

Resource Material:

Chalk/Marker, White/Blackboard, Paper Chits, Textbook page 47.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the previous lesson. Tell the students that today we are going to do an interesting activity. Write different words with silent letters on the chits and distribute them to the students and ask them to read the word aloud with correct pronunciation. Appreciate the students who come up with correct pronunciation.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to continue the reading of the lesson. Ask students at random that what they understood from the previous lesson and what the lesson is about. Now ask them to open their textbook page no. 47. Read the heading **Captain Karnal Sher Khan Shaheed aloud**. Read the paragraph aloud. Ask the students to repeat after you.

Activity 1:

Ask students the while reading questions e.g.

- Who was Karnal Sher khan Shaheed?
- When he was born?
- When he got martyrdom?

After reading, ask students at random to re-read the paragraph aloud with correct pronunciation and intonations. Correct them if they pronounce any word incorrectly. After that ask them some questions about the lesson e.g.

- What do you know about Karnal Sher khan Shaheed?
- What he did for our country?
- Which thing inspires you from his personality?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Activity 2:

Ask students at random to recall the silent letters and ask them to give examples also. Note their responses. Now write some sentences on the board e.g., I comb my hair, her knee was injured during playing, the students were talking about their project, etc. Divide the students into the groups. Ask them to find the silent words from the sentences. Encourage them to work in group. Give them some time to do this task. Circulate in the class while they are doing their work. At the end the group who come up with correct answers in the given will be the winner. Applause the winning group with clapping. Appreciate the whole class for their active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about Karnal Sher khan Shaheed.

Homework: (2 mins)

Read the lesson, find and underline the silent letter words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: Martyrs of Pak Army **Topic: Reading** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining lesson).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 48.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the previous lesson. Ask students the random questions about Karnal Sher Muhammad Shaheed, his personality, date of birth, his love and sacrifices for the country, etc. Encourage them to answer one by one raising their hand. Praise the students who come up with correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to read the remaining paragraphs of the lesson. Ask students the random questions about the topic "Karnal Sher Khan Shaheed". Encourage them to answer one by one taking turns. Correct them if they give wrong answer. Praise the students who come up with correct answers. Now ask them to open their textbook page no. 48. Read the heading "Major Tufail Muhammad Shaheed". Read the paragraphs aloud. Ask the students to repeat after you.

Activity 1: Ask them the while reading questions e.g.

- Who was Major Tufail Muhammad Shaheed?
- Where he was born and what is his date of birth?
- When did he get Nishan e Haider?

Activity 2: Write some questions on the board e.g. what do you know about Major Tufail Muhammad Shaheed, what he did for our country, which thing inspires you from his personality, tell something about Karnal Sher Khan Shaheed, what you understand by this lesson, etc. Now ask them to re-read the lesson and find the answers of these questions. Encourage them to work in the pairs. Give them some time to do this task. Take a round in the class while they doing their work. Help them if they need be. Ask them to share their answers with other pairs also. Applause the whole class for being attentive in the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the lesson.

Homework: (2 mins)

Memorise the answers of the questions at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: Martyrs of Pak Army **Topic:** Word\Meaning **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 49

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses.

Main Activities/Concept Building: (27 min)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 49. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Tell students that today we are going to play an interesting game. Divide the students into the groups. Ask them to make the sentences of the vocabulary words from glossary section. Ask them to make decent sentences and work in the group. Encourage them to raise their hand when they are done with their work. Give them some time to do this task. Circulate in the class while they are doing their work. At the end the group who come up with correct sentences in the given time will be the winner. Ask them to share their sentences with other groups also. Applause the winning group with clapping and appreciate the whole class for their active participation.

Sum Up: (3 min)

Sum up the concept by reading the vocabulary words and their meanings.

Assessment: (3 min)

Ask students at random to share the meaning of any word you have shared.

Homework: (2 min)

Learn the vocabulary words with their meanings and write them in your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 8**

Unit Name: Martyrs of Pak Army **Topic:** Question\Answer **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of questions that require interpretation and personal response.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 49.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today we are going to play an amazing game. Divide the students in teams. Before that, tell them the rules of the game. Students will come on the board and will pick up the paper chit from the jar. There will be a question written on the paper chit e.g. who was Major Tufail Muhammad Shaheed, when was Karnal Sher khan Shaheed get Nishan e Haider, what do you understand from the lesson "Martyrs of Pak Army", etc. Student will read the question and will have to answer that question within 40 seconds. Repeat the process for other teams. Reward the teams with star on giving the correct answer. Count the stars at the end of the game. The team which will get more stars will be the winner.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going learn the answers of different questions. Ask them to open their textbook page no. 49. Read the questions from "Reading for detail" aloud. Encourage students to give answers of the questions according to their understanding. Appreciate the students who come up with the correct answers. Now write the correct answers of the questions on the board and ask students to note them in their notebooks. Appraise the students for their active participation in the classroom.

Activity 1: Read the section "Reading for understanding" aloud. Now ask them to find the answers of these questions from the lesson. Take a round in the class when they are doing their work. Ask them to share their answers with others. Appreciate the whole class for their active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the lesson.

Homework: (2 mins)

Write the answers of the questions in your notebooks at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: Martyrs of Pak Army

Topic: Question/Answer

Date:

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Explain whether predictions about the content of a text are acceptable or should be modified and why.
- Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Paper Chits, Jar, Textbook page 49.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell the students that today we are going to play an interesting activity. Divide students into the groups. Tell them the rules of the game. A random student from a group will be called on the board and will pick up one paper chit and will read the question written on the paper chit aloud. After that the student will decide that which group will answer this question and that group will have 40 seconds to answer the question. Repeat the process for other groups. Give the points to the group who come up with correct answer. At the end of the game, the group which will have more points will be the winner. Applause the winning group with clapping to boost their confidence.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going learn the answers of different questions. Ask them to open their textbook page no. 49. Read the questions from "**Reading for inference**" aloud. Encourage students to give answers of the questions according to their understanding. Appreciate the students who come up with the correct answers. Now write the correct answers of the questions on the board and ask students to note them in their notebooks. Repeat the process for "**Reading for Analysis**". Appraise the students for their active participation in the classroom.

Activity 1: Get students into the groups. Read the section "Read, Think and Do it" and the statement '*All countries and communities have their own festivals. Read about the festivals of different countries and contrast and compare festivals of any two countries. Make a list of differences between their festivals*' aloud. Now tell them about two different festivals e.g. lunar New Year and Eid ul Azha. Tell them that Lunar New Year is a celebration of the arrival of spring and the beginning of a new year on the lunisolar calendar. It is the most important festival in China, and it is also widely celebrated in South Korea, Vietnam, and countries with a significant overseas Chinese population. Whereas Eid ul-Adha ('Festival of Sacrifice') is one of the most important festivals in the Muslim calendar. The festival remembers the Hazrat Ibrahim's (A.S) willingness to sacrifice his son when God ordered him to. Now ask them to make a list of differences between both festivals. Encourage them to work in group. Give them some time to do this task. Take a round in the class while they are doing their work. Help them if they need be. After the given time the group who come up with good differences in the given time will be the winner. Ask them to share to their work with other groups also. Applause the winning group with clapping.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the festivals.

Homework: (2 mins)

Memorise the answers of the questions at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 2

Unit Name: Martyrs of Pak Army

Topic: Dialogue

Date:

Objective(s):

At the end of this period, the students will be able to:

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding.
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell the students that today we are going to play an interesting game. Write a topic on the board e.g., 'Independence Day', 'Hazrat Muhammad (S.A.W)', 'Month of Ramadan', etc. Now ask them to think what they know about the topic. Give them three minutes to think. After the given time, ask random students to share their thoughts. Appraise the students who come up with correct answers.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to practice the dialogue. Ask students at random to recall that what the dialogue is. Note their responses. Praise the students who come up with correct answers. Now tell them that dialogue is a spoken conversation that includes at least two characters e.g., Where are you going? Asked Naima. Now asked them to open their textbooks page no. 50. Read the statement 'Read the following dialogues and practice it with your friend by taking turns'. Now ask two students to stand up. Ask one student to read the dialogue of Jalil and ask the second one to read the dialogue of Kamran. Ask them to read the dialogues with correct pronunciation and intonations. Praise the students for their active participation.

Activity 1: Tell students that we are going to roleplay a dialogue. Divide the students into the pairs. Read the 'Talk on' section and statement 'Sit with your partner and share the incidents of our brave soldiers. Discuss the importance of September 6 and also talk about those who sacrificed their lives for the sake of their country' aloud. Instruct them to wait for your turn during the discussion, use appropriate behavior to agree or disagree with other person, use polite words if you are disagreed with someone's opinion, speak aloud and confidently, use good vocabulary with correct pronunciation and intonations. Give them some time to do this task. Circulate in the class while they are doing their task. After the given time call a pair to present their dialogue in front of the class. Note their expressions and behaviors during the discussion. Repeat the process for other pairs. The pairs who presented the dialogue by keeping in view all the instructions will be the winner. Appraise the whole class for their active participation.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking the questions about any pair's dialogue.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: Martyrs of Pak Army **Topic:** Homophones **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recall the concept of homophones.
- Recognize the near homophones.
- Keep a record of words (e.g., word wall, word bank, word journal).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50 and 51.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some words on the board e.g. there, sell, hair, sea, ate, right, etc. Now ask them to read the words and think about the words that have same pronunciation but different in meaning and spelling and make sentence of it. Give them 2 minutes to think and ask them to work as a team. After the given time, ask both teams to share their words and sentences one by one taking turns. Praise the team who come up with correct words and sentences.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to recall the homophones and near homophones. Ask students at random that what the homophone is. Note their responses. Now tell them that words that are pronounced alike but are different in meanings or spellings are called homophones while near homophones are words that are pronounced almost the same but they have different spellings and meanings. Now ask them to open their textbook page no. 51. Read the statement 1 aloud. Ask the students at random to read the examples aloud for their better understanding. Repeat the process for statement 2.

Activity 1: Tell students that today we are going to play an interesting game. Divide the students into the groups. Make two columns of homophones and near homophone words e.g. (eye, scent, deer, buy, bee, are homophones) and (one, quite, accept, advise, quartz, are near homophones). Now ask them to think and make sentences by using these homophones and near homophones. Give them some time to do this task. Circulate in the class when they are doing their work. Help them if they need be. Praise the group who come up with correct sentences in the given time.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about homophones and near homophones.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: Martyrs of Pak Army

Topic: Homophones

Date:

Objective(s):

At the end of this period, the students will be able to:

- Differentiate between homophones and near homophones (advice/advise).
Correctly use frequently confused words (e.g., to, too, two; there, their, they're).
- Find and Learn.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 50, 51 and 52.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game. Divide the students into two teams. Write some fill in the blanks sentences on the board e.g. her shoes are _____ small. (Two or too), the _____ was shining through the window. (Son or sun), she _____ that how to speak Spanish. (New or knew), the cat was last _____ in the garden. (Seen or scene), etc. Now ask the groups to fill in the blank with correct words. Give them 2 minutes to do this task. Ask them to beat the desk when they are done with their work. At the end the group who come up with correct fill in the blank in the given time, will be the winner. Praise the winning group and appreciate the whole class for their active participation.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to recall the homophones and near homophones to make the concept clearer. Ask students at random to recall the definition of homophones and near homophones with examples and tell one sentence of that example also. Note their responses. Appraise the students who give the correct answers. Ask them to open their textbook page no. 50 and 51 and re-read the statement 1 and 2 for their better understanding. Praise the students for their active participation.

Activity 1:

Tell students that now we are going to perform an activity. Ask them to open their textbook page no. 52. Read the statement 3 aloud. Ask them to make sentences by using the pairs of homophones and near homophones and mark H for homophones and NH for near homophones for each sentence. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. Praise the students who come up with correct sentences and complete their task in the given time.

Activity 2:

Tell students that now we are going to play an interesting game. Divide the students into the pairs. Ask them to go on page no. 51 of their textbook. Read the chunk 'find and learn' aloud along with the statement "Look into the dictionary and find their meanings". Now ask them to find the meaning of the words written in the chunk. Give them some time to do this task. Circulate in the class when they are doing their work. Help them if they need be. Praise the pairs who come up with the correct meaning in the given time.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the homophones and near homophones.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: Martyrs of Pak Army **Topic:** Prepositions **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use prepositions of position, time, movement and direction including since and for.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 52 and 53.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Show students some objects e.g. book, pen, chair, marker, etc. Put the objects in different positions. Ask random students to tell the position of the object e.g. the chair is on the floor, the book is in the bag, etc. Repeat the process for other students for 4 to 5 times. Applause the students answer correctly with clapping.

Main Activities/Concept Building: (27 mins)

Tell students that today we are going to learn about the prepositions with its kinds. Ask students at random to recall that what the preposition is. Note their responses. Now tell them that a preposition is a word that shows the relationship between two nearby words; a preposition links two words to express how they relate to each other e.g. beneath, beside, between, from, in front of, inside, near, off, out of, though, toward, under, and within. Also explain them the kinds of prepositions that **Prepositions of time** are used to indicate when something happened, happens or will happen. It includes: at, on, in, before and after.

Prepositions of place are used to show where something happens. **Prepositions of movement** or direction tell us how something or someone moves from one place to another. Now ask them to open their textbook page no. 52. Read the statement 1 aloud. Ask students at random to read the examples aloud for their better understanding. Repeat the process for statement 2, 3 and 4.

Activity 1: Read the statement 5 aloud. Now ask them to observe their surroundings to see the relation of things to one another and then write sentences about them using the different kinds of prepositions. Encourage them to beat the desk when they are done with their work. Give them some time to do this task. Take a round in the class when they are doing their work and help them if they need be. Praise the students who come up with correct sentences in the given time.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about prepositions and its kinds.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: Martyrs of Pak Army **Topic:** Compound Preposition **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use compound prepositions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 53 and 54.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to recall the concept of prepositions and its kinds. Also ask them to give examples of some sentences related to prepositions and its types. Note their responses. Praise the students who come up with correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about the compound preposition. Ask students at random that what the compound preposition is. Note their responses. Now tell them that a preposition that is composed of more than one word is called a compound preposition e.g. above, across, below, between, beneath, within, without, etc. Now ask them to open their textbook page no. 53. Read the statement 6 aloud. Ask students at random read the example of sentences aloud for their better understanding. Appraise the students for being attentive in the classroom.

Activity 1: Tell students that now we are going to play an interesting game. Ask them to go on page no. 54 of their textbook. Read the statement '7' aloud. Now ask them to write the sentences from the prepositions that are given in the statement. Instruct them to use good handwriting and decent vocabulary. Ask them to make sentences on their own and raise their hands when they are done with their work. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. Praise the students who come up with correct sentences and complete their task in the given time.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about compound prepositions.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1

Periodic Unit: 2

Week: 4

Lesson Plan: 7

Unit Name: Martyrs of Pak Army

Topic: Clauses and Phrases

Date:

Objective(s):

At the end of this period, the students will be able to:

- Recognise and differentiate between clauses and phrases.

Resource Material:

Chalk/Marker, White/Blackboard, Play Cards, Textbook page 54.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an interesting game. Divide the students into the groups. Now divide the play cards among the groups. Ask them to look at the picture on the play card and make sentence of it in 1 minute. Ask them to beat the desk when they are done with their work. At the end, the group who come up with correct sentence in the given time will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to learn about the clause and phrase. Ask students at random that what the clause and phrase are. Note their responses. Now tell them that a **phrase** is a group of words that works together in a sentence but does not contain a subject or a verb. Often phrases are used for descriptions of people, things, or events e.g. filled with joy, the man with the red jacket, etc. The common types of phrases include a noun phrase, an adjective phrase, a verb phrase, an adverb phrase and a prepositional phrase while **clauses** are groups of words that have both subjects and predicates. Unlike phrases, a clause can sometimes act as a sentence – this type of clause is called an independent clause. This isn't always the case, and some clauses can't be used on their own – these are called subordinate clauses, and need to be used with an independent clause to complete their meaning. While the independent clause could be used by itself as a complete sentence, the subordinate clause could not e.g. Aisha likes to eat ice cream (independent clause), if you can work on Sunday (Dependent clause). Now ask the students to open their textbook page no. 54. Read the statement 8 aloud. Ask students at random to read the given phrases and understand their use and also read the chunk provided at the corner aloud for their better understanding. Repeat the process for statement '9' also. Praise the students for their active participation.

Activity 1:

Write some sentences on the board e.g. the big warm coat, the little pretty cottage, with great speed, helping him to do the work, old oak tree, the blue sky, hit the nail with a hammer, on the chair, she was hiding under the table etc. Now ask them to make 5 columns of noun phrase, verb phrase, adverb phrase, adjective phrase, prepositional phrase and write the correct sentence in the correct column. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Assessment: (5 mins)

Assess the students by asking random questions about phrase and clause.

Homework: (2 mins)

Make 5 sentences by using clauses (dependent and independent).

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 8**

Unit Name: Martyrs of Pak Army **Topic:** Clauses and Phrases **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Identify and differentiate between sentences, clauses and phrases.

Resource Material:

Chalk/Marker, White/Blackboard, Paper Chits, Jar, Textbook page 55.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(6 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today we are going to play an interesting game. Divide them into the groups. Now call random member of any group to come on the board and pick up one paper chit from the jar. Ask them to read the phrase written on the paper chit e.g. on the table, quite slowly, lost in the dark of night etc. aloud and make 1 sentence of it in 40 seconds e.g. The book was on the table. Repeat the process for other groups also. The group who comes up with correct sentences in the given time will be the winner. Applause the winning group.

Main Activities/Concept Building:

(25 mins)

Ask students to recall the concept of phrase and clause. Encourage them to give examples also. Note their responses. Now tell them that today we are going to learn about the sentence. Ask students at random that what the sentence is. Note their responses. Now tell them that a complete sentence has a subject and predicate, and can often be composed of more than one clause. As long as it has a subject and a predicate, a group of words can form a sentence, no matter how short e.g. she is going to the garden, etc. Now ask them to open their textbook page no. 55. Read the statement 10 aloud. Ask students at random to read the sentences aloud for their better understanding. Praise the students for their active participation in the class.

Activity 1: Read the statement '11' aloud. Now ask them to look at the pictures and write a phrase, a clause and a sentence for each picture in your notebook. Encourage them to be creative. Give them some time to do this task. Help them if they need be. Praise the students who come up with correct sentences by using phrase, clause and sentence in the given time.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(4 mins)

Assess the students by asking random questions about phrase, clause and sentences.

Homework:

(2 mins)

Write the sentences for phrase, clause and sentence in your notebooks at home if not completed in the class.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**

Unit Name: Martyrs of Pak Army **Topic:** Present Continuous Tense **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of present continuous tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 55 and 56.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today we are going to play an amazing game. Write some sentences of present continuous on the board e.g., you always shop in that market, he goes to the library every day, she prefers coffee to tea, etc. Now call random students on the board and ask them to read the sentences in 20 seconds and change their main verb by adding -ing with them in 40 seconds. Repeat the process for other students also. Appraise the students who come up with the correct answer in the given time.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the present continuous tense. Ask students at random that what the present continuous tense is. Note their responses. Now tell them that the present continuous tense refers to something happening at the present moment or time e.g. children are going to school, the baby is crying out loud, I am cooking pasta for dinner, etc. Now ask them to open textbook page no. 55. Read the statement 12 aloud. Ask students at random to read the sentences aloud for their better understanding. After that explain them the sentence structure of the present continuous tense. Praise the students for their active participation in the classroom.

Activity 1: Tell students that now we are going to play an interesting game. Ask them to go on page 56 of their textbook. Read the statement '13' aloud. Ask the students to rewrite the sentences by using the present continuous tense on their textbooks. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. Praise them who come up with correct sentences in the given time and appreciate the whole class for their active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the present continuous tense.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**

Unit Name: Martyrs of Pak Army **Topic:** Punctuation Marks **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 56.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Tell students that today we are going play an interesting game. Divide the students into the pairs. Ask them to write 3 questions that they want to ask to their friend. Give them 2 minutes to do this task. After the given time, ask the random pairs to share their questions in 30 seconds. The pairs who come up with correct questions in the given time will be the winner. Praise the winning pairs.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the punctuation marks. Ask students at random about what the capitalization, exclamation marks, full stops, apostrophes and commas are. Now raise the question about parenthesis. Note their responses. Now tell them that parenthesis are a pair of curved marks that you put around words or numbers to indicate that they are additional, separate, or less important e.g., she is coming to our house after work (around six o' clock). I am going to visit my grandma (my dad's mom) today.

Activity 1: Tell students that today we are going to play an interesting game. Ask them to open page no. 56 of their textbook. Read the statement "write a paragraph to share your thoughts about the unit you have just read. Remember to punctuate the text correctly using capitalization, parentheses, exclamation marks, full stops and quotation marks" aloud. Instruct them to use good handwriting and vocabulary according to their standard words and work on their own. Give them some time to do this task. Take a round in the class when they are doing their work. Praise the students who come up with a good paragraph and correct use of punctuation marks in the given time to boost their confidence and appreciate the whole class for their active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students random questions about the punctuation marks.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: Martyrs of Pak Army **Topic:** Writing **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Write multiple paragraphs on a single topic, using correct punctuation, grammar, grade-level vocabulary and transitional devices, sentence structure and types, spelling, mind mapping, writing a first draft, seeking peer feedback using formative assessment, developing a final draft.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going play an interesting game. Divide the students into the groups. Now write a paragraph on the board without any punctuation marks e.g. my favourite food, cricket, trip with friends, etc. Ask them to read paragraph in and add the correct punctuation marks in a few minutes. The group who comes up with correct punctuation marks in the given time will be the winner. Applause the winning group with clapping.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about writing a paragraph. Ask them to recall the use of punctuation marks, grammar, transitional devices, sentence structure and its types, spelling, mind mapping, writing a first draft, assessing and developing a final draft. Note their responses. Praise the students who give correct answers.

Activity 1: Get students into the pairs. Ask them to open their textbook page no. 57. Read the statement "write an essay and share your opinion on the topic (We are proud of Pakistan Army), use the given process to make your writing attractive and creative" aloud. Ask them to work according to the statement. Encourage them to use good handwriting, decent vocabulary words and help their pair fellow also. Give them some time to do this task. Circulate in the class when they are doing their work. Help them if they need be. At the end, the pairs who come up with good draft in the given time will be the winner. Ask them to share their draft with other class fellows also. Applause the pairs to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the paragraph writing.

Homework: (2 mins)

Write the essay of page no. 57 in your notebooks at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Martyrs of Pak Army **Topic:** Creative Writing **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- **Creative Writing:** Write a paragraph:
 - a. Use chronological/ sequential order of arranging detail.
 - b. Write a composition of three or more paragraphs following conventions of essay writing: Introductory paragraph, Body paragraphs, Concluding paragraphs.
 - c. Recognise that the introductory paragraph carries the main idea of the essay. Each one of the body paragraphs that develop the main idea through supporting details.
 - d. Add adequate supporting details to the topic sentence (example, definition or evidence) to develop the main idea.
 - e. The concluding paragraph contains a summary of the whole essay and a general concluding statement.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 57.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game. Write a question on the board that "What you want to become when you will grow up and why?". Ask them to think for 2 minutes. After the given time, ask students at random to share their thoughts in 40 seconds. Encourage them to speak confidently. Praise the students who give the answers confidently in the given time.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about how to write an essay creatively. Ask them to recall the process of writing a paragraph. Note their responses. Now explain them the process of how to arrange an essay in chronological order. Tell them that firstly we have to divide our essay in 3 parts 'the introductory paragraph, body paragraph and concluding paragraph'. Now explain them that the **introductory paragraph** definition is a paragraph that introduces the topic at the start of an essay e.g. my favorite game is hockey, I love to play hockey in the free time, etc. A **body paragraph** is any paragraph in the middle of an essay that comes after the introduction but before the conclusion, this paragraph contains the information and thoughts of the writer. A **conclusion paragraph** is the final piece of writing in an essay that summarizes the entire work. Ask them their textbook page no. 57. Ask students at random to read the explanation of introductory paragraph, body paragraph and conclusion paragraph aloud for their better understanding.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Activity 1: Tell students that today we are going to perform an activity. Read the statement “Which profession would you like to join when you will grow up? How can you save your country by choosing that profession? Write an essay, keeping in mind the given points aloud. Now ask them to write essay on the given topic in their notebooks. Instruct them to use good handwriting, vocabulary according to their standard and work on their own. Encourage them to raise their hands when they are done with their work. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. Praise the students who come up with good essay in the given time.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about writing a creative paragraph.

Homework: (2 mins)

Complete the essay in your notebooks at home if not completed in he class.

Teacher’s Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: Martyrs of Pak Army **Topic:** Review 1 **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Review 1

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 59 and 60.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an interesting game. Write some vocabulary words on the board e.g. significance, ethnicity, rituals, underprivileged, flutter, pensive, gallantry, valour. Now ask students at random to share the meanings of these vocabulary words. Note their responses. Praise the students who gives correct answers.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to do the review of previous lectures. Ask them to open page no. 59 of their textbook. Read the statement 2 aloud. Ask students at random to answer the questions. Correct them if they give wrong answers. Now read the next statement from **listening and speaking** section aloud. Ask them to do the dialogue activity in 5 minutes. Read the next statement from the vocabulary section aloud and ask them to make sentences of homophones and near homophones. Praise the students for their active participation.

Activity 1: Tell students that today we are going to play an amazing game. Divide the students into the groups. Read the statement 1 and 2 from the grammar section aloud. Now ask them to solve both statement. Encourage them to work as a group and help each other. Give them some time to do this task. Circulate in the class when they are doing their work. Help them if the need be. At the end, the group who completes their task in the given time will be the winner. Applause the winning group with clapping.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the review activities.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Martyrs of Pak Army

Topic: Review 1

Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Review 1

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 61.

Teaching & Learning Activities:

Opening Activities/Warm-up:

(6 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that today we are going to play an amazing game. Divide students into the groups. Write some compound prepositions on the board e.g. far from, close to, outside of, in place of, in front of. Ask them to make sentences of these compound prepositions in 5 minutes.

Encourage them to work as a group. Praise the groups who come up with correct sentences in the given time.

Main Activities/Concept Building:

(25 mins)

Tell students that today we are going to continue the review of previous lessons. Ask them to open page no. 61 of their textbook. Read the statement 4 aloud. Ask them to re-write the sentences by using the object complements in 5 minutes on their notebooks. Help them if they need be. Praise the students who come up with correct sentences in the given time.

Activity 1: Tell students that today we are going to play an amazing game. Divide the students into the groups. Read the statement 5 aloud. Ask them to complete this task in 10 minutes. Encourage them to use good handwriting, decent vocabulary words and work as a group. Circulate in the class when they are doing their work. Help them if they need be. At the end, the group who come up with correct sentences in the given time will be the winner. Applause the winning group.

Activity 2: Tell students that now we are going to play another amazing game. Divide them into the pairs. Read the statement 'Write a short paragraph of 50 words on "Education for the Future" aloud. Ask them to complete the task in 10 minutes. Encourage them to use good handwriting, decent vocabulary words and work as a pair by helping each other. Circulate in the class when they are doing their work. Help them if they need be. At the end, the pairs who come up with good paragraph in the given time will be the winner. Applause the winning pairs.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(4 mins)

Assess the students by asking random questions about the review activities.

Homework:

(2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: Daffodils

Topic: Revision

Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students at random that what they understand about the poem "Daffodils" and what is the message of this poem. Encourage them to answer one by one taking turns and speak aloud and confidently. Note their responses. Praise the students who gives good responses to boost their confidence.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to do the revision of the poem "Daffodils". Ask them to open their textbook. Ask them the meaning of difficult words, and the questions about the poem, then ask them to define simile, metaphor, personification, mood, imagery and alliteration. Now raise the question about regular, irregular and absolute adjective. Also ask them to define the degrees of adjective. Ask students at random about the SVOC sentence. Note their responses.

Activity 1: Tell students that now we are going to play an interesting game. Divide the students into the groups. Ask them to write a paragraph by using the process approach to writing. Encourage them to work as a group and beat the desk when they are done with their work. Instruct them to use good handwriting and decent vocabulary words. Give them some time to do this task. Circulate in the class when they are doing their work. Help them if they need be. At the end, the group who come up with good paragraph will be the winner. Applause the winning group with clapping.

Activity 2: Write a paragraph on any topic e.g. the season I like the most, taking care of my pet cat, travelling by bus, etc. Now ask them to paraphrase the paragraph. Instruct them to use vocabulary according to their standard words and good handwriting. Take a round in the class when they are doing their work. Help them if they need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the poem.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 8**

Unit Name: Martyrs of Pak Army **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 47 to 60.

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random that what they understand about the lesson "Martyrs of Pak Army" and what is the message of this lesson. Encourage them to answer one by one taking turns and speak aloud and confidently. Note their responses. Praise the students who gives good responses to boost their confidence.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to do the revision of the lesson "Martyrs of Pak Army". Ask them to open their textbook. Ask students the meaning of difficult vocabulary words, and ask them the questions about the lesson. Now ask them about the definition and use of homophones and near homophones with example. Raise the question about the preposition and its kinds, phrase, clause and sentence. Now ask the students about the sentence structure of present continuous tense. Praise the students for their active participation.

Activity 1: Write a topic on the board e.g. the value of tree, use of mobile phone, noise pollution, etc. Ask them to write a paragraph using correct punctuation marks. Encourage them to use good handwriting and decent vocabulary words. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. After the given time, the student who come up with good punctuated paragraph in the given time will be the winner.

Activity 2: Write some topics on the board e.g. my favourite season, the importance of education, my friend circle, advantages and disadvantages of technology, etc. Ask them to write the essay in sequence by choosing any one topic from the board. Instruct them to use good handwriting and decent vocabulary words. Encourage them to work on their own and raise their hands when they are done with their work. Help them if they need be. Praise students for their active participation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess the students by asking random questions about the lesson.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**

Unit Name: Women's Empowerment **Topic:** Reading Comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Practice speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a discussion, draw together ideas and promote effective sharing of ideas. **(Let's Get Started)**
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Factual recounts.

Resource Material:

Chalk/Marker, White/Blackboard, Picture of a field, Worksheet, Textbook page 63

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show a picture of women working in a field of a crop. Ask following questions randomly after showing this picture:

1. What do you see women doing in this picture?
2. What are benefits of promoting women's participation in crop cultivation?
3. How can education and training opportunities help empower women in agriculture?
4. When you hear the term "women's empowerment," what comes to your mind?

Repeat these questions with other students until most of the students get engaged in this discussion. Guide and assist them if they have difficulty in expressing their view. Appreciate them for their participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit "women's empowerment". Ask them open their books at page 63. Ask students at random to read the first two paragraphs of the unit with correct pronunciation, intonation and stress patterns. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask students following questions:

1. how can we describe women's empowerment?
2. What does it mean for women to have more power and control over their lives?
3. What is the importance of education in order to empower women?

Activity: Write "Women should be empowered." on the board. Divide the class into two groups in favour or against the motion. Teacher help them initiate the debate. Teacher can raise as some questions to assist the students in both groups to express their views. Few such questions are here:

1. Should women have equal access to education and job opportunities as men?
2. Is women's empowerment essential for achieving gender equality in society?
3. Do women working out of the home have bad effects on child care and parent-child bonding?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What are some difficulties that have made it hard for women in Pakistan to have more power and freedom?

Homework: (2 mins)

Provide the worksheet to students for homework.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the paragraph and answer the questions.

Women Empowerment

Women empowerment is all about giving women the power and freedom to make choices and take charge of their lives. It means providing them with equal opportunities, like education and jobs, so they can become strong and confident individuals. When women are empowered, they can achieve their dreams and contribute to society, making the world a better place for everyone.

Questions:

1. What is women empowerment?
2. Why is it important for women to have equal opportunities in education and jobs?
3. How can women's empowerment benefit society as a whole?
4. Give an example of a strong and empowered woman you admire? Why do you admire her?
5. How can boys and men also support women's empowerment in their communities?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit:1** **Week: 1** **Lesson Plan: 2**

Unit Name: Women's Empowerment **Topic:** Reading Comprehension **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next three paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 63

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit 5. Ask them summaries the reading of previous two paragraphs. Ask them to express their views how they view 'women empowerment'. What are its positive and negative aspects that effects the society? Guide them to express their views. Appreciate their active participation in this discussion. Conclude the discussion in a moderate way encompassing all aspects of women empowerment.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to next three paragraphs. Ask them open their books at page 63. Ask students at random to read the first two paragraphs of the unit with correct pronunciation, intonation and stress patterns. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After that ask students following questions:

1. What is an entrepreneur?
2. What does Arusha Imtiaz's education platform, Edjunction, aim to do?
3. How does Edjunction help parents and educators stay connected?

Activity: Divide the students in pairs ask them to find out the answer to this possible problem: "Do you agree that working women face social norms and have a tough time when they have to run between the workplace and home?" Help them initiate the discussion by telling them that social norms can vary across cultures and societies, but some common examples include: gender norms and expectation. In many societies, there are traditional gender roles that expect women to primarily take care of household chores and family responsibilities. Women may encounter gender-based discrimination at work, including unequal pay, limited career advancement opportunities. Now let student express their views with each other in pairs. After 5 minutes ask random students to summarise the discussion points.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

How many schools in Pakistan does Edjunction target, and how many students are enrolled in these schools?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Homework: (2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**

Unit Name: Women's Empowerment **Topic:** Reading Comprehension **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining paragraphs).
- Identify the writer's purpose and what makes it interesting.
- Analyze organizational patterns in a text: list/ sequence of ideas/ events, comparison-contrast, cause-effect, problem- solution.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64-65

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Recall the unit 'Women's Empowerment' with students. Make pairs of students. Ask each pair to discuss what they have learnt from the unit. Encourage them to deduce the message of the unit 'Women's Empowerment' with their fellow students by taking turns. Ask students at random to tell what they know about corruption and its types. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to remaining three paragraphs of the unit 'Women's Empowerment'. Ask them open their books at page 64. Ask students at random to read the unit with correct pronunciation, intonation and stress patterns. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After that ask students following questions:

1. What is the name of the web development and design services company launched by Sihah Waris, and what is the purpose of her startup, RiseMom?
2. Who developed BoloTech, the first-ever speech therapy platform in Urdu, and what does it provide for people with speech impairments?
3. Who is Sana Mir, and what significant achievements did she have in cricket before retiring in 2020?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

According to the statistics mentioned, what percentage of Pakistani working women leave their jobs after becoming mothers, and what problem does RiseMom aim to solve for working mothers?

Homework: (2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 4**

Unit Name: Women's Empowerment **Topic:** Vocabulary Words **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 65

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 65. Ask students at random to read the given words and their meanings from the 'Glossary' section. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask meaning of few words from the paragraphs.

Homework: (2 mins)

Provide the vocabulary worksheet to students for homework.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully and choose the best vocabulary word from the given options to complete the sentence.

Sentence 1: Information Technology

1. Sihah Waris is an _____ tech entrepreneur who founded Solugix, a company that provides web development and design services.
 - a) experienced
 - b) emerging
 - c) energetic
2. RiseMom is an online _____ system that allows working mothers to monitor their child's progress at daycare while they are at work.
 - a) management
 - b) evaluation
 - c) daycare monitoring

Sentence 2: Health Sciences

3. BoloTech is a health startup, the first-ever speech therapy _____ developed in Urdu.
 - a) website
 - b) app
 - c) platform
4. The portal provides tools and resources for _____ communication and helps individuals improve their speech efficiency.
 - a) written
 - b) verbal
 - c) nonverbal

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**

Unit Name: Women's Empowerment **Topic:** Questions and Answers **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
- Respond to a text with, e.g., a. reasons b. simple judgement; c. personal interpretation Application in new situation

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 65

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what have learnt from the unit '*Women's Empowerment*'. Encourage them to tell the message of the unit '*Women's Empowerment*' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding such as what is the name of the web development and design services company launched by Sihah Waris, and what is the purpose of her startup, RiseMom? Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 65. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Tell students how to analyse the text applying reason, simple judgement and personal interpretation. There simple steps to do it. Tell them that for responding the text with reasoning, you should think about the logical reasons or evidence provided in the text to support a particular statement or claim. Remind students to provide clear and concise reasons to support their answers. Recall the unit and have students express their opinions or personal judgments about the text. Encourage them to think about whether they agree or disagree with the main idea or statement presented. Similarly, for personal interpretation, encourage students to think about how the text relates to their own experiences, feelings, or thoughts. Ask open-ended questions that encourage students to reflect on the text and draw connections to their own lives.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Assessment: (5 mins)

Provide the given worksheet to students for responding to a text with, e.g., reasons, simple judgement or personal interpretation.

Homework: (2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the following passage carefully. Then, answer the questions using reasons, simple judgment, and personal interpretation.

The Magical Forest

In a faraway land, there existed a magical forest where extraordinary experiences awaited anyone who entered. Sarah, a curious and adventurous girl, couldn't resist the allure of the enchanted woods and decided to explore its wonders.

As Sarah stepped into the forest, the trees seemed to whisper secrets, and vibrant flowers bloomed all around her. The air was filled with a sense of wonder and joy, making Sarah feel an excitement she had never experienced before. During her exploration, she encountered a talking rabbit who revealed the existence of a hidden treasure deep within the magical forest.

Guided by the talking rabbit's directions, Sarah found a glowing chest filled with sparkling gems and ancient artifacts. As she touched the gems, a magical light enveloped her, and she felt a surge of energy, as if she had been touched by the enchantment of the forest itself.

Questions:

1. What was special about the forest Sarah decided to explore?
2. How did Sarah feel when she entered the magical forest, and why?
3. What did the talking rabbit tell Sarah about, and what did she find as she followed its directions?
4. How did Sarah's family and friends react to her stories about the magical forest?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 6**

Unit Name: Women's Empowerment **Topic:** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Explain how an author develops the point of view of the narrator or speaker in a text appreciate high rise and low-rise character development, development of plot and its resolution.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 65-66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Recall the unit 'Women's Empowerment' with students. Make pairs of students. Ask each pair to share what they have learnt from the unit. Encourage them to share the message of the unit with their fellow students by taking turns. Ask students at random to tell how women play an important part in our lives. Ask them to share their point of view with reasons. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building: (25 mins)

Explain to students that in any type of narration, an author shares the point of view of the narrator or speaker which develops the narrator's character, as well develops the plot of narration and its resolution. Tell students that today they are to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Ask students to open their textbooks at page 65-66. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Ask them to write answer carefully, keeping that in mind, narrator words and points of view develop its character. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers.

Repeat the process for 'Reading for Understanding' and 'Reading for Inference' section as well. Help them to understand the questions from each sections and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum-up: (3 min)

Summarise the key concepts with your students.

Assessment: (3 min)

Assess your students by asking random questions from the Reading Comprehension section.

Homework: (2 min)

Do "Read, Think and Do it!" activity at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

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Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**

Unit Name: Women's Empowerment **Topic:** Speaking Practice **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Develop the ability to pose rhetorical questions for a range of audiences.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 66

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the unit 'Women's Empowerment' with students. Make pairs of students. Ask each pair the following warm up questions to tell what they have learnt from the unit:

1. What is the definition of women's empowerment?
2. What are some barriers to women's empowerment in Pakistan?
3. What are some initiatives aimed at promoting women's in Pakistan?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue about the importance of women's education and the significant role educated women can play in society. Ask students to open their textbooks at page 66. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to speak confidently using complex vocabulary and longer sentences to fulfil different purposes. The dialogue emphasises how educated women are not only benefiting their families but also helping to build an educated nation.

Activity 1: Make pairs of students and ask them to practise the given dialogue with correct pronunciation. After they have practiced the dialogue enough, ask the following comprehension questions:

1. Why is Rajab thinking about the necessity of women's education?
2. What role can educated-women play in society, according to Raza?
3. How were women's roles limited in the past?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Why women's education is important for the country's development?

Homework: (2 mins)

Practice the given dialogue at home with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 8**

Unit Name: Women's Empowerment **Topic:** Homograph **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Identify homographs- words spelled the same with different pronunciation (e.g., Wind, record, excuse, row, bass, close, present, does, dove, refuse, lead, invalid, wound, subject, intimate).

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Worksheet, Textbook page 67

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage them to do the same. Try engaging them by asking them how they're doing. Encourage them to say, "Alhamdulillah". Show to students randomly two-sided pair flashcards. Write the on both flashcard homographic words and their meaning at the back of the flashcards. Such as:

First pair of flashcards: Word: Bow Meaning 1: A decorative knot or ribbon Meaning 2: To bend forward as a sign of respect or to aim an arrow

Second pair of flashcards: Word: Tear Meaning 1: A drop of liquid from the eye Meaning 2: To rip or pull apart forcefully

Tell student that these students have same spellings. But they can have same pronunciation or different pronunciation. Such as lead can be read as [LED] or [LEED]. Ask students to repeat the reading of these flashcards three to four times to making sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about homographs. Tell them that homographs are two or more words that are spelled the same but are different in meanings or pronunciation.

Activity: Ask students to open their books at page 67 of 'Vocabulary Section'. Ask them read the given examples of homographs in the statement 1. Take the first word 'Wind'. Tell them 'wind' as verbs and 'wind' as noun has different pronunciation. There are pair of homographs in this section as: wind/wind, excuse/excuse, record/record, close/close, produce/ produce, / present/present/, tear/tear/, row/row etc. Ask student to consult dictionary to see different pronunciations of close/close, live/live. Ask them consult the dictionary for correct pronunciation of each word they read in this statement.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide students with the given worksheet.

Homework: (2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and circle the correct meaning of the underlined homograph.

Example: The lady had a strong accent.

- a. stress or emphasis b. manner of speaking or pronunciation

Answer: manner of speaking or pronunciation

1. I went fishing and caught a bass.

- a. a deep voice or tone b. a kind of fish

2. The farmer sells his produce to the local market.

- a. to create or make b. fresh fruits and vegetables

3. Everyone decided to desert the town.

- a. a hot arid region b. to leave

4. I drove a moped to school.

- a. acted sad or gloomy b. a bicycle with a motor.

5. I saw a bat flying in the cave.

- a. a piece of sporting equipment b. a winged animal

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**

Unit Name: Women's Empowerment **Topic:** Homograph **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use homographs- words spelled the same with different pronunciation (e.g., Wind, record).
- Take dictation of paragraph/ text of grade level.

Resource Material:

Chalk/Marker, White/Blackboard, dictionaries, Worksheet, Textbook page 68

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Ask students to recall the concept of 'homographs' in English language. Ask them randomly to define the homographs with examples. To get engaged other students write few homographs on board and ask students randomly to read it with correct pronunciation and also tell the meaning later. For example, ask them how to pronounce 'wind' in two ways and its two different meaning. Repeat the activity two or three time until, most of the student have clear picture.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to will learn to pronounce homographs words with different pronunciation. Homographs are words that are spelled the same way but have different meanings and, sometimes, different pronunciations. Tell students rules for determining the pronunciation differences of homographs can be complex and often depend on language-specific patterns and historical influences. However, here are some general guidelines that might help explain how homographs can have different pronunciations:

Word Origin and Etymology: For example, the word "bass" can refer to a low-frequency sound (pronounced like "base") or a type of fish (pronounced like "bass").

Part of Speech: For instance, "produce" can be a noun (farm products) or a verb (to create).

Stress and Syllable Count: For example, "tear" can be a noun meaning a drop of liquid from the eye (pronounced like "teer") or a verb meaning to rip (pronounced like "tair").

There are other factors too that determine the pronunciation.

Activity: Ask students to open their books at page 68 of the "Vocabulary Section" statement 2. Ask them now to use a dictionary to find the meanings of the given homographs. Then use the given homographs in your own sentences. Note the difference of pronunciation and its cause. Help students if they could not find the meaning in the dictionary. Appreciate them for their efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide the given worksheet to students for correct pronunciation assessment.

Homework: (2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Pay attention to the context of the sentence to determine the appropriate pronunciation and meaning of the homograph.

1. The **wind** was so strong that it blew my hat off.
2. Please **record** your observations in this notebook.
3. My teacher gave a fascinating **present** about space exploration.
4. The fisherman caught a large **bass** in the lake.
5. I need to **excuse** myself from the table.
6. The **row** of colorful flowers added beauty to the garden.
7. She chose to **refuse** the offer because it didn't meet her needs.
8. A **dove** is often seen as a symbol of peace.
9. The metal is **subject** to rust if left exposed to moisture.
10. The chef used fresh vegetables to **produce** a delicious soup.
11. The **lead** actor in the play delivered an outstanding performance.
12. The doctor said the prescription was **invalid** and needed to be rewritten.
13. The hiker explored the arid **desert** landscape.
14. She tried to **sew** a button onto her shirt.
15. It's important to **object** to unfair treatment.
16. Be careful not to **tear** the paper while wrapping the gift.
17. The book's main **subject** is the history of ancient civilizations.
18. The student gave an **intimate** description of her summer vacation.
19. The athlete suffered a minor **wound** during the game.
20. The **sewer** system carries waste away from homes and buildings.
21. The farmer used a tractor to **sow** seeds in the field.
22. The art gallery is going to **close** early today.
23. The cat **does** not like getting wet.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**

Unit Name: Women's Empowerment **Topic:** interrogative pronouns **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Identify demonstrative (e.g., this, that), interrogative pronouns (e.g., which, who).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 70

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Place some books and stationery items of students on your table and ask following questions:

Point to one of the objects placed on your table and ask students:

- Whose book is this?
- Which is heavier, a book or a pencil?
- What is the title of this book?
- You went with whom?
- Who is the owner of this eraser?

Repeat the process of asking such questions three to four times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study about 'interrogative pronouns. An interrogative pronoun is used to form a question. There are just five interrogative pronouns: what, which, who,

'whom' and 'whose' each one is used to ask a very specific question or indirect question. "Who" and "whom" refer only to people. Others can be used to refer to objects or people.

Activity: Tell students to open their books at page 70 of the 'Grammar Section', statement 1. Read the usage of 'interrogative pronoun' in this statement aloud and notice the use of it. Repeat the reading and practicing of it three times. After that ask student at random to read the given sentences and write questions for them from the statement 2.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide the worksheet to students for further practice of the interrogative pronouns.

Homework: (2 mins)

Make five sentences using demonstrative pronouns.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the following sentences carefully. Choose the correct word (what, which, who, whom, or whose) to complete each sentence. Write your answer in the blank space provided.

1. _____ is your favorite colour?

Answer: _____

2. _____ is the tallest person in your class?

Answer: _____

3. To _____ did you give the gift?

Answer: _____

4. _____ book do you want to read?

Answer: _____

5. _____ bag is this?

Answer: _____

6. _____ is that teacher standing next to Ms Saminah?

Answer: _____

7. _____ car is parked outside?

Answer: _____

8. _____ is the capital city of France?

Answer: _____

9. _____ do you want for dinner?

Answer: _____

10. _____ team do you support?

Answer: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**

Unit Name: Women's Empowerment **Topic:** Demonstrative Pronoun **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use demonstrative (e.g., this, that), interrogative pronouns (e.g., which, who).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Point to different objects in the class that either near or far to the students and ask them randomly for example: point to the wall clock in the class and say: That is a clock. Now place some toys on the table and pick one of them in your hand and say: "This is my favourite toy" or point to your shoes and say "These are my new shoes." Make three to four groups and encourage students. Ask them to make sentences on the same pattern pointing to different objects in the classroom or their book. Guide each group to make these sentences correctly.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about "Demonstrative pronouns". Tell students that a demonstrative pronoun is a pronoun that is used to point to something specific within a sentence. We use 'this' and 'these' to point to something or somebody near in time or distance and we used 'that' and 'those' to point to something or somebody in time or distance. Tell them that a demonstrative pronoun can be used as either a subject or an object.

- **Subject:** I think you need to I need new shoes. **These** are pretty old.
- **Object:** Where are **those**?

Activity: Ask the students to write a paragraph about it using the demonstrative pronouns 'that and this, or these and those. For example, ask them to begin the paragraph with "This is a library. Some students are reading books while others are.....". Check their writing, correct their paragraphs and help and guide them to use demonstrative pronouns correctly. Ask five to six students randomly to read aloud what they have written. Applaud them for correct use of demonstrative pronouns.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide worksheet for assessment.

Homework: (2 mins)

Make five sentences using demonstrative pronouns.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Circle the demonstrative pronoun in each sentence.

1. This is my favorite teddy bear.
2. Would you like some of these?
3. Those years at the lake were the best times of my life.
4. That is the toy I would like to buy.
5. These are absolutely delicious!

Choose the correct demonstrative pronoun to complete each sentence.

6. _____ (These/This) are the shoes I like.
7. _____ (This/That) car over there is the best one.
8. _____ (These/Those) books right here are mine.
9. _____ (That/Those) store across the street sells clothes.
10. _____ (Those/This) students over there are my friends.
11. I've been looking for a turkey, and I'd like to buy _____ (that/those) one.
12. _____ (This/These) is the year we'll win the championship!

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Women's Empowerment **Topic:** Modal verbs **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise and demonstrate function of would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 71

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Start class by showing or drawing a picture of a no-smoking sign to your class and asking them what it means. If they say "no smoking," ask them to elaborate with a full sentence. This should elicit "you can't smoke," or something to that effect. Then, ask your students how they could make the sentence stronger. This should prompt them to give you "you must not smoke."

Main Activities/Concept Building: (25 mins)

Tell students today they are going to study modal verbs. Tell students that modal verbs are those helping verb which express the 'mode' or 'manner' of the actions indicated by the main verbs. Modal verbs help to express ability, inability, permission, offers, invitations, requests, prohibition, doubt, obligation, etc. They modify the meaning of an expression. Modal verbs are can, could, may, might, must, ought to, should etc. A modal verb comes before the subject in a question.

Activity: Ask students randomly to open their books at page 71 of the "Grammar" section and read statement 3 and notice the use of modal verbs. Tell them that "**Could**" is used to indicate past ability, possibility, or permission. It can also be used to make polite requests or suggestions. Inform them that "**Might**" is used to express a lower level of possibility or a suggestion. "**Must**" is used to indicate necessity, obligation, or strong probability. It suggests that something is mandatory or highly likely. "**Should**" is used to give advice, make recommendations, or suggest a desirable action. It implies that something is a good idea to do. "**Ought to**" is used similarly to "should." It emphasizes a moral or social obligation or duty. It's often used to express what is the right thing to do. Ask them randomly to write sentences using the given modal verbs in the statement 4.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide them the given worksheet for assessment.

Homework: (2 mins)

Make five sentences using modal verbs.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the modal verb used in the sentence. Then, rewrite the sentence in the specified form (affirmative, negative, or interrogative) using the given modal verb.

- Affirmative Sentence:** Original Sentence: She can swim in the pool. Rewrite using "might": _____
- Negative Sentence:** Original Sentence: They need to finish their homework. Rewrite using "need not": _____
- Interrogative Sentence:** Original Sentence: Will you come to the party? Rewrite using "shall": _____
- Affirmative Sentence:** Original Sentence: He must clean his room. Rewrite using "ought to": _____
- Negative Sentence:** Original Sentence: I could understand the math problem. Rewrite using "could not": _____
- Interrogative Sentence:** Original Sentence: Could they solve the puzzle? Rewrite using "dare": _____
- Affirmative Sentence:** Original Sentence: She would help her friend with the project. Rewrite using "will": _____
- Negative Sentence:** Original Sentence: We should practice playing the instrument. Rewrite using "shall not": _____
- Interrogative Sentence:** Original Sentence: Must he attend the meeting? Rewrite using "need": _____
- Affirmative Sentence:** Original Sentence: I dare you to jump off the swing. Rewrite using "might": _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Women's Empowerment **Topic:** Modal verbs **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Textbook page 71

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following three sentences on the board.

- She said she would call you later.
- Would you please pass me the salt?
- I would be happy to help you.

Ask them at random differentiate between different uses of modal verb 'would' in these three sentences. Appreciate them for telling the correct usage of 'would'. Guide and help if they are unable to tell the correct usage of 'would' in the above sentences. Make sure to involve majority of sentences.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to use modal verbs would, need, could, might, shall, must, ought and dare in affirmative, negative and interrogative sentences. Write the target modal verbs on the whiteboard: "would, need, could, might, shall, must, ought, dare." Briefly explain the meaning and function of each modal verb. Provide simple example sentences for each modal verb to illustrate their usage.

Activity: Divide the class into pairs. Give each pair a set of flashcards with different situations or scenarios written on them. Each pair should use the given situation to create a sentence using one of the target modal verbs. They must create affirmative, negative, and interrogative sentences for each situation. Ask students to follow following examples.

Situation 1: Asking for Permission.

Situation: You want to borrow your friend's book.

Sentence Examples:

Affirmative: May I borrow your book for a few days?

Negative: I must not forget to return your book on time.

Interrogative: Could you lend me your book, please?

Situation 3: Making Plans: Situation: Planning a picnic with your family.

- Sentence Examples:
 1. Affirmative: We shall have a picnic at the park this Saturday.
 2. Negative: We ought not to forget to bring sunscreen and snacks.
 3. Interrogative: Could we invite our neighbors to join us?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Appreciate students for their active participation in this activity. Guide and help for making sentences. Make sure to involve majority of students in this activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What 'modal verb is use for challenges someone?

Homework: (2 mins)

Make five sentences using modal verbs.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Women's Empowerment **Topic:** Past Continuous **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions of past continuous tense.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Write following pair of sentences on board.

She was studying for her exams all night yesterday. She studied for her exams last night.
They were playing football when it started raining. They played football before it started raining.

I was cooking dinner while my friend watched TV. I cooked dinner while my friend watched TV.
Ask students one by one but randomly to compare both pair of sentences. Ask them to point out the difference in structure and meaning of these sentences. Appreciate them for their participation. Guide them if they have problem in expression. Make sure all the students comprehend the difference.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about past continuous tense. Tell students that the past continuous tense represents an action continuing at a specific point in the past. Give them examples to this, such as "I was studying," "They were playing," or "She was cooking." Explain students that the past continuous tense is formed using the past tense of the verb "to be" (was/were) and the present participle form of the main verb (-ing form). Show the following sentence structure: Subject + was/were + verb-ing. For example, "I was studying."

Activity: Ask them open their books at page 72, to read statement 4 of the 'Grammar Section'. Ask some students to read affirmative sentences noticing their structure. Ask a random student to come in front of the class and write the sentence from their own memory the board. Ask them to underline main was/ were verb+ ing. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity. Provide more examples of affirmative sentences in the past continuous tense and encourage students to create their own.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide worksheet to students for assessment of past continuous tense.

Homework: (2 mins)

Make five sentences using past continuous tense.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Choose the correct option (A, B or C) to complete each sentence using the past continuous tense.

1. _____ last night at 8 p.m.?

A. were you writing B. you wrote C. D. you write

2. While I _____ dinner, my phone rang.

A. cooked B. was cooking C. cook

3. They _____ when the rain started.

A. played B. were playing C. play

4. Yesterday, she _____ a book when bell rang.

A. was reading B. read C. reading

5. We _____ to the Masjid when the power went out

A. was going out B. went C. were going

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Women's Empowerment **Topic:** Past Continuous **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use of past continuous tense.

Resource Material:

Chalk/Marker, White/Blackboard, Pictures, Worksheet, Textbook page 72

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Give your students randomly 5 pictures that show a lot of activity and give them one minute to study the picture. Engage the students in a brief discussion about what they see in the picture. Encourage them to describe the activities, people, objects, and any other details they notice. Choose one action from the picture and model how to describe it using the past continuous tense. For example, if the picture shows people playing football, guide students to say, "In the picture, the children were playing football on the field." Write the sentence on the board. In the same fashion, other ask other students to describe what they see in the picture using the same pattern. Write each sentence on the board.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about past continuous tense. Tell students that the past continuous tense represents an action continuing at a specific point in the past. Give them examples to this, such as "I was studying," "They were playing," or "She was cooking." Explain students that the past continuous tense is formed using the past tense of the verb "to be" (was/were) and the present participle form of the main verb (-ing form). Show the following sentence structure: Subject + was/were + verb-ing. For example, "I was studying."

Activity: Ask them open their books at page 72, of statement 6. Ask students randomly to look at the children in the picture and write sentences about them using the past continuous tense on the board. Ask them to underline main was/ were verb+ing. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity. Provide more examples of affirmative sentences in the past continuous tense and encourage students to create their own.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide worksheet to assess the use of past continuous tense.

Homework: (2 mins)

Make five sentences using past continuous tense.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the sentences carefully and fill in the blanks with the correct form of the past continuous tense. Remember to use the correct helping verb "was" or "were" and the base form of the main verb + "ing".

Example: She _____ (play) outside when it started raining.

Answer: was playing

1. They _____ (watch) a movie last night.
2. While we _____ (cook) dinner, the phone rang.
3. The cat _____ (sleep) on the windowsill when I walked in.
4. He _____ (ride) his bicycle while his friends were skating.
5. We _____ (read) our favorite book at the library.
6. The children _____ (laugh) loudly during the funny cartoon.
7. My mom _____ (work) in the garden while I was doing my homework.
8. The birds _____ (sing) when the sun was setting.
9. While Sarah _____ (paint) a picture, her brother was playing guitar.
10. I _____ (dance) at the school talent show last Friday.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 8**

Unit Name: Women's Empowerment **Topic:** Punctuation **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write a given short paragraph on the board which has punctuation marks missing. The missing punctuation marks are capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

"my favourite book is the secret garden it is about a girl named mary lennox who discovers a hidden magical garden she says i think it has been left alone for ten years!"

Ask one by one students randomly to come to the board and puncture each sentence. If he commits mistake ask second student to rectify the mistakes committed by the earlier students. In this way, punctuate the whole paragraph with the help of students.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn how to punctuate the sentences and a short paragraph correctly. Ask students to open their book at page 73 of "Punctuation Mark" section. Ask them punctuate and rewrite the given paragraph on page 73 using the correct capitalisation, exclamation marks, full stops and quotation marks. Ask them to read the given paragraph in the book and rewrite it by adding correct punctuation changing small letters into capital letters where necessary. Add a full stop at the end of each sentence. Ask various students randomly to punctuate each sentence of this paragraph.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Provide worksheet for assessment.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Rewrite the following sentences with the correct punctuation.

1. i went to the store and bought some apples
2. the sun is shining brightly in the sky
3. jameela exclaimed wow what a beautiful painting
4. my dog barked loudly when he saw the mailman coming
5. mom asked have you finished your homework yet
6. i can't believe we're going on vacation next week
7. he said he'd be here by 5 but he hasn't arrived yet
8. my favorite color is blue what's yours
9. look at that beautiful sunset over the mountains
- 10.can you believe it's already the end of the school year

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Unit Name: Women's Empowerment

Topic: Argumentative writing

Date: _____

Objective(s):

At the end of this period, the students will be able to:

- Understand arguments to support claims with clear reasons and relevant evidence

Resource Material:

Chalk/Marker, White/Blackboard, Picture, Textbook page 73

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Display a picture of a familiar scene (e.g., a park, a classroom, a zoo). Ask students to individually jot down three things they like about the picture and three things they don't like. In pairs or small groups, have students share their opinions and reasons for their likes and dislikes. Encourage students to listen and ask questions about their peers' reasons, fostering discussion.

Main Activities/Concept Building:

(27 mins)

Tell students that today they are going to understand the steps of argumentative writing. First step is introducing arguments which means you need to grab the reader's attention with a compelling statement, question, anecdote, or fact. Provide context or background information related to the topic and clearly state your main argument or claim. Tell them the second step is providing evidence. Introduce the main point or reason of the paragraph. Provide further information or context about the topic sentence. Present relevant and credible evidence to support your point. This can include facts, statistics, examples, expert opinions, and anecdotes. The last step of such writing is conclusion. Reiterate your main argument in a slightly different way from the introduction. Briefly summarize the key points you've made in your body paragraphs. Thus, finally leave the reader with a final thought, call to action, or reflection related to the topic. Please ask the students to open their books at page 72 and observe the flowchart of the argumentative writing.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

What are the steps to write an argumentative writing?

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**

Unit Name: Women's Empowerment **Topic:** Argumentative writing **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s) and organize the reasons and evidence.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement
- or section that follows from the argument presented.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall steps of argumentative writing. Ask them individually to write these steps in a shape of flowchart on their notebooks. To supervise this activity, move in the aisles and note what they are writing. Assist them if you feel that they could not recall these steps. Appreciate those who are good at making the flowchart.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to write an argumentative piece of writing. Tell them that argumentative writing is a type of writing that provides factual evidence and logical reasons to support a topic.

Activity: Ask students to open their books at page 74 of the "Guided Writing" section. Tell students to follow these steps to support your evidence.

Introduction:

- Definition of Women's Empowerment
- Importance of Women's Empowerment in Society
- Thesis Statement: Women's empowerment not only benefits women individually but also have far-reaching positive effects on society as a whole.

Arguments:

- Economic Advancement and Prosperity

Tell students to explain how empowering women economically benefits society.

- Education and Skill Development

Tell them explain how educating and empowering women lead to societal improvement.

- Political Participation and Policy Shaping

Ask students to write how women's involvement in politics impacts societal progress.

Conclusion:

Tell students to summarize the main arguments discussed in the body paragraphs. Ask students to fill in the sections with relevant arguments, evidence, and explanations to create comprehensive essay showcasing the connection between women's empowerment and societal advancement.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them write the essay based on the above outline.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**

Unit Name: Women's Empowerment **Topic:** Argumentative writing **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- **Creative Writing:** Write a paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students to recall steps of argumentative writing. Ask them individually to write these steps in a shape of flowchart on their notebooks. To supervise this activity, move in the aisles and note what they are writing. Assist them if you feel that they could not recall these steps. Appreciate those who are good at making the flowchart.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to write a piece of a creative writing on the basis of internet search. Take them to the computer lab and ask them to search for Dr. Jane Goodall who is an iconic figure in the field of primatology and wildlife conservation. Ask students to follow these steps to write a paragraph on Dr Jane:

- **Introduction:** Capture the reader's attention with an imaginative opening that sets the tone for the paragraph. This could be a vivid description, an intriguing question, or a thought-provoking quote related to Dr. Jane Goodall's work.
- **Background:** Provide a brief overview of who Dr. Jane Goodall is and her significance in the field of primatology and conservation.
- **Descriptive details:** Paint a vivid picture of Dr. Jane Goodall's experiences in Gombe Stream National Park. Describe the lush environment, the chimpanzees she studied, and the challenges she faced. Use sensory details to transport the reader into her world.
- **Conclusion:** Wrap up the paragraph with a reflective and thought-provoking closing statement. You can tie together the themes of curiosity, bravery, and the power of one person's determination to make a difference.

In the light of guided internet search, ask them complete their essay on Dr Jane. If they need further guidance, please help them. Appreciate and praise them for their efforts in right direction.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What are the steps for a piece of creative writing?

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 4**

Unit Name: Our Nation's Strength **Topic:** Recitation of poem **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Let's Get Started). Recite the poem.
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Poetry.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 76

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following questions on board:

1. What makes a nation strong?
2. How does having good leaders, following rules fairly, and being honest make a country powerful?
3. How does having smart people in a country make it strong

Then ask students individually to answer these questions. Appreciate for their participation in this discussion. Guide and help them if they difficulty in expressing themselves. Repeat the questions on individual basis until majority of student have comprehension.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite a poem and try to understand the theme of it. Tell them the theme of a text is the central focus point of the text. It is the main idea of the text. Supporting details support the theme and clarify it to the audience the main focus of the text.

Activity: Ask students to open their book at page 76. Tell them that they are going to recite the poem titled "Our Nation's Strength" by the poet William Ralph Emerson. Read a model reading with correct pronunciation and innovation. Then ask different individuals to recite it. Note their mistakes and help them recite it properly. Explain the meaning when necessary to clear understanding of the theme. Repeat the reading of the poem two to three times. Make sure to get majority of students take part in reading.

Sum Up: (2 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

Provide worksheet to students read and view a variety of reading- age-appropriate text.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the poem below and answer the questions that follow.

"The Friendly Tree"

In a field so green and wide,

Stands a tree with branches wide.

Its leaves like hands, reaching out,

Shading creatures all about.

Squirrels scamper up and down,

Making nests, a cosy town.

Birds find rest on sturdy limbs,

Singing songs, their joyful hymns.

Kids swing on a tire swing,

Laughter soars as they take wing.

Underneath, shade is their roof,

Playing games, making goof.

Kind and strong, this tree does stand,

Helping life across the land.

A friend to all, both big and small,

Nature's gift, a tree so tall.

Questions:

1. What kind of field does the poem talk about?
2. How are the leaves of the tree described?
3. What do the squirrels do in the tree?
4. What do the birds do on the tree's branches?
5. How do the kids enjoy the tree?

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**

Unit Name: Our Nation's Strength **Topic:** Recitation of poem **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recite the poem.
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the poem that they read in unit 6. Ask them the theme of the poem "our nation's strength". Make pairs of students to discuss the theme of the poem. Help them if they need any assistance. Appreciate them for their active participation in this activity. To sum up the discussion ask few students the summary of the discussion.

Main Activities/Concept Building: (25 mins)

Ask students to open their book at page 76. Tell them that they are going to recite the poem titled "Our Nation's Strength" by the poet William Ralph Emerson. Read a model reading with correct pronunciation and innovation. Then ask different individuals to recite it. Note their mistakes and help them recite it properly. Explain the meaning when necessary to clear understanding of the theme. Repeat the reading of the poem two to three times. Make sure to get majority of students take part in reading.

Activity: Write few difficult words on the board. Ask students to open their copy of dictionary and find the meanings of these words and write on their notebooks. Then ask individually some students to read the meaning from the dictionary. Ask them also to tell what type of word it is. Is a noun, verb, adjective or adverb etc.? Try to have most of the student engaged in this interesting activity. Appreciate the for their affective participation. Guide them if they have any problem in finding the entry in the dictionary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to tell the meaning of few difficulty words. Ask them to use dictionary if needed.

Homework: (2 mins)

Recite the poem at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Our Nation's Strength **Topic:** Recitation of poem **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recite the poem.
- Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgment.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the poem that they read in unit 6. Ask them the central idea of the poem "our nation's strength". Make pairs of students to discuss the central idea of the poem. Help them if they need any assistance. Appreciate them for their active participation in this activity. To sum up the discussion ask few students the summary of the discussion.

Main Activities/Concept Building: (27 mins)

Ask students to open their book at page 76. Tell them that they are going to recite the poem titled "Our Nation's Strength" by the poet William Ralph Emerson. Read a model reading with correct pronunciation and innovation. Then ask different individuals to recite it. Note their mistakes and help them recite it properly. Explain the meaning when necessary to clear understanding of the theme. Repeat the reading of the poem two to three times. Make sure to get majority of students take part in reading.

Activity: Tell students that today they are going to recite a poem and try to understand the central idea of it. Tell them the central idea of a poem is the most important thing the poem is trying to tell us. It's like the main message or the big point the poet wants us to understand. Just like a story has a main lesson, a poem has a central idea that helps us know what it's all about. It's like the heart of the poem that makes us think and feel in a special way. What is the central idea of this poem? Record their responses and encourage them for explaining it. Guide and help those students who has difficulty in explaining it.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What is the central idea of a poem?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson**

Plan: 7

Unit Name: Our Nation's Strength **Topic:** Vocabulary **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write new words from the poem on the board. Ask student individually to tell their meaning without consulting the dictionary. Appreciate the for correct meaning. Give clues if they have some difficulty in guessing the correct meaning. Make sure to engage majority of the class in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to memorise the vocabulary words. Ask them open their books at page 77 of "Glossary" section. Ask students randomly to read the words and their meaning with correct pronunciation. Once they have read the vocabulary ask them memorise them with their meaning. Make pairs of them and ask them tell meaning of each word one by one to each other.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide the worksheet for further practice of these words.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Match the words on the left with their correct definitions on the right.

Column A	Column B
foe	a shiny surface's brightness
throng	for all future time; for always.
shaft	have a kinship for a specified place
Luster	the influence or power possessed by a person, organization, or country
Empire	a crowd of people
strength	an enemy
Forever	a long passage through a building or through the ground
belong	a group of countries or states controlled by one leader or government

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson**

Plan: 8

Unit Name: Our Nation's Strength **Topic:** Questions and Answers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the unit 'Say 'Our Nation's Strength' with students. Make pairs of students. Ask each pair to share what they have learnt from the poem. Encourage them to share the message of the unit 'Our Nation's Strength' with their fellow students by taking turns. Ask students at random to tell what do they like the most about this unit. Ask them to share the reason of their likeness as well. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions.

Activity: Ask students to open their textbooks at page 77. Read the statement from 'Reading Comprehension' section. Ask them which lines of the poem emphasize the idea that a nation's strength comes from its people standing together as one, and how do they connect to the larger themes of unity and diversity in the poem? Then ask them a question from "Reading for Understanding", What is the main message that the poet is trying to convey in this poem, and how is it relevant to our understanding of a nation's strength? How does the poem reflect the experiences and perspectives of people who come from diverse backgrounds and cultures within a nation? Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Assess your students by asking random questions from the 'Reading Comprehension' section.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson**

Plan: 1

Unit Name: Our Nation's Strength **Topic:** Questions and Answers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- **Read, think and Do it!**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Recall the unit 'Our Nation's Strength' with students. Make pairs of students. Ask each pair to share what they have learnt from the poem. Encourage them to share the message of the unit 'Our Nation's Strength' with their fellow students by taking turns. Ask students at random to tell what do they like the most about this unit. Ask them to share the reason of their likeness as well. Make sure to involve all students in the conversation.

Main Activities/Concept Building: (25 mins)

Write some questions related to the lesson on the board for their better understanding. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions.

Activity: Ask students to open their textbooks at page 77 of "Reading Comprehension" Section. Now ask students to read the questions from "Reading for Inference ". Ask them based on the poem, what we can infer about the poet's own perspective and experiences of living in a diverse nation. What does the poet's emphasis on peace and love suggest about the importance of these values in building a strong and united nation? Later, ask questions from "Reading Analysis "section. **Activity:** Ask them following two question individually: How does the poet use language and imagery to convey the idea of unity and strength in the nation? In what ways does the poem highlight the role of diversity and a sense of belonging in building a strong nation? Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

What is the central idea of a poem?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson**

Plan: 2

Unit Name: Our Nation's Strength **Topic:** Listening and Speaking **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Work effectively in skills in solo, paired and group assignments, including roleplay and drama.... **Talk On...**

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what they know a nation's strength. How can a nation be strong? Note their responses. Appreciate them to participate in the discussion. Encourage them and guide them if they have difficulty in expressing their views on the topic.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue about the importance of Independence Day and the concept of patriotism. Ask students to open their textbooks at page 78. Read statement from the 'Listening and Speaking' section. Ask them to practise the given dialogue to importance of Independence Day and the concept of patriotism. Tell students that the dialogue emphasizes the need to honour and appreciate their nation's history and the sacrifices made by many for their independence. Tell students that in this dialogue Momina and Sakina are discussing why their school hasn't given them a holiday on Independence Day. Momina explains that their school is trying to build patriotism in them by making them aware of the value of their country. They talk about the significance of Independence Day, the struggles of their ancestors during British rule, and the importance of remembering and celebrating the sacrifices made for their country's freedom.

Activity: Make pairs of students and ask them to practise the given dialogue with correct pronunciation. Before starting the dialogue, explain the concepts of patriotism and Independence Day in simple terms. You can say something like, "Today, we're going to talk about a special day called Independence Day, when our country became free from the rule of another country. We'll also learn about why it's important to love and respect our country, which is called patriotism." Read the dialogue aloud to the students, emphasizing tone and expression. This will help them understand the flow of the conversation and the emotions of the characters. Encourage the pairs to practice the dialogue together. Provide assistance as needed and answer any questions they may have about the content or pronunciation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Assessment: (5 mins)

1. What is the main reason Sakina is upset?
2. Define patriotism in your own words.
3. Why does Momina mention the concept of becoming a slave during the dialogue?

Homework: (2 mins)

Practice the given dialogue at home with parents/siblings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: Our Nation's Strength **Topic:** Vocabulary **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Analyse analogies, complete analogies correctly.
- Keep a record of words (e.g., word wall, word bank, word journal).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following sentence on board:

1. "Teacher is to classroom as captain is to ship.
2. " Sun is to day as moon is to night.",
3. Boy is to girl as man is to woman".

Ask students randomly to find out the relationship between two subjects in each sentence. Ask them to explain the relation between teacher and caption in sentence one. Appreciate them for correct answer. Guide and help them if necessary. Make sure to engage majority of class.

Main Activities/Concept Building: (25 mins)

Tell students today that today they are going to study the analogies. Tell them an analogy consists of two pairs of related words where the relationship between the two words in each pair is the same. Ask students to open their books at page 79 of "vocabulary" section.

Activity: Ask them read the given analogies with their examples in the statement 1. Tell them read the first example: Hard drive is to computer as battery is to flashlight. The analogy "Hard drive is to computer as battery is to flashlight" draws a comparison between the relationship of two different components within two distinct systems. The relationship here is that the hard drive is an essential component within a computer system. It stores the data and programs that the computer needs to function properly. Without a hard drive, a computer would lack its storage capabilities and wouldn't be able to perform its tasks effectively. Ask them read the remaining examples and explain the relationship. After that ask them to complete the given analogies in the statement 2. Appreciate them for making correct analogies using the "'is to" or "as" pattern. Guide and help the if necessary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Define the analogy.

Homework: (2 mins)

Learn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Our Nation's Strength **Topic:** Position of Adjective **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Locate the varying position of adjectives in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 80

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write these compounds on the board:

1. She picked a red apple from the bowl.
2. The girl looks happy.
3. He found the book interesting

Ask students to locate the adjective in above sentences. Once they located the adjectives in the sentence, ask them to tell the difference in those sentences. Appreciate and praise them for correct responses. Guide and assist them if necessary. Make sure to engage all the student in this warm up activity.

Main Activities/Concept Building: (24 mins)

Tell students that today they are going to learn about the position of the adjective in the sentence. Adjectives that appear before a noun are called attributive adjectives. Adjectives that come after the noun must follow a linking verb, and they are known as predicative adjectives. Those adjectives that come immediately after the noun that they modify are called postpositive adjectives.

Activity: Ask students to open their books at page 80 of the "Grammar Section". Ask them read the given sentences in the statement and notice the position of adjectives in them. Tell them notice that in the first sentence, "second-hand" is an attributive adjective that directly modifies the noun "car." It provides additional information about the car by indicating that it is not brand new and has been previously owned or used by someone else. This adjective helps to give more details about the type and condition of the car. In the same fashion, explain each sentence to students. Appreciate and praise them for their active participation in this activity. Similarly, help and guide students who needs attention. Make sure to engage majority of the students in this activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

Provide the given worksheet to student for assessment.

Homework: (0 mins)

N/ A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the adjective in each sentence and determine whether it is attributive, predicative, or post-positive. Write "A" for attributive, "P" for predicative, and "PP" for post-positive in the blank provided.

1. The **green** grass in the park looks fresh. _____
2. She bought a dress that was **beautiful** and elegant. _____
3. The mountain peak was covered in **snow**. _____
4. The cat seemed **sleepy** after its long nap. _____
5. My brother is **tall** and strong. _____
6. We found a **lost** dog in the park. _____
7. The cake tasted **delicious**. _____
8. He wore a jacket, **warm** and cozy. _____
9. The **angry** teacher scolded the students. _____
10. Her art project was creative and **colorful**. _____
11. The flowers in the garden looked **vibrant**. _____
12. The soup was hot and **spicy**. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Our Nation's Strength **Topic:** Position of Adjective **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Locate the varying position of adjectives in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Make pairs of students and ask them to tell each other about the position of adjectives in the sentence with example. Guide them if they any difficulty in discussion. Appreciate those who are active in this explanation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the position of the adjective in the sentence. Adjectives that appear before a noun are called attributive adjectives. Adjectives that come after the noun must follow a linking verb, and they are known as predicative adjectives. Those adjectives that come immediately after the noun that they modify are called postpositive adjectives.

Activity: Ask students to open their books at page 80 of the "Grammar Section". Ask them read the given sentences in the statement and notice the position of adjectives in them. In the third sentence "The girl looks happy," the predicative adjective is "happy." A predicative adjective is an adjective that follows a linking verb (in this case, "looks") and describes the subject of the sentence (in this case, "the girl"). In the sentence "Someone had left the window open," the post-positive adjective is "open." A post-positive adjective is an adjective that comes after the noun it modifies. In the same fashion, explain each sentence to students. Appreciate and praise them for their active participation in this activity. Similarly, help and guide students who needs attention. Make sure to engage majority of the students in this activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give one example of postpositive adjective in the sentence of your own.

Homework: (2 mins)

Learn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Our Nation's Strength **Topic:** Transitional Devices **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Explain functions of different conjunctions/ transitional devices used for addition.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 80

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Write the following sentences on the board:

1. I enjoy playing soccer **and** basketball.
2. She speaks French **too**.
3. John plays the guitar **as well as** the piano.
4. Sarah enjoys cooking **as much as** baking.

Ask the students randomly what the function of 'and', 'too', 'as well as' and 'as much as' in these sentences is. Why do we use these words in the sentence? Note their responses. Appreciate them for their correct responses. Guide and help them they have no idea of these words. Make sure to have majority of the class engaged in this discussion.

Main Activities/Concept Building: (25 mins)

Tell the students that they are going to study today about functions of different conjunctions/transitional devices used for addition (e.g., and, also, too, next, besides, first (second, etc.), further, furthermore, in addition, and moreover). Tell them We use conjunctions or transitional devices like: and, also, too, next, besides, first (second, etc.), further, furthermore, in addition, and moreover to add more information to a sentence. Also inform them a conjunction is a word that joins or links two words or phrases together, e.g. and, or, but, so, etc.

Activity: Ask student to open their books at page 80 of their book of the "Grammar Section". Ask them read the given sentences and notice the use of conjunctions in them in the statement 3. Note in the sentence 1 the "furthermore" is a conjunction that serves as a transitional word to connect and add information to the previous statement. It's used to indicate that the information that follows is an additional point that supports or extends the previous point. In the same fashion, ask students to read other sentences and explain the use of conjunctions in them.

Sum Up: (2 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

Provide worksheet to students for assessment.

Homework: (0 mins)

Learn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the appropriate conjunction or transitional word from the list provided. Choose the word that best fits the context of the sentence.

Conjunctions and Transitional Devices List: and, furthermore, in addition to, moreover, as well as.

1. Reading is not only fun, _____ it also helps us learn new things.
2. _____ planting flowers, we also grew some vegetables in our garden.
3. I enjoy playing soccer, _____ I also like swimming.
4. I need to buy pencils. _____, I need to buy notebooks.
5. We saw lions and tigers at the zoo. _____, we saw bears and elephants.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Our Nation's Strength **Topic:** Transitional Devices **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Explain functions of different conjunctions/transitional devices used for sequences (e.g., then, next).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Write following sentences on the board:

1. **First of all**, I woke up early in the morning to get ready for the big hike.
2. I finished my breakfast, and **then** I gathered all the necessary gear for the camping trip.
3. **Next**, we set out on the trail, enjoying the beautiful scenery along the way.

Then, ask students at random to point out the function of these bold words in these sentences. Appreciate and encourage them for correct responses. Guide and help them when necessary. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell the students that they are going to study today about functions of different conjunctions/transitional devices used for sequence. Tell them Conjunctions or transitional devices like: then, while, before, etc. can be used to show the sequence and order of events or ideas. These are especially useful at the beginning of paragraphs, but can be just as important at the beginning of other sentences to show the relationship between ideas.

Activity: Ask student to open their books at page 81 of their book of the "Grammar Section". Ask them to read the given sentences and notice the use of conjunctions in them in the statement 4. Tell students to note the 'first of all' in the first sentence. Tell them that "First of all" is a transitional phrase used to introduce the first point or step in a sequence of ideas, actions, or statements. In the sentence, "*First of all, I'd like to introduce myself in front of you all,*" the phrase "first of all" serves as an introductory signal that the speaker is about to begin a series of points, steps, or statements. Similarly, other transitional devices of sequence in the next sentences. Ask them rewrite the given sentences using the given connectors in the statement 5. Help them if necessary. Appreciate and praise them for their efforts. Make sure to have them all engaged in this activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give some examples of conjunctions for sequence.

Homework: (2 mins)

Learn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 8**

Unit Name: Our Nation's Strength **Topic:** Adjectival Phrases **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use adjectival phrases in sentences and speech.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 81

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write the following sentences on the board:

1. The **bright blue sky** made the perfect backdrop for our picnic.
2. The air was filled with the scent of **deliciously fragrant flowers**.

Then ask the students at random the meaning of bold words. Encourage them to participate in this question and answer activity. Guide those who have no idea of these words. Make sure to have most of them to get engaged in it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about adjectival phrases. Tell them an adjective phrase or adjectival phrase is a group of words headed by an adjective that describes a noun or a pronoun.

Activity: Ask students to open their book at page 81 of grammar section. Tell them to read the given sentences and notice the use of adjectival phrases in the statement 6. Note in the sentence "Everyone was extremely delighted when the winner was announced," the phrase "*extremely delighted*" functions as an adjective phrase that describes the emotional state of "everyone" in response to the announcement of the winner. Similarly, note other sentences and ask students to explain. Then, ask students to read the given sentences and replace the adjective in bold letters by an adjective phrase of the same meaning in the statement 7. The first sentence will be replaced as: The king wore a crown made of gold. Ask the replace the rest of adjectives in the remaining sentences. Appreciate students for their active participation. Guide and assist those students who have difficulty. Make sure to engage majority of the students.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Define adjectival phrases.

Homework: (2 mins)

Learn classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**

Unit Name: Our Nation's Strength **Topic:** Future continuous tense **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of future continuous tense.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 82

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write the following sentences on the board:

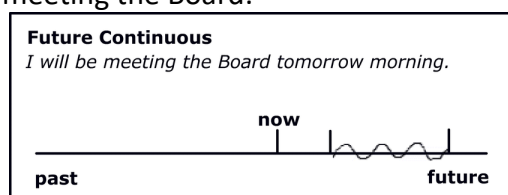
- Tomorrow, I will be playing in the park.
- Next week, she will be visiting her grandparents.
- In the evening, they will be watching TV together at home.

Then ask the students at random the meaning of bold words. Encourage them to participate in this question and answer activity. Guide those who have no idea of these words. Make sure to have most of them to get engaged in it.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn future continuous tense. Tell students that a tense that shows an action or situation that will happen in the future and continue for an expected period of time. It is also known as the future progressive tense.

Activity: Ask them open their books at page 81 of grammar section. Tell them read the given sentences and notice the use of the future continuous tense in the statement 8. Ask them note the first sentence, "She *will be* studying for her exams." In the sentence "*She will be studying for her exams,*" we are talking about something that will happen later, not right now. Imagine if you're talking about your friend Sarah. She has exams coming up, but they are not right now. You know that in the future, when the time for her exams comes, she will be busy studying. So, you can say, "She will be studying for her exams." In the same fashion, explain each sentence in this statement. Also note the usage of this tense on timeline. It means that tomorrow, at a specific time, I will be the middle of meeting the Board.



It's not happening right now (present), and it didn't happen in the past. It's something it will be happening at a certain time in the future. Appreciate students for their active participation. Guide and assist those students who have difficulty. Make sure to engage majority of the students.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide the worksheet to students for assessment.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Homework: (2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the verbs in the future continuous tense and fill in the blanks. Then, decide whether the action is happening in the past, present, or future.

1. Tomorrow at 5 PM, I _____ (be riding) my bike in the park.

Verb in Future Continuous Tense: _____

Time: _____

2. Right now, the kids _____ (play) soccer in the field.

Verb in Future Continuous Tense: _____

Time: _____

3. Next week, my family and I _____ (have) a picnic by the river.

Verb in Future Continuous Tense: _____

Time: _____

4. Last night, while I was sleeping, my mom _____ (cook) dinner.

Verb in Future Continuous Tense: _____

Time: _____

5. In the future, we _____ (travel) to outer space for vacation.

Verb in Future Continuous Tense: _____

Time: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**

Unit Name: Our Nation's Strength **Topic:** Future continuous tense **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of future continuous tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to write structure of future continuous tense on board. Ask them to mention all parts of future continuous tense. Appreciate those who write the structure correctly. Now ask them to write an exemplary sentence on the board. Guide and assist them if they confusion in the order of the structure. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to practice the structure of future continuous tense. Tell students that this tense is formed by using the future tense of the auxiliary verb "will" (or "shall") along with the present participle (the base form of the verb + -ing). The basic structure of the future continuous tense is as follows: Subject + will + be + present participle (-ing form of the main verb). Please ask them to open their books at page 82 of the grammar section and notice the structure. Also tell them that to form a negative sentence in the future continuous tense, you need to add the word "not" after the auxiliary verb "will" (or "shall"). Here's the structure: Subject + will + not + be + present participle (-ing form of the main verb). Now give them an example: She will not be working on a project all day. In addition to this, inform the students that to form an interrogative (question) sentence in the future continuous tense, you need to invert the subject and the auxiliary verb "will" (or "shall"). Here's the structure: Will + subject + be + present participle (-ing form of the main verb)? Now give them an example: Will I be studying for my exams tomorrow? Then, ask them Write at least a five-line paragraph on the topic of your choice using the future continuous tense.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the position of main verb in the structure.

Homework: (2 mins)

Make five sentences using future continuous tense.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 3**

Unit Name: Our Nation's Strength **Topic:** use of hyphen **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using hyphens.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 82-83

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Make flashcards of hyphenated words such as "well-known," "high-quality," "blue-eyed," "two-thirds," or "mother-in-law," "State-of-the-art," or "One-on-one". Show these cards to students. Ask students randomly to read the words aloud. Appreciate them for correctly reading these words. If they have any difficulty in reading these words, help and guide them to read it properly. Repeat this process three to four times until all the students are able to read it properly.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to study about the hyphen in sentences and paragraphs. Tell them that the hyphen (-) is a punctuation mark that's used to join words or parts of words to make compound words for example re-entry x-ray, well-known, high-quality, blue-eyed, two-thirds, mother-in-law, State-of-the-art, or One-on-one.

Activity: Ask the students randomly to open their book at page 82 of "Punctuation Mark" section, statement 1 read out some rules for using hyphens. Tell them hyphens are used to connect two or more words that function together as an adjective modifying a noun. For example, "blue-eyed," "long-term," or "one-way." The hyphen clarifies the relationship between the words and ensures they are interpreted as a single descriptive unit. Tell them that hyphens are used in compound numbers and fractions to join the individual numbers together. For example, "thirty-five," "two-thirds," or "twenty-one." It is also important to note that hyphens can be used to improve clarity and readability in certain situations. They can be used to avoid confusion or misinterpretation. For example, "re-sign" (to quit) versus "resign" (to give up a position). The hyphen clarifies the intended meaning. Now ask students to observe the use of hyphen in some examples from the statement 2 at page 83. After that ask them to write five sentences of their own using the hyphen as discussed above.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (9 mins)

Provide the worksheet for assessment.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the paragraph below and place the hyphen in the correct place to make the sentence that make sense.

The science experiment was a hands on, eye opening experience. We gathered in the well equipped, state of the art laboratory, wearing protective goggles and lab coats. Our task was to investigate the effects of light and heat on plant growth. We set up controlled, meticulously designed experiments, carefully measuring and documenting our observations. The data showed a clear cut, dose dependent relationship between light intensity and photosynthesis. We also discovered the importance of maintaining a stable, temperaturecontrolled environment for optimal plant development. The experiment was not only educational but also a thrilling, confidenceboosting journey into the world of scientific inquiry.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Our Nation's Strength **Topic:** Summary writing **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use summary skills to write an objective summary of the given text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 83

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit 'Our Nation's Strength'. Ask students what are the main points of this unit. Help them tell that "Our Nation's Strength" is a patriotic poem that celebrates the various elements that contribute to the strength and success of a nation. The poem emphasizes the importance of unity, hard work, and cooperation among citizens in order to build and sustain a strong nation. Tell students to keep this in mind and summaries the point. Appreciate the students on their active participation. Guide and help them if they cannot express themselves.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to learn how to summaries a unit. Tell them the process of writing a text into a simple, short form (shorter than the original text) that conveys the meaning properly is called summary writing. It covers the main points while avoiding unnecessary details so that the reader can have a complete idea of the main theme of the topic.

Activity: Ask students to open their books at page 83 of the "Guided Writing" section. Tell them to write a summary of a unit, they need to keep in mind the check list given at page 83. The first step is to read the unit. Secondly, note down the key points. Thirdly, start writing the summary of unit. Tell them to use simple words to keep it to the point. After writing the summary, proofread it and edit it if necessary. Now it is ready to share it with your friends. Appreciate them for their active participation in the writing activity. Guide and help those who have difficulty in writing summary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write down the checklist of summary writing.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**

Unit Name: Our Nation's Strength **Topic:** Creative writing **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing: Write a paragraph on a given topic.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 84

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students to recall the check list of summary writing. Then call students at random to come in front of the class and write one point on the board. Appreciate them for their efforts. Give hints and tips if they have no idea of what the next point is. Repeat the process two or three time until majority of the students get engaged.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write a piece of creative writing. Ask students to open their books at page 84 of the "Creative Writing" section. Tell students to write a creative piece of writing, they need to keep in mind the checklist of summary writing. For editing and proof reading they should correct the errors of: sentence structure, subject/verb agreement, noun/pronoun agreement, transitional devices, and punctuation and spelling.

Activity:

After going through this process of proof reading and editing, ask students to look on the internet to find out about the Quaid-e-Azam's struggle for the creation of our beloved country, Pakistan. Write two paragraphs about it. Use the above checklist to review your writing. Take students to computer lab and ask them to write "Quaid-e-Azam's struggle for the creation of, Pakistan. Note down the important points of his struggles either on separate piece of paper or copy and paste them on MS Word. Apply the checklist of summary writing. Then order and organise these points into two paragraphs. Once the text is ready, follow the checklist of editing and proofreading given above. Appreciate and encourage student to write these two paragraphs following the above explained steps. Guide and assist them if they require your assistance. Make sure to engage majority of the students in this writing activity.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write check list of proof reading and editing errors.

Homework: (2 mins)

Revise classwork.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Our Nation's Strength **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 77

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what they know a nation's strength. How can a nation be strong? Note their responses. Appreciate them to participate in the discussion. Encourage them and guide them if they have difficulty in expressing their views on the topic.

Main Activities/Concept Building: (27 mins)

Tell students Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 77. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud. Recall the concept of analogy. Ask student to give example of analogy. Note their responses. Recall the concept of position of adjectives. Make sure that students make correct use of position of adjectives in their sentences. Recall the concept of adjective phrases with students. Make two groups of students. ask each group to write three sentences using adjective phrases such as 'bright and colourful or elegantly dressed.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What are adjective phrases?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Our Nation's Strength **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall analogy. Tell them that an analogy consists of two pairs of related words where the relationship between the two words in each pair is the same. Ask them at random to give two examples of analogy. Appreciate and encourage students for their active participation. Guide and assist those who can not give any example. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to revise and review some concepts. Make pair of students. Ask them to practice the given dialogue with each other at page 78. Recall the concept of conjunctions and transitional devices for addition and sequence with students. Note their responses. Appreciate the student for correct demonstration. Ask students to open their textbooks at page 82. Recall the usage of future continuous tense. Ask students at random to tell structure of future continuous tense. A tense that shows an action or situation that will happen in the future and continue for an expected period of time. It is also known as the future progressive tense.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give three examples of conjunctions for addition.

Homework: (0 mins)

N/ A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 8**

Unit Name: Our Nation's Strength **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 80

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell students that adjectives that appear before a noun are called attributive adjectives. Ask them at random to give two examples of attributive adjectives. Appreciate and encourage the students who participate in this question and answer practice actively. Guide and assist those students who have difficulty in this regard. Make sure to engage most of the students in this question and answer activity.

Main Activities/Concept Building: (27 mins)

Tell students that today they are going to revise the use of hyphen. Ask some students at random to read out some rules for using hyphens. Tell them that A hyphen is a punctuation mark that is used to join words or parts of words. It is directly placed between words with no space. Ask students randomly to give three examples of hyphenated words. Now ask them to recall summary writing. Tell them that the process of writing a text into a simple, short form (shorter than the original text) that conveys the meaning properly is called summary writing. Make sure to use the checklist of summarising the text. Tell them that it covers the main points while avoiding unnecessary details so that the reader can have a complete idea of the main theme of the topic. Give some long text and ask them to summarise it using the rules they have studied in the unit.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give two examples of attributive adjectives.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson**

Plan: 1

Unit Name: Life in Pakistan **Topic:** Reading comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations. (Let's Get Started)
- Read the text of the lesson. (First paragraph).
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Information reports.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85-86

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show the picture to students from the unit "inspiration for life" and ask following pre-reading questions:

1. Look at the title and predict your expected answer.
2. Who is your good friend in school and what qualities does he/she have?
3. What good qualities do you have as a friend of anyone else?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read two paragraphs from unit 'Life in Pakistan'. Ask the students to open their books at page 86. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. Why did Hashaam and his family have to leave France and move to Pakistan?
2. How did Hashaam feel about leaving France and settling in Pakistan? Why?
3. How familiar was Hashaam with Pakistan before this move?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Where did Hashaam's family settle in Pakistan, and what kind of living arrangement did they have?
5. What was Hashaam's opinion of the apartment his father bought in Lahore?

Homework: (2 mins)

Can you infer how Hashaam's life in Pakistan might be different from his life in France?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit:2** **Week: 1** **Lesson Plan: 2**

Unit Name: Life in Pakistan **Topic:** Reading comprehension **Date:** _____

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Identify fact and opinion (e.g., based on beliefs, assumptions), generalized statements, and correct use of imperative language.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 86

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "Life in Pakistan". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. How would you describe Hashaam's overall attitude towards the move to Pakistan based on the information in the paragraph?
2. How did Hashaam's previous visits to Pakistan as a guest differ from this particular visit when his family moved to Lahore?
3. What made this visit unique for him?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 'Life in Pakistan'. Ask students to open their books at page 86. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. Why was Hashaam initially scared about going to a new school in Pakistan?
2. What surprised Hashaam about his new school and the students there?
3. How did Hashaam's teachers and classmates make him feel when he first started school in Pakistan?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What were some of the negative assumptions Hashaam had heard about Pakistan before moving there, and how did his actual experiences differ from these assumptions?

Homework: (2 mins)

How did Hashaam feel about his old school and friends, and what did he receive from his friend Adil in France?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson**

Plan: 3

Unit Name: Life in Pakistan **Topic:** Reading comprehension **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Letter).
- Discuss how readers make choices about the texts they like reading, e.g., by author or genre to develop new learning with a variety of texts.
- Interpret and integrate information from a variety of sources.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 87

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit 'Life in Pakistan'. Ask them randomly following questions:

1. What did Hashaam do when he received a letter from his friend Adil, and why was he excited to see the name on the envelope?
 2. Why did Hashaam consider himself fortunate regarding his school and friends in Pakistan?
- Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read letter of Hashaam. Ask students to open their books at page 87. Ask them to read the remaining letter of Hashaam with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

3. What did Adil send to Hashaam, and how did Hashaam feel about receiving Adil's letter?
4. Where is Adil currently living, and what did he mention about his school trip in France in the letter?
5. How does Hashaam feel about his experiences in Pakistan so far, and how has he found the people in his new school and class?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

6. Why was Hashaam initially worried about coming to Pakistan, and how did his worries change after starting school there?
7. Who is Jamal, and how has he helped Hashaam in his new school, particularly with regard to Urdu?

Homework: (2 mins)

What special plan does Hashaam have for Adil's visit to Pakistan, and why does he suggest coming during the summer break?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson**

Plan: 4

Unit Name: Life in Pakistan **Topic:** Vocabulary **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 88

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 88. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide given worksheet to students for assessment.

Homework: (2 mins)

Ask students at random the meaning of any word you have written on the board.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A
migrate
luxurious
assumptions
foreigner
tangled
misapprehensions
skilled
worried

Column B
to move from one part of world to another according to the season
a belief or feeling that something is true
a wrong idea about something
a person who comes from a different country
anxious or troubled about actual or potential problems
having the knowledge, ability, or training to perform certain activity or task well
anxious or troubled together in an untidy way

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson**

Plan: 5

Unit Name: Life in Pakistan **Topic:** Questions and Answer **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what have learnt from the unit 'Life in Pakistan'. Encourage them to tell the message of the unit 'Life in Pakistan' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 88. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence. Repeat the process for 'Reading for Understanding' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Explain how Hashaam reacted to his friend's letter in his reply.
2. Briefly describe what offer did Hashaam give to Adil for visiting Pakistan?

Homework: (2 mins)

Read the unit at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson**

Plan: 6

Unit Name: Life in Pakistan **Topic:** Questions and Answer **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that the essence of this story is about a young boy named Hashaam who had to move from France to Pakistan with his family due to his father's new business venture. Initially, Hashaam was unhappy and apprehensive about the move, fearing that he wouldn't fit into the new environment. Discuss this story of Hashaam further with them. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 88. Read the statement from 'Reading for Inference' section. Ask them randomly to explain how Hashaam reacted to his friend's letter in his reply. Also ask them briefly describe what offer did Hashaam give to Adil for visiting Pakistan? Then ask them to read the question from "Reading for Analysis" section. Ask them what do you think would be the compulsory subject in France instead of Urdu? Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Assess your students by asking random questions from the 'Reading for inference' section.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson**

Plan: 7

Unit Name: Life in Pakistan **Topic:** Listening and Speaking **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Develop the ability to pose rhetorical questions for a range of audiences.
- Speak confidently using complex vocabulary and longer sentences to fulfil different purposes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 89

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? Ask them do they remember the scene where the drama was played. Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between two friends about health and fitness. Ask students to open their textbooks at page 89. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that the dialogue between Basit and Khurram revolves around the issue of environmental pollution and the need to take steps to address and reduce it. They discuss various aspects of pollution, including air pollution from factories and vehicles, water pollution from factories and human waste, and the use of fuel for cooking. They also express the importance of being conscious and aware of the environment and the need to take action to lessen pollution. The dialogue highlights their concern for the environment and their desire to make a positive change.

Activity: Now make pairs of two students randomly to play the role of father and Ali. Instruct them to speak the dialog with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice. At end of this activity ask following questions:

1. What is Khurram's purpose for going to the municipal office in the dialogue?
2. According to Basit and Khurram, what are some of the main contributors to environmental pollution?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

How do they describe the role of factories and human waste in causing pollution?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 1** **Lesson**

Plan: 8

Unit Name: Life in Pakistan **Topic:** Vocabulary **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Explain the meaning of words from how they are used in different contexts i.e. use of contextual clues and identifying the word-class the words belong to.
- Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 90

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words can have different meanings according to their use in different situations and sentences. Also tell them that to know about their different meanings in different situations, we need to learn about the context, contextual clues and word classes of different words. When we read an unfamiliar text, we try to read the text to understand its context. Contextual clues are some words around a specific word that help us predict the meaning of that difficult word. These contextual clues also help us predict a story or a text by predicting the meaning of words and understanding the whole situation.

Activity: Ask them open their books at page 90 of the vocabulary section. Ask them at random to read the given examples of the text from the unit with contextual clues and word class to recognise the meanings of difficult words as stated in the statement 1. Here we need to recognise the meaning of 'misapprehensions. First, we will look for its word class. Here it is acting as a 'noun'. In this context, "misapprehensions" means misunderstandings or incorrect beliefs. The contextual clue is that Hashaam's mind felt tangled with many of them when he first arrived in Pakistan. Now read the unit above and try to identify the meanings of the difficult words given below with the help of their contextual clues and word class as given in the statement 2 of the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Read the text in statement 1 of "vocabulary section at page 90 and word class to Recognise the meanings of difficult words.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson**
Plan: 1

Unit Name: Life in Pakistan **Topic:** pronoun Antecedent agreement **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate use of pronoun- antecedent agreement recognizing their relationship. (i.e. Singular pronouns require singular antecedent, plural pronouns required plural pronouns).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 91

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following two sentences on the board.

- Several students submitted *students'* applications for the event.
- Several students submitted *their* applications for the event.

Now ask students randomly what the difference is between both sentences. Let them guess first. If they could not guess, underline the word students and their as underlined above. Ask them is there any pronoun in the second sentence? Tell them in order to avoid repetition of noun, we use pronoun instead. Write some more such question and let them guess noun and pronoun in the sentence. Make sure to engage all most of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about pronoun and its antecedent and recognise its relationship. Tell them a pronoun is a word used to stand for (or take the place of) a noun. A word can refer to an earlier noun or pronoun in the sentence. Tell them we use noun in subject place. But in the next sentence, we replace that noun with pronoun. The noun in the first sentence or clause or phrase is called antecedent. For example, the boy is playing, and he is having fun. In this example, the 'boy' is antecedent and 'he' is pronoun. Also inform that there should be agreement between antecedent and pronoun in terms of number (singular or plural) and gender (masculine, feminine, or neuter). 'The boy' is singular and masculine, 'he' is also masculine and singular.

Activity: Now ask them open their books at page 91 of the 'Grammar Section'. Ask them to read the given sentences and notice the use of pronoun-antecedent agreement as in the statement 1. Explain them use of 'indefinite pronouns' as antecedent and compound subject as antecedent. Then, ask them rewrite each sentence so that each pronoun agrees with the antecedent as instructed in the statement 2. For example, '*when even one student forgets their assignment, the entire class suffers the consequences.*' It will be changed to: "When even one student forgets his or her assignment, the entire class suffers the consequences." In the original sentence, the pronoun "*their*" is used to refer to the singular antecedent "one student," which creates a pronoun-antecedent disagreement. In the revised sentence, the pronoun "his or her" is used to ensure that it agrees in number with the singular antecedent, addressing the gender-neutral aspect of the sentence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide worksheet for assessment of pronoun and its antecedent.

Homework: (2 mins)

Find pronoun and its antecedent from the unit.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Choose the correct pronoun from the options given in brackets that agrees with the antecedent in each sentence. Write the chosen pronoun on the blank provided.

1. The boy brought (his / her) skateboard to the park.

Answer: _____

2. All the students finished (their / its) homework.

Answer: _____

3. Each of the flowers has (its / their) own unique color.

Answer: _____

4. The dog wagged (its / their) tail happily.

Answer: _____

5. Every child should bring (his / her) lunch.

Answer: _____

6. The team practiced (their / its) soccer skills.

Answer: _____

7. My friend and I went to (our / its) favorite restaurant.

Answer: _____

8. None of the candy was left in (its / their) bag.

Answer: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 1 **Periodic Unit: 2** **Week: 2** **Lesson**

Plan: 2

Unit Name: Life in Pakistan **Topic:** adverb of manner **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use adverbs and kind of adverbs in their speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 92

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following two sentences on the board.

- She runs *quickly*.

Ask students at random to tell the parts of speech of each sentence one by one. If they commit mistake assist them in guessing the right parts of speech of these sentences. Appreciate the ones who tells correctly. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (20 mins)

Tell students that the adverb describes how the action is done. It tells us more about the verb and makes the sentence more interesting. For example: "She sings beautifully (adverb)." Also tell them that an adverb is a word or a group of words that modifies or provides additional information about verbs, adjectives, other adverbs, or entire sentences.

Activity: Ask students to open their books at page 92 of the grammar section. Tell them that an adverb of manner will explain how an action is carried out. Very often adverbs of manner are adjectives with -ly added to the end, but this is certainly not always the case. Ask them read the given sentences and notice the use of adverbs of manner in the statement 4. For example, " *They walk quickly to catch the train.*" Adverbs of manner describe how an action is performed, in this case, how they walk. "Quickly" tells us that they are walking in a fast or speedy manner in order to catch the train.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet for assessment.

Homework: (2 mins)

Revise the statement 4 at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Circle the adverb of manner in each sentence.

1. Mia was badly injured when she fell down the stairs.
2. It rained heavily last night.
3. She laughed loudly during the funny movie.
4. He quickly finished his math homework.
5. The sun shines brightly in the morning.
6. The bird chirped happily in the garden.
7. They sang a song beautifully on stage.
8. The doorbell rang loudly
9. She spoke softly to her sleeping baby.
10. The chef prepared the meal skilfully.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit:2** **Week: 2** **Lesson**

Plan: 3

Unit Name: Life in Pakistan **Topic:** adverb of place **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- identify different conjunctions/transitional devices used for addition, such as "and," "too," "

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 92

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following two sentences on the board and ask them to point out prepositions related to place in these sentences.

The cat is sleeping **under the table**.

We found the treasure **beneath the old oak tree**.

The kids played **in the park**.

Appreciate the ones who tells correctly. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn adverb of place. Tell them that an adverb of place tells us where an action happens. These terms don't usually end in -ly. Adverbs of time tell us when something happens. Adverbs of time are usually placed at the end of a sentence. See the example of adverb of time in the 'warm up' activity.

Activity: Ask students to open their books at page 92 of the grammar section. Ask students to read the given sentences and notice the use of adverbs of place. For example, in the sentence "They traveled down the mountainside," the adverb of place is "down the mountainside." In the same fashion, explain the remaining sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students for assessment.

Homework: (2 mins)

Fill in the gaps with the given adverbs in the statement 7.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Complete each sentence with an adverb of place.

1. The train will stop_____.
2. Nadeem puts_____ his toys after playing.
3. I walked _____ to bring the keys.
4. Wajid drove his car_____.
5. The birds flew_____ when they heard a loud noise.
6. The cat hid _____ when it saw the new pet.
7. Shazia had to go _____ to get her book.
8. Mr Saleem searched _____ for his keys.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson**

Plan: 4

Unit Name: Life in Pakistan **Topic:** adverb Phrases **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use of adverb phrases in their speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 93

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall use of adverb and its types. Ask them the position of adverb in the sentence. Appreciate the ones who tells correctly. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about recognition of adverb phrases. Tell them that an adverb phrase is simply a group of two or more words that function as an adverb in a sentence. Just as an adverb can modify a verb, adjective or another adverb, an adverb phrase of more than one word can further describe a verb, adverb, or adjective. Adverb phrases typically answer the questions how, where, why or when something was done.

Activity: Ask students to open their books at page 93 of the grammar section. Ask them read the given sentences and notice the use of adverb phrases in statement 8. Take first example. In the sentence "*Meet me at the mall later this evening*" the adverb phrase is "later this evening." An adverb phrase is a group of words that functions as an adverb to modify a verb, adjective, or adverb in a sentence. In this case, "later this evening" provides information about the time when the action will take place. It tells us when the meeting is scheduled to occur, indicating a specific point in time, which is "this evening," with "later" adding a temporal relationship to it. In the same fashion, explain remaining examples too. Then, ask them read the given sentences. Underline the adverbial phrase and then write the question it answers in the statement 9.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What is adverb phrase?

Homework: (2 mins)

Go through the statement 8 and 9 at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson**

Plan: 5

Unit Name: Life in Pakistan **Topic:** Present perfect tense **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of present perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 93

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students randomly to stick the sentences written on the sticky notes on the board.

1. Ahmad has just read 'one thousand night and a night'.
2. Jawwad has run a marathon once.
3. Samia has never watch a professional boxing before.

Ask students what tense it is. Ask them randomly to find out the helping verb. Ask about the form of the verb. Repeat this process three to four times. Appreciate them all for their active participation in classroom activity.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to study present perfect tense today. Explain them that the present perfect tense is used to talk about actions or situation completed in the past near to the present time. Tell the action started somewhere in the past time and ended just before the present time. However, its effect can be seen in the present time. For example: The baby has stopped weeping. It means she has stopped weeping but still tears flowing on her cheek. She is still sighing. Though she is no more weeping. Sometimes, an event starts in the past and continues to present. For instance, 'Dawood has had a cat for years. It means Dawood kept cat in past and still he is keeping it in present time.

Activity: Ask students to open their books at page 93 in the Grammar Section. Ask them randomly to read statement 10. Read the first sentence, for example: *I have written articles on different topics*. In this sentence, "have written" is the present perfect tense. It indicates that the action of writing articles is completed at some point in the past, but it's relevant to the present because it's something you have done. It doesn't specify when you wrote the articles. And then focus on present perfect tense sentence structure of affirmative, negative and interrogative.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Provide the given worksheet for assessment.

Homework:

(2 mins)

Revise the statement 11 at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks to complete the sentences in the present perfect tense. Change the form of the verb given in the parenthesis.

- Muhammad _____ biology since high school. (study)
- Safiyyah _____ novels after school. (read)
- My grandmother _____ ten hours already. (sleep)
- The dogs _____ in the playground before. (play)
- Dawood _____ a sheep for years. (have)
- Her parents _____ Italian food before. (eat)
- Someone _____ my bicycle. (take)
- I never _____ this place. (visit)
- Foziyah _____ her leg. (brake)
- They _____ safely. (reach)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson**

Plan: 6

Unit Name: Life in Pakistan **Topic:** Present perfect tense **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of present perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 79

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall 'present perfect tense' and write few sentences with blanks on the board for instance:

They _____ (finish) their project. She _____ (not eat) sushi before.

We _____ (play) soccer for two hours. He _____ (buy) a new bicycle yesterday.

Call students randomly to come to the board. Ask them to read the sentence correctly. Tell them to fill in the blanks with the correct form of the verb in the present perfect tense. Repeat this process three to four times. Appreciate them all for their active participation in classroom activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to further practice the present perfect tense. Ask them to open their books at page 79.

Activity: Tell students that they are going to play a game called "*Find somebody who...*". To play this game, print present perfect tense activity worksheet given below. Give one print of worksheet to a randomly selected student who will walk around the class and read the incomplete sentence from the worksheet. He will point to a student randomly to complete the sentence. He will ask who is the subject of this action verb in present perfect tense worksheet. The student will answer orally.

Example:

Student 1: Who has been to another country?

Student 2: Jameel has been to another country.

[write the answer in 'Answer1' column.]

Student 1: Where has he been to?

Student 2: He has been to Australia.

[write the answer the in 'Answer2' column]

In this way the game goes on. This is a great speaking activity to practice the present perfect tense as it encourages learners to speak using present perfect questions, affirmative answers, and negative answers. Each student will ask one question from the worksheet. Now ask another student randomly to walk around the class and point to a student pose him a next question of the game. After student answers, select another student until the worksheet is completely filled.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Provide worksheet to students for assessment of present perfect tense.

Homework:

(2 mins)

Read newspaper and find present perfect tense sentence and write them on your notebook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Ask your classmates present perfect questions and complete the table.

Find somebody who...	Answer1	More Info	Answer2
...has eaten breakfast.		What he has eaten?	
...has drank something today.		What he has drank?	
...has met someone famous.		Who has he met with?	
...has won a competition before.		What competition has he won?	
...climbed a mountain.		What mountain has he climbed?	
...been on a ship.		Which ship has he been on?	

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson**

Plan: 7

Unit Name: Life in Pakistan **Topic:** Punctuation **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, Exclamation marks, full stops, apostrophes, commas, and hyphens.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 94

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write a given short paragraph on the board which has punctuation marks missing. The missing punctuation marks are capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.

"Yesterday, i went to the park with my friend, raheem. it was a beautiful day__ we played frisbee and had a picnic__ raheem_s dog, moti, joined us too. It is such a cute and energetic pupy__ we enjoyed sandwiches__ fruit__ and cookies__afterward__ we took a long walk by the lake__ what a fun and memorable day it was__"

Ask one by one students randomly to come to the board and puncture each sentence. If he commits mistake ask second student to rectify the mistakes committed by the earlier students. In this way, punctuate the whole paragraph with the help of students.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to punctuate the sentences and a short paragraph correctly. Ask students to open their book at page 94. Ask them to read the given paragraph in the book in the "Punctuation" sentence and rewrite it by adding correct punctuation changing small letters into capital letters where necessary. Add a full stop at the end of each sentence. Ask various students randomly to punctuate each sentence of this paragraph.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to read each sentence in the given worksheet and punctuate them.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and put correct punctuation marks in the correct places in each sentence. Use punctuation marks (capital letter, full stop, comma, question mark, exclamation mark) wherever necessary:

1. we traveled to jaipur by bus

2. i had stuffed paratha curd and salad in lunch

3. look the thief is running

4. mr ghapoor's family is warm friendly and nice

5. my god it smells so bad

6. i fareeha and sajdah are good friends

7. are you ready for your test

8. they left for london yesterday

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 2** **Lesson**

Plan: 8

Unit Name: Life in Pakistan **Topic:** Narrative Writing **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Understand narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Resource Material:

Chalk/Marker, White/Blackboard, a short story, Worksheet, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Bring a one-pager short story for the students. Ask students randomly to read it aloud. Ask students who are the characters of this story? What is middle of the story? What is the place of action or setting of the story? What is sequence of events in the story? What is the main idea of the story? Appreciate students' responses. Help and guide them to find out the answers to these questions.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to write a narrative or a story. Tell students that a narrative text tells a story of real or fictional events, from one person's point of view. Its purpose is to entertain, or to inform the audience about some event or incidents.

Activity: Ask students to open the book at page 95 of the "Guided Writing" section, statement "elements of narrative". Tell them randomly to read elements of the story. Ask them read "how to write a narrative" at page 95. Tell students that the concept of narrative writing is to tell a story with a beginning, middle, and end, and often include characters, settings, and a plot. A narrative should be written in chronological order. Emphasize the use of descriptive language and show examples of character development in narratives.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Ask students to write a short narrative about their mother using the given worksheet.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Write a short informational narrative about your mother. Write about mother's name, age, birthplace, favorite food, daily routine, favorite past-time, best qualities, and a favorite memory.

ALL ABOUT MY MOTHER

My mother name is _____. She is

_____ years old. She was born in _____.

My mother's favorite food is _____. In her free time,

she _____

_____.

During the day, my

mother _____ My mother's

best qualities

include _____

_____. My favorite memory with my mother

is

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 1

Unit Name: Life in Pakistan **Topic:** Narrative Writing **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Understand narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing narrators and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experience s and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experience s and events precisely. Provide a conclusion that follows from the narrated experiences or events.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 95

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the narrative writing. Tell them that Argumentative writing is a type of writing that provides factual evidence and logical reasons to support a topic. Ask them randomly what the narrative writing structure is. Appreciate students' responses. Help and guide them to find out the answers to these questions.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to a paragraph based on the narrative writing. Tell them there are 5 steps of narrative writing structure: exposition, problem, rising action, climax, falling action.

Activity: Ask students to open their books at 95. Ask them to look at the charge of narrative writing and read the 5 steps of narrative writing: 1. The Exposition: It is the characters and setting of your writing. In the start you introduce the setting and characters. 2. The Problem: It is the time to introduce the problem. 3. The Rising Action: It is the time when the problem is leading to some other problems. 4. The Climax: It is the point when the action is at its dramatic height. 5. The Falling Action: It is normally at the end where most problems get solved, leading to a happy ending (usually). Ask them read and note every step.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide the given worksheet to students.

Homework: (2 mins)

Ask them read the unit at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Write a short informational narrative about your school trip. Fill each step to complete your narrative on a separate piece of paper.

Title of Your Narrative: _____

Step 1: Exposition

- Setting (Time and Place): _____
- Main Characters:
 - Character 1: _____
 - Character 2: _____
 - Character 3: _____
- Background Information: _____

Step 2: Problem (Conflict)

- Central Problem or Conflict: _____
- Significance of the Problem: _____
- Character Involvement: _____

Step 3: Rising Action

- Event 1: _____
- Event 2: _____
- Event 3: _____
- Tension and Suspense: _____

Step 4: Climax

- Turning Point: _____
- Critical Decision or Outcome: _____
- Impact on Characters: _____

Step 5: Falling Action

- Consequences of the Climax: _____
- Closure and Loose Ends: _____

Conclusion:

- Main Events and Developments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 2

Unit Name: Life in Pakistan **Topic:** Creative Writing **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing, Writing a paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 96

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to sit in a circle. Tell students that today they are going to discuss about different stories. Ask students at random to tell what stories they like the most? Ask them to tell their favourite genre of stories. Ask students to share a story which they have read recently. Ask them to take turns for sharing their stories. Ask them to share the reason of likeness/dis likeness as well. Ask them to share their own views about story to fellow students. appreciate them for their active participation in classroom activity.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to write a story. Tell them to recall the elements of narrative writing. Tell student in order to write a story of own, we should prepare some notes.

Activity: The given worksheet will help you take notes such as what happened? When did it happened? Where did it happened? Who was there? Based on this basic information, start writing your personal narrative about your childhood as instructed in the "Creative Writing" section of the book at page 96. Then write the beginning, middle and the end of the story. Read the given situation aloud and encourage students to use their imagination to write a story for the given situation. Ask students to gather idea and take notes for better understanding of the situation. Provide them the worksheet to write their story on their notebook with the help of following the worksheet.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide them the worksheet to write their story on their notebook with the help of given the worksheet.

Homework: (2 mins)

As students to recall the elements of the story writing and write them on piece of paper.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Write about your best childhood memory on your notebooks. In your narrative, tell the story of that memory. Add narrative and descriptive details with the help of this worksheet.

Story Title: _____

Story Summary

What happened?	When did it happen?	Where did it happen?	Who was there?

Story Details

Beginning -

Middle-

End-

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 3

Unit Name: Beggary A curse **Topic:** Reading comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Practise speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a discussion, draw together ideas and promote effective sharing of ideas.
- (Let's Get Started)
- Read the text of the lesson. (First two paragraphs).
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Personal and Factual recounts.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97-98

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show a picture of a beggar's hand from the unit. Ask following questions randomly after showing this picture:

1. How do you feel about beggars? Why?
2. What does Islam say about begging?

Repeat these questions with other students until most of the students get engaged in this discussion. Guide and assist them if they have difficulty in expressing their view. Appreciate them for their participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit "Beggary _ A Curse". Ask them open their books at page 98. Ask students at random to read the first two paragraphs of the unit with correct pronunciation, intonation and stress patterns. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask students following questions:

1. What is begging, as defined in the passage, and where is it commonly observed in Pakistan?
2. How does begging impact not only the beggars but also society as a whole, according to the text?
3. What is the common reason why families in Pakistan send their children to beg on the streets, as mentioned in the passage?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Why is begging considered a dangerous and unhealthy way of life, and what risks do beggars face?
2. What is one of the root causes of begging in Pakistan mentioned in the passage, and how does it contribute to the issue?

Homework: (2 mins)

Are there specific groups of people mentioned in the unit who are particularly vulnerable to being forced into begging? If so, who are they, and why are they forced into begging?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 4

Unit Name: Beggary A curse **Topic:** Reading comprehension **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 98

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit 'Beggary_ a curse'. Ask them summaries the reading of previous two paragraphs. Ask them to express their views what measures or solutions might be taken to address the issue of begging in Pakistan, based on the information provided in the passage? What are its positive and negative aspects that effects the society? Guide them to express their views. Appreciate their active participation in this discussion. Conclude the discussion in a moderate way encompassing all aspects of women empowerment.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to next two paragraphs. Ask them open their books at page 98. Ask students at random to read the first two paragraphs of the unit with correct pronunciation, intonation and stress patterns. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After that ask students following questions:

1. What's something bad that can happen to beggars' health because of their living conditions?
2. How does begging make a city look bad to tourists and people who live there?
3. What is the government of Pakistan doing to help with the begging problem?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How can giving money to poor families stop their children from begging?
2. What can beggars learn from education and training, and why is it important?

Homework: (2 mins)

How can giving money to poor families stop their children from begging?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 5

Unit Name: Beggary A curse **Topic:** Reading comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining paragraphs).
- Recognise features of an effective topic sentence using specific words and vivid verbs.
- Analyse larger paragraphs to identify sentences that support the main idea through: illustration, evidence, and/ or cause and effect.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 98-99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the unit 'Beggary-A Curse' with students. Make pairs of students. Ask each pair to discuss what they have learnt from the unit. Encourage them to deduce the message of the unit 'beggary-a curse' with their fellow students by taking turns. Ask students at random to tell what they know about corruption and its types. Note their responses. Make sure to involve all students in the conversation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to remaining three paragraphs of the unit 'beggary-a curse'. Ask them open their books at page 98. Ask students at random to read the unit with correct pronunciation, intonation and stress patterns. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After that ask students following questions:

1. What is the main problem discussed in the passage?
2. Why is begging considered a serious issue in Pakistan?
3. What are some of the dangers associated with a life of begging mentioned in the passage?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How can begging contribute to the spread of diseases?
2. According to the passage, who should work together to address the problem of begging?

Homework: (2 mins)

What is the importance of understanding the root causes of begging?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 6

Unit Name: Beggary **A curse** **Topic:** Vocabulary **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 99. Ask students at random to read the given words and their meanings from the 'Glossary' section. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide the vocabulary worksheet to students for assessment.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the appropriate vocabulary word from the word bank.

Word Bank: Curse, poverty, necessity, rehabilitation, abuse, employment, reintegrate, expose

1. Many people around the world struggle with _____, which means they don't have enough money to meet their basic needs.
2. The government launched a program to provide job training and opportunities for people in _____, helping them escape the cycle of poverty.
3. Some people resort to begging out of _____, as they have no other means to survive.
4. The organization's primary goal is to provide _____ for individuals who have suffered from substance abuse.
5. It's important to report any cases of child _____ to the authorities so that the children can receive the help they need.
6. Begging can _____ individuals to harsh weather conditions, leading to health problems.
7. We should strive to _____ beggars into society by offering them the support and skills they need to become self-sufficient.
8. In some cultures, it's believed that saying a _____ can bring bad luck to someone.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 7

Unit Name: Beggary A curse **Topic:** Questions and Answers **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 99

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what have learnt from the unit 'Beggary- A Curse'. Encourage them to tell the message of the unit 'Beggary_ A Curse' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding such as "How can finding solutions to begging benefit society as a whole? And "What is the ultimate goal addressing the issue of begging, as stated in unit?" Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 99. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Analysis' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own. Correct them if they give wrong answers. Write the correct answers on the board and ask them to write answers in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Tell students how to analyse the text applying reason, simple judgement and personal interpretation. There are simple steps to do it. Tell them that for responding to the text with reasoning, you should think about the logical reasons or evidence provided in the text to support a particular statement or claim. Remind students to provide clear and concise reasons to support their answers. Recall the unit and have students express their opinions or personal judgments about the text. Encourage them to think about whether they agree or disagree with the main idea or statement presented. Similarly, for personal interpretation, encourage students to think about how the text relates to their own experiences, feelings, or thoughts. Ask open-ended questions that encourage students to reflect on the text and draw connections to their own lives.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide the given worksheet to students for responding to a text with, e.g., reasons, simple judgement or personal interpretation.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the following passage carefully. Then, answer the questions using reasons, simple judgment, and personal interpretation.

In the heart of the enchanted forest, there stood a magnificent tree, its branches reaching for the sky like ancient giants. Birds perched on its boughs, and wildflowers carpeted the ground around it. The tree was said to grant wishes to those who truly believed in its magic.

Questions:

Reasoning: Why do you think the forest is described as "enchanted"? What clues from the passage support your answer?

Your

Answer: _____

Simple Judgment: Do you think the tree can really grant wishes? Why or why not? Use evidence from the passage to support your answer.

Answer: _____

Personal Interpretation: If you were in the forest, what wish would you make at the magical tree? Explain why you would choose that wish.

Answer: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson**

Plan: 8

Unit Name: Beggary A curse **Topic:** Questions and Answers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that the essence of this unit is to explore the issue of begging in Pakistan and understand its impact on individuals and society. The unit aims to foster empathy and critical thinking in students by examining the social and economic factors that contribute to begging and the importance of finding solutions to create a more equitable and compassionate society. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit "Beggary_ A Curse". Ask students to open their books at page 100. Ask them to read the remaining paragraphs of the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What is the main problem discussed in the passage?
2. Why is begging considered a serious issue in Pakistan?
3. What are some of the dangers associated with a life of begging mentioned in the passage?

Activity: Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well. Ask students to open their textbooks at page 100. Then ask them to read the question from "Reading for Analysis" section. Ask them analyse what are the ethical considerations involved in choosing to beg as a means of survival? And how can society work to support individuals in need while also discouraging the use of begging as a means of income? Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Assess your students by asking random questions from the 'Reading for inference' section.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: Beggary A curse **Topic:** Listening and Speaking **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Listen to, view and respond to texts for different purposes in a variety of contexts for enjoyment and understanding
- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? Ask them do they remember the scene where the drama was played. Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between two friends Shazia and Sidra. This dialogue is about a conversation between two individuals, Shazia and Sidra, discussing the issue of street begging in third-world countries, with a particular focus on the perspective of their religious beliefs and the importance of education to address this social problem. The theme of the dialogue is primarily about the issue of "Beggary" and its societal impact. Ask students to open their textbooks at page 100. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that it revolves around discussing the prevalence of street begging in third-world countries, the religious perspective on begging in Islam, and the importance of education as a means to address and alleviate the problem.

Activity: Now make pairs of two students randomly to play the role of Shazia and Sidra. Instruct them to speak the dialog with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice. At end of this activity ask following questions:

1. What do Shazia and Sidra notice about the streets?
2. How does Sidra define "third-world countries"?
3. Why does Sidra mention that their religion doesn't allow begging?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Can you recall the example from Islamic tradition that Sidra talks about regarding begging?

Homework: (2 mins)

Practise the dialogue at home with your family members.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson**

Plan: 2

Unit Name: Beggary **A curse** **Topic:** adjectives of intensity **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use adjectives that differ in intensity (e.g., large, gigantic) to convey shades of meaning.
- Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 101

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn about adjectives of intensity. Tell them to convey different shades and intensity of meaning, we use adjectives of intensity. They are used to show a move from a strong effect to the stronger or strongest effect. One example of an adjective of intensity is "furious." This word describes a high level of intensity or extreme anger, indicating a strong and intense emotional state.

Activity: Ask students to open their books at page 101 of 'Vocabulary' section. Ask them read the given examples of adjectives that show intensity in the statement 1. Take this example: "*I have seen many large buildings but have never seen such a gigantic one.*" In the quoted example, the adjective of intensity is "gigantic." It's used to show that the building the speaker is talking about is not just large, but extremely large or exceptionally huge. "Gigantic" adds more intensity to the description, making it clear that the building is really, really big. It's like saying, "I've seen many big buildings, but this one is incredibly, unbelievably enormous!" In the same fashion, ask students to explain each adjective of intensity from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Use a dictionary and write down the meanings of the given adjectives of intensity as instructed in the statement 2.

Homework: (2 mins)

Write sentences using adjectives of intensity to describe common objects or situations. For example, "*The sun was scorching,*" or "*The storm was incredibly powerful.*"

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson**

Plan: 3

Unit Name: Beggary A curse **Topic:** Reciprocal Pronoun **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Identify and use reciprocal pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 102

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following sentences on the board and ask students find out the meaning of the sentence.

"They hugged each other tightly."

"The team members congratulated one another on their victory."

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building:

(20 mins)

Tell students that today they are going to learn the usage of 'reciprocal pronouns. Tell them that reciprocal pronouns only represent plural nouns because the action has to be shared. Sometimes, reciprocal pronouns also take possessive forms, i.e., adding -s (one another's, each other's

Activity: Ask them to open their books at page 102 of the 'Grammar' Section. Tell them the following are the two types of reciprocal pronouns: Each other, One another. Also tell them 'Each other' is used when only two people are involved in an action. 'One another' should be used when more than two people are involved in an action. Ask students to read the given sentences and notice the use of reciprocal pronouns. For example, "Why don't you trust each other?", In this sentence, the pronoun "each other" is used to indicate that there is a mutual lack of trust between the two or more individuals being addressed. It shows that they do not trust one another. Reciprocal pronouns are used to express actions or feelings that go in both directions, involving multiple parties. Explain remaining example too.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(10 mins)

Provide the worksheet to students for assessment.

Homework:

(2 mins)

Discuss with your family or friends about a situation where you recently observed people helping or interacting with each other, and share your observations in class.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and fill in the blanks with the appropriate reciprocal pronoun.

1. Tahir and Javed are best friends. They always help _____
with their homework.
2. Sara and Aminah decided to share the candies with _____.
3. The two teams played a football match against _____.
4. Lina and Anjuman enjoy talking to _____ on the phone.
5. The siblings, Ahmed and Mina, often argue with _____ about
trivial things.
6. At the party, the children gave gifts to _____.
7. Sarah and Tehmina often sit next to _____ in the classroom.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson**

Plan: 4

Unit Name: Beggary A curse **Topic:** Indefinite Pronoun **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Identify and use indefinite pronouns.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 103

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write following two sentences on the board and ask students randomly what 'someone and nothing' mean in the given sentences:

- "Someone left their umbrella in the hallway."
- "There was nothing left in the refrigerator."

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn the usage of 'indefinite pronouns. Tell them that indefinite pronouns do not specify particular nouns. Indefinite means not fixed. Therefore, indefinite pronouns are the largest group of pronouns that refer to people, things, or amounts in general. Some of the commonly used indefinite pronouns that take singular verbs are as follows: everybody/everyone/everything, somebody/someone, anybody, anyone, little, much, neither, no one, nothing, one, other, each.

Activity: Ask them to open their books at page 103 of the grammar section. Ask them read the given sentences and notice the use of indefinite pronouns as instructed in the statement 4. Let's take first example, "Everyone- Everyone cheered for him." In the sentence "Everyone cheered for him," the indefinite pronoun "everyone" is used to refer to an unspecified group of people or individuals. It does not specify who the individuals in the group are but rather represents all the people in a general or non-specific way. Then ask them read the given sentences and notice the use of indefinite pronouns with plural verbs as in the statement 5.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students for assessment.

Homework: (2 mins)

Underline indefinite pronouns in the given sentences in the statement 6 from the book.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the appropriate indefinite pronoun from the word bank to complete each sentence.

Word Bank: someone, anything, everyone, nobody, everybody, something, both, anything, no one, all

- _____ was excited about the surprise party.
- Sarah is bringing _____ delicious for the dinner.
- _____ should do their best in the school play.
- _____ knew the answer to the riddle.
- I have _____ to share with you.
- _____ of the students completed the science project on time.
- There was _____ left in the cookie jar.
- _____ wants to be the class president.
- _____ can play the cricket like Anwar can.
- _____ did a great job on their science fair projects.
- _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson**

Plan: 5

Unit Name: Beggary A curse **Topic:** Conjunctions for reason and contrast **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Explain functions of different conjunctions/ transitional devices used for contrast (e.g., but, however, although), reason (e.g., because, as, for).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 104

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write the following sentences on the board and underline the words: because, since, due to, therefore and consequently.

1. I couldn't go to the party because I was feeling unwell.
2. Since it was raining heavily, we decided to stay indoors.
4. The store was closed, therefore we had to go to another shop.

Ask students randomly to read the sentences with correct pronunciation and intonation. Tell them underlined words join two clauses or phrases. They explain the reason or cause of an action. Repeat the process of reading three to four times. Make sure all the students get the chance to read. Encourage the students for their interest in reading. Help and guide those who have difficulty in proper reading.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to study transitional devices for reason. Tell them that conjunctions and transitional devices are words and phrases that connect ideas together. Conjunctions are words that connect two phrases or clauses, whereas transitions are words or phrases that indicate the relationship between two sentences or paragraphs.

Activity: Ask them open their books at page 104 of 'Grammar Section'. Ask them Read the following sentences and notice the use of conjunctions showing reason as instructed in the statement 7. Let take first example, in the sentence "We cancelled the picnic because it was raining," the word "because" is a conjunction that shows the reason why something happened. Now ask students at random to read the conjunctions of contrast as instructed in the statement 8. In the sentence "I want to go for a walk, but it's raining outside," the word "but" is a conjunction that shows a contrast or difference between two parts of the sentence. In this case, "but" is used to connect the two parts of the sentence and tell us that there is a difference or contrast between them. In the same fashion, read and explain other sentences in the statement 8. Make sure all the students get the chance of participation in reading. Encourage them for reading correctly. Guide and help them if they have any difficulty in reading.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students for assessment.

Homework: (2 mins)

Write about any memorable event in your life. Share the reason why it was memorable and also contrast it with any other incident of your life using the conjunctions for reason and contrast.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read the sentences carefully. Decide whether each sentence shows a conjunction for reason or a contrast. Write an "R" for reason or a "C" for contrast next to each sentence.

1. I ate my dinner, yet I'm still hungry.
2. We stayed home because it was snowing outside.
3. I wanted to play outside, but it's too hot.
4. She went to bed early, so she could be well-rested for her big test tomorrow.
5. My brother didn't want to go to the park, for it was too crowded.
6. I love ice cream; however, I'm lactose intolerant.
7. We didn't go to the beach, even though it was a sunny day.
8. We brought an umbrella, because we heard it might rain.
9. Sarah is studying hard because she wants to get good grades.
10. I wanted to go for a walk, but it's raining outside.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson**

Plan: 6

Unit Name: Beggary A curse **Topic:** Conjunctions for reason and contrast **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Explain functions of different conjunctions/ transitional devices used for contrast (e.g., but, however, although), reason (e.g., because, as, for).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 104

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students recall usage of conjunctions for reasons and contrast. Ask them make sentences of their own and write them on the board. Repeat the process of reading three to four time. Make sure all the students get the chance to read. Encourage the students for their interest in reading. Help and guide those who have difficulty in proper reading.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study transitional devices for reason. Tell them that conjunctions and transitional devices are words and phrases that connect ideas together. Conjunctions are words that connect two phrases or clauses, whereas transitions are words or phrases that indicate the relationship between two sentences or paragraphs.

Activity:

Ask them open their books at page 104 of 'Grammar Section'. Ask them read the given conjunctions and transitional devices for reason in the statements 7. Let take one example, Let take first example, in the sentence " *We cancelled the picnic as it was raining.*" the word "as" is a conjunction that shows the reason why something happened. Now ask students at random to read the conjunctions of contrast as instructed in the statement 8. In the sentence " *Although I hate camping, I am going hiking and camping this weekend.*" the word "Although" is a conjunction that shows a contrast or difference between two parts of the sentence. In this case, "although" is used to connect the two parts of the sentence and tell us that there is a difference or contrast between them. In the same fashion, read and explain other sentences in the statement 9. Make sure all the students get the chance of participation in reading. Encourage them for reading correctly. Guide and help them if they have any difficulty in reading. Make sure all the students get the chance of participation in reading. Encourage them for reading correctly. Guide and help them if they have any difficulty in reading.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Differentiate between conjunctive devices for reason and contrast with example of your own.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson**

Plan: 7

Unit Name: Beggary **A curse** **Topic:** adverbial clause **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use adverb clauses as needed in their speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall use of adverb and its types. Ask them the position of adverb in the sentence. Appreciate the ones who tells correctly. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to learn about adverbial clauses. Tell students that an adverbial clause is a group of words that also functions as an adverb in a sentence, but it has a subject and a verb of its own. This means that the clause describes or modifies a verb, an adjective, or another adverb. Unlike other types of clauses, an adverbial clause is always a dependent clause. This means that it cannot stand on its own as an independent sentence. Adverbial clauses make sentences richer by providing additional context and description that standard adverbs cannot.

Activity: Ask students to open their books at page 105. Ask them to read the given sentences and notice the use of adverbial clauses as instructed in the statement 10. Let take first sentence: "*Sohail eats his lunch faster than everyone else.*" In the sentence "*Sohail eats his lunch faster than everyone else,*" the adverbial clause is "*faster than everyone else.*" The adverbial clause "faster than everyone else" answers the question "how" Sohail eats his lunch. It tells us that Sohail eats his lunch in manner that is faster than the way everyone else does. So, it adds detail and describes the speed or manner of his eating, making it an adverbial clause

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write at least three sentences using adverbial clauses.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson**

Plan: 8

Unit Name: Beggary **A curse** **Topic:** Past Perfect Tense **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of past perfect tense

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall present perfect tense. Ask them randomly to make one sentence of their own. Appreciate the ones who tell correctly. Note their responses. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the usage of past perfect tense. Tell them that the past perfect tense is a verb tense used to describe actions or events that happened in the past before another past action or point in time. It is formed by using the auxiliary verb "had" followed by the past participle of the main verb. The structure is as follows: had + past participle or third form of verb. For example: She had already finished her homework when her friends called her to go out.

Activity: Ask students to open their books at page 105 of the grammar section. Ask them individually to read the given sentences and notice the use of the past perfect tense as instructed in the statement 12. Tell them the first sentence is: *I had driven a car yesterday*. The sentence "*I had driven a car yesterday*" uses the past perfect tense. The past perfect tense is used to indicate that an action was completed before another action or a specific point in the past. Ask them to read and explain remaining sentences too.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students for assessment.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____ **Date:** _____

Fill in the blanks with the appropriate form of the verb in parentheses in the past perfect tense (had + past participle).

1. By the time we arrived, they _____ (finish) all the ice cream.
2. She told me that she _____ (read) the book before the movie came out.
3. Before the storm, we _____ (secure) all the windows.
4. He said he _____ (never, visit) that museum before.
5. The teacher praised the students because they _____ (complete) their homework.
6. After the concert, the band _____ (perform) their greatest hits.
7. The bakery had run out of croissants because many people _____ (buy) them.
8. I finally met my pen pal, whom I _____ (write) to for years.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 1

Unit Name: Beggary **A curse** **Topic:** Past Perfect Tense **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of past perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 105

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall past perfect tense. Ask them individually where we use this tense. Ask them to make one sentence of their own. Appreciate the ones who tell correctly. Note their responses. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the functions and the usage of past perfect tense. Tell them that the past perfect tense is a verb tense used to describe actions or events that happened in the past before another past action or point in time. It is formed by using the auxiliary verb "had" followed by the past participle of the main verb. The structure is as follows: had + past participle or third form of verb. For example: She had already finished her homework when her friends called her to go out.

Activity: Ask students to open their books at page 105 of the grammar section. Ask them individually to look at the given picture and write a paragraph about it using the past perfect tense in the statement 13. Make sure to follow the correct structure of the tense.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make three sentences of the past perfect tense of your own.

Homework: (2 mins)

Write three sentences about a place you had visited during the vacation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 2

Unit Name: Beggary **A curse** **Topic:** Punctuation marks -Dash **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, dashes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 106

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the usage of hyphen. Ask them where hyphen is used in English language. Ask them individually to give one example of it. Appreciate the ones who tell correctly. Note their responses. Repeat the process if you think they still cannot tell the right answer.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about use of dash in English language. Tell them that dash is punctuation mark. A dash (—) is longer than the hyphen and is used to indicate a break in thought. It is also used to separate an independent part of a sentence which follows the main part.

Activity: Ask students to open their book at page 106 of "Punctuation Marks" section. Ask them read the given examples to observe the use of a dash as in the statement 1. The dash in the sentence "My mother-in-law—who is a housewife—cooks very delicious food" is used to set off additional information or an explanation within the sentence. The part of the sentence that says "who is a housewife" is giving us extra information about "my mother-in-law." So, the sentence can be read like this: "My mother-in-law cooks very delicious food." The part about her being a housewife is like extra details we can know about her. Ask them read and explain remaining sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Beggary is a curse. Share your opinion in a paragraph in your notebook.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 3

Unit Name: Beggary A curse **Topic:** Informal letter **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Write informal letters to people in extended social and academic environments for various purposes.
- Write short informal letters to people in an extended social and academic environment for various purposes:
- Use correct conventions, appropriate vocabulary, tone and style.
- Revise for: Correct format, layout.
- Write a Formal letter of application to people within your environment (principal/ teacher).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 110

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by having a class discussion about letter writing. Ask students if they have ever received or written letters before. Prompt them to share their experiences and discuss what they know about letters. Provide students with a printed informal letter. Ask students randomly read aloud the letter on their term with correct pronunciation and intonation.

Main Activities/Concept Building: (20 mins)

Tell students that they are going to learn about the layout of an informal letter. Tell them the informal letters are personal letters. They usually contain personal information or are a written conversation. Informal letters are generally written to friends, acquaintances, relatives, etc.

Activity: Ask them open their books at page 110 of "Writing" section. Focus on the parts of an informal letter in the statement: address, date, salutation, body, closing and signature. Then read the step to write this letter. The steps to write an informal letter are: Planning, Drafting, Proofreading and language features. Ask students randomly to read these steps aloud. Repeat the reading of this letter three to four times with random selection of students. Ask them to focus on the parts of the informal letter. Also tell them to focus on the steps of informal letter writing.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Ask them to write steps of the informal letter. Then make a layout of the informal letter.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 4

Unit Name: Beggary A curse **Topic:** Informal letter **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Creative writing
- Write an informal letter.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 107

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to recall informal letter layout. Ask students randomly to sketch a layout on the board. Correct them if they commit mistake. Encourage them guide them if they need any assistance. Repeat this activity two to three time in order most of the students get chance to participate in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to draft an informal letter. Since they have already letter to draft an informal letter now, they are going to study the layout of the informal letter. The informal letters follow a certain pattern and format.

Activity: Ask students to open their books at page 107. Ask them read the points to remember on page 107 and then start drafting a letter in accordance with these points. For example: Tell them this is the sender's address and the date when the letter was written. It provides the recipient with information about where the letter is coming from and when it was sent. Secondly, tell them the greeting is how the sender addresses the recipient. In this case, "Dear Shahid" is the friendly way of starting the letter. In this way, ask them explain remaining parts of the letter. Ask them remember that body or main part of letter is where main message of the letter is written. After that, write a closing line. Finally, senders name and sign are written at the end of the letter.

Repeat the process if necessary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make a blank layout of the informal letter.

Homework: (2 mins)

write a letter to your cousin to invite him/her to the celebration party for your success in the exams.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 5

Unit Name: Beggary **A curse** **Topic:** Review 2 **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Review 2

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 107

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask them to recall the unit "Life in Pakistan". Ask them individually why Hashaam and his family had to leave France and move to Pakistan. Note their responses. Appreciate them for their participation in this discussion. Help and guide those who have difficulty in expression. Make sure to engage maximum students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students Tell students that today we are going to review the previous units. Ask students to open their books at page 107 of "Reading Comprehension" section. Ask them randomly to make sentences by using the given vocabulary in statement 1. Secondly, ask students at random the given questions in statement 2. Read the instruction given in the listening and speaking section and make the dialogue between two students on women's education. Then, practice the dialogue with other students. Use formal or informal language to deliver your dialogues. Later, ask students to complete analogies in the "vocabulary" section. Ask them individually complete the analogies. Let take the first analogy: *Machine is to operator as bus is to.....* Guess what should be correct answer for it.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Why beggary is a curse? Write a paragraph on it. Give reasons.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 6

Unit Name: Beggary **A curse** **Topic:** Review 2 **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Review

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 109

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the usage of frequency adverbs. Ask them individually to write on board the frequency adverb and describe its usage in English language. Ask them differentiate between often and seldom. Also ask them use the adverb of frequency in their sentences.

Appreciate the for their participation in this discussion. Help and guide those who have difficulty in expression. Make sure to engage maximum students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students today they are going to review previous units. Ask them to open their books at page 109 of "Grammar" section. Ask them rewrite each sentence so that each pronoun agrees with the antecedent as in statement 1. Let's take first sentence: When even one student forgets their assignment, the entire class suffers the consequences. The pronoun in the sentence is "their," and its antecedent is "one student." Ask them do the remaining sentences. Then, ask them fill in the blanks with given adverbs. Ask them to look at the given pictures and write sentences about them using the present

perfect tense as in the statement 2. Then, ask them write two paragraph on Quaid-e-Azam.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write 4 sentences using adverbs of manners given here: quickly, quietly, well and loudly.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 7

Unit Name: Life in Pakistan **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88-93

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to sit in a circle. Write following warm up questions on the board:

1. Why did Hashaam and his family have to leave France and move to Pakistan?
2. How did Hashaam feel about leaving France and settling in Pakistan? Why?
3. How familiar was Hashaam with Pakistan before this move?

Now ask students the above question one by one. Appreciate them for their participation in this discussion. Help and guide those who have difficulty in expression. Make sure to engage maximum students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts from the unit 'Life in Pakistan'. Ask students to open their textbooks at page 88. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension" section aloud. Make pair of students. Ask them to practice the given dialogue with each other at page 89. Recall the usage of pronoun and antecedent. Ask them to recall adverb and its kinds. Ask students to make one sentence of each kind. Similarly, ask them recall adverb of place and time. Also recall adverb phrase. Ask them to read the given sentences and notice the use of adverb phrases.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read the following sentences and notice the use of the present perfect tense.

Homework: (2 mins)

Tell the structure of the following sentences: The poet has written the poems. Has the poet written the poems? The poet has not written the poems

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson**

Plan: 8

Unit Name: Begging A Curse **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 100-

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to recall informal letter layout. Ask students randomly to sketch a layout on the board. Correct them if they commit mistake. Encourage them guide them if they need any assistance. Repeat this activity two to three time in order most of the students get chance to participate in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 99. Ask student to practice the given dialogue with their fellow students. Recall the concept of formal and informal of language while speaking. Ask students at random the difference between literal and nonliteral meaning. Recall the adjectives of intensity. Ask them individually to differentiate between displeased and angry. Ask them to recall reciprocal pronouns. Ask one random student to use 'each other' in his/her own sentence. Ask them what 'indefinite pronoun' is. Ask them randomly to read three sentences from the statement 4 at page 107. Ask them recall conjunctions of reason and contrast. Ask one or two students randomly to make one sentence each of conjunctions of reason and contrast. Then, ask them recall adverbial phrase. Ask them read the few sentences of adverbial clauses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write five sentences of past perfect tense.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 1**

Unit Name: Child Abuse **Topic: Reading Comprehension** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Practise speaking fluently and explore complex ideas and feelings, both in-depth and at length to provide suggestions, conduct a discussion, draw together ideas and promote effective sharing of ideas.
- Read the text of the lesson. (First two paragraphs).
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 111-112

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show the picture to students from the unit "Child Abuse" and ask following pre-reading questions:

1. Have you ever felt neglected? Share your experience.
2. How do you feel about it now?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read two paragraphs from unit 'Child Abuse'. Ask the students to open their books at page 112. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. Who is a stranger?
2. What measures can you take to discourage the child abuse?

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

1. Should we discourage child abuse? Why?
2. What can you do to eradicate it?

Homework:

(2 mins)

Share your lesson's theme to family members and get their feedback to reinforce your learning.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 2**

Unit Name: Child Abuse **Topic: Reading Comprehension** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting, details.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 112

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "Child Abuse". Ask them to summarize what they have learnt from the unit. In order to assist them, you may ask some questions such as:

1. Can you explain what domestic abuse is?
2. Give any example of emotional violence?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read next three paragraphs. Ask students to open their books at page 112. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. How can you explain traumatic experience?
2. How should be the relation of parents and children?
3. What should be the role of parents?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share their learning to their classmates.

Homework: (2 mins)

Brainstorm the ways to minimise or eradicate child abuse.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 3**

Unit Name: Child Abuse **Topic: Reading Comprehension** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining paragraphs).
- Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, resolution)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 113

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "Child Abuse". Ask them to summarize what they have learnt from the unit. In order to assist them, you may ask some questions such as:

1. Can you explain what domestic abuse is?
2. Give any example of emotional violence?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read next three paragraphs. Ask students to open their books at page 113. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. How can be child feel neglected?
2. Did you ever feel neglected? Why?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What have you learnt from the lesson?
2. Share any relevant experience from your surroundings.

Homework: (2 mins)

List down the forms of child abuse.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3

Periodic Unit: 1

Week: 1

Lesson Plan: 4

Unit Name: Child Abuse

Topic: Glossary

Date:

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 114. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Ask students at random the meaning of any word you have written on the board.

Homework:

(2 mins)

Ask students to make sentences of any five random words from the lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 5**

Unit Name: Child Abuse **Topic: Questions & Answers** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what have learnt from the unit 'Child Abuse'. Encourage them to tell the message of the unit 'Child Abuse' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 114. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the 'Reading Comprehension' section.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 6**

Unit Name: Child Abuse **Topic: Questions & Answers** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 114-115

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that the essence of this story is about the eradication of child abuse. Explain them how child abuse mentally affect children and it has drastic consequences. Ask them to share its awareness among their surroundings. Ask students to describe the forms of child abuse.

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Activity 1: Ask students to open their textbooks at page 114. Read the statement from 'Reading for Inference' section. Ask them to describe the term 'grumpy' and 'hostile' in their own words. Then ask them to read the questions from "Reading for Analysis" section. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Activity 2: Instruct and guide students to do the activity mentioned in Read, Think and Do it section at page 115. Divide students into groups and give equally fiction and non-fiction books to the different groups. Ask students to find the meanings of difficult words from the dictionary and then share theme and meanings of the story to their class fellows.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the 'Reading for inference' section.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 7**

Unit Name: Child Abuse **Topic: Listening & Speaking** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/ speech, gestures and movements.
- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 115

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? Ask them do they remember the scene where the drama was played. Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between two friends about child labour. Ask students to open their textbooks at page 114. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that the dialogue between Shumail and Asim revolves around the issue of child labour and the need to take steps to address and reduce it. They discuss various aspects of child labour and its forms. They also express the importance of being conscious and the need to take action to lessen child labour. The dialogue highlights their concern for the child labour and their desire to make a positive change.

Activity: Now make pairs of two students randomly to play the role of Shumail and Asim. Instruct them to speak the dialogue with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the ways to lessen eradicate child labour with their class fellows.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 1** **Lesson Plan: 8**
Unit Name: Child Abuse **Topic: Vocabulary** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Distinguish between the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) and their use in different text types

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 116

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words can have different meanings according to their use in different situations and sentences. Also tell them that to know about their different meanings in different situations, we need to learn about the connotative and denotative meaning. The dictionary meaning of the word is called denotative meaning and the literal meaning of the word is called connotative meaning.

Activity 1:

Ask them open their books at page 116 of the vocabulary section. Ask them at random to read the given examples of the text from the unit with connotative and denotative meanings and their use in different sentences. Ask them to come up with different words and their use in both contexts.

Instruct students to find the meanings of words given on page 116 from the dictionary and use them in their own sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write at least 5 words from the unit on the board and ask students to tell their meanings in both contexts.

Homework: (2 mins)

Use the words written on the board in sentences.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 1**

Unit Name: Child Abuse **Topic: Vocabulary** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use connotations of words with similar denotations and their use in different text types.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 116

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn words can have different meanings according to their use in different situations and sentences. Also tell them that to know about their different meanings in different situations, we need to learn about the connotative and denotative meaning. The dictionary meaning of the word is called denotative meaning and the literal meaning of the word is called connotative meaning.

Activity 1:

Ask them open their books at page 116 of the vocabulary section. Ask them to read the words and find their connotative and denotative meanings from the dictionary and then use them in sentences of both contexts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write 3 words on the board and ask students at random to tell their meanings.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 2**

Unit Name: Child Abuse **Topic: Plurazing Compound Nouns** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Change compound nouns in plural form. (E.g. babysitter babysitters)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 117

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin with a quick review of what compound nouns are (two or more words joined to form a single noun). Provide examples like "bookshelf," "raincoat," and "toothpaste." Review the concept of plural forms and how they are usually formed. Explain that compound nouns follow similar rules for pluralization.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the making plurals of compound nouns. Ask them to open page 117 at the textbook and read compound nouns with their plural examples. Then ask them to write plural of given compound nouns and their use in sentences.

Activity:

Divide the class into two teams. Write compound nouns on sticky notes and place them on the board. Each team sends a representative to the board to pick a sticky note, identify if it's a compound noun, and explain its meaning to the team. Continue until all sticky notes are used.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess student understanding through class participation, completion of the worksheet, and their ability to explain pluralization.

Homework: (2 mins)

Ask students to find and bring in examples of compound nouns from everyday life, pluralizing them and explaining the process.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Changing Compound Nouns to Plural Forms

Read each compound noun carefully. Write the plural form of the compound noun on the blank line. If the compound noun does not follow the regular rules for pluralization, explain how you pluralized it.

1. Bookshelf: _____

2. Toothbrush: _____

3. Butterfly: _____

4. Ice cream: _____

5. School bus: _____

6. Cowboy: _____

7. Raindrop: _____

8. Keychain: _____

9. Cupcake: _____

10. Sister-in-law: _____

Create Your Own!

Choose a compound noun from your daily life and write it below

Your compound noun: _____

Plural form: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 3**

Unit Name: Child Abuse **Topic: Conjunctions** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Explain functions of different conjunctions/ transitional devices used for purpose.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 118

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the idea of "purpose" with the class. Ask students for examples of why people do things. Divide the class into small groups. Give each group an index card with a sentence that includes a purpose (e.g., "She studied hard so she could get good grades"). Have each group illustrate the purpose of the sentence without writing any words. Groups present their illustrations, and the class guesses the purpose.

Main Activities/Concept Building: (25 mins)

Tell students Introduce the concept of conjunctions for purpose (e.g., "so," "in order to," "to," "because"). Discuss how these words connect ideas and show why something is happening. Display sentences on the board using conjunctions for purpose. Break down each sentence, highlighting the conjunction and explaining its role. Ask students to identify the purpose in each sentence.

Activity:

Ask students to open textbook page at 118 and read the sentences with the use of conjunctions of purpose. Explain them where needed and ask them to write at least six sentences using conjunctions of purpose.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess student understanding through participation in the warm-up activity and their ability to create purposeful sentences.

Homework: (2 mins)

Assign a short writing task where students create a paragraph or short story using conjunctions for purpose.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Child Abuse **Topic: Conjunctions** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Explain functions of different conjunctions/ transitional devices used for purpose (e.g., so that, in order to, so as, to), condition (e.g., if, until, unless)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 118

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the concept of "conditions" with the class. Ask students for examples of situations that have specific conditions. Write different conditions on index cards (e.g., "if it rains," "when the bell rings," "unless you finish your homework"). In small groups, students take turns picking a card and acting out the condition without speaking. The rest of the group guesses the condition.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn about the conjunctions of condition. Introduce the concept of conjunctions for conditions (e.g., "if," "unless," "when," "as long as"). Discuss how these words connect ideas and indicate the conditions under which something happens. Display sentences on the board using conjunctions for conditions. Break down each sentence, highlighting the conjunction and explaining its role. Ask students to identify the condition in each sentence.

Activity:

Ask students to open textbook page at 118 and read the sentences with the use of conjunctions of condition. Explain them where needed and ask them to write at least six sentences using conjunctions of condition.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess student understanding through participation in the warm-up activity and their ability to create purposeful sentences.

Homework: (2 mins)

Assign a short writing task where students create a paragraph or short story using conjunctions for condition.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Child Abuse **Topic: Prepositional Phrases** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Use prepositional phrases.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 118-119

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the concept of "prepositions" with the class. Explain that prepositions show relationships between nouns and other words in a sentence. Give each student a list of common prepositions (e.g., under, over, between, beside). Have students walk around the classroom or school to find and write down sentences containing prepositions. Encourage creativity!

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn about prepositional phrases. Define what a prepositional phrase is: a group of words that begins with a preposition and ends with a noun or pronoun (the object of the preposition). Display sentences on the board with prepositional phrases.

Break down each sentence, highlighting the preposition and its object. Discuss how prepositional phrases add details to sentences.

Activity:

Ask students to open textbook page at 118 and read the sentences with the use of prepositional phrases. Explain them where needed and ask them to solve exercise given at page 119.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Have students write a sentence of their own using a prepositional phrase. Encourage them to share their sentences with the class if they feel comfortable.

Homework: (2 mins)

Assign a short writing task where students create paragraphs or short stories using prepositional phrases to enhance descriptions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Child Abuse **Topic: Past Perfect Tense** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of past perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 119

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the concept of past tense and asking students for examples of actions in the past. Draw a simple timeline on the board, labelling the present, past, and a specific event. Write a sentence in the past perfect tense about an event on the timeline. Ask students to place additional events on the timeline and create sentences using the past perfect tense.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about the past perfect tense. Ask them to open textbook at page 119. Ask them to read the sentences with the use of past perfect tense. Define the past perfect tense as a verb tense that expresses an action completed before another action in the past. Provide examples on the board to illustrate the structure of past perfect tense (had + past participle). Display sentences on the board using the past perfect tense.

Break down each sentence, highlighting the use of "had" and the past participle. Discuss how past perfect tense adds clarity to the sequence of events in a narrative.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess student understanding through participation in the warm-up activity and their ability to create sentences with past perfect tense.

Homework: (2 mins)

Assign a creative writing task where students craft a short story using past perfect tense to convey the sequence of events.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Child Abuse **Topic: Past Perfect Tense** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of past perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 119

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the concept of past tense and asking students for examples of actions in the past. Draw a simple timeline on the board, labelling the present, past, and a specific event. Write a sentence in the past perfect tense about an event on the timeline. Ask students to place additional events on the timeline and create sentences using the past perfect tense.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about the past perfect tense. Ask them to open textbook at page 119. Ask them to read the sentences with the use of past perfect tense. Define the past perfect tense as a verb tense that expresses an action completed before another action in the past. Provide examples on the board to illustrate the structure of past perfect tense (had + past participle). Display sentences on the board using the past perfect tense.

Break down each sentence, highlighting the use of "had" and the past participle. Discuss how past perfect tense adds clarity to the sequence of events in a narrative.

Activity:

Ask students to open book at page 119 and guide them to solve the exercise using the past perfect tense. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess student understanding through participation in the warm-up activity and their ability to create sentences with past perfect tense.

Homework: (2 mins)

Assign a creative writing task where students craft a short story using past perfect tense to convey the sequence of events.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Fill in the blanks with the correct form of the past perfect.

- I _____ (eat) dinner after I _____ (finish) my homework.
- By the time I arrived, they _____ (already/leave) the party.
- She _____ (not/start) packing until she _____ (receive) the phone call.
- They _____ (not/realize) that they _____ (lose) their keys until they _____ (arrive) home.
- By the time the movie _____ (end), we _____ (already/eat) all the popcorn.
- He _____ (be) very tired because he _____ (work) all day.
- She _____ (not/visit) the museum before she _____ (travel) to that city.
- By the time we _____ (reach) the station, the train _____ (already/leave).

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 8**

Unit Name: Child Abuse **Topic: Since and For** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Understand the use of since and for.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 120-121

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the concept of time and duration with the class. Ask students for examples of how long they have been doing different activities. Draw a simple timeline on the board with present, past, and future segments. Write sentences using "since" and "for" on index cards. Have students place the sentences on the timeline in the correct order.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about the use of since and for. Ask them to open page 120 of textbook and read the sentences with the use of since and for. Define "since" as indicating a specific point in time when an action started. Define "for" as expressing the duration of an action or state. Display sentences on the board using "since" and "for." Break down each sentence, highlighting the use of "since" for starting points and "for" for duration. Discuss how these words help convey the timing and length of actions

Activity 1:

Instruct students to do the activity on page 121 of the textbook. Guide the students where required. Take rounds of the class and make their responses correct if required.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to come up with creative sentences with the use of since and for.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit:1** **Week: 3** **Lesson Plan: 1**

Unit Name: Child Abuse **Topic: Punctuation** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 121

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the purpose of punctuation in sentences. Ask students what they know about semicolons. Write a mix of sentences with and without semicolons on index cards. In pairs or small groups, have students sort the cards into two categories: sentences with semicolons and sentences without.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the use of semicolons. Define a semicolon as a punctuation mark used to connect independent clauses that are closely related in meaning. Display sentences on the board using semicolons. Break down each sentence, explaining the independent clauses and the role of the semicolon. Discuss when it is appropriate to use a semicolon in place of a period or a comma.

Activity 1:

Ask them to open book at page 121 and read the sentences with the use of capitalisation and semicolons. Distribute worksheets with sentences missing punctuation. Have students add semicolons where needed to connect independent clauses. Review answers as a class.

Activity 2:

Tell students to write their opinions in the ways of handling child abuse with the correct use of semicolons and capitalisation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to write sentences with the use of semicolons on the board.

Homework: (2 mins)

Assign a writing task where students create paragraphs or short stories using semicolons to connect related independent clauses.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 2**

Unit Name: Child Abuse **Topic: Guided Writing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Write informative/ explanatory texts to examine a topic and convey ideas and information.
- a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- Proofread and edit texts for errors of sentence structure, subject/verb agreement, noun/pronoun agreement, transitional devices, punctuation and spelling.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 122

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the purpose of writing letters and the difference between formal and informal letters. Provide students with a mix of sample letters (formal and informal) on index cards.

In pairs or small groups, have students sort the cards into two categories: formal and informal letters.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about writing a formal letter. Ask them to open book at page 122 of the text book. Instruct them to read the letter with correct intonation and punctuations and observe the rules of writing a formal letter.

Activity 1:

Discuss the key components of a formal letter, including the sender's address, date, recipient's address, salutation, body, closing, and signature. Display a sample formal letter on the board or projector. Break down each section, explaining its purpose and format. Emphasize the importance of using a respectful and formal tone.

Activity 2:

Distribute worksheets with prompts for writing formal letters. Walk students through each section, helping them draft their letters. Encourage students to focus on clarity, politeness, and proper formatting.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the key components of a formal letter and the importance of a respectful tone.

Homework: (2 mins)

Worksheet

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 3**

Unit Name: Child Abuse **Topic: Creative Writing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

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Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 123

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the purpose of writing letters and the difference between formal and informal letters. Provide students with a mix of sample letters (formal and informal) on index cards.

In pairs or small groups, have students sort the cards into two categories: formal and informal letters.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about writing a formal letter. Ask them to open book at page 122 of the text book. Instruct them to read the letter with correct intonation and punctuations and observe the rules of writing a formal letter.

Activity 1:

Discuss the key components of a formal letter, including the sender's address, date, recipient's address, salutation, body, closing, and signature. Display a sample formal letter on the board or projector. Break down each section, explaining its purpose and format. Emphasize the importance of using a respectful and formal tone.

Activity 2:

Ask students to write a letter to their society officer about illegal cutting of trees in the park.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the key components of a formal letter and the importance of a respectful tone.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 4**

Unit Name: Jinnah, the Great Leader **Topic: Reading Comprehension** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example in the context of enjoyment and understanding of other areas of language learning.
- Read the text of the lesson. (First two paragraphs)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Personal recounts (e.g., biographies).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 124-125

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show the picture to students from the unit "Jinnah, the great leader" and ask following pre-reading questions:

1. What can you predict after reading the title?
2. Do you have some leadership qualities?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read two paragraphs from unit 'Jinnah, the great leader'. Ask the students to open their books at page 125. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. Who is a leader?
2. What can be the qualities of a leader?

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

1. How can anyone become a leader?
2. Whom do you follow as a leader?

Homework:

(2 mins)

Share your lesson's theme to family members and get their feedback to reinforce your learning.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**

Unit Name: Jinnah, the Great Leader **Topic: Reading Comprehension** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 125

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "Jinnah, the great Leader". Ask them to summarize what they have learnt from the unit. In order to assist them, you may ask some questions such as:

1. Who is Quaid-e-Azam?
2. What did he do?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read next three paragraphs. Ask students to open their books at page 125. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What do you know about the condition of the subcontinent under the British rule?
2. What did Jinnah do at the age of six?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share their learning to their classmates.

Homework: (2 mins)

Brainstorm the ways to minimise or eradicate child abuse.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: Jinnah, the Great Leader **Topic: Reading Comprehension** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining paragraphs).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 126

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "Jinnah, the great leader". Ask them to summarize what they have learnt from the unit. In order to assist them, you may ask some questions such as:

1. Share the qualities of a good leader?
2. Give any example of a leader?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read next three paragraphs. Ask students to open their books at page 126. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What is a biography?
2. Have you ever read any biography?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What have you learnt from the lesson?
2. Share any relevant experience from your surroundings.

Homework: (2 mins)

List down a few qualities in you as a leader.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 7**

Unit Name: Jinnah, the Great Leader **Topic: Glossary** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 126. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random the meaning of any word you have written on the board.

Homework: (2 mins)

Ask students to make sentences of any five random words from the lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 8**

Unit Name: Jinnah, the Great Leader **Topic: Questions & Answers** **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the questions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what have learnt from the unit "Jinnah, the great leader".

Encourage them to tell the message of the unit 'Jinnah, the great leader' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 127. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the 'Reading Comprehension' section.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 1

Unit Name: Jinnah, the Great Leader Topic: Questions and Answers

Date:

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 127

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that the essence of this story is about the qualities of a good leader. Explain them how good leaders inspire our lives. Ask them to share its awareness among their surroundings. Ask students to share their inspiring leaders. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building:

(25 mins)

Activity 1: Ask students to open their textbooks at page 127. Read the statement from 'Reading for Inference' section. Then ask them to read the questions from "Reading for Analysis" section. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Activity 2: Instruct and guide students to do the activity mentioned in Read, Think and Do it section at page 127. Divide students into groups and give equally fiction and non-fiction books to the different groups. Ask students to find the meanings of difficult words from the dictionary and then share theme and meanings of the story to their class fellows.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess your students by asking random questions from the 'Reading for inference' section.

Homework:

(2

mins)N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Jinnah, the Great Leader **Topic: Listening & Speaking** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Develop the ability to pose rhetorical questions for a range of audiences.
- Speak confidently using complex vocabulary and longer sentences to fulfill different purposes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 128

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? Ask them do they remember the scene where the drama was played. Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between two friends about favourite personality. Ask students to open their textbooks at page 128. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that the dialogue between Ayesha and Sana revolves around the discussion of favourite personalities. They discuss the qualities of a good leader and especially Quaid-e-Azam.

Activity: Now make pairs of two students randomly to play the role of Ayesha and Sana. Instruct them to speak the dialogue with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the how can they be a good leader.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3

Periodic Unit: 1

Week: 4

Lesson Plan: 3

Unit Name: Jinnah, the Great Leader

Topic:

Date:

Objective(s):

At the end of this period, the students will be able to:

Comprehend and use simple phrasal verbs and adverbial phrases.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the purpose of adverbs and ask students for examples. Briefly introduce the concept of adverbial phrases. Write various adverbial phrases on index cards. In pairs or small groups, have students walk around the classroom to find sentences that contain adverbial phrases.

Ask groups to share the sentences they found and identify the adverbial phrases.

Main Activities/Concept Building:

(25 mins)

Tell students they are going to learn about the adverbial phrases today. Define adverbial phrases as groups of words that function as adverbs, providing additional information about when, where, how, or why an action occurs. Display sentences on the board with adverbial phrases.

Break down each sentence, highlighting the adverbial phrase and explaining its purpose.

Discuss the different types of adverbial phrases (time, place, manner, reason).

Activity:

Ask them to open page 128 at the textbook and notice the use of adverbial phrases. Then instruct them to write sentences using adverbial phrases. Guide students where needed.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Check their level of understanding by asking questions about adverbial phrase.

Homework:

(2 mins)

Write 5 sentences using adverbial phrase.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 4**

Unit Name: Jinnah, the Great Leader **Topic: Prepositional Phrase** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Comprehend and use simple phrasal verbs and adverbial phrases.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 130

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing verbs and ask students for examples. Briefly introduce the concept of phrasal verbs. Write various phrasal verbs on index cards.

In pairs or small groups, have students pick a card and draw a representation of the phrasal verb without using words. The rest of the group guesses the phrasal verb based on the drawing.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about phrasal verbs today. Define phrasal verbs as verbs combined with one or more particles (prepositions or adverbs) to create a new meaning. Display sentences on the board with phrasal verbs. Break down each sentence, highlighting the phrasal verb and explaining its meaning. Discuss the different types of particles that can be used with verbs.

Activity:

Ask students to open page 130 of the textbook. Instruct them to read the sentences with the use of phrasal verbs. Explain them their use and then instruct them to solve the exercise given on the same page. Help them if need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random about the use of phrasal verbs.

Homework: (2 mins)

Write at least 5 sentences using phrasal verbs.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Jinnah, the Great Leader **Topic: Verbs** **Date: _____**

Objective(s):

At the end of this period, the students will be able to:

- Distinguish and use linking, feeling verbs and verbs of possession.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 131

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing what verbs are and ask students for examples. Briefly introduce the concepts of feeling, possession, and linking verbs. Write various verbs on index cards, including feeling, possession, and linking verbs. In small groups, have students take turns picking a card and acting out the meaning of the verb without speaking. The rest of the group guesses the verb category.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about different kinds of verbs. Define feeling verbs as verbs that express emotions, possession verbs as verbs that show ownership, and linking verbs as verbs that connect the subject to additional information. Set up three stations in the classroom, each focusing on feeling, possession, and linking verbs. At each station, provide examples, explanations, and exercises related to the respective verb category. Rotate students through the stations, allowing them to explore and practice each type of verb.

Activity 1:

Now ask them to open page 131 of their textbook. Instruct them to read the sentences with the use of different kinds of verbs. Explain them again when required. Write different examples on the board and ask students to write sentences using these verbs. Appreciate their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share the examples of all kind of verbs.

Homework: (2 mins)

Categorise three kind of verbs any reading any newspaper.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Jinnah, the Great Leader **Topic: Conjunctions** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Explain functions of different conjunctions/ transitional devices used for cause-and-effect (e.g., so that, therefore, since*), choice (e.g., either...or..., neither...nor...)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 131-132

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by reviewing what conjunctions are and ask students for examples. Introduce the concepts of cause and effect conjunctions. Write various conjunctions on index cards, including those indicating cause and effect. In small groups, have students take turns picking a card and acting out the meaning of the conjunction without speaking.

The rest of the group guesses the conjunction category.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about the conjunctions representing cause and effect. Define cause and effect conjunctions as words that connect two clauses, showing a relationship of cause and effect. Display sentences on the board with cause and effect conjunctions. Break down each sentence, highlighting the conjunction and explaining its role in connecting cause and effect clauses. Discuss common cause and effect conjunctions such as "because," "so," "since," and "therefore."

Activity 1:

Ask them to open page 131 at their textbook. Instruct them to read the sentences with the use of different conjunctions. Explain them again when required. Write different examples on the board and ask students to write sentences using these conjunctions. Appreciate their responses. Guide them to solve activity on page 132 of the textbook.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the use of conjunctions from students.

Homework: (2 mins)

Assign a writing task where students create paragraphs or short stories using cause and effect conjunctions to explain relationships between events.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Jinnah, the Great Leader **Topic: Sentences** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 132

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by reviewing what a sentence is and ask students for examples. Briefly introduce the concept of different sentence types. Write various sentences on index cards, including declarative, interrogative, exclamatory, and imperative sentences. In pairs or small groups, have students sort the cards into the correct categories. Discuss the characteristics of each type as a class.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about different types of sentences. Define each type of sentence: Explain that:

Declarative: makes a statement or expresses an opinion.

Interrogative: asks a question.

Exclamatory: expresses strong emotion or surprise.

Imperative: gives a command or makes a request. Display sentences on the board, representing each type. Break down each sentence, explaining its type and the key features. Provide examples and encourage students to identify the type of each sentence.

Activity: Ask them to open page 132 at their textbook. Instruct them to read the sentences with the use of different types. Explain them again when required. Write different examples on the board and ask students to write sentences using these types. Appreciate their responses. Guide them to solve activity on page 132 of the textbook.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Call students at random on the board and ask them to write different sentences on the board.

Homework: (2 mins)

Assign a writing task where students create paragraphs or short stories using a variety of sentence types to convey different tones and emotions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 8**

Unit Name: Jinnah, the Great Leader **Topic: Future Perfect Tense** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of future perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 133

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by reviewing what a verb is and ask students for examples. Introduce the concept of verb tenses, focusing on past, present, and future. Write various sentences in the future perfect tense on index cards. In pairs or small groups, have students pick a card and act out the scenario described in the sentence without speaking. The rest of the group guesses the sentence in the future perfect tense.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about future perfect tense. Define the future perfect tense as a verb form that expresses an action that will be completed at a specific point in the future before another action occurs. Display sentences on the board in the future perfect tense. Break down each sentence, highlighting the structure and explaining how it conveys the completion of an action before a specified future time. Discuss the use of "will have" + past participle.

Activity 1: Ask them to open page 133 at their textbook. Instruct them to read the sentences with the use of future perfect tense. Explain them again when required. Write different examples on the board and ask students to write sentences using future perfect tense. Appreciate their responses. Guide them to solve activity on page 132 of the textbook.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to share different sentences.

Homework: (2 mins)

Assign a writing task where students create paragraphs or short stories using the future perfect tense to describe completed actions before specific future events.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 1**

Unit Name: Jinnah, the Great Leader **Topic: Future Perfect Tense** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise the functions and use of future perfect tense.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by reviewing what a verb is and ask students for examples. Introduce the concept of verb tenses, focusing on past, present, and future. Write various sentences in the future perfect tense on index cards. In pairs or small groups, have students pick a card and act out the scenario described in the sentence without speaking. The rest of the group guesses the sentence in the future perfect tense.

Main Activities/Concept Building: (25 mins)

Tell students they are going to learn about future perfect tense. Define the future perfect tense as a verb form that expresses an action that will be completed at a specific point in the future before another action occurs. Display sentences on the board in the future perfect tense. Break down each sentence, highlighting the structure and explaining how it conveys the completion of an action before a specified future time. Discuss the use of "will have" + past participle.

Activity 1: Ask them to open page 133 at their textbook. Instruct them to read the sentences with the use of future perfect tense. Explain them again when required. Write different examples on the board and ask students to write sentences using future perfect tense. Appreciate their responses. Guide them to solve activity on page 132 of the textbook.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students at random to share different sentences.

Homework: (2 mins)

Solve worksheet at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Complete each sentence by filling in the blanks with the appropriate form of the future perfect tense. Remember to use "will have" + the past participle of the verb.

1. By the time we arrive at the party, they _____ (already / decorate) the entire place.
2. By next year, she _____ (finish) her novel.
3. The train _____ (leave) by the time we reach the station.
4. In five years, they _____ (live) in this city for a decade.
5. By the end of the week, he _____ (complete) all the assignments.
6. By the time the movie starts, I _____ (already / watch) two episodes.
7. She _____ (study) for two hours by the time the exam begins.
8. By this time next month, they _____ (visit) several countries.
9. The team _____ (win) the championship before the end of the season.
10. By the time you come back, I _____ (finish) cooking dinner.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**
Unit Name: Jinnah, the Great Leader **Topic: Punctuation** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 133

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Begin by discussing what punctuation is and ask students for examples. Briefly introduce the concept of parentheses. Write sentences on index cards, each with an extra piece of information enclosed in parentheses. In pairs or small groups, have students read the sentences and discuss why the information in parentheses is essential to understanding the sentence. Share examples and discuss as a class.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about parentheses today. Define parentheses as punctuation marks used to set off extra information within a sentence. Explain that the information inside parentheses is additional but not crucial to the main point of the sentence. Display sentences on the board with parentheses. Break down each sentence, highlighting the information inside parentheses and discussing how it adds detail. Discuss when to use parentheses and emphasize that the sentence should still make sense without the information in parentheses. Distribute worksheets with sentences missing parentheses. Have students choose an appropriate place to add parentheses and fill in the extra information.

Review answers as a class.

Activity 1: Ask them to open page 133 at their textbook. Instruct them to read the sentences with the use of parentheses. Explain them again when required. Write different examples on the board and ask students to write sentences using parentheses. Appreciate their responses. Guide them to solve activity on page 133 of the textbook.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Have students write a sentence of their own using parentheses. Encourage them to share their sentences with the class if they feel comfortable.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 3**

Unit Name: Jinnah, the Great Leader **Topic: Guided Writing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise and understand informative/ explanatory texts to examine a topic and convey ideas and information.a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g.,headings), illustrations, and multimedia when useful to aid comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clause.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 134

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing different types of texts students encounter daily, such as articles, instructions, and explanations. Write various examples of information and explanatory texts on index cards.In pairs or small groups, have students categorize the cards into two groups: information texts and explanatory texts. Discuss their choices as a class.

Main Activities/Concept Building:

(25 mins)

Tell students they are going to learn about informative and explanatory text today. Define information texts as those that provide facts or data, and explanatory texts as those that clarify, define, or provide detailed information. Display sample texts on the board, including both information and explanatory texts. Break down each text, discussing its purpose, structure, and key features. Emphasize the use of facts, data, and clarity in information texts, and the use of explanations and details in explanatory texts. Distribute worksheets with short passages and ask students to identify whether each passage is an information or explanatory text.

Review answers as a class.

Activity 1: Ask students to open page 134 of their textbook and instruct them to read different features of writing a text. Have students write a short paragraph explaining the purpose of information and explanatory texts. Encourage them to share their paragraphs with the class if they feel comfortable.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to differentiate between explanatory and informative text.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Jinnah, the Great Leader **Topic: Guided Writing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Recognise and understand informative/ explanatory texts to examine a topic and convey ideas and information.a. Introduce a topic, provide a general observation and focus, and group related information logically; include formatting (e.g.,headings), illustrations, and multimedia when useful to aid comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clause.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 134

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing different types of texts students encounter daily, such as articles, instructions, and explanations. Write various examples of information and explanatory texts on index cards.

In pairs or small groups, have students categorize the cards into two groups: information texts and explanatory texts. Discuss their choices as a class.

Main Activities/Concept Building:

(25 mins)

Tell students they are going to learn about informative and explanatory text today. Define information texts as those that provide facts or data, and explanatory texts as those that clarify, define, or provide detailed information. Display sample texts on the board, including both information and explanatory texts. Break down each text, discussing its purpose, structure, and key features. Emphasize the use of facts, data, and clarity in information texts, and the use of explanations and details in explanatory texts. Distribute worksheets with short passages and ask students to identify whether each passage is an information or explanatory text.

Review answers as a class.

Activity 1:

Ask students to open page 134 of their textbook and instruct them to read different features of writing a text. Have students write a short paragraph explaining the purpose of information and explanatory texts. Encourage them to share their paragraphs with the class if they feel comfortable.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to differentiate between explanatory and informative text.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 5**

Unit Name: Jinnah, the Great Leader **Topic: Creative Writing** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Write a formal letter.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 134

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the purpose of writing letters and the difference between formal and informal letters. Provide students with a mix of sample letters (formal and informal) on index cards.

In pairs or small groups, have students sort the cards into two categories: formal and informal letters.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about writing a formal letter. Ask them to open book at page 134 of the text book. Instruct them to read the instruction given in the section creative writing.

Activity 1:

Discuss the key components of a formal letter, including the sender's address, date, recipient's address, salutation, body, closing, and signature. Display a sample formal letter on the board or projector. Break down each section, explaining its purpose and format. Emphasize the importance of using a respectful and formal tone.

Activity 2:

Ask students to write a letter to their friend inviting them at the Independence Day party.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask the key components of a formal letter and the importance of a respectful tone.

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Child Labour **Topic: Revision** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Main Activities/Concept Building: (25 mins)

Tell students today they are going to revise the lesson Child Labour.

Activity:

Instruct students to open the lesson Child Labour and read then thoroughly from paper point of view. Ask them to get help if they find difficulty in any section of the lesson. Guide them where they need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

N/A

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**
Unit Name: Jinnah, the Great Leader **Topic: Revision** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Main Activities/Concept Building: (25 mins)

Tell students today they are going to revise the lesson Jinnah, the Great Leader.

Activity:

Instruct students to open the lesson Jinnah, the Great Leader and read then thoroughly from paper point of view. Ask them to get help if they find difficulty in any section of the lesson. Guide them where they need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

N/A

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 8**
Unit Name: Jinnah, the Great Leader **Topic: Revision** **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Main Activities/Concept Building: (25 mins)

Tell students today they are going to revise the lesson Jinnah, the Great Leader.

Activity:

Instruct students to open the lesson Jinnah, the Great Leader and read then thoroughly from paper point of view. Ask them to get help if they find difficulty in any section of the lesson. Guide them where they need be.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

N/A

Homework: (2 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 1**

Unit Name: Education for Future **Topic:** Reading comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Let's Get Started)
- Read the text of the lesson. (Half dialogue)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Drama (play scripts).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 136-137

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

1. What comes to your mind about the title of the unit?
2. What do you plan to be in the future?
3. Have you ever observed a unique profession in real life? Why was it unique for you?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Show the picture to students from the unit "inspiration for life" and ask following pre-reading questions:

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read two paragraphs from unit 'Education for the future'. Ask the students to open their books at page 137. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What is Bilal's chosen field for higher studies?
2. According to Taha, what is the biggest problem faced by Bilal's village?
3. What profession does Taha want to pursue, and what is his ultimate goal in that field?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Why does Taha think that Bilal has chosen a challenging yet exciting career option?
5. What specific connection does Bilal feel to the village, and how does it influence his career choice?

Homework: (2 mins)

What does Taha think about Bilal's decision, and what does he express to Bilal?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit:2** **Week: 1** **Lesson Plan: 2**

Unit Name: Education for Future **Topic:** Reading comprehension **Date:** _____

Objective(s)

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining Dialogue).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Discuss a larger text to recognize each paragraph as a separate meaningful unit of expression with its own topic sentence and supporting, details.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 137

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "Education for Future". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. Why does Bilal want to become a doctor?
2. How does Bilal respond to Taha's question about his profession, and what does he express a need for?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to read unit 'Education for Future'. Ask students to open their books at page 137. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What is Taha's aim as mentioned in the dialogue, and what does he aspire to achieve as a leader?
2. According to Bilal, what qualities does Taha need for his chosen profession, and how does Taha respond to this?
3. In Taha's view, what are the preconditions for becoming a good leader, and how does he express his readiness for them?

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

4. What does Bilal appreciate about Taha's future plan, and how does he wish Taha luck?
5. What, according to Taha, is required to achieve anything, and how does he view challenges?

Homework:

(2 mins)

How does Taha respond to Bilal's appreciation and good wishes?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 3**

Unit Name: Education for Future **Topic:** Vocabulary **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 138

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 138. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity 1: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide given worksheet to students for assessment.

Homework: (2 mins)

Ask students at random the meaning of any word you have written on the board.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
noble	taking all your attention
emerging	pleased to welcome guests; generous and friendly to visitors
captivating	existing all the time
hospitable	connected with one particular thing only
permanent	starting to exist, grow or become known
specific	To get rid of something that is bad
stamp out	being determined to achieve a particular aim despite difficulties
Persevering	having or showing fine personal qualities that people admire
precondition	something that must happen or exist before something else can exist or be done

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**

Unit Name: Education for Future **Topic:** Questions and Answers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 139

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what have learnt from the unit 'Education for the Future'. Encourage them to tell the message of the unit 'Life in Pakistan' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 139. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence. Repeat the process for 'Reading for Understanding' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What are the two friends talking about?
2. Which career choice has Taha opted for?

Homework: (2 mins)

What are the main issues that the villagers face in their village?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Education for Future **Topic:** Questions and Answers **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 139

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that the essence of this dialogue is about Talha and Bilal regarding choosing a profession. The essence of this dialogue revolves around the aspirations and future plans of two friends, Taha and Bilal. Taha expresses his desire to become a patriotic leader with the goal of eradicating societal issues like corruption and injustice. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 139. Read the statement from 'Reading for Inference' section. Ask them randomly to explain according to you, what good qualities must a great leader have? And What have you planned for your future? What do you want to be, and why? Then ask them to read the question from "Reading for Analysis" section. Ask them which profession do you see flourishing in the future? Why? Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

The medical profession is considered the most noble profession. Discuss in detail with factual arguments between two members.

Homework: (2 mins)

Read the dialog at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Education for Future **Topic:** Listening and Speaking **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: follow rules for discussions, set specific goals and deadlines, and define individual roles as needed. Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 139-140

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? Ask them do they remember the scene where the drama was played. Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between two friends about health and fitness. Ask students to open their textbooks at page 139. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that the dialogue between Asad and Umari revolves around the critical issue of water scarcity in Pakistan. They discuss the severity of the problem, mentioning the IMF report that highlights the increasing water scarcity. The conversation touches on various aspects of the issue, including the projected worsening of the situation by 2025, the role of the government in addressing the problem, and the need for individual responsibility in water conservation.

Activity: Now make pairs of two students randomly to play the role of father and Ali. Instruct them to speak the dialog with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice. At end of this activity ask following questions:

1. What does Umair ask Asad about at the beginning of the dialogue, and what is Asad's response?
2. According to Umair, what is the subject of the report they are discussing?
3. What problem in Pakistan are Asad and Umair referring to, based on the dialogue?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

1. According to Umair, when is the water scarcity problem expected to take on its acute form?
2. How does Asad indicate that the water scarcity issue is being discussed in society?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**

Unit Name: Education for Future **Topic:** Use of idioms **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Comprehend and use idioms in the different texts.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 140

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write the sentence on the board and read it aloud. Ask students to guess the meaning of hit the hay in this sentence:

After a long day of outdoor activities, the campers were ready to *hit the hay* and get a good night's sleep.

Help and guide them to participate and respect the opinions of others. Make sure to involve maximum students.

Main Activities/Concept Building: (25 mins)

Tell students Tell students that they are going to learn about usage of idioms. Tell students that an idiom is a group of words whose meaning is different from the meanings of the individual words. The vocabulary and grammar of an idiom is fixed. We can't change it otherwise we lose the real meaning. For example, an idiom has a meaning you can't figure out from the individual words. Knowing the words "hot" and "potato" won't help you understand the idiom "hot potato" meaning

an "awkward situation".

Activity: Ask students to open their books at page 140 of 'vocabulary' section. Ask them read given idioms and their meanings. Let's take first idiom: a fish out of water which means 'someone in an uncomfortable situation'. Now let's put in the sentence: On my first day at new school, I felt like a fish out of water.' In the same way, read the rest of idiom and try to understand their meaning.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Find the meanings of the given idioms in the and use them to make sentences of your own from the statement 2 of the grammar section.

Homework: (2 mins)

Find idioms from dictionary and read their meanings.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 8**

Unit Name: Education for Future **Topic:** Use of idioms **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Comprehend and use idioms and proverbs in the different texts. Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 140

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the use of idioms. Discuss the importance of idioms in everyday language and how they add colour to communication. Review some of the idioms learned during the lesson. Provide examples of simple idioms to make the concept more relatable, such as "raining cats and dogs" or "break a leg."

Main Activities/Concept Building: (22 mins)

Tell students that they are going to learn about usage of idioms. Tell students that an idiom is a group of words whose meaning is different from the meanings of the individual words. The vocabulary and grammar of an idiom is fixed. We can't change it otherwise we lose the real meaning. For example, an idiom has a meaning you can't figure out from the individual words. Knowing the words "hot" and "potato" won't help you understand the idiom "hot potato" meaning an "awkward situation".

Activity: Tell students the concept of figurative language and how idioms add creativity to language. Discuss the literal and figurative meanings of a few idioms to emphasize the difference. Introduce a fun activity where students act out or illustrate idioms. For example, act out "raining cats and dogs" or draw a picture representing "the ball is in your court." Allow students to come up with their interpretations and share them with the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide the worksheet to students.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and identify the idiom used. Then, write down the figurative meaning of the idiom. The idioms are *italicised* and underlined.

1. After finishing his homework, Javed decided to *hit and hay* and get a good night's sleep.

Figurative Meaning:

2. Sarah was nervous about her dance performance, but she decided to *bite the bullet* and give it her best shot.

Figurative Meaning:

3. The new video game was so expensive; it seemed to *cost an arm and a leg*.

Figurative Meaning:

4. Instead of telling a long story, Saalim preferred to *cut to the chase* and get straight to the point.

Figurative Meaning:

5. When the teacher asked a difficult question, Maryam *hit nail to the head* and answered confidently.

Figurative Meaning:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 3** **Week: 2** **Lesson Plan: 1**

Unit Name: Education for Future **Topic:** Adjectives from Nouns **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Form adjectives from nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write three or four following pair of words on the board:

Joy: Joyful ; Power: Powerful; Beauty: Beautiful; Nature: Natural

Now ask students randomly what the difference in these pair of words is in meaning and grammar.

Repeat the process three to four times. Make sure to engage all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn making adjectives from noun. Tell them we can make adjectives from noun by adding suffixes to nouns. Focus on the example given in the warm up activity.

Activity: Ask them to open their books at page 144 of the "Grammar Section". Ask them read the given examples and notice their formation at page 144. Let take some example how to form adjectives from nouns by adding suffixes (al,ial; ic, ical; etc) to nouns. By adding the suffix "-ful" to the noun "joy," you create the adjective "joyful," which describes something that is full of joy or brings happiness. Similarly, the adjective "natural" is formed by using the same word as the noun. It describes something that is in its natural state, unaffected by human intervention or artificial processes. And in the same fashion, the suffix "-al" is added to "logic" to create the adjective "logical," indicating something that is based on sound reasoning, rational thinking, or logical principles. After this explanation, now ask students randomly to read the following table to understand the formation of adjectives from nouns in the statement 1.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write few nouns on the board and ask students at random to form adjectives from them.

Homework: (2 mins)

Ask students to search adjective with suffixes added to the nouns from the dictionary.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 2**

Unit Name: Education for Future **Topic:** Adjectives from Nouns **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

Form adjectives from verbs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaam Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin with a brief discussion about the role of adjectives in making sentences more descriptive. Ask students to provide examples of adjectives they know. Ask them some examples of adjectives made from nouns by adding suffixes. Make sure to engage all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn how to form adjectives from verbs. Tell them forming adjectives from nouns and verbs. We can use suffixes to change nouns and verbs into adjectives, or to change the meaning of an adjective. Some suffixes have a general meaning, whilst others simply transform words into adjectives.

Activity:

Ask them open their books at page 144 of the grammar section. After introducing the concept of forming adjectives from verbs. Write few examples from the given table in the book on the whiteboard and discuss them. Divide students into small groups and provide each group with a printed copy of the table from the book. Ask them to discuss the given examples and identify patterns or rules for forming adjectives from verbs. Each group should choose an example from the table and discuss how the adjective is formed from the verb. Have a spokesperson from each group share their findings with the class. Allow students to ask questions or seek clarification on any confusing examples.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Distribute worksheets with sentences missing adjectives. Ask students to fill in the blanks with the appropriate adjectives formed from the given verbs.

Homework: (2 mins)

Revise the rules for adjectives from nouns.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Look at the verbs in each row. Use these verbs to create adjectives by adding the appropriate suffix. Write the adjective in the blank space provided.

1. **Verb: Read** Adjective: _____

2. **Verb: Jump** Adjective: _____

3. **Verb: Paint** Adjective: _____

4. **Verb: Sing** Adjective: _____

5. **Verb: Sleep** Adjective: _____

6. **Verb: Build** Adjective: _____

7. **Verb: Swim** Adjective: _____

8. **Verb: Walk** Adjective: _____

9. **Verb: Write** Adjective: _____

10. **Verb: Eat** Adjective: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3

Periodic Unit: 2

Week: 2

Lesson

Plan: 3

Unit Name: Education for Future

Topic: Coordinating conjunctions

Date:

Objective(s):

At the end of this period, the students will be able to:

- Recall coordinating and subordinating conjunctions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 145

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students what is conjunctions. What are its types? Ask students randomly to tell some examples of coordinating adjectives. Make sure to engage majority of the students in the question and answer activity. Appreciate them for correct formation and guide them if they have difficulty in forming conjunctions.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to learn the usage of coordinating conjunctions today. Tell them that a coordinating conjunction joins sentences of equal rank. There are only seven coordinating conjunctions that can be remembered by the acronym FANBOYS.

Activity: Ask students to open their books at page 145. Ask them read the given sentences to understand the use of coordinating conjunctions as in the statement 4. Let's analyze the first sentence: "I go to the restaurant for it is my birthday." The coordinating conjunction "and" is used to join two independent clauses: "She didn't speak to anyone" and "nobody spoke to her." The conjunction "and" connects these two clauses, indicating a continuation of actions or ideas. Similarly, take one more sentence: "I don't expect children to be rude, nor do I expect to be disobeyed." In this sentence the Coordinating Conjunctions is "nor". the coordinating conjunction "nor" is used to join two parallel negative ideas: "I don't expect children to be rude" and "I don't expect to be disobeyed." The conjunction "nor" indicates a parallelism in the negative expectations. In the same fashion, analyze other sentences.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Explain the use of coordinating conjunctions in the following sentences:

- They rushed to the hospital, but they were too late.
- I will either go shopping or I will go camping.

Homework:

(2 mins)

Read a newspaper article or a short story. Identify at least five sentences that use coordinating conjunctions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Education for Future **Topic:** subordinating conjunctions **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Recall coordinating and subordinating conjunctions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 145

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Recall the use of coordinating conjunctions. Ask them randomly to provide example of it in the form of sentence. Make sure to engage majority of the students in the question and answer activity. Appreciate them for correct formation and guide them if they have difficulty in forming conjunctions.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn the usage of subordinating conjunctions today. Tell them that a subordinating conjunction joins sentences, one of which is dependent on the other. There are many subordinating conjunctions in the English language.

Activity: Ask them open their books at page 145. Ask them read the given sentences to understand the use of subordinating conjunctions in the statement 5. Let take the first sentence: "My dog barked loudly when the doorbell rang." In this sentence, Subordinating Conjunction is "when". The subordinating conjunction "when" introduces the adverbial clause "when the doorbell rang." This clause gives additional information about the circumstances or timing of the main action, which is "My dog barked loudly." The subordinating conjunction "when" indicates a temporal relationship between the two clauses, specifying the condition under which the main action occurred. In the same way take another sentence and analyse it. The sentence, "Sara begins to sneeze whenever she opens the window." "whenever" is the Subordinating Conjunction. The subordinating conjunction "whenever" introduces the adverbial clause "whenever she opens the window." This clause provides information about the frequency or conditions under which the main action, "Sara begins to sneeze," takes place. The subordinating conjunction "whenever" suggests a repeated or habitual action, indicating that Sara sneezes each time she opens the window. In the same way, explain other sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Combine the sentences using the given conjunctions in the statement 6.

Homework: (2 mins)

Read a newspaper article or a short story. Identify at least five sentences that use subordinating conjunctions.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Education for Future **Topic:** comparative clause **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Identify and construct sentences with a comparison clause (e.g., I eat more than you do).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 146

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write two sentences on the board:

"The cat is fast."

"The dog is faster."

Ask students randomly to read the above sentences and differentiate between them. Ask them randomly the difference between fast and faster. Make sure to engage majority of the students in the question and answer activity. Appreciate them for correct reply if they have difficulty in answer help and guide them.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn about the comparative clause. Tell them that a comparative clause expresses the comparison. Usually the clause starts with 'than' and 'like'.

Activity: Ask them open their books at page 146. Ask them read the given sentences and notice the use of comparison clauses as in the statement 7. Ask student to ponder on every sentence of this statement. Let's take the first sentence: "She ate more than Sara. In this sentence, "than Sara" is "Comparative Clause: The clause compares the quantity of food eaten by "She" with that eaten by "Sara." The word "more" indicates a greater amount, emphasizing the difference in the degree of consumption. The second sentence is: "Teachers are more experienced than students." In this sentence, the comparative Clause is "than students". This clause compares the level of experience between "Teachers" and "students." The use of the word "more" suggests that teachers have a higher degree of experience than students, highlighting the contrast in expertise. In the same way, read and explain the remaining sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write at least four sentences in your notebook showing the use of comparative clauses.

Homework: (2 mins)

Write three sentences of your own using comparative clauses.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Education for Future **Topic:** direct and indirect speech **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Change tense in indirect speech (present, past and perfect tenses).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 146

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by reviewing the concept of direct and indirect speech. Write a few examples of direct speech on the board and ask students to identify them. Appreciate and encourage students who actively participate in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (20 mins)

Tell students that they are going to learn some rules of how to change direct speech into indirect speech. Also tell them that in direct speech, the original words of a speaker are reported that are always written with quotation marks. In indirect speech, we make some changes in the original words of the speaker and replace quotation marks with 'that'. We also remove the comma.

Activity: Ask students to open their books at page 146 of the grammar section. Ask them to note the rules mentioned. For example, the simple present tense changes to the simple past tense. However, there are some exceptions. For habitual actions and universal facts, the tense remains the same. Haider says, "I go for a walk daily." Haider says that he goes for a walk daily. Also tell them that the present continuous tense changes to the past continuous tense. Ashar said, "He is going to school." Ashar said that he was going to school. In the same way, the present perfect tense changes into the past perfect tense. For example, He said, "I have worked in a shop." He said that he had worked in a shop. Then ask them randomly to read the statement 5 from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students to assess them.

Homework: (2 mins)

Assign a few sentences for homework where students need to change the tense from present to past in indirect speech.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Change the following sentences from direct speech to indirect speech. Pay attention to changing the tense from present to past.:

1. **Direct Speech:** She said, "I love playing the piano."

Indirect Speech (Past Tense): She said that _____.

2. **Direct Speech:** "We are going to the park," he said.

Indirect Speech (Past Tense): He said that _____.

3. **Direct Speech:** "The movie starts at 7 PM," they said.

Indirect Speech (Past Tense): They said that _____.

4. **Direct Speech:** "I enjoy reading books," she said.

Indirect Speech (Past Tense): She said that _____.

5. **Direct Speech:** "We have a math test tomorrow," he said.

Indirect Speech (Past Tense): He said that _____.

6. **Direct Speech:** "The sun sets in the west," they said.

Indirect Speech (Past Tense): They said that _____.

7. **Direct Speech:** "I will call you later," he said.

Indirect Speech (Past Tense): He said that _____.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**

Unit Name: Education for Future **Topic:** direct and indirect speech **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Change tense in indirect speech (present, past and perfect tenses).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 146

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by reviewing the concept of direct and indirect speech. Write a few examples of direct speech on the board and ask students to identify them. Appreciate and encourage students who actively participate in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn some rules of how to change direct speech into indirect speech. Also tell them that in direct speech, the original words of a speaker are reported that are always written with quotation marks. In indirect speech, we make some changes in the original words of the speaker and replace quotation marks with 'that'. We also remove the comma.

Activity: Explain that indirect speech is when we report what someone else has said without quoting their exact words. Introduce the concept of changing the tense from present to past in indirect speech. Use sentence flash cards to demonstrate how to change sentences from direct to indirect speech, focusing on changing the tense from present to past. Discuss the changes as a class. Then, write a few sentences on the board in direct speech and guide students through the process of changing them to indirect speech with a change in tense. Divide the class into small groups. Provide each group with a set of sentence cards containing examples of direct speech. Ask them to sort the cards into two groups: present tense and past tense. Each group should discuss their sorting and explain the changes in tense for the sentences they sorted into the past tense category.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write few sentences in direct speech on the board and ask students randomly to change to indirect speech.

Homework: (2 mins)

Ask students to revise the rules of direct and indirect speech at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 8**

Unit Name: Education for Future **Topic:** direct and indirect speech **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Change tense in indirect speech (present, past and perfect tenses).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 147

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin with a quick review of direct speech and indirect speech. Write a sentence in direct speech on the board, for example: "She said, 'I am going to the store.'" Discuss the features of direct speech. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn some rules of how to change direct speech into in direct speech. Also tell them that in direct speech, the original words of a speaker are reported that are always written with quotation marks. In indirect speech, we make some changes in the original words of the speaker and replace quotation marks with 'that'. We also remove the comma.

Activity: Ask students to open their books at page 147. Ask them read the given sentences to understand the use of tenses while changing speech as in the statement 9. Ask them randomly to read and explain each sentence. Let's take first sentence: "Heena said, 'I walk.'" In direct speech, the speaker's words are reported exactly as they were spoken, enclosed within quotation marks. In this case, Heena's exact words are being conveyed, and her statement is reported without any changes. "Heena said that she walked." In indirect speech (also known as reported speech), the speaker's words are reported indirectly, without using quotation marks. When converting the direct speech to indirect speech, certain changes occur. In the process of changing from direct to indirect speech, one of the common adjustments is the change in tense. Here's how the tense changes in this example: "I walk." This is: This is direct speech (Present Tense). However, "She walked." This sentence is an indirect speech (Past Tense. In indirect speech, the general rule is to shift the verb tenses back in time. If the reporting verb is in the past (as in this case with "said"), the verb in the reported speech also usually shifts to the past tense. Analyse the remaining sentences too.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Assign a task that involves reading a passage containing direct speech and converting it into indirect speech with the correct tense changes.

Homework:

(0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 1**

Unit Name: Education for Future **Topic:** punctuation **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using quotation marks.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards of punctuation marks, sentence strips, Textbook page 148

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin with a quick punctuation game. Show the punctuation marks flashcards and ask students to identify and explain when to use each one (exclamation mark for excitement, question mark for questions, and period for statements). Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to practice the usage of punctuation marks today. Ask them open their books at page 148. Ask students read the sentences from the book without punctuation marks. Discuss as a class which punctuation marks are needed in each sentence and why.

Activity: Use sentence strips with sentences from the text. Ask students to come up and add the appropriate punctuation marks to each sentence on the whiteboard. Discuss the choices made and the rules for using each punctuation mark. Write a few sentences on the board without punctuation. Ask students to suggest where the punctuation marks should go, and model the correct placement. Then, Write a few sentences on the board without punctuation. Ask students to suggest where the punctuation marks should go, and model the correct placement. Furthermore, Divide the class into small groups. Give each group a set of sentence strips without punctuation marks. The groups must work together to add the correct punctuation and then run to the front of the class to show their correctly punctuated sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students randomly the usage of punctuation marks.

Homework: (2 mins)

Ask students create punctuation art on a piece of paper, incorporating the punctuation marks they learned. This can serve as a fun and creative way to reinforce the lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 2**

Unit Name: Education for Future **Topic:** Writing a dialogue **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Write short dialogues to show various situational relationships.
- Identify characters and their relationships in context.
- Write the final draft after complete editing and proofreading.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 148

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Start with a brief discussion on the importance of dialogues in storytelling. Discuss how dialogues can reveal and develop relationships between characters. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write a dialogue. Ask students to present various situational scenarios on the board. Ask students to create short dialogues that capture the relationships between characters in those situations. Example scenarios: Job Interview, Family Dinner or Classroom Discussion.

Activity: Divide the class into small groups. Assign each group a different situational scenario and have them create short dialogues. Encourage creativity and exploration of various relationships within the given context. Then, ask students to choose one of the scenarios discussed and develop their own short dialogue. Emphasize the importance of identifying characters and establishing their relationships within the context. Once they have made the dialogues, provide students with an editing and proofreading checklist handout. Review the checklist items together, focusing on grammar, punctuation, clarity, and consistency. Pair students and ask them to exchange their dialogues for peer review. Encourage constructive feedback based on the checklist provided. Allow students time to make revisions based on peer feedback and self-editing. Emphasize the importance of clarity in conveying situational relationships through dialogues. Instruct students to write the final draft of their dialogues. Remind them to pay attention to grammar, punctuation, and overall coherence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite a few students to share their dialogues with the class.

Homework: (2 mins)

Assign homework that involves writing a short reflection on the process of creating situational dialogues, focusing on challenges faced and lessons learned.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 3**

Unit Name: Education for Future **Topic:** Writing a dialogue **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing; Write a dialogue.
- Write a short dialogue between two friends discussing how education can eradicate child labour.

Resource Material:

Chalk/Marker, White/Blackboard, chart paper and coloured markers, Textbook page 149

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by asking students if they know what child labour is and if they have heard about it. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write a dialogue between two friends discussing how education can eradicate child labour. Engage students in telling a brief definition of child labour and its implications on children's lives. Then, Introduce the concept that education can be a powerful tool in preventing child labour.

Activity: Divide the class into small groups and provide each group with printed materials about child labour and education. Ask them to discuss how education can help eradicate child labour and jot down key points. Then, provide each group with chart paper and coloured markers. Instruct them to create a poster that highlights the importance of education in preventing child labour. Encourage them to use visuals, slogans, and key points from their group discussion. Each group presents their poster to the class, explaining the significance of education in eradicating child labour. Encourage questions and discussions after each presentation. Summarize key points discussed during the presentations. Discuss how individuals and communities can contribute to supporting education for underprivileged children.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask each student to write an essence of the dialogue made.

Homework: (2 mins)

Assign a reflective homework task, asking students to write a short paragraph on what they can do to help eliminate child labour through supporting education.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: The Role of Media **Topic:** Reading Comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Adapt speech, non-verbal gestures and movement to meet an increasing range of situations. (Let's Get Started); Read the text of the lesson. (First two paragraphs).
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Factual recounts.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 151

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Show the picture to students from the unit "The Role of Media" and ask following pre-reading questions:

1. What comes to your mind when you look at the picture of this unit?
2. Are you allowed to use the media at home? If yes, for how much time?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read two paragraphs from unit 'the role of media'. Ask the students to open their books at page 151. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What are the three main roles of the media mentioned in the book?
2. Name at least three forms of media mentioned in the first two paragraphs.
3. When was the electrical telegraph patented, marking the beginning of media?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. How did the invention of the electrical telegraph change communication?
 - a. It made physical message delivery more efficient.
 - b. It eliminated the need for communication over long distances.
 - c. It allowed messages to be delivered without physical presence.
 - d. It limited communication to short distances only.
5. What is the significance of the year 1837 in the context of media, as mentioned in the passage?
 - a. The year when radio was invented.
 - b. The year when the internet was introduced.
 - c. The year when the electrical telegraph was patented, marking the start of media.
 - d. The year when newspapers became widely popular.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Homework:

(2 mins)

Which of the following is NOT mentioned as a form of media in the passage?

- a. Social media
- b. Television
- c. Postal service
- d. Radio

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: The Role of Media **Topic:** Reading Comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Next two paragraphs).
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 151

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "The Role of Media". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. What is the significance of the year 1837 in the context of media, as mentioned in the book?
2. According to the book, why is the media considered an integral part of our daily lives?
3. What was the role of the electrical telegraph in communication, as explained in the book?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit 'The role of media'. Ask students to open their books at page 151. Ask them to read the unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What is one of the main roles of the media, as mentioned in the book?
2. What do news outlets report on, according to the book?
3. Why is it important for individuals to stay informed about what is happening in the world?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What cautionary advice does the passage give regarding the information provided by the media?
5. What role does the media play in educating the public?

Homework: (2 mins)

Where can educational programs be found, as mentioned in the book?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: The Role of Media **Topic:** Reading Comprehension **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Read the text of the lesson. (Remaining paragraphs).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 151

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit 'The Role of Media'. Ask them randomly following questions:

1. How can social media platforms contribute to education?
2. What should individuals be aware of when using social media and the internet for information?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read unit "The Role of Media". Ask students to open their books at page 151. Ask them to read the remaining unit with correct pronunciation and intonation. Help them read with correct pronunciation if needed. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions:

1. What is one way the media serves as a platform, as mentioned in the book?
2. What happens when people express their thoughts and ideas in the media?
3. What is one good thing the media does for groups that don't often get a chance to speak?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What should we remember about opinions in the media?
 - a. All opinions are always right and good.
 - b. Not all opinions in the media are true or helpful.
 - c. Opinions in the media are always fair.
 - d. Opinions in the media should always be trusted.
5. Name three things the media does, as mentioned at the end of the passage.
 - a. Only provides information
 - b. Only promotes debate
 - c. Provides information, promotes talking, and talks about social problems
 - d. Promotes biases and lies

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Homework:

(2 mins)

6. What does the passage say about how we should think about information from the media?

- a. We should ignore it completely.
- b. We should think about it carefully.
- c. We should trust it without thinking.
- d. We should avoid it.

7. Can you name three new things the media can be, according to the passage?

- a. Websites, blogs, and emails
- b. Newspapers, radios, and televisions
- c. Books, magazines, and billboards
- d. None of the above

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: The Role of Media **Topic:** Vocabulary **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Memorise the vocabulary words with their meanings.
- Spell and write accurately using knowledge of phonic elements, words.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 153

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 153. Read statement from the 'Glossary' section. Read the given words one by one and ask them to repeat after you. Now share the meaning of each word one by one. Discuss each meaning with them. Encourage them to memorise the words and their meanings. Give them some time for this memorization activity. Ask students to find these words in the unit. Ask them to re-read the lines with these vocabulary words for their better understanding of the concept.

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. Ask them to use these difficult word meanings and sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need be to make correct sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide given worksheet to students for assessment.

Homework: (2 mins)

Ask students at random the meaning of any word you have written on the board.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
unbiased	knowledge or perception of a situation or fact
crucial	extremely important
awareness	showing no prejudice for or against something
essential	a marked effect or influence
impact	decisive or critical, especially in the success or failure of something
event	a planned public or social occasion.
approach	a way of dealing with a situation or problem.
platform	an opportunity to voice one's views or initiate action.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 8**
Unit Name: The Role of Media **Topic:** Q and A **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer simple and higher-order questions to guide/assess reading.
- Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 153

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to tell what have learnt from the unit 'Life in Pakistan'. Encourage them to tell the message of the unit 'Life in Pakistan' with their fellow students. Appreciate them for their correct answers. Repeat the process two to three times. Make sure to have it involved most of the students in it. Appreciate them for their positive participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 153. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Repeat the process for 'Reading for Understanding' section as well. Help them to understand the questions from each section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Why is it important for people to think carefully about media information?

- Because they should ignore the media
- Because they should trust everything from the media
- Because they should think about media information carefully
- Because they should avoid new forms of media

Can you name three new things the media can be, according to the passage?

- Websites, blogs, and emails
- Newspapers, radios, and televisions
- Books, magazines, and billboards
- None of the above

Homework: (2 mins)

Read the unit at home.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: The Role of Media **Topic:** Q and A **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Understand and answer the given questions.
- Read and identify relevant points, collate, synthesise and summarise ideas from different parts of the text to understand the contextual meaning of language.
- Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 153

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Tell them that the essence of this lesson is to emphasize the significant and multifaceted role of media in society. It highlights that media, including traditional forms like newspapers and television, as well as newer forms like social media and online platforms, is essential for informing, educating, and entertaining individuals. a young boy named Hashaam who had to move from France to Pakistan with his family due to his father's new business venture. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding. Tell students that questions can be of different types. Recall the concept of literal questions as well.

Activity: Ask students to open their textbooks at page 153. Read the statement from 'Reading for Inference' section. Ask them randomly to explain what are some ways that the media can be used to spread positive messages and ideas? Then ask them to read the question from "Reading for Analysis" section. Ask them how do media outlets choose which stories to cover, and how does this decision-making process influence the public perception of certain issues or events? Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Appreciate the students who finish their work first to boost their confidence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess your students by asking random questions from the 'Reading for inference' section.

Homework: (2 mins)

What is the essence of this unit?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 2**

Unit Name: The Role of Media **Topic:** Listening and Speaking **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Ask and answer questions of personal relevance, information and variety of communicative purposes. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly: come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 154

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah". Ask students randomly have they ever watched a drama? Can they remember some of the characters of that drama? What was their favourite role or character? Ask them do they remember the scene where the drama was played. Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read a dialogue between two friends Saba and Asra discussing her upcoming mountain climb with Saba. Asra shares her enthusiasm for climbing and mentions that she will reach the base camp in a week. Saba expresses concern about the physical challenges of climbing and asks about the altitude. Asra plans to reach. Asra reassures Saba, stating her love for climbing and the importance of being mentally fit in such circumstances. Ask students to open their textbooks at page 154. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask them to practise the given dialogue to understand that in this conversation. Tell students that the dialogue revolves around Asra discussing her upcoming mountain climb with Saba. They talk about the details of the climb, including the base camp, the altitude Asra plans to reach, and the equipment she will carry.

Activity: Now make pairs of two students randomly to play the role of father and Ali. Instruct them to speak the dialog with correct intonation and stress pattern. Then assign other pairs of students to the same dialogue for speaking practice. At end of this activity ask following questions:

1. What does Saba hear about Asra's plans in the beginning?
2. How long does Asra say it will take her to reach the base camp?
3. What is the altitude that Asra plans to climb?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What does Saba ask Asra about in relation to the climb?
2. How does Asra respond when Saba asks if she's afraid of the consequences?

Homework: (2 mins)

What equipment does Asra mention she will carry for the climb?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: The Role of Media **Topic:** different verbs with the same action **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) to convey shades of meaning.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 155

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin with a brief discussion on the importance of choosing precise words in writing and communication. Emphasize how verbs can add depth and specificity to the description of actions. Make sure to engage students in a discussion. Assist those who don't remember any such activity.

Main Activities/Concept Building: (20 mins)

Tell students that today they are going to learn about different verbs with the same action. Tell students that for example the verb 'look' Generally implies a deliberate and intentional act of observing or examining something. Whereas, the verb 'peek' Suggests a quick, often furtive or clandestine, glance, especially when the viewer may be trying to see something discreetly or without permission.

Activity: Ask students to open their books at page 155. Ask students to read the given examples of the verbs with their meanings and their use in sentences provided in the statement 1 of vocabulary section. Distribute short passages or sentences that describe actions. Ask students to replace generic verbs with more specific ones from the list. Emphasize the importance of choosing the verb that best fits the context. Have students exchange their revised passages with a partner. Partners should provide feedback on whether the chosen verbs effectively convey the intended meaning. Select a few passages for students to share with the class. Discuss the choices made in selecting verbs and the impact on the overall description of the action.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students.

Homework: (2 mins)

Ask students to read the statement 1.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Match the verbs on the left with their corresponding definitions on the right.

Verbs	Definitions
Look	A quick and secret look at something forbidden.
Peek	To turn your eyes in a particular direction.
Glance	To observe something closely and thoroughly.
Stare	A brief and casual look at something.

Fill in the blanks with the appropriate verb from the list to complete the sentences.

1. "_____ closely and tell me what you can see."
2. "Don't _____ inside. Rules are rules."
3. "She gave a quick _____ at the unfamiliar noise."
4. "He couldn't help but _____ at the spectacular view."

Differentiating Between Look and Peek: a. **True or False:** Indicate whether the following statements are true or false.

- "Looking implies a quick and secret glance."
- "Peeking suggests a deliberate act of observation."
- "A stare is typically a more prolonged and intentional gaze."
- "A glance is a sustained and thorough observation."
-

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3

Periodic Unit: 2

Week: 4

Lesson Plan: 4

Unit Name: The Role of Media **Topic:** different verbs with the same action **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Use verbs that differ in nuance (e.g., look, peek, glance, stare, glare, scowl) to convey shades of meaning. Find and Learn

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 155

Teaching & Learning Activities:

Opening Activities/Warm-up:

(5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the verbs with different shades of meanings. Ask them randomly difference of meaning between look and peek. Appreciate students on correct replies. Encourage them if they have any difficulty in telling the right meaning. Make sure to engage students in a discussion. Assist those who don't remember any such activity.

Main Activities/Concept Building:

(20 mins)

Tell students that today they are going to learn how to differentiate among different shades of meanings of one action verbs. Tell students that for example the All three verbs refer to the act of producing tears from one's eyes, typically because of sadness or pain. While 'cry' is the more general term, 'sob' is noisier and 'weep' is a quieter and more subdued.

Activity: Ask students to open their books at page 155. Ask students to read the given examples of the verbs with their meanings and their use in sentences provided in the statement 1 of vocabulary section. Tell them that there are shades of meaning between 'glance' and 'stare'. Glance: A quick and brief look at something or someone. Whereas, stare means to gaze intently and steadily at something or someone for an extended period. In the same way notice the difference of meaning among other action verbs in the statement 1.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(10 mins)

Use a dictionary to find the meanings and construct your own sentences using the provided verbs to demonstrate the different shades of meanings for the same action. (find, locate, dig out, search and discover)

Homework:

(2 mins)

Ask students to find the shades of meanings with the help of dictionary of these two verbs: bawl and yowl.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: The Role of Media **Topic:** use of gerunds **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Understand and use gerunds.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 156

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin with a quick review of action verbs. Ask students to provide examples of action verbs and write them on the board. Ask them randomly to write few action verbs on the board. Repeat the process three to four times. Make sure to engage all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to usage of gerund. Tell them that a gerund is a specific form of a verb that functions as a noun in a sentence. It is created by adding the suffix "-ing" to the base form of the verb. Gerunds are used to describe an action or activity, often emphasizing the process of the action rather than its completion. For example: Swimming is good exercise. (Here, "swimming" is the gerund and acts as the subject of the sentence.). Also tell them that infinitives can function as nouns, adjectives, or adverbs within a sentence.

Activity: Ask students to open their books 156 of 'Grammar Section'. Ask them read the given sentences and observe the use of gerunds in the statement 1. After that ask them underline gerunds in the given sentences and write more sentences for them as instructed in the statement 2.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to explain gerunds and how it different with other action verbs. Ask them randomly say three gerunds.

Homework: (0 mins)

N/ A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: The Role of Media **Topic:** Relative Clause **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Identify and construct sentences with a relative clause (e.g., He is looking for the bag which he has lost).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Write the following sentences on the board and underline: who, whom, whose, that which.

- The girl who is playing the piano is my sister.
- The man whom we met yesterday is our new neighbour.
- The boy whose pencil was lost found it in his backpack.
- The book that I'm reading is very interesting.
- The car which is parked outside is mine.

Ask students randomly to read the sentences with correct pronunciation and intonation. Tell them the underlined words join two sentences. Repeat the process of reading three to four times. Make sure all the students get the chance to read. Encourage the students for their interest in reading. Help and guide those who have difficulty in proper reading.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to study 'relative clause'. Tell them that a relative clause is one kind of dependent clause. It has a subject and verb, but can't stand alone as a sentence. A relative clause always begins with a "relative pronoun," which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined.

Activity: Ask students to open their books at 157. Ask them read the sentences and understand the use of the relative clauses in the statement 3. "I like the person who was nice to me." In this sentence, the relative clause is "who was nice to me." The relative pronoun "who" introduces the clause and connects it to the noun "person." The entire relative clause provides additional information about the noun it modifies. Specifically, it tells us more about the person you like—they are the person who was nice to you. Then, ask them read the sentences and join them with the help of a relative pronoun in the statement 4.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students randomly to make a sentence using relative pronoun who, whom and which.

Homework: (2 mins)

Provide the given worksheet to student further practice at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully and choose the correct relative pronoun from the word bank that best completes the sentence.

Word bank: whom, who, which, that, whose

1. The boy _____ is wearing a red hat is my friend.
2. We saw a movie in the theater, _____ was very entertaining.
3. The woman _____ I met at the party is a famous artist.
4. The car _____ is parked in front of our house is blue.
5. The teacher _____ classroom is brightly decorated, is
our class in charge.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: The Role of Media **Topic:** Direct and indirect speech **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Change tense in indirect speech present, past in exclamatory sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by reviewing the concept of direct and indirect speech. Write a few examples of direct speech on the board and ask students to identify them. Appreciate and encourage students who actively participate in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn some rules of how to change direct speech into indirect speech. Also tell them that in direct speech, the original words of a speaker are reported that are always written with quotation marks. In indirect speech, we make some changes in the original words of the speaker and replace quotation marks with 'that'. We also remove the comma.

Activity: Ask students to open their books at page 157 of the grammar section. Ask them to note the rules mentioned. For example, the simple present tense changes to the simple past tense. However, there are some exceptions. For habitual actions and universal facts, the tense remains the same. Haider says, "I go for a walk daily." Haider says that he goes for a walk daily. Also tell them that the present continuous tense changes to the past continuous tense. Ashar said, "He is going to school." Ashar said that he was going to school. In the same way, the present perfect tense changes into the past perfect tense. For example, He said, "I have worked in a shop." He said that he had worked in a shop. Then ask them randomly to read the statement 5 from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

The present perfect continuous tense changes to what tense in indirect speech? Answer with example.

Homework: (2 mins)

Provide worksheet to students for homework.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Worksheet

Name: _____

Date: _____

Read each sentence provided in direct speech. Convert the sentence into indirect speech. Pay attention to changes in pronouns, verb tenses, and other necessary adjustments.

1. **Direct Speech:** "We won the game!" exclaimed Yasmeen.

○ Indirect Speech: _____

2. **Direct Speech:** "The movie starts at 7 PM," announced the teacher.

○ Indirect Speech: _____

3. **Direct Speech:** "I have finished my homework," declared Javed.

○ Indirect Speech: _____

4. **Direct Speech:** "Let's have pizza for dinner," suggested Mom.

○ Indirect Speech: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 8**

Unit Name: The Role of Media **Topic:** Punctuation **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Punctuate paragraphs and longer pieces of text correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes, commas and semi-colons, hyphens, dashes.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 157

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Draw different punctuation marks on the board, and have students guess what each one represents. Encourage them to share when and why they think each punctuation mark is used. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read the poem again and punctuate it by adding correct punctuation.

Activity: Ask them open their books at page 157. Show flashcards with different punctuation marks. Discuss the purpose of each mark and provide examples. Use these as visual aids throughout the lesson. Write sentences from the poem on the board with missing punctuation marks. Discuss the correct placement of punctuation marks in each sentence. Allow students to take turns identifying and placing the correct punctuation marks. Then, divide the class into small groups. Give each group a set of sentences from the poem with missing punctuation. Have them work together to add the appropriate punctuation marks. Rotate the groups to ensure everyone has a chance to practice.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Give students a list of sentences and ask them to identify the punctuation marks used in each sentence.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**

Unit Name: The Role of Media **Topic:** Write a poem **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Write a poem/paragraph narrating an event.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 159

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin with a class discussion about nature. Ask students to share their thoughts on what nature means to them. Show images of different aspects of nature (forests, rivers, animals) and discuss the emotions or feelings they evoke.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to write a poem today. Read a short and simple nature poem to the class. Discuss poetic elements like imagery, emotions, and rhythm with them. Discuss the characteristics of a poem (short lines, expressive language, use of imagery). Introduce the idea that a poem about nature can focus on specific elements, such as a particular scene or the feelings nature evokes. Ask students to brainstorm ideas for a nature poem on the whiteboard. Discuss how to use descriptive language to capture the essence of nature. Then, ask them write a simple example poem together, focusing on imagery and emotions. Have students start drafting their nature poems independently, using the brainstormed ideas. Once they have drafted the poems, pair students and have them share their poems with a partner. Encourage them to give constructive feedback based on the use of descriptive language, imagery, and emotions. Allow students to revise their poems based on peer feedback and your guidance.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite a few students to share their nature poems with the class.

Homework: (2 mins)

Ask students to write a short paragraph about why they chose their specific nature scene or moment for their poem.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**

Unit Name: The Role of Media **Topic:** Write a paragraph **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Write a paragraph narrating an event.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 160

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Begin by discussing the concept of media with the class. Explain that media includes various forms of communication, such as television, books, magazines, websites, and more. Share your example about your favourite source of media, emphasizing the reasons behind your preference. Encourage students to think about their own favourite sources of media and why they like them.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write paragraphs on their favourite topic. Tell them that should keep in mind the steps of writing a paragraph which are brainstorming, making a mind map and organizing the information.

Activity: For this, activity Divide the class into small groups and provide each group with magazines, newspapers, or printouts of online articles. Ask students to cut out pictures or headlines that represent their favourite sources of media or things they enjoy, such as books, movies, or websites. Have them create a collage on the chart paper, arranging the images and headlines to visually represent their preferences. Afterward, each group will present their collages to the class, explaining why they chose specific elements. Now, ask students to write a short paragraph about their own favourite source of media, explaining why they like it. This could be completed as homework or during class time. Remind students to bring their reflections to the next class for further discussion.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students randomly to tell their own favourite source of media mentioning at least two reasons why they like this particular source.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: The Role of Media **Topic:** Write a paragraph **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Creative Writing; Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
- Write the final draft after complete editing and proofreading.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 160

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall steps of argumentative writing. Ask them individually to write these steps in a shape of flowchart on their notebooks. To supervise this activity, move in the aisles and note what they are writing. Assist them if you feel that they could not recall these steps. Appreciate those who are good at making the flowchart.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to write a piece of a creative writing on the basis of internet search. Take them to the computer lab and ask them to search for Dr. Jane Goodall who is an iconic figure in the field of primatology and wildlife conservation. Ask students to follow these steps to write a paragraph on Dr Jane:

- **Introduction:** Capture the reader's attention with an imaginative opening that sets the tone for the paragraph. This could be a vivid description, an intriguing question, or a thought-provoking quote related to Dr. Jane Goodall's work.
- **Background:** Provide a brief overview of who Dr. Jane Goodall is and her significance in the field of primatology and conservation.
- **Descriptive details:** Paint a vivid picture of Dr. Jane Goodall's experiences in Gombe Stream National Park. Describe the lush environment, the chimpanzees she studied, and the challenges she faced. Use sensory details to transport the reader into her world.
- **Conclusion:** Wrap up the paragraph with a reflective and thought-provoking closing statement. You can tie together the themes of curiosity, bravery, and the power of one person's determination to make a difference.

In the light of guided internet search, ask them complete their essay on Dr Jane. If they need further guidance, please help them. Appreciate and praise them for their efforts in right direction.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What are the steps for a piece of creative writing?

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: The Role of Media **Topic:** Review 3 **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Review 3

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 161

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "Education for Future". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. Why does Bilal want to become a doctor?
2. How does Bilal respond to Taha's question about his profession, and what does he express a need for?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to review the previous units. Ask students to open their books at page 161 of "Reading Comprehension" section. Ask them randomly to make sentences by using the given vocabulary in statement 1. Secondly, ask students at random the given questions in statement 2. Read the instruction given in the listening and speaking section and make the dialogue between two students about favourite personality. Then, practice the dialogue with other students. Use formal or informal language to deliver your dialogues. Later, ask students to complete the following sentences using the suitable prepositional phrases.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

How can you explain the term 'media'?

Homework: (2 mins)

What are the main issues that the villagers are facing in their village?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: The Role of Media **Topic:** Review 3 **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Review 3

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 162

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "The Role of Media". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. What is the significance of the year 1837 in the context of media, as mentioned in the book?
2. According to the book, why is the media considered an integral part of our daily lives?
3. What was the role of the electrical telegraph in communication, as explained in the book?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today we are going to review the previous units. Ask students to open their books at page 162. Ask them complete the given sentences using the suitable prepositional phrases. Recall the use of prepositional phrases. A prepositional phrase is a group of words that begins with a preposition and ends with a noun, pronoun, or gerund. Prepositional phrases provide additional information about a noun or pronoun within a sentence. The preposition in the phrase indicates the relationship between the noun or pronoun and another element in the sentence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read the given sentences and then write what kind of sentence it is as stated in the statement 2 of the review 3 at page 162.

Homework: (2 mins)

Read the unit 'Role of Media' at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Education for Future **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 136-139

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit 'Education for Future'. Write following warm up questions on the board:

1. What comes to your mind about the title of the unit?
2. What do you plan to be in the future?
3. Have you ever observed a unique profession in real life? Why was it unique for you?

Now ask students the above question one by one. Appreciate the for their participation in this discussion. Help and guide those who have difficulty in expression. Make sure to engage maximum students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts from the unit 'Education for Future'. Ask students to open their textbooks at page 136. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud. Make pair of students. Ask them to practice the given dialogue with each other at page 139.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Read the given idioms, their meanings and sentences: No pain, no gain; To make a long story short;

Under the weather

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: Education for Future **Topic:** Revision **Date:**

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 141-158

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students at random to recall the unit 'Education for Future'. Ask the following questions:

1. Why does Bilal want to become a doctor?
2. How does Bilal respond to Taha's question about his profession, and what does he express a need for?

Correct them if they commit mistake. Encourage them guide them if they need any assistance.

Repeat this activity two to three time in order most of the students get chance to participate in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 141. Ask the recall the use of idioms. Ask them the concept of proverbs. Ask them tell the meaning of "blood is thicker than water". Ask them how adjectives are formed from nouns. Then ask them how adjectives are formed from verbs. Ask them two or three examples. Also, ask them recall coordinating conjunctions and subordinating conjunctions. Then, ask them recall comparative clause and its usage. Give them randomly a sentence in direct speech and ask them convert it to indirect speech.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Give them 4 sentences in indirect speech and ask them to change it to direct speech.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	7		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 8**

Unit Name: Role of Media **Topic:** Revision **Date:** _____

Objective(s):

At the end of this period, the students will be able to:

- Revision

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 153-154

Teaching & Learning Activities:

Opening Activities/Warm-up: (5 mins)

Greet students with Assalaamu Alaikum and encourage them to reply as well. Recite Bismillah and encourage students to do the same. Try engaging students by asking them how they're doing. Encourage them to say, "Alhamdulillah".

Ask students to recall the unit "The Role of Media". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. What is the significance of the year 1837 in the context of media, as mentioned in the book?
2. According to the book, why is the media considered an integral part of our daily lives?
3. What was the role of the electrical telegraph in communication, as explained in the book?

Appreciate and encourage them for correct answers. Guide and help those who cannot reply. Give them some hints. Make sure to engage most of the students in this warm up activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts from the unit 'Life in Pakistan'. Ask students to open their textbooks at page 153. Ask students to revise the words meanings. Ask them to underline more difficult word meanings from unit and help them understand their meanings. Ask students to read the questions given in "Reading Comprehension section aloud. Make pair of students. Ask them to practice the given dialogue with each other at page 154. Ask them recall different shades of meaning of verbs such as ask them difference between look and peek. Ask them the meanings crying and sobbing. Ask them recall gerund and its usage.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write 5 sentences of relative clause.

Homework: (2 mins)

Read the unit at home.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:
