

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of the Hazrat Muhammad **Topic:** Orientation Day **Date:**

Objective(s):

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

- Orientation day

Resource Material:

Chalk/Marker, White/Blackboard,

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 what they know about 'Tolerance'. Explain that Hazrat Muhammad (PBUH) was known for his exemplary character, including his tolerance towards others. Then, can they remember any incident of the Prophet Muhammad's tolerance and insurance. Discuss their responses and clarify any misconceptions. Guide and assist them if they have difficulty in expressing their view. Appreciate them for their participation.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to talk about the tolerance of the Hazrat Muhammad, peace be upon him. Tell them some stories of the Prophet Muhammad's tolerance and endurance (e.g. incident of Taif, Jew's date demanding incident, etc.) Discuss the importance of tolerance in our lives and in society. Provide examples of situations where tolerance is necessary.

Activity: Divide the class into small groups. Provide each group with a scenario involving a situation where tolerance is needed (e.g., someone being bullied, someone from a different culture or religion joining their class). Ask each group to discuss how Prophet Muhammad (PBUH) might have responded to the scenario based on the examples discussed. For instance, at one occasion a Bedouin came strangled prophet neck with his headscarf. But the Hazrat Muhammad remained calm. After discussion, each group presents their scenario and the proposed response to the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Review students' responses during the group activity to gauge their understanding of tolerance and its application in different scenarios.

Homework: (2 mins)

Assign a writing task where students can reflect on a personal experience where they demonstrated tolerance or experienced tolerance from others.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of the Hazrat Muhammad **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Let's Get Started)
- Read the text of the lesson. (First two paragraphs)
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 2

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 following questions:

1. What do you know about tolerance?
2. Have you ever shown tolerance in your life? When and how?
3. Why is it important to think about other people's feelings?

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: (22 mins)

Tell students that today they are going to read unit "Tolerance of Hazrat Muhammad". Ask them open their books at page 2. 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. Who is being described in the text as the last Rasool of Allah?
2. What is Hazrat Muhammad (PBUH) considered to be an example of?
3. What virtue did Hazrat Muhammad (PBUH) demonstrate throughout his life?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

4. How does small acts can impact a person's character?
5. What is mentioned about Hazrat Muhammad's prayers in relation to others, including his enemies?

Homework: (2 mins)

What is emphasized about Hazrat Muhammad's teachings regarding the treatment of individuals?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of the Hazrat Muhammad **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.
- Demonstrate understanding of familiar sentence patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 3

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 'Tolerance of Hazrat Muhammad'. Ask them summaries the reading of previous two paragraphs. Ask them to express their views how they view tolerance and its importance in life. What are its positive 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: (23 mins)

Tell students that today they are going to next three paragraphs. Ask them open their books at page 3. Read text and tell students how to pronounce words using sentence patterns and knowledge of syllables, mark the multisyllabic words in sentences to decode it, pronounce it correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy. Write different sentences on the board and highlight sentences patterns. 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 emphasized about Hazrat Muhammad's attitude towards others in the text?
2. How did Hazrat Muhammad demonstrate his commitment to peace and love, according to the passage?
3. What did the companions of Hazrat Muhammad ask him when his enemies became hostile?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

4. What was Hazrat Muhammad's response to his companions' question about cursing his enemies?
5. Describe the situation involving a Jew testing Hazrat Muhammad's tolerance as mentioned in the text.

Homework: (2 mins)

What was the Jew's intention in testing Hazrat Muhammad's tolerance?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **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).
- 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 5

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 'Tolerance of Hazrat Muhammad'. 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 'Tolerance of Hazrat Muhammad' 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: (23 mins)

Tell students that today they are going to remaining paragraphs of the unit 'Tolerance of Hazrat Muhammad'. Ask them open their books at page 5. 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. Who is the central figure in the text?
2. Where did Hazrat Muhammad face opposition and mockery while preaching?
3. What happened when Hazrat Muhammad was praying in the Kaaba?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

1. Who came to Hazrat Muhammad's aid when he was mocked and pelted with stones?
2. What did Hazrat Jibreel offer Hazrat Muhammad during the incident in Taif?

Homework: (2 mins)

1. How did Hazrat Muhammad react when his adversary placed a slaughtered camel's intestine on his back?
2. Who did Hazrat Muhammad forgive, even after they killed his beloved uncle, Hazrat Hamza?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Reading comprehension **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 5

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 5. 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 meanings of a 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	8		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	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **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 5

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 'Tolerance of Hazrat Muhammad'. Encourage them to tell the message of the unit 'Tolerance of Hazrat Muhammad' 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: (22 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 did Hazrat Muhammad advise against in regards to mistreating others?

According to the text, what was one of the notable characteristics of Hazrat Muhammad's personality?

Activity: Ask students to open their textbooks at page 5. 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: (8 mins)

Provide the given worksheet to students for responding to a text with, e.g., reasons, simple judgement or personal interpretation.

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	8		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	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **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 use inference and deduction to recognise implicit meaning using prior knowledge and contextual clues.
- Read, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 5

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 'Never judge others by their appearances'. Encourage them to tell the message of the unit with their fellow students. Tell them we should empathise someone with physical disability. We should not make fun of such person. We should respect them and do not make fun of them.

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. Tell them that textual questions are easy to comprehend. These questions are text based. One has to read the text with full attention to answer these questions. Ask students to open their textbooks at page 5. 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.

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	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Questions and Answers **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.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6

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 that today they are going to read a dialogue between two friends about a situation where Ahmad's bicycle was taken without his permission, and he reacted by shouting at the person who took it. Hassan advises Ahmad to show patience and handle the situation calmly by apologizing to the person he shouted at. They discuss the importance of communicating politely and resolving conflicts peacefully.

Activity: Ask students to open their textbooks at page 6. 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 conversation revolves around the theme of conflict resolution and the importance of handling disagreements calmly and politely. Hassan advises Ahmad to show patience and handle the situation calmly by apologizing to the person he shouted at. They discuss the importance of communicating politely and resolving conflicts peacefully.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to practice the dialogue.

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	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Use of Thesaurus **Date:**

Objective(s):

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

- Use dictionary /Thesaurus to Locate guide words. Locate entry word. Look for the etymology of the word. • choose appropriate word definition according to the context.
- • identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs. • identify syllable division and stress patterns. • identify the part of speech of a word through abbreviation used.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6

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".

Discuss with students the importance of using a dictionary to improve their vocabulary and understanding of words. Introduce the concept of a dictionary as a reference book that provides definitions, pronunciations, and spellings of words.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the use of dictionary/thesaurus. Show students how to locate words in a dictionary by using guide words and entry words. Demonstrate how to read word definitions and use pronunciation keys. Practice together as a class by looking up several words and discussing their meanings and pronunciations. Introduce the concept of a thesaurus as a reference book that provides synonyms and antonyms for words. Show students how to use a thesaurus to find synonyms for words they already know. Discuss the importance of choosing the most appropriate synonym based on context. Practice together as a class by looking up several words and finding synonyms for them.

Activity: Ask students to open their books at page 6. Provide students with sample sentences or short paragraphs. Instruct them to identify words that they think could be improved or made more interesting. Encourage students to use both the dictionary and thesaurus to find alternative words to replace the ones they identified. Have students share their substitutions with the class and discuss why they chose those words. Summarize key points and encourage students to continue practicing their dictionary and thesaurus skills.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to share any new words they discovered during the lesson and how they plan to incorporate them into their writing.

Homework: (2 mins)

Use thesaurus to find the synonyms of the following words: happy, sad, big, small, hot, cold, fast, slow, good, bad.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 2

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Use of Thesaurus **Date:**

Objective(s):

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

- Use dictionary /Thesaurus to Locate guide words. Locate entry word. Look for the etymology of the word.
- choose appropriate word definition according to the context.
- identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs.
- identify syllable division and stress patterns.
- identify the part of speech of a word through abbreviation used.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 6

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".

Discuss the importance of using a dictionary for language learning and improvement. Explain that dictionaries provide more than just meanings of words; they also offer pronunciation, syllable division, part of speech identification, and correct spellings. Discuss the different types of dictionaries available (e.g., general, bilingual, learner's dictionaries) and their intended uses.

Main Activities/Concept Building:

(23 mins)

Tell students that today they are going to learn the use of dictionary and its features. Tell them dictionaries provide more than just meanings of words; they also offer pronunciation, syllable division, part of speech identification, and correct spellings. Also tell them that A dictionary is a book which lists the words of a language in alphabetical order and gives their meanings. Guide words are two boldfaced words at the top of each page. An entry word is the word that you look in the dictionary. Entry words are printed in bold and they are listed in alphabetical order.

Activity: Ask students to open their books at page 6. Provide students with a list of words known to be challenging in terms of pronunciation. Demonstrate how to locate the pronunciation key in the dictionary. Work through examples together, identifying the pronunciation of each word using the pronunciation key. Encourage students to practice pronouncing the words using the guide. Then, introduce the concept of syllable division and its importance in pronunciation and spelling. Provide students with words and ask them to identify the syllable division for each. Guide students in using the dictionary to confirm their answers. Discuss any patterns or rules observed in dividing syllables.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Monitor students' participation and engagement during activities.

Homework:

(2 mins)

Select ten words from a recent reading assignment or from your everyday conversations. Use the dictionary to determine the pronunciation, syllable division, part of speech, and correct spelling of each word.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Cases of Personal Pronoun **Date** _____

Objective(s):

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

- Ensure that pronouns are used in the proper case (subjective, objective, and possessive).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 8

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 revise what pronouns are. Explain that pronouns are words that replace nouns in sentences to avoid repetition. Then, write following sentences and ask students to find out the pronouns in these sentences.

I enjoy playing cricket. I won't give the chocolate to you. This book is mine.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn the different cases of personal pronoun. A pronoun is a word that is used in place of a noun. Tell students that there are several different types of pronouns. A personal pronoun is a type of pronoun that is used to replace a specific people or things in a sentence. Also tell them that there are three cases of personal pronouns. Subjective, objective, and possessive are cases of personal pronouns.

Activity: Ask students open their books at page 8. Write examples of sentences on the board containing personal pronouns in different cases. For instance: He (subjective) went to the store. I (objective) saw her at the park. She (possessive) lost her book. Explain each sentence and identify the personal pronouns along with their cases. Discuss why each pronoun is used in a particular case in the given sentence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

Distribute printed worksheets with sentences containing personal pronouns in various cases.

Homework: (2 mins)

Assign students to write three sentences of their own, each containing a personal pronoun in a different case (subjective, objective, possessive)

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Instructions: Read each sentence carefully. Identify the personal pronouns and their cases (subjective, objective, or possessive).

- Sarah and I went to the movies yesterday.
○ Pronoun case: _____
- Can you give **me** the book on the table?
○ Pronoun case: _____
- The cat chased **us** around the garden.
○ Pronoun case: _____
- He** forgot to bring his lunch to school today.
○ Subjective case: _____
- Amna found **her** missing keys under the couch.
○ Personal Pronoun case: _____
- Mom gave **me** a cookie after dinner.
○ Pronoun case: _____
- The children played with **their** new toys all afternoon.
○ Pronoun case: _____
- She** and I are going to the park later.
○ Pronoun case: _____
- Please pass **me** the salt from the table.
○ Pronoun case: _____
- The teacher praised **him** for completing the assignment on time.
○ Pronoun case: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Cases of Personal Pronoun **Date**

Objective(s):

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

- Use pronouns in your writing in form of the proper case (subjective, objective, and possessive).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 8

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 recall the concept of pronoun cases: subjective, objective, and possessive. Explain that pronouns change form depending on their function in a sentence. Write examples of sentences on the board containing pronouns in different cases. For example: Subjective case: "She dances gracefully." Objective case: "I gave him the book." Possessive case: "That is her pencil."

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to learn the different cases of personal pronoun. A pronoun is a word that is used in place of a noun. Tell students that there are several different types of pronouns. A personal pronoun is a type of pronoun that is used to replace a specific people or things in a sentence. Also tell them that there are three cases of personal pronouns. Subjective, objective, and possessive are cases of personal pronouns.

Activity: Ask students to open their books at page 8 of the grammar section. Ask students to read the given sentences showing the use of subjective pronouns, objective pronouns and possessive pronouns as given in the statement 1. Then, ask students to circle the pronoun in each sentence and determine whether it functions as a subjective, objective or possessive case as given in the statement 2. Ask them explain the first sentence of this statement. In the sentence "We are ready for the exam," the personal pronoun "we" is in the subjective case. Tell students that subjective case: The subjective case of a pronoun is used when the pronoun is the subject of the sentence, meaning it performs the action of the verb. In this sentence, "we" is the subject of the verb "are." It indicates the group of people who are ready for the exam. Similarly, explain other sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to identify case of personal pronoun given in the statement 1.

Homework: (2 mins)

Assign students to write three sentences of their own, each containing a pronoun in a different case (subjective, objective, possessive).

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** main verbs **Date** _____

Objective(s):

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

- Use main verbs, transitive and intransitive verbs in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 9

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 randomly to identify main verbs in them:

- She runs every morning.
- They studied all night for the exam.
- The sun shines brightly in the sky.

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 learn about main verb. Tell them that the main verb shows the action or state of being in a sentence. Main verbs are further divided into two different types: transitive and intransitive verbs.

Activity: Ask students to open their books at page 9 of the grammar section. Ask students read the given sentences in the statement 3 and notice the use of main verbs. For example, in the sentence "She runs every morning," the main verb is "runs." A main verb is the verb in a sentence that carries the primary meaning or action. In this sentence, "runs" is the main verb because it expresses the action that the subject "she" performs. It indicates the habitual action of running every morning. The verb "runs" is in the present simple tense, indicating a habitual or repeated action. In the same fashion, notice other main verbs in the remaining sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide students with a with a worksheet for main verb identification.

Homework: (2 mins)

Provide students with a list of sentences containing various verbs. Instruct students to read each sentence carefully and identify the main verb.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the main verb in each sentence and write it in the space provided.

1. The cat sleeps peacefully on the windowsill.

○ Main verb: _____

2. Emily plays the piano beautifully.

○ Main verb: _____

3. The students studied hard for the exam.

○ Main verb: _____

4. The birds sing sweetly in the morning.

○ Main verb: _____

5. Sarah bakes cookies for her friends.

○ Main verb: _____

6. The dog chases its tail in circles.

○ Main verb: _____

7. We watch movies on Friday nights.

○ Main verb: _____

8. The flowers bloom in the springtime.

○ Main verb: _____

9. Ali swims laps at the pool.

○ Main verb: _____

10. The teacher explains the lesson to the class.

○ Main verb: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Helping verb **Date**

Objective(s):

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

- Use helping verbs in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 10

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 what verbs are. Note their replies and Explain that verbs are words that express action or state of being. 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 about helping verbs. Tell them that helping verbs, also known as auxiliary verbs, are verbs that accompany the main verb in a sentence to express various tenses, moods, aspects, and voices. Helping verbs do not convey the main action or state of being; instead, they provide additional information about the main verb, such as tense, possibility, obligation, or emphasis. Common helping verbs in English include: To be: am, is, are, was, were, being, been: Example: She is reading a book. To have: have, has, had. Example: They have finished their homework. To do: do, does, did- Example: He did his homework yesterday. Modal verbs: can, could, may, might, must, shall, should, will, would -Example: We can go to the park tomorrow.

Activity: Ask students to open their books at page 10. Ask them read the given sentences and notice the use of helping verbs in the statement 6. In the sentence "She is watching a movie," the helping verb is "is." In this sentence, "is" is the helping verb because it works together with the main verb "watching" to indicate the present progressive tense. Involve students to read the remaining sentences in the same fashion.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students for helping verbs identification.

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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the helping verb(s) in each sentence and write them in the space provided.

1. The birds are singing loudly in the garden. Helping Verb(s): _____

2. She has finished her homework already. Helping Verb(s): _____

3. We will go to the park tomorrow. Helping Verb(s): _____

4. The cat might have chased the mouse away. Helping Verb(s):

5. They should be studying for their exam. Helping Verb(s): _____

6. I am reading a book about space exploration. Helping Verb(s):

7. He could have won the race if he had trained harder. Helping Verb(s):

8. The sun is shining brightly in the sky. Helping Verb(s): _____

9. You must listen carefully to the instructions. Helping Verb(s):

10. The students have been working diligently on their project.

Helping Verb(s): _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1

Periodic Unit: 1

Week: 2

Lesson Plan: 7

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Helping verb **Date**

Objective(s):

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

- Identify and use transitive and intransitive verbs in writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 9

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 recall the use of main verbs. Ask them the different types of main verbs. Then, ask them use helping verbs in their own sentences. 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:

(23 mins)

Tell students that today they are going learn the use of transitive and intransitive verbs. Tell them that a transitive verb is an action verb which has a direct object. In other words, a transitive verb transfers its action to the direct object. Also tell them that intransitive verbs are verbs that do not require a direct object to complete their meaning. They typically express an action or state without affecting something or someone directly. Intransitive verbs can also be followed by adverbs adverbial phrases, or prepositional phrases to provide additional information about the action or state.

Activity: Ask students to open their books at page 9 of the grammar section. Ask students to Read the given sentences and notice the use of transitive verbs in the statement 4. The first sentence is: He wrote (transitive verb) a letter (direct object). In this sentence, "wrote" - This is a transitive verb because it transfers the action of writing from the subject ("He") to the direct object ("a letter"). Transitive verbs always have a direct object, which is the recipient of the action. Ask them read and explain other sentences too. After that explain them: Note the sentence: She slept. The verb "slept" does not have a direct object in this sentence. Also note that "She slept (intransitive verb) peacefully." The verb "slept" does not require a direct object but we can add adverbs.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Provide worksheet to student to identify the transitive and in transitive verbs.

Homework:

(2 mins)

Ask students to read the given sentences and notice the use of intransitive verbs in statement 5.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify whether the verb is transitive (T) or intransitive (I) and write your answer in the space provided.

1. The cat sleeps peacefully on the windowsill. Verb: _____ (T/I)
2. Maria sings beautifully in the choir. Verb: _____ (T/I)
3. The chef prepared a delicious meal for the guests. Verb: _____ (T/I)
4. The flowers bloomed in the spring sunshine. Verb: _____ (T/I)
5. Max runs every morning before school. Verb: _____ (T/I)
6. The children laughed at the clown's jokes. Verb: _____ (T/I)
7. The storm raged throughout the night. Verb: _____ (T/I)
8. Emily danced gracefully on stage. Verb: _____ (T/I)
9. The students studied diligently for their exams. Verb: _____ (T/I)
10. The birds chirped cheerfully in the trees. Verb: _____ (T/I)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Use of Articles **Date**

Objective(s):

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

- Apply the rules and correct usage of articles through reading, speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 11

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 if they know what articles are. Discuss their prior knowledge and write down any responses on the board. Explain that articles are words that we use before nouns to show whether we are talking about something specific or something general. 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 the usage of articles. Tell them that an article is a word that comes before a noun and modifies a noun. It has multiple uses. Also tell them that there are two types of articles: definite (the) and indefinite articles (a, an). 'The' is a definite article used before a noun to indicate that the noun's identity is known to the reader. A is used before a singular noun beginning with a consonant sound. An is used before a singular noun beginning with a vowel sound.

Activity: Ask students to open their books at page 11 of the grammar section. Present examples of sentences with and without articles, and discuss the differences in meaning. Example: "I have cat" vs. "I have a cat." Discuss how the second sentence with the article "a" specifies that the speaker has one cat. Discuss the rules for using "a" and "an" before nouns: Use "a" before words that begin with a consonant sound. Use "an" before words that begin with a vowel sound. Provide examples for clarification (e.g., "a dog," "an apple," "a book," "an umbrella"). Clarify any questions students may have about using "a" and "an" correctly. Ask them to read the given sentences and notice the use of articles in the statement 11 from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Use articles to fill in the blanks as given in the statement 12 of the book.

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	8		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 1

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Sentence patterns **Date**

Objective(s):

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

- Analyse and construct sentences using the sentence patterns: SVO- Subject- Verb (transitive)- Object (direct), SVA-Subject- Verb- Adjective and structures learnt in earlier classes-

Resource Material:

Chalk/Marker, White/Blackboard, sentence strips, Worksheet, Textbook page 12

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 student the definition of subject, verb and object. Then, Write the definitions on the board. Subject: The person, place, thing, or idea that performs the action or is described in the sentence. Verb: The action word in the sentence that tells what the subject is doing. Object: The person, place, thing, or idea that receives the action of the verb. Then, ask them the order of subject verb and object in the sentence. 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:

(22 mins)

Tell students that today they are going to learn the sentence patterns. Tell them that sentence patterns refer to the structure or arrangement of words subject, verb and object, etc. phrases in a sentence.

Activity: Ask students to open their books at page 12 of the grammar section. Tell them there are several common sentence patterns in English, each serving a different purpose. Here are some of the most common sentence patterns. Subject + Verb + Object (SVO): Amir eats apples. Explain that in some sentences, instead of an object, we may have an adjective describing the subject. This is known as the Subject-Verb-Adjective (SVA) pattern. Present examples of sentences with both SVO and SVA patterns, and discuss the differences between them. Example of SVO: "The dog chased the ball." (Subject: The dog; Verb: chased; Object: the ball). Example of SVA: "The cat is fluffy." (Subject: The cat; Verb: is; Adjective: fluffy). Divide the class into pairs or small groups. Distribute sentence strips with different subjects, verbs, objects, and adjectives to each group. Have students arrange the sentence strips to create both SVO and SVA sentences. Encourage students to read their sentences aloud to the class and identify whether they follow the SVO or SVA pattern.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(8 mins)

Provide worksheet to students for identification of SVO and SVA pattern sentences.

Homework:

(2 mins)

Assign students to write a short paragraph containing at least two SVO sentences and two SVA sentences.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify whether the sentence follows the Subject-Verb-Object (SVO) pattern or the Subject-Verb-Adjective (SVA) pattern. Write "SVO" or "SVA" in the space provided.

1. The rabbit is hopping quickly. Pattern: _____
2. Sarah drew a beautiful picture. Pattern: _____
3. The book is interesting. Pattern: _____
4. Tom kicked the ball into the net. Pattern: _____
5. The flowers are blooming beautifully in the garden. Pattern:

6. My grandmother bakes delicious cookies. Pattern: _____
7. The dog is hungry. Pattern: _____
8. The children are playing happily in the park. Pattern: _____
9. The teacher is strict. Pattern: _____
10. I ate a tasty apple. Pattern: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Simple present **Date**

Objective(s):

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

- Use simple present tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, flashcards, Textbook page 12

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 recall simple present tense what they have learned in previous classes. Ask them what form of verb we use in this tense. Ask them randomly to make one sentence. 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: (23 mins)

Tell students that today they are going to revise simple present tense. Tell them that simple present tense is used to tell facts, generalizations, and truths that are not affected by the passage of time. Tell them that the concept of simple present tense, explaining that it is used to talk about actions that happen regularly, habits, routines, and general truths.

Activity: Ask students to open their books at page 12 of grammar section. Explain the structure of sentences in simple present tense: Affirmative: Subject + Verb (base form) + Object. Negative: Subject + Auxiliary Verb (do/does) + Not + Verb (base form) + Object. Interrogative: Auxiliary Verb (do/does) + Subject + Verb (base form) + Object? Provide examples from the book for each type of sentence structure and ask students to identify the subject, verb, and object in each sentence. Divide the class into pairs or small groups. Distribute flashcards with verbs related to daily routines (e.g., eat, sleep, study, play) to each group. Have students take turns using the verbs on their flashcards to create sentences in simple present tense. Encourage them to form affirmative, negative, and interrogative sentences. Walk around the classroom to provide assistance and monitor students' progress.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students them read the simple present tense sentences from the statement 16.

Homework: (2 mins)

Write five sentences of your own using the 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	8		40 min

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

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Simple present **Date**

Objective(s):

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

- Use simple present tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards, Worksheet, Textbook page 12

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 recall simple present tense what they have learned in previous classes. Ask them what form of verb we use in this tense. Ask them randomly to make one sentence. 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: (23 mins)

Tell students that today they are going to revise simple present tense. Tell them that simple present tense is used to tell facts, generalizations, and truths that are not affected by the passage of time. Tell them that the concept of simple present tense, explaining that it is used to talk about actions that happen regularly, habits, routines, and general truths.

Activity: Ask students to open their books at page 12 of grammar section. Explain the structure of sentences in simple present tense: Affirmative: Subject + Verb (base form) + Object. Negative: Subject + Auxiliary Verb (do/does) + Not + Verb (base form) + Object. Interrogative: Auxiliary Verb (do/does) + Subject + Verb (base form) + Object? Provide examples from the book for each type of sentence structure and ask students to identify the subject, verb, and object in each sentence. Divide the class into pairs or small groups. Distribute flashcards with verbs related to daily routines (e.g., eat, sleep, study, play) to each group. Have students take turns using the verbs on their flashcards to create sentences in simple present tense. Encourage them to form affirmative, negative, and interrogative sentences. Walk around the classroom to provide assistance and monitor students' progress.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to student for further practice.

Homework: (2 mins)

Read the given sentences from the statement 15 of 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Rewrite each sentence in simple present tense. Pay attention to the subject-verb agreement and the structure of the sentences.

1. She is reading a book. Simple Present Tense: _____

2. They played soccer in the park. Simple Present Tense:

3. I will go to the beach tomorrow. Simple Present Tense:

4. The birds are singing in the trees. Simple Present Tense:

5. He has finished his homework already. Simple Present Tense:

6. We are eating dinner at 7 o'clock. Simple Present Tense:

7. The cat chased the mouse into the garden. Simple Present Tense:

8. They were watching a movie last night. Simple Present Tense:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 4

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Paragraph 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. Understand a good paragraph feature.
- Use knowledge of letter sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 14

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". Discuss with students the importance of punctuation in writing. Explain that punctuation helps readers understand the meaning and flow of a text. Review the basic punctuation marks: capitalization, full stops (periods), exclamation marks, and commas. Provide examples of when each punctuation mark is used.

Main Activities/Concept Building:

(25 mins)

Tell students that they are going to punctuate a paragraph today. Introduce the features of a good paragraph, including: Topic Sentence: Introduces the main idea of the paragraph. Supporting Details: Provide information or examples that support the main idea. Concluding Sentence: Summarizes the main idea or provides a conclusion. Show examples of paragraphs with clear structure, highlighting the topic sentence, supporting details, and concluding sentence. Discuss how these elements contribute to the coherence and organization of the paragraph.

Activity: Ask students to open their books at page 14 of punctuations sanction. Divide the class into pairs or small groups. Ask them read the given passage and rewrite it in your notebook by using punctuation marks (capitalisation, full stops, exclamation marks and commas) from the book. Have students work together to punctuate the text correctly, ensuring proper capitalization, full stops, exclamation marks, and commas. After punctuation practice, distribute flashcards with multisyllabic words. Have students practice spelling these words aloud, breaking them into syllables and using their knowledge of letter sound correspondences and morphology to spell them accurately.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess students' understanding through their participation in punctuation and spelling activities during class.

Homework:

(2 mins)

Assign students to write a short paragraph on a topic of their choice, focusing on incorporating proper punctuation and paragraph structure. Additionally, provide a list of multisyllabic words for students to practice spelling 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	8		40 min

Term: 1

Periodic Unit: 1

Week: 3

Lesson Plan: 5

Unit Name: Tolerance of Hazrat Muhammad **Topic:** Paragraph punctuation **Date**

Objective(s):

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

- Writing a good paragraph using knowledge of letter sound correspondences, syllabification patterns, and morphology (e.g., roots and affixes) to accurately spell unfamiliar multisyllabic words in context and out of context. Apply editing and proofreading skills to a range of different texts and contexts.
- Creative Writing

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 14

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".

Discuss the importance of writing skills and editing abilities in producing effective written communication. Review key concepts related to spelling, including letter sound correspondences, syllabification patterns, and morphology (roots and affixes). Discuss how these elements can help students spell unfamiliar multi-syllabic words accurately.

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn to write a paragraph using the knowledge of letter sound correspondences etc.

Activity: Ask them open their books at page 14 of the "guided writing" section. Ask them randomly to read the elements of a good paragraph. Ask them randomly to read the paragraph given on the page 14 of the book and pronounce the highlighted words correctly. Then ask them write your own paragraph by using all the underlined multisyllabic words. Encourage them to use their knowledge of spelling principles and paragraph structure to compose a well-structured paragraph. While students are writing, circulate around the classroom to provide assistance and guidance as needed. After writing, have students exchange paragraphs with a partner for peer editing. Encourage them to use editing marks to identify spelling errors, punctuation mistakes, and areas where the paragraph could be improved.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Assess student their participation in the class.

Homework:

(2 mins)

Assign students to revise and edit their paragraphs based on the feedback received from their peers and the teacher.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** reading comprehension **Date**

Objective(s):

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

- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Let's Get Started)
- Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Narratives. Read the text of the lesson. (First two paragraphs)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18

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 "A Great Virtue" and ask following pre-reading questions:

1. Is it good to help when somebody is in need? Why?
2. Give your views about the two boys who are laughing in the picture.
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 'A Great Virtue'. Ask the students to open their books at page 18. 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 was the child famous for his honesty and truthfulness?
2. What did the child firmly believe in and always follow?
3. Why did the child travel to Baghdad?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What city was considered the centre of world learning?
5. Who allowed the child to go to Baghdad for education?

Homework: (2 mins)

6. What did the mother stitch into the lining of the child's coat before his journey?
7. What advice did the mother give to her child before their departure?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **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).
- 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 18

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 "A Great Virtue". Ask them to summarize what they have learn from the unit.

In order to assist them, you may ask some questions such as:

1. According to the mother, who commanded people to always speak the truth?
2. What did the mother quote from Rasoolullah regarding truthfulness?
3. How does the mother believe truthfulness can lead a person?

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 18. 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:

4. What happened when the caravan reached a vast forest?
5. How many bandits attacked the caravan?
6. What did the travellers have to surrender to the bandits?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

7. Why were they forced to surrender their belongings?
8. What did one of the robbers ask the boy?

Homework: (2 mins)

9. Did the boy have anything valuable? What was it?
10. How did the robber react when he couldn't find anything valuable on the boy?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** reading 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 open-ended questions that require interpretation and personal response. Read the text of the lesson. (Remaining paragraphs).
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 18

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 recall the unit and talk on Child's Character. Tell students some attributes of this child: he child is famous for his honesty and truthfulness, which is highlighted when he tells the bandits about the gold coins stitched in his coat. Discuss other attributes of the child. 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 of the unit "A Great Virtue". Ask students to open their books at page 18. 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. Why was the leader impressed by the boy's honesty?
2. What promise did the boy make to his mother?
3. What did the boy tell the robbers about the importance of telling the truth?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. How did the leader react upon hearing about the importance of truthfulness?
5. What did the leader order his companions to do after feeling remorseful?

Homework: (2 mins)

6. What did the leader do to seek forgiveness for his sins?
7. How did the leader express gratitude towards the boy?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **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 20

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 20. 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)

Provide given 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	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
hub	done in a hurried way or in a state of excitement or confusion
safekeeping	behaviour that is morally right or good
caravan	a group of people travelling with vehicles or animals, especially across the desert
righteousness	the act of accompanying someone or something in order to protect them
remorse	the fact of something being in a safe place where it will not be lost or damaged
extract	the theory or philosophy of law
frantically	the central and most important part of a particular place or activity
jurisprudence	feeling extremely sorry for something wrong or bad that someone has done
escorted	to make someone give you something when they do not want

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** Questions and Answers **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 open-ended questions that require interpretation and personal response.
- Understand and answer the given questions

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20

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 'A Great Virtue'. Encourage them to tell the message of the unit 'A Great Virtue' 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 20. 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)

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	8		40 min

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

Unit Name: A Great Virtue **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, think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 20

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 revolves around the virtue of truthfulness and its profound impact on individuals and society. It illustrates how adherence to moral values, especially truthfulness, can lead to transformative outcomes, even in the face of adversity. 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 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 20. Read the statement from 'Reading for Inference' section. Ask them "Truthfulness leads to righteousness, and righteousness leads to Paradise"? What does this mean? Write in your own words. Then ask that why the leader overcome with remorse? Then ask them to read the question 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.

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)

Read 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	8		40 min

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

Unit Name: A Great Virtue **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...Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 21

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 by saying a word, and then have students take turns saying the first word that comes to mind related to the previous word. This helps get students thinking quickly and can lead to natural conversation. 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 read a dialogue between Miss Salma and her students about addressing interpersonal communication and behaviour within the classroom setting. Specifically, it revolves around the issue of one student, Sadia, disrupting the conversation and not respecting the opinions of others. Miss Salma, the teacher, intervenes to mediate the situation and provide guidance on proper communication etiquette.

Activity: Tell them open the book at page 21 for classroom activity. Encourage them to do active reading by understanding the concepts and meaning as well. After reading ask them randomly following comprehension questions: After that ask following listening comprehension questions:

1. Who is the student that Afifa wants to discuss with Miss Salma?
2. What behavior of Sadia is Afifa upset about?
3. How does Miss Salma address Sadia's behaviour when she calls her out?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What suggestion does Miss Salma give Sadia regarding respecting others?
According to Miss Salma, what is the best way to communicate in groups?

Homework: (2 mins)

1. How does Sadia respond to Miss Salma's guidance?
2. What does Miss Salma tell Sadia to do next time?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** Prefixes and Suffixes **Date**

Objective(s):

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

- Use knowledge of syllable patterns roots (e.g., bio, funct), and prefixes and suffixes (e.g., semi-, quad, -ologist, -ician) to construct multisyllabic words and pronounce the words with the correct stress. Take dictation of paragraph/ text of grade level.

Resource Material:

Chalk/Marker, White/Blackboard, Word cards with base words, prefixes, and suffixes, Worksheet, Textbook page 22

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".

Engage students in a discussion about word parts. Give some examples to them and let them guess the parts and the root of the word. Such as: unhappy, faster, rewrite, return, homeless, tallest, comfortable etc. 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:

(23 mins)

Tell students that today they are going to learn about affixes (prefixes and suffixes). Also tell them that a primary word to which affixes (prefixes and suffixes) are added is called a Root word because it forms the basis of a new word. Many English words are formed by taking essential words and adding combinations of prefixes and suffixes. The root word is also a word in its own right.

Activity: Ask students to open their books at page 22 of the vocabulary section. Ask them read the given words with suffixes in the statement 1. Discuss the rules for adding prefixes and suffixes to base words and how they can change the tense, meaning, or part of speech of a word. Distribute word cards containing base words, prefixes, and suffixes to students. Instruct students to work in pairs or small groups to match the base words with the correct prefixes or suffixes to create new words. After completing the matching activity, review the answers as a class, discussing how each prefix or suffix changes the meaning of the base word. Then, ask them read the given words with prefixes in the statement 2 of the vocabulary section.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Provide worksheet to students for differentiation between prefixes and suffixes.

Homework:

(2 mins)

Ask students to create their own word cards with base words, prefixes, and suffixes 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Underline the word with the prefix or suffix and write the prefix or suffix in the blank provided.

1. The **magician** performed a trick during the show. (prefix: _____)
2. Sara's dress **sparkled** in the sunlight. (suffix: _____)
3. Tanveer was **excited** to see his friends after a long summer vacation. (prefix: _____)
4. The students worked to complete their homework **assignments**. (suffix: _____)
5. The **superhero** flew into the sky to save the day. (prefix: _____)
6. My little brother is always **playful** with his toys. (suffix: _____)
7. The team **celebrated** their victory with a pizza party. (prefix: _____)
8. The plant needs plenty of **sunlight** to grow. (suffix: _____)
9. The principal gave an **inspirational** speech at the school assembly. (prefix: _____)
10. The children built a **sandcastle** at the beach. (prefix: _____)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** modal verbs **Date**

Objective(s):

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

- Use modals correctly in speech and writing to create an effect and impact on the reader.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 23

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 if they know what auxiliary verbs are and what their function is in sentences. Ask students to read the following sentences and guess the type of verb in them:

I can swim. I could run faster when I was younger. You may go outside to play after finishing your chores.

It might rain later, so don't forget your umbrella.

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: (22 mins)

Tell students that today they are going to learn the usage of modal verbs. Tell them that Modal verbs are known as auxiliary verbs that express the possibility, necessity, permission, ability, prediction and more. Some common modal verbs are can and could, may and might, shall, should, will, would, must and ought.

Activity: Ask students to open their books at page 23 of the grammar section. Present examples of sentences using modal auxiliary verbs on the board or chart paper. Discuss the meanings and uses of each modal auxiliary verb with the class. For example: "Can" and "could" are used to express ability or possibility (e.g., "I can swim" or "She could go to the party"). "May" and "might" are used to express permission or possibility (e.g., "You may leave early" or "It might rain tomorrow"). "Must" is used to express obligation or necessity (e.g., "You must finish your homework" or "She must go to bed early"). "Shall" and "should" are used to express obligation or advisability (e.g., "We shall arrive soon" or "You should study for the test"). "Will" and "would" are used to express future intent or hypothetical situations (e.g., "I will help you" or "She would go if she could").

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Read the given sentences and notice the use of modal verbs in the statement 2.

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	8		40 min

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

Unit Name: A Great Virtue **Topic:** modal verbs **Date**

Objective(s):

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

- Use modals correctly in speech and writing to create an effect and impact on the reader.

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 to recall "modal verbs" which they have learned before. Write following three sentences on the board and ask students to guess where the modal verb is located in the sentence.

- I can ride a bike without training wheels now. You should finish your homework before dinner. She might visit her grandparents next weekend.

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 will review the usage of modal verbs. Tell them that Modal verbs are known as auxiliary verbs that express the possibility, necessity, permission, ability, prediction and more. Some common modal verbs are can and could, may and might, shall, should, will, would, must and ought.

Activity: Ask students to open their books at page 24 of the grammar section. Present examples of sentences using modal auxiliary verbs on the board or chart paper. Discuss the meanings and uses of each modal auxiliary verb with the class. Ask them Read the passage below and underline all modal verbs. Also indicate what the purpose of a modal verb is (i.e. possibility, obligation, advice, permission, or ability). Ask students randomly to read the passage given in the statement 3 and underline all modal verbs. Also indicate what the purpose of a modal verb is (i.e. possibility, obligation, advice, permission, or ability).

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Have students write their own sentences using modal auxiliary verbs to express different meanings (e.g., possibility, ability, permission, obligation, future intent).

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	8		40 min

Term: 1 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 8**

Unit Name: A Great Virtue **Topic:** Reflexive Pronouns **Date**

Objective(s):

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

- Use reflexive and intensive pronouns (e.g., myself, ourselves).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 24

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 brainstorm as many pronouns as they can think of individually. Give them a few minutes to write down as many pronouns as they can remember. After that, invite students to share their lists with a partner or in small groups. Encourage them to discuss any pronouns they may have missed and add them to their lists.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the usage of reflexive pronouns. Tell them that specific type of pronoun that is used for the object of a verb when it refers to the same noun as the subject of that verb, known as reflexive pronouns. These pronouns are end at self (singular) or selves (plural) e.g. herself, himself, themselves, ourselves etc.

Activity: Ask students to open their books at page 24 of the grammar section. Provide examples of reflexive and intensive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) and briefly explain their uses from the book. Discuss the differences between reflexive and intensive pronouns with the class. For example:

"I washed myself" (reflexive) - the subject and object are the same person.

"I myself will take care of it" (intensive) - the pronoun "myself" emphasizes the subject "I."

Provide additional examples and clarify any questions students may have about the uses of reflexive and intensive pronouns from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Have students write their own sentences using reflexive and intensive pronouns to demonstrate their understanding of their uses.

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	8		40 min

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

Unit Name: A Great Virtue **Topic:** Reflexive Pronouns **Date**

Objective(s):

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

- Analyse and construct sentences using the sentence patterns: SVN-Subject- Verb- Noun, SVOO – Subject-Verb- Object (indirect)- Object (direct) and structures learnt in earlier classes.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 25

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.

Engage students by asking them how they're doing. Encourage them to say, "Alhamdulillah". engaging the students in a discussion about sentences. Ask them what they know about sentences and if they can identify the different parts of a sentence. Write a few sentences on the board and ask them to tell the structure of it. 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: (23 mins)

Tell students that today they are going to learn some sentence patterns. Tell them that sentence patterns refer to the structure or arrangement of words (Subject, Verb, Object, etc.) and phrases in a sentence. There are several common sentence patterns in English, each serving a different purpose. Here are some of the most common sentence patterns. Subject + Verb + Object + Complement (SVOC): Ahmad painted the wall red. They found the task challenging.

Activity: Ask students to open their books at page 25 on the grammar section. Introduce the concept of sentence patterns, focusing specifically on SVN and SVOO. Explain that these patterns help us understand how words are organized in a sentence. Provide examples of sentences using SVN and SVOO patterns, both on the board and verbally. Encourage students to identify the subject, verb, and noun/object in each example.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students further understanding.

Homework: (2 mins)

Ask them make one sentence of each given pattern.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Part 1: Identifying SVN Sentences

Directions: Read each sentence carefully. Identify the subject, verb, and noun in each sentence. Write your answers in the space provided.

The cat sleeps. Subject: _____ Verb: _____ Noun: _____

Sara sings songs. Subject: _____ Verb: _____ Noun: _____

The dog chases the ball. Subject: _____ Verb: _____ Noun: _____

2: Identifying SVOO Sentences

Read each sentence carefully. Identify the subject, verb, indirect object, and direct object in each sentence. Write your answers in the space provided.

The teacher gave us homework. Subject: _____ Verb: _____ Indirect Object: _____
Direct Object: _____

My mom bought me a present. Subject: _____ Verb: _____ Indirect Object: _____
Direct Object: _____

The chef cooked the guests a delicious meal. Subject: _____ Verb: _____ Indirect Object: _____
Direct Object: _____

Part 3: Creating Sentences

Use the given subject, verb, and noun/object cards to create sentences following SVN and SVOO patterns. Write your sentences in the space provided.

Subject Cards: (Choose one)

The boy My sister We The teacher Dogs

Verb Cards: (Choose one)

• Eat play teach brought gave

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** simple past tense **Date**

Objective(s):

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

- Use simple past tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 26

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 if they know what tense means. Explain that tense refers to the time of an action (past, present, or future) in a sentence. Write few sentences of simple present tense on the board and ask students randomly to guess what tense this is. 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 the usage of simple past tense. Tell them that the simple past tense is used to tell events completed in the past. Tell them that it is used to talk about actions that happened in the past and are completed.

Activity: Ask students to open their books at page 26 of the grammar section. Ask them read the structure of simple past tense from the statement 8. Then ask them randomly to read the given sentences in the statement 9 aloud. Divide the class into small groups. Provide each group with a list of verbs in their base form (infinitive form). Instruct the groups to use the verbs to create sentences in simple past tense. Encourage them to be creative with their sentences. Circulate among the groups to provide assistance and guidance as needed. After a designated time, have each group share one of their sentences with the class, discussing the correct usage of simple past tense.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to say the sounds of the letters with the correct pronunciation.

Provide worksheet to students for further practice.

Homework: (2 mins)

Read a story and note the simple past tense in it.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Underline the verb that is in the simple past tense.

1. Sarah played soccer with her friends yesterday.
2. The cat jumped onto the table.
3. We finished our homework before dinner.
4. Jack visited his grandparents last weekend.
5. The birds flew south for the winter.
6. Sarah played soccer with her friends yesterday.
7. The cat jumped onto the table.
8. We finished our homework before dinner.
9. Jack visited his grandparents last weekend.
10. The birds flew south for the winter.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** punctuation of a paragraph **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. Learn how 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 26

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".

Discuss the importance of planning before writing. Explain the steps of the process approach: brainstorming, structuring, mind mapping, freewriting, and note-taking. Then, discuss the importance of punctuation in writing. Explain that punctuation marks help to clarify meaning and structure in sentences.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to punctuate a paragraph. Ask them open their books at page 26. Review the basic punctuation marks: capitalization, full stops, exclamation marks, and commas. Explain their purposes and when to use them. Provide examples of sentences with correct punctuation to illustrate their usage. Display the example paragraph without punctuation on the board. Guide the students through the process of adding appropriate punctuation marks to the paragraph, sentence by sentence. Encourage students to think about the structure of the paragraph and where punctuation marks are needed to separate ideas or indicate pauses. Distribute copies of the paragraph without punctuation to each student. Have students work individually to rewrite the paragraph, adding punctuation marks as necessary. Circulate around the classroom to provide assistance and guidance as needed. Review the rewritten paragraph as a class, discussing the punctuation marks added and their significance. Ask students to share any challenges they faced while adding punctuation and how they overcame them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students' understanding of punctuation through observation during the rewriting activity and their ability to correctly add punctuation marks to the paragraph.

Homework: (2 mins)

Ask students to write a short narrative paragraph (4-6 sentences) about a memorable experience they had. Remind students to include proper punctuation.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** writing a 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 28

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". Discuss the importance of planning before writing.

Introduce the steps of the process approach: brainstorming, structuring, mind mapping, freewriting, and note-taking. 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 how to write a paragraph by following process approach. Tell them that the process approach to writing is a methodical way of approaching writing tasks that emphasizes multiple stages of planning, drafting, revising, and editing. It focuses on the process of writing rather than just the final product.

Activity: Ask them open their books at page 28 of guided writing section. Model how to create an outline for a paragraph using bullet points or numbers, based on the ideas generated during brainstorming. Introduce various graphic organizers such as flowcharts, or concept maps. Allow students to choose a graphic organizer that they find helpful and use it to organize their ideas from the brainstorming session. Have students begin writing their paragraph using the structured outline and ideas from their graphic organizer. Encourage them to focus on expressing their ideas freely without worrying too much about grammar or spelling at this stage. Emphasize the importance of taking notes while writing to keep track of important details or ideas. Show students how to use bullet points or short phrases to capture key information as they write their paragraph.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students' understanding through observation during class activities and review of their written paragraphs.

Homework: (2 mins)

Ask students to choose a new topic of interest to them. Instruct them to spend 10-15 minutes brainstorming ideas related to the chosen topic.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Great Virtue **Topic:** writing a paragraph **Date**

Objective(s):

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

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

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 students to recall the techniques of writing first draft. Ask them randomly about "pre-writing" techniques. Have them talk about brainstorming and mind mapping. 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 they are going to write a piece of on "helping others". First, draft your writing in the graphic organiser and later, write a complete passage. Explain that today, they will be writing a paragraph about helping others, focusing on what it means to help, why it's important, and how it makes them feel.

Activity: Ask them open their books at page 29 of creative writing section. Discuss the importance of helping others. Ask students to share examples of how they have helped someone or how someone has helped them. Encourage students to brainstorm ideas individually or in pairs, jotting down key words or phrases. Lead a discussion on the structure of a paragraph, emphasizing the introduction, body, and conclusion. Write a model paragraph on the board or chart paper, focusing on helping others. Break down the paragraph into its components (topic sentence, supporting details, closing sentence) and discuss each part with the class. Instruct students to write their own paragraphs on helping others, using the model paragraph and their brainstorming ideas as a guide.

Encourage students to include a topic sentence that introduces the main idea, supporting details that explain why helping others is important and how it can be done, and a closing sentence that summarizes their thoughts. Pair students up and ask them to exchange paragraphs with their partners. Instruct students to read their partner's paragraph and provide constructive feedback, focusing on clarity, coherence, and use of vocabulary. Encourage students to offer both positive comments and suggestions for improvement.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Invite a few students to volunteer to read their paragraphs aloud to the class.

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	8		40 min

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

Unit Name: Tolerance of Muhammad **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 4

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 creative writing. Ask them randomly mention the elements of paragraph prewriting, writing, and editing. Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students 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 4. Ask student to revise the words and meaning. Then, randomly ask few questions from questions and answers section. Ask student to practice the given dialogue with their fellow students. Ask students recall the concept of affix. Ask them remember the usage of thesaurus and its entries. Ask students to recall the usage of dictionary to find the definition and write the type of a word e.g. noun, verb, adjective etc.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask them randomly to recall personal pronouns and its types.

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	8		40 min

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

Unit Name: Tolerance of Muhammad **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 4

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 student to recall the main verb and helping verbs. Ask them point out the position of helping verb and main verb in the sentence. Then, have them make two sentences of their own using helping and main verb. Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students 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 9. Ask them recall transitive and intransitive verbs. Ask them what are direct and indirect object. Give one example of each in a sentence. Ask them recall difference auxiliary verbs. Ask them what articles are their usage in English grammar. Ask them recall different sample patterns.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

What is zero article? When it is used in the 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	8		40 min

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

Unit Name: A Great Virtue **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 20

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 SVO and SVN sentence patterns. Ask them randomly to make one sentence of each. Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students 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 20. Ask student to revise the words and meaning. Then, randomly ask few questions from questions and answers section. Ask student to practice the given dialogue with their fellow students. Ask students to recall affixes. Ask the difference between prefixes and suffixes. Ask them individually to give one example each. Ask the recall the usage of modal verbs. What modal verbs are used as auxiliary verb? Have them recall reflexive pronoun. Let them make one sentence of reflexive pronoun. Ask them recall Subject + Verb + Object + Complement (SVOC) sentence pattern. Have them make one sentence of this pattern.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write 3 sentences of your own using the simple past 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	8		40 min

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

Unit Name: The Twin **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.
- (Pre - Reading) Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Poetry. Recite the Poem. (First Stanza)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 2

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 following questions:

1. Have you ever met twins in your life?
2. What was your reaction on seeing them?
3. Look at the given picture. Identity

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 "The Twins". Ask them open their books at page 31. 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 the poem talking about?
2. Who are the main characters in the poem?
3. How did the confusion affect the speaker and his brother?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Can you explain what the phrase "born a twin" means in the poem?
5. Why do you think it was a "fearful pitch" for the speaker and his brother?

Homework: (2 mins)

6. Describe the appearance of the speaker and his brother according to the poem.
7. How did the confusion between the speaker and his brother impact their family and friends?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twin **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Recite the Poem. (next stanza)
- 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 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 students to recall the unit 'The Twins'. Ask them summaries the reading of previous stanza. Ask them to express their views how they view the situation depicted in the first stanza. Do you think the speaker and his brother enjoyed being mistaken for each other? Why or why not? Can you relate this poem to any experiences you've had where people mistook you for someone else? 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 stanza. Ask them open their books at page 31. Ask students at random to recite the second stanza of the poem with correct pronunciation, intonation and stress patterns. Help them recite 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 happened when the speaker and his brother were being washed by the nurse?
2. How did the mix-up with their names occur?
3. Why do you think the speaker referred to the event as "fate's decree"?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Who ended up with which name after the mix-up?
5. What do you think "nurse's whim" means in this context?

Homework: (2 mins)

6. How did the mix-up with their names contribute to the confusion between the speaker and his brother?
7. Do you think the nurse could have avoided the mix-up? Why or why not?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twin **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Recite the Poem. (last stanza)
- Identify rhyme and rhythm, repetition, similes, metaphors, personification, and sensory images in poems.

Resource Material:

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

Recall the unit 'The Twins'. 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 'The Twin' 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 recite the last stanza of the unit 'The Twins'. Ask them open their books at page 31. 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. How did the speaker's resemblance to his brother affect him at school?
2. Why was the speaker always getting flogged at school?
3. How did the speaker feel about his brother's intelligence compared to his own?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What question did the speaker ask everyone he knew?
5. Why do you think the speaker was asking for advice on proving his identity?

Homework: (2 mins)

6. Can you explain why the speaker's efforts to prove his identity were fruitless?
7. How do you think the speaker felt about constantly being mistaken for his brother and getting punished for his brother's mistakes?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twin **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 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".

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: (23 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 32. 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 to learn the vocabulary by heart 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	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
folks	the fact of being or looking similar to someone or something
kith and kin	causing or ending in death
fatal	to get confused
dogged	a punishment in which somebody is hit many times with a whip or stick
flogged	one's friends and relatives
resemblance	people in general
domestic	showing determination; not giving up easily
puzzle	existing or occurring inside a particular country

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twin **Topic:** Vocabulary **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. (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- Understand and answer the given questions.

Resource Material:

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

Encourage them to tell the message of the unit 'Hazrat Umar (RA) - A Leader of Justice' 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 32. 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)

Ask students to recite 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	8		40 min

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

Unit Name: The Twins **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, Think and Do it!

Resource Material:

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

Tell them that the essence of this poem is centred around the theme of identity confusion or mistaken identity. Throughout the poem, the speaker describes how he and his brother look so alike that people frequently mistake one for the other, leading to various mix-ups and misunderstandings. Ask some warm up questions such as below:

1. How do you think having the wrong name affected their identities?
2. Can you think of any ways the mix-up with their names could have been prevented?

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 32. Read the statement from 'Reading for Inference' section. Ask them Pick out two situations in the twins' lives that are too absurd and senseless to believe. What does the phrase "fatal likeness" mean? Then ask them to read the question from "Reading for Analysis" section. Ask them what question did the poet ask everyone and why? Write any two lines from the poem that you find the most humorous. 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	8		40 min

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

Unit Name: The Twins **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. **Talk On...**

Resource Material:

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

Ask students the to brainstorm various scenarios that could lead to a stomachache. Encourage them to think of both common and unusual situations. For example:

- Eating expired food
- Consuming too much spicy food
- Food poisoning from unhygienic restaurants

Make sure to engage students in a discussion of sharing their memories about the drama. Assist those who don't remember any such activity. Tell them this dialogue is about a patient, Muneebah, seeking medical advice from a doctor regarding a severe stomachache she has been experiencing since the previous night.

Main Activities/Concept Building: (25 mins)

Tell them open the book at page 33 for classroom activity. Tell them that they are going to practice a dialogue between doctor and the patient, called Muneebah about stomachache and its treatment.

Activity: For practice assign the rule to students and ask them practice the dialogue given at page 33. To play this dialogue between doctor and Muneebah, guide students where to place stress and apply gestures to make the dialogue lively and impressing. Give them 5 minutes to rehearse their role and assigned dialogue. Ask them to memorize it. There are two characters who play this dialogue. Once a pair of student finish performing their role play ask another pair to come forward and start playing the drama. In this way, change the player and try to engage majority of the students. Appreciate student for their active participation. Guide those who have problem in performing this play.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What symptom is Muneeba experiencing?
2. What did Muneeba have for dinner before experiencing the stomachache?
3. Where did Muneeba buy her dinner from?

Homework: (2 mins)

1. Why does the doctor suggest that Muneeba's stomachache might be due to unhealthy food?
2. What does the doctor recommend to Muneeba in terms of her diet?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Use of Simile **Date:**

Objective(s):

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

- Understand and utilize similes.
- Use this device in writing tasks also.

Resource Material:

Chalk/Marker, White/Blackboard, index cards, Textbook page 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".

Use a set of index cards or small slips of paper, each containing a different noun (e.g., cat, tree, sun, ocean). On the back of each card, write a question prompting students to come up with a simile related to the noun on the front (e.g., "How is a cat like a ninja?" "As brave as a lion," "As busy as a bee," "As quiet as a mouse," etc.).

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the usage of simile. Tell them that a simile is a figure of speech that directly compares two different things using the words "like" or "as" to highlight their similarities. It's a literary device often used to make descriptions more vivid and imaginative by drawing parallels between unrelated concepts. For example, "He was as brave as a lion" or "Her smile was like sunshine." In both cases, the comparison is made using "as" to liken one thing to another.

Activity: Ask students to open their books at page 33. Ask them read the given sentences in the statement 1 of the grammar section and observe the use of simile. Encourage them to identify the objects being compared and explain what the comparison suggests. Engage students by asking them to come up with their own similes and share them with the class. Divide the students into small groups. Provide each group with a set of objects or pictures representing different concepts or animals (e.g., a lion, a flower, a storm). Instruct each group to brainstorm and write down as many similes as they can think of to describe their assigned object or picture. Encourage them to be creative. After a few minutes, have each group share their similes with the class, explaining the comparisons they made.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students' understanding of similes through their participation in class discussions, completion of the interactive activity, and quality of their writing tasks.

Homework: (2 mins)

Assign students to write a short poem or descriptive paragraph using similes. Encourage them to be creative and experiment with different comparisons.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Use of metaphor **Date:**

Objective(s):

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

- Understand and utilize metaphors.
- Use this device in writing tasks also.

Resource Material:

Chalk/Marker, White/Blackboard, Printed examples of metaphors, Worksheet, Textbook page 34

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 and ask them randomly to tell their meanings: "The sun is a golden coin" or "Her smile is a ray of sunshine". Time is money. He is a night owl. You are a lion. Ask them guess the meaning of these sentences. 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: (23 mins)

Tell students that today they are going to learn the usage of metaphor in English language. Tell them that a metaphor is a figure of speech frequently taught alongside similes to help illustrate the differences between the two. Unlike a simile, a metaphor states that an object or idea is in some way the same as another seemingly unrelated thing.

Activity: Ask students to open their books at page 34 of the grammar section. Ask them read the examples from the book individually. Then, read a short story or poem containing metaphors aloud to the class. Pause at each metaphor and discuss its meaning with the students. Encourage them to think about why the author chose to use that particular metaphor. Have students identify metaphors in the text and write them down in their notebooks.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students.

Homework: (2 mins)

Think of a personal experience, a favourite place, or an object that holds special meaning to you. Write a short story, poem, or descriptive paragraph (minimum 150 words) incorporating at least three metaphors.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the metaphor in each sentence. Write down what the metaphor compares and what it suggests or means.

Sentence: The world is a stage. **Metaphor:** The world is compared to a stage. **Meaning:** This suggests that life is like a performance, with people playing different roles and facing various challenges.

Questions:

- The stars were diamonds in the sky.

Metaphor:

Meaning:

- Her laughter was music to his ears.

Metaphor:

Meaning:

- Time is a thief.

Metaphor:

Meaning:

- The raindrops danced on the roof.

Metaphor:

Meaning:

- His words were a knife in her heart.

Metaphor:

Meaning:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Use of personification **Date:**

Objective(s):

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

- Understand and utilize personification.
- Use this device in writing tasks also.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 34

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".

Discuss what personification means. Simplify the definition for students, explaining that it's when we give human characteristics or actions to things that aren't human. Provide an example of personification using a simple sentence, such as "The sun smiled down on the playground." Ask students what they notice about the sentence and how the sun is being described as if it were a person.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the use of personification. Tell them that personification is the attribution of human qualities to nonhuman things. These can be objects, events, ideas, or even living, non-human things.

Activity: Ask students to open their books at page 34 of the vocabulary section. Ask them read the given sentences in the statement 3 and observe the use of personification. Ask students read the first sentence: The wind howled in the night sky. Write a simple sentence on the board, such as "The sun smiled down on the playground." Break down the sentence with the class, identifying the non-human thing (sun) and the human quality attributed to it (smiled). Ask students to brainstorm other ways to rewrite the sentence using personification. Encourage creativity and imagination.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Distribute paper and pencils to each student. Instruct students to choose an object or animal and write a short paragraph (3-5 sentences) using personification to describe it.

Homework: (2 mins)

Have students illustrate their paragraphs to create a visual representation of the personified object or animal.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Use of analogy **Date:**

Objective(s):

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

- Analyse and create analogies correctly in tasks.

Resource Material:

Chalk/Marker, White/Blackboard, index cards, Worksheet, Textbook page 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". Write following sentences and ask students to guess the meaning of them:

Wheel is to circle as book is to rectangular. Hat is to head as sneakers are to feet.

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 about use of analogies. Tell them that analogies are used to compare different things to show how they are related to each other.

Activity: Ask students to open their books at page 35 of the vocabulary section. Ask them read the given sentences and observe the use of analogies. After that Write a simple analogy on the board, such as "Cat is to kitten as dog is to _____." Ask students to identify the relationship between "cat" and "kitten" (parent-child) and then apply that relationship to "dog" (puppy). Repeat this process with a few more analogies, guiding students through the steps of identifying the relationship and completing the analogy. For a fun and interactive extension, create a game using index cards. Write the first half of an analogy on one card and the second half on another. Shuffle the cards and distribute them to students. Have students find their partner by matching their analogy halves. Once they find their partner, they can read the complete analogy aloud to the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide students worksheet for further practice.

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	8		40 min

Worksheet

Name: _____

Date: _____

Complete each analogy by selecting the word that completes the relationship between the first pair of words.

Cat is to kitten as dog is to _____.

- a) puppy
- b) meow
- c) bark
- d) fur

Teacher is to school as doctor is to _____.

- a) office
- b) patient
- c) medicine
- d) hospital

Tree is to leaf as flower is to _____.

- a) petal
- b) stem
- c) root
- d) branch

Day is to night as light is to _____.

- a) sun
- b) dark
- c) moon
- d) sky

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Use of adjective **Date:**

Objective(s):

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

- Analyse adjectives in reading, listening to texts and also in their writing;
- Use degrees of adjectives.

Resource Material:

Chalk/Marker, White/Blackboard, reading passage, Textbook page 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". Review what adjectives are with the class. Write following sentences on board and ask students to find out where the adjectives are in these sentences:

The blue sky was clear and sunny. My house is bigger than yours.

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 the usage of adjectives. Also tell them that adjectives are words which modify or describe nouns and pronouns.

Activity: Ask students to open your books at page 36 of the grammar section. Ask students to read statement 1 from the book. Present a reading passage containing several adjectives on the board or distribute handouts to students. Read the passage aloud as a class or have students read silently. After reading, ask students to identify the adjectives in the passage and write them on the board or on individual index cards. Discuss how the adjectives enhance the text and help the reader visualize the scene or characters. Then, Introduce the concept of degrees of adjectives: positive, comparative, and superlative. Write examples of each degree on the board, such as "good," "better," and "best." Explain that the positive degree describes one thing, the comparative degree compares two things, and the superlative degree compares three or more things. Ask students to read the given degrees of adjectives in the statement 2. Then, ask them to fill in the blanks using a suitable degree of adjectives as given in the statement 3.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students' understanding of adjectives and degrees of adjectives through their participation in class discussions, analysis of reading and listening passages, and completion of the worksheet.

Homework: (2 mins)

Instruct students to find at least five adjectives in a book they are currently reading 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	8		40 min

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

Unit Name: The Twins **Topic:** Use of adjectives **Date:**

Objective(s):

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

- Use adjectives in reading, listening to texts and also in their writing; use degrees of adjectives. Worksheet

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 37

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 adjectives and its degrees. Ask them randomly to make some sentences. 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: (23 mins)

Tell students that they are going to use adjectives in sentences. Tell them that adjectives are words that describe nouns and make writing more descriptive and interesting. Provide examples of adjectives and ask students to identify the nouns they describe. For example, "green" describes "grass" in the phrase "green grass."

Activity: Ask them open books at page 37 of the grammar section. Ask them rewrite the given story using adjectives to make it more attractive in your notebook as given in the statement 4 of the book. Read the passage aloud as a class. Ask students to listen carefully for the adjectives used in the passage. After reading or listening, discuss the adjectives found in the passage. Write them on the board and ask students to identify the nouns they describe. Discuss how the adjectives enhance the text and help the reader visualize the scene or characters. Ask them recall the concept of degrees of adjectives: positive, comparative, and superlative.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students.

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	8		40 min

Worksheet

Name: _____

Date: _____

Read the sentences below. Circle the adjectives you find. Then, write the noun each adjective describes.

1. The tall giraffe stretched its neck to reach the leaves.

Adjective: _____

Describes: _____

2. The loud thunder scared the little girl.

Adjective: _____

Describes: _____

3. The fluffy clouds floated across the sky.

Adjective: _____

Describes: _____

4. The friendly dog wagged its tail and licked my hand.

Adjective: _____

Describes: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Use of compound prepositions **Date:**

Objective(s):

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

- Identify and use compound prepositions in writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 37

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:

- She walked *up to* the door and knocked on it.
- The cat hid *beneath* the table during the thunderstorm.
- The keys were left *inside* the drawer for safekeeping.

Instruct students to read each sentence carefully. Ask them tell the meaning of "up to", "beneath" and "inside".

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn compound preposition today. Tell them that a compound preposition is a combination of two or more prepositional words. About, across, along, beyond, besides, outside, according to, aside from, because of, as of, next to, on account of, apart from, but for, close to, depending on, due to, in between, in case of, etc., are some compound prepositions.

Activity: Ask students to open their books at page 37 of the grammar section. Ask them read the given sentences and notice the use of compound preposition. The first sentences is: His wedding date has been postponed because of the strike. In the sentence "His wedding date has been postponed because of the strike," the compound preposition is "because of." "Because of" is formed by combining the preposition "because" with the preposition "of" to indicate the reason or cause for something. In this sentence, it explains why the wedding date has been postponed, attributing it to the strike. Ask students to note and explain compound preposition in the remaining sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Read the given compound preposition in your sentences. 'according to', 'across', 'after', 'beyond' without opposite to away from
'aside from', 'in front of', 'in favour of'

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	8		40 min

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

Unit Name: The Twins **Topic:** Use of pronouns **Date:** _____

Objective(s):

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

- Recognise and correct inappropriate shifts in pronoun number and person.

Resource Material:

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

Write the following sentences on the board and ask students to identify pronouns in them:

My aunt went to England. She bought many toys for us.

This cat is mine.

You should apologise to 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 they are going to learn the correct use of pronouns. Also explain to them that the importance of maintaining consistency in pronoun number and person throughout their writing.

Activity: Ask students to open their books at page 38 of the grammar section. Ask them read the given sentences and observe the use of pronoun numbers and persons. Let us read the first sentence. "Ali has many friends. He often plays with them." In this sentence, there is a shift in pronoun person. "Ali" is referred to as "he" in the second sentence, which is consistent. However, the pronoun "them" is used to refer to "friends" in the second sentence, maintaining consistency in number (plural). So, there are no inappropriate shifts in pronoun number and person. In the second sentence, "She cooks food for me." In this sentence, "she" is used to refer to an unspecified person who cooks food, and "me" refers to the speaker. There is no shift in pronoun number or person in this sentence. In the same fashion, read and observe other sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask the students to read the given sentences in the statement 9 at page 38. Ask them to separate the 1st person, 2nd person and 3rd person and write them down in their respective columns.

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	8		40 min

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

Unit Name: The Twins **Topic:** Use of pronouns **Date:** _____

Objective(s):

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

- Use simple future tense correctly in speech and writing.
- Use aspect of time correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 39

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 ask students to identify the tense of each sentence:

He will start his new assignment on Monday.

They will finish their homework tonight.

He will not buy a new car this year.

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 they are going to learn the use of simple future tense. Tell them that the simple future tense is used to tell the events to be completed in the future.

Activity: Ask students to open their books at page 39 of the grammar section. Explain the aspect of time as referring to when an action takes place (e.g., yesterday, today, tomorrow). Provide examples of sentences in simple future tense and aspect of time, and discuss them as a class. Ask them read the given sentences in the statement 11 from the book. Write several sentences on the board using the simple future tense (e.g., "I will go to the park tomorrow," "She will read a book after school"). Explain the structure of simple future tense sentences, emphasizing the use of "will" followed by the base form of the verb. Invite students to identify the simple future tense verbs in the sentences and discuss their meanings. Distribute sentence strips or flashcards with additional examples of simple future tense sentences for students to read aloud and discuss with a partner.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify whether the sentence is written in the simple future tense. Then, determine the aspect of time indicated in each sentence. Write "F" if the sentence is in the future tense, and write the aspect of time (e.g., tomorrow, next week) if applicable.

- We will go to the beach next Sunday.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- Sarah will bake cookies for her friends.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- The movie starts at 7 p.m.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- My grandparents are coming to visit us next month.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- I am going to read a book after dinner.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- Tomorrow, we will have a picnic in the park.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- She will ride her bike to school next year.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- The concert is on Friday.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- They are going to plant flowers in the garden.
 - Is it in the simple future tense? []
 - Aspect of time: _____
- I will finish my homework before bedtime.
 - Is it in the simple future tense? []
 - Aspect of time: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Use of 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 39

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 what noun is. Ask students to give examples of nouns they know. Introduce the concept of possessive nouns using simple examples. For instance, a bone of a dog, book of Sara etc. Ask students randomly to give some more such examples. Explain that possessive nouns show ownership or belonging. 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 the usage of apostrophe. Tell them that an apostrophe is a punctuation mark (') which is used for different purposes e.g. possession, contraction and to indicate plurals of letters, numbers, and symbols.

Activity: Ask students to open their books at page 39 of punctuation section. Read the example from the book and note that apostrophe with single nouns indicate that something belongs to or is associated with someone or something else. Ali's car has gone for repair. Ali's car has gone for repair. The apostrophe ('s) is used with the noun "Ali" to indicate possession. It shows that the car belongs to Ali. Without the apostrophe, it would simply be "Ali car," which doesn't make sense in English grammar because it doesn't show ownership. Adding the apostrophe and "s" ('s) clarifies that the car belongs to Ali. In the second sentence, "Cat's tail is very long." Again, the apostrophe ('s) is used with the noun "Cat" to indicate possession. It shows that the tail belongs to the cat. Without the apostrophe, it would just be "Cat tail," which doesn't specify whose tail it is. Adding the apostrophe and "s" ('s) makes it clear that it's the tail of a specific cat. Clarify common misconceptions, such as when to use 's versus s', and exceptions (e.g., its vs. it's). Model how to correctly form possessive nouns using both singular and plural nouns. Ask them read the example of apostrophe with plural nouns too from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Rewrite the sentences by using the apostrophe as given in the book at page 40.

Homework: (2 mins)

Task students with finding examples of apostrophes used in possessive nouns in their environment. They can look for examples in books, magazines, advertisements, signs at home. Instruct students to compile a list of at least 10 examples of possessive nouns with apostrophes.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Paraphrasing of a poem **Date:** _____

Objective(s):

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

- Recognise and use paraphrasing skills to paraphrase stanzas of a poem.

Resource Material:

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

Ask students randomly what poetry is and its various forms. Recap any previous lessons on poetic elements if applicable. 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 how to paraphrase a stanza of a poem. Tell them that paraphrasing is a technique to repeat something written or spoken using different words in a more straightforward and shorter form that makes the original meaning easy to understand.

Activity: Ask students to open their books at page 40 of guided writing section. Choose a stanza from the poem "the twins" and write it on the whiteboard. Read the stanza aloud to the class and ask students to identify any unfamiliar words or phrases. Model how to paraphrase the stanza by breaking it down line by line and explaining its meaning in simpler language. Emphasize the importance of capturing the essence of the stanza while using different words. Divide the class into small groups. Ask students read the given sentences of paraphrasing in the statement 1 from the book. Provide each group with an index card containing a line from the poem. Instruct the groups to work together to paraphrase their assigned line using their own words. Circulate the room to provide assistance and guidance as needed. Then, have students choose a stanza from the poem "Twins" and paraphrase it individually on a separate sheet of paper. Encourage creativity and expression while ensuring that the meaning of the stanza remains intact. Ask students to share their paraphrased stanzas with the class. Discuss any differences or similarities between the original stanzas and the paraphrases. Reinforce the importance of paraphrasing as a comprehension and expression skill.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Paraphrase the given sentences in the statement 1 at page 41.

Homework: (2 mins)

Provide students with a printed copy of the poem used in class. Ask students to choose two stanzas from the poem. Instruct students to paraphrase it by rewriting the lines using their own words while retaining the original meaning.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Twins **Topic:** Paraphrasing of a poem **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.
- 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, Worksheet, 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”.

Ask students to recall paraphrasing of a stanza. Discuss the concept of paraphrasing and why it's important in writing. Review the definition of paraphrasing as expressing the meaning of something using different words. Ask students to share examples of when they've used paraphrasing in their own writing or conversation.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to review and revise the paraphrasing skill which they have practiced previously. Choose a stanza from the poem “twins” and write it on the whiteboard. Read the stanza aloud to the class and discuss its meaning. Model how to paraphrase the stanza by breaking it down line by line and explaining its meaning in simpler language. Have students practice paraphrasing the stanza in pairs or small groups, encouraging them to use their own words while capturing the essence of the original. Have students share their paraphrased stanzas and edited sentences with the class. Discuss any challenges they encountered during the lesson and strategies they used to overcome them. Reinforce the importance of paraphrasing and editing in effective writing. Summarize the key points of the lesson and commend students for their efforts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students for further practice of paraphrasing.

Homework: (2 mins)

Ask them memorise vocabulary 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	8		40 min

Worksheet

Name: _____

Date: _____

Read stanza carefully and identify and paraphrase it.

Two roads diverged in a yellow wood,
 And sorry I could not travel both
 And be one traveller, long I stood
 And looked down one as far as I could
 To where it bent in the undergrowth;

Paraphrase it:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: Ali's Morning Adventure **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening.
- (Pre - Reading) Read the text of the lesson. (First page of the lesson) Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: story. Analyse how an author develops and contrasts the points of view of different characters or narrators in a text. Criticise the plot development with respect to different aspects of the story.

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".

Show the picture of the traffic accident on the first page of the unit 'Ali's Morning Adventure'. Ask them What do you know about road safety? Share a few. What is your favourite mode of transportation? Why? Appreciate them for their active participation in this discussion. Guide and help the if any one of them has difficulty in expression. Make sure to engage all the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite the first stanza of the poem 'Ali's morning adventure'. Open your books at page 44. Ask them to recite the poem with correct pronunciation and intonation. Help them 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 did Ali enjoy doing on sunny mornings?
2. How did Ali feel as he rode his bicycle to school?
3. What did Ali notice as he turned a corner?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Describe the scene that Ali encountered when he approached the crowd.
2. What was the condition of the two teenagers involved in the accident?

Homework: (2 mins)

1. What did Ali do upon seeing the injured teenagers?
2. Why do you think Ali parked his bicycle quickly?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: Ali's Morning Adventure **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 page of the lesson). Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts. 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 45

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 unit 'Ali's Morning Adventure'. Ask following questions:

1. How would you describe Ali's reaction to the situation?
2. What do you think Ali's intentions were when he joined the gathering crowd?
3. What does this story tell us about Ali's character?

Appreciate them for their active participation in this discussion. Guide and help the if any one of them has difficulty in expression. Make sure to engage all the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read next page of the unit 'Ali's morning adventure' Ask students to open their books at page 45. Ask them to recite the poem with correct pronunciation and intonation. Help them 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 was already assisting the injured teens when Ali arrived at the scene?
2. What sound did Ali hear growing louder with each passing second?
3. Why did Ali decide to stay with the teenagers until the paramedics arrived?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What were the names of the two teenagers involved in the accident?
2. What did Mohsin and Imran admit to when they spoke to Ali?

Homework: (2 mins)

1. How did Ali assist the paramedics when they arrived?
2. What did the paramedics do before taking Mohsin and Imran to the hospital?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: Ali's Morning Adventure **Topic:** Question and Answer **Date:**

Objective(s):

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

- Read the text of the lesson. (Remaining page of the lesson). Identify different points of view (e.g., first-person narrative). Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.

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 to recall unit 'Ali's morning adventure'. Ask following questions:

1. Why did Ali decide to share the story with his classmates at school?
2. What key traffic rules did Ali emphasize during the assembly?
3. Why is it important to follow traffic rules, especially for young cyclists, according to Ali?

Appreciate them for their active participation in this discussion. Guide and help the if any one of them has difficulty in expression. Make sure to engage all the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to read remaining page of the unit 'Ali's morning adventure' Ask students to open their books at page 45. Ask them to recite the poem with correct pronunciation and intonation. Help them 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 did the assembly conclude?
2. What positive change did Ali notice among his classmates in the weeks following the accident?
3. What did the accident serve as for the entire school community?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What message about accidents and safety is conveyed in the unit?
2. Why is it important to follow traffic rules according to the unit?

Homework: (2 mins)

1. What can happen when people don't follow traffic rules, as mentioned in the unit?
2. How does the unit suggest that following traffic rules benefits everyone?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: Ali's Morning Adventure **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 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".

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 47. 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: (10 mins)

Provide given 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	8		40 min

Worksheet

Name: _____

Date: _____

Match the words on the left with their meanings on the right.

Column A	Column B
commute	a thing that takes your attention away from what you are doing or thinking about
collide	to give importance to something/someone
paramedics	to state or show that something is especially important or deserves special attention
pedestrians	going in a direction that will lead to a violent crash with another moving object or person
emphasized	a thing that takes your attention away from what you are doing or thinking about
distractions	to travel back and forth regularly

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 8**

Unit Name: Ali's Morning Adventure **Topic:** Questions and Answers **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 open-ended questions that require interpretation and personal response.
- Understand and answer the given questions

Resource Material:

Chalk/Marker, White/Blackboard, 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".

Ask students at random to tell what have learnt from the unit 'Ali's morning adventure'. Encourage them to tell the message of the unit 'Ali's morning adventure' 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 47. 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)

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	8		40 min

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

Unit Name: Ali's Morning Adventure **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, Think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, 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".

Write on the board 'Why to follow road safety rules?'. Divide students into four groups and ask them to discuss the topic and its various aspects of road safety. Ask group leader to in front of the class summarize the discussion in three or four points. 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 47. Read the statement from 'Reading for Inference' section. Ask them why Ali stayed with the teenagers until the paramedics arrived. Why are helmets important while riding a bicycle? Share your own views. Then, ask them to read the question from "Reading for Analysis" section. Ask them What did Ali emphasize during the assembly at school? What lesson did you get from this text? 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)

Explore different sources of information (books, newspapers, internet, etc.) and read about the importance of education for both men and women. Compare the literacy rate of Pakistan with other countries. Share ideas that how can an individual play a role in educating the society.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Ali's Morning Adventure **Topic:** Listening and 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. Talk On...

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". Write on the board 'be careful while travelling'. Ask students to talk about the importance of being cautious when interacting with strangers, particularly online or in unfamiliar situations. Divide students into four groups and ask them to discuss the topic and its various aspects of safe travelling. Ask group leader to in front of the class summarize the discussion in three or four points. 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 and practice a dialogue between son and father the importance of safety, caution, and responsibility when interacting with strangers. It highlights the potential risks and dangers involved in disclosing personal information to unknown individuals and underscores the need for awareness and mindfulness in such situations.

Activity 1: Ask students to open their textbooks at page 48. 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 revolves around the importance of safety, caution, and responsibility when interacting with strangers. It highlights the potential risks and dangers involved in disclosing personal information to unknown individuals and underscores the need for awareness and mindfulness in such situations. Additionally, it emphasizes the role of parental guidance and support in fostering responsible behaviour and ensuring the well-being of children.

Activity 2: Now make pairs of two students randomly to play the role of father and son At end of this activity ask following questions:

What warning does Hassan's father give him regarding talking to strangers?

Why does Hassan apologize to his father?

What detail about the stranger's behaviour concerned Hassan's father?

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

How does Hassan promise to change his behaviour in the future?

Homework:

(2 mins)

What advice does Hassan's father give him about dealing with risky situations?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: Ali's Morning Adventure **Topic:** Use of thesaurus **Date:**

Objective(s):

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

- Use dictionary / Thesaurus to identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs.

Resource Material:

Chalk/Marker, White/Blackboard, audio clips of minimal pairs, 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".

Guide students to break down the pronunciation key focusing on the vowel sounds, diphthongs, and triphthongs, using a dictionary entry as an example: Dictionary Entry: Word: "father", Pronunciation: /'fɑ:ðər/. Vowel Sounds: "a": Pronounced as /ɑ:/; "e": Pronounced as /ə/. Now ask students to find other such words in the dictionary. Appreciate them for their effective participation. Guide them if they have some sort of difficulty in participation. 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 they are going to learn use of vowel sounds with the help of thesaurus or dictionary. Display a list of words on the whiteboard, each containing different vowel sounds. Have students take turns reading the words aloud, emphasizing the pronunciation of the vowel sounds.

Activity: Ask students to open their books at page 49. Display a list of words on the whiteboard, each containing different vowel sounds. Have students take turns reading the words aloud, emphasizing the pronunciation of the vowel sounds. Play audio clips of minimal pairs containing similar vowel sounds but different meanings. Ask students to listen carefully and identify which word they hear. Discuss any challenges they encountered. Play recordings of sentences or short passages with clear pronunciation. Have students listen and repeat, focusing on mimicking the speaker's vowel sounds, diphthongs, and triphthongs. Explain the importance of understanding and correctly pronouncing vowel sounds, diphthongs, and triphthongs in spoken English. Show examples of dictionary/thesaurus entries and how pronunciation keys indicate vowel sounds, diphthongs, and triphthongs. Distribute printed copies of dictionary/thesaurus entries to students. In pairs or small groups, have students identify and underline the vowel sounds, diphthongs, and triphthongs in the entries. Provide assistance as needed. Discuss the pronunciation of selected words as a class, focusing on any challenging sounds.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Use a thesaurus to find the antonyms and synonyms of the given words as given in the statement 2 at page 49.

Homework: (2 mins)

Assign students to explore online resources or apps dedicated to English pronunciation practice.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Ali's Morning Adventure **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 according to the context and use in writing.

Resource Material:

Chalk/Marker, White/Blackboard, sample sentences, Dictionary or thesaurus (physical or online); 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". Begin by explaining the concept of synonyms and antonyms to the students. Define each term clearly and provide examples. Discuss the importance of using synonyms and antonyms to add variety, precision, and depth to their writing.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the usage of antonyms and synonyms. Introduce the thesaurus to the students, explaining its purpose and how it can be used to find synonyms (words with similar meanings) and antonyms (words with opposite meanings).

Activity: Show examples of how to look up words in the thesaurus, either through a physical book or an online resource. Provide students with sample sentences or short passages that contain words needing synonyms or antonyms. On the whiteboard, write down selected words from the sentences and demonstrate how to use the thesaurus to find suitable synonyms and antonyms. Discuss the nuances of different word choices and how they can affect the tone and meaning of the sentence.

Divide the class into pairs or small groups. Give each group a set of sample sentences or passages along with a list of words to find synonyms or antonyms for. Have students use the thesaurus to locate synonyms and antonyms for the given words, discussing their choices with their partners.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Provide worksheet to students to practice antonyms and synonyms.

Homework: (2 mins)

Using a dictionary or online thesaurus, select five pairs of words. For each pair, find one synonym and one antonym. Write down the synonym and antonym for each word pair 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	8		40 min

Worksheet

Name: _____

Date: _____

For each set of words, find a synonym (word with a similar meaning) and an antonym (word with the opposite meaning). Use a thesaurus to help you if needed. Write the synonym and antonym in the spaces provided.

1. Word Set:

- Happy: _____
- Sad: _____

2. Word Set:

- Big: _____
- Small: _____

3. Word Set:

- Brave: _____
- Cowardly: _____

4. Word Set:

- Fast: _____
- Slow: _____

5. Word Set:

- Beautiful: _____
- Ugly: _____

6. Word Set:

- Loud: _____
- Quiet: _____

7. Word Set:

- Happy: _____
- Angry: _____

8. Word Set:

- Smart: _____
- Stupid: _____

9. Word Set:

- Strong: _____
- Weak: _____

10. Word Set:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

- Excited: _____
- Bored: _____

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: Ali's Morning Adventure **Topic:** Use of abbreviation **Date:** _____

Objective(s):

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

- Use dictionary / Thesaurus to identify Abbreviation, Acronym.

Resource Material:

Chalk/Marker, White/Blackboard, Dictionary or thesaurus (physical or online), 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".

Ask students if they have encountered any short forms of words or phrases, such as "Mr." for "Mister" or "NASA" for "National Aeronautics and Space Administration." Ask them randomly to tell some more such abbreviation. Appreciate them for their effective participation. Guide them if they have some sort of difficulty in participation. 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 they are going to learn about use of abbreviation through dictionary or thesaurus today. Tell them that an abbreviation is the shortened form of a word or phrase. It usually consists of a letter or group of letters taken from a word or phrase.

Activity: Ask students to open their books at page 50 of the vocabulary section. Ask them read the given words and their abbreviations given in the statement 3. Display printed examples of abbreviations on the whiteboard. Ask students to identify whether each example is an abbreviation. Discuss the characteristics of each example and how they can tell whether it's an abbreviation or an acronym. Use a dictionary or online thesaurus to look up the definitions of some of the abbreviations and acronyms, emphasizing how they are formed and used. Divide the class into small groups. Provide each group with a list of words or phrases and ask them to identify whether each one is an abbreviation or an acronym. Have students use a dictionary or thesaurus to confirm their answers. Encourage groups to create sentences using the abbreviations and acronyms they have identified.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Observe students' participation and engagement during guided practice, interactive activities, and independent practice.

Homework: (2 mins)

Take a walk around your neighbourhood, home, or school. Look for at least five abbreviations in your environment. These could be on signs, labels, packaging, or any other written material. Write down each abbreviation you find in your notebook or on a 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	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: Ali's Morning Adventure **Topic:** Use of linking verbs **Date:**

Objective(s):

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

- Distinguish and use action verbs, linking verbs, and verbs of possession.

Resource Material:

Chalk/Marker, White/Blackboard, Flashcards with verbs, Textbook page 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". Ask students randomly what verbs are and their role in a sentence (i.e., they express action, state of being, or possession). Appreciate them for their effective participation. Guide them if they have some sort of difficulty in participation. 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 they are going to learn about the use of linking verbs. Tell them that a linking verb is a verb that describes the subject. A linking verb connects the subject to a predicate noun or adjective. It does not describe any direct physical or mental action of the subject or any action controlled by the subject.

Activity: Ask students to open their books at page 51 of the grammar section. Ask them read the sentences and notice the use of linking verbs. Explain that verbs can be categorized into different types based on their functions: action verbs, linking verbs, and verbs of possession. Provide examples of each type of verb and briefly explain their characteristics. Write sentences containing different types of verbs on the whiteboard. Ask students to identify the verb in each sentence and determine whether it is an action verb, linking verb, or verb of possession. Discuss the clues or characteristics that help identify each type of verb. Provide feedback and clarification as needed.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask each student to write three sentences, each containing a different type of verb (action verb, linking verb, and verb of possession).

Homework: (2 mins)

Read the given sentences and observe the use of possession verb in the statement 2 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	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: Ali's Morning Adventure **Topic:** Use of adverbs **Date:**

Objective(s):

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

- Use of adverbs

Resource Material:

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

Ask students to recall the usage of adverb that they have just studied in previous period. Ask them give some examples.). Appreciate them for their effective participation. Guide them if they have some sort of difficulty in participation. 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 they are going to learn the use of adverbs today. Tell them that adverbs are words or expressions that describe verbs. Adverbs often end in -ly, but some (such as fast) look the same as their adjective counterparts.

Activity: Ask them open their books at page 52 of the grammar section. Ask them read the given sentences with adverbs in this statement 4. Ask them complete these sentences by adding a suitable adverb as given in the statement 5. Then, ask the read and observe the degrees of adverbs given in the book. Tell them adverbs form their comparatives and superlatives using -er and -est. Adverbs that end in -ly use the words more and most to form their comparatives and superlatives.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Circle the adverb that describes the underlined verb as given in statement 6 at page 53.

Homework: (0 mins)

N/H

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 8**

Unit Name: Ali's Morning Adventure **Topic:** Use of adverbs **Date:** _____

Objective(s):

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

- Identify and use degrees of comparison of adverbs."

Resource Material:

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

Review what adverbs are and their role in a sentence (i.e., they modify verbs, adjectives, or other adverbs). Explain that adverbs can be compared to show different degrees of intensity or quality. Introduce the three degrees of comparison of adverbs: positive, comparative, and superlative. Give some examples.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn the usage of degrees of adverbs today. Provide examples of adverbs in each degree of comparison and discuss their meanings. Write sentences containing adverbs on the whiteboard, using different degrees of comparison. Ask students to identify the adverb in each sentence and determine its degree of comparison (positive, comparative, or superlative). Discuss the rules for forming each degree of comparison and any irregular adverbs. Provide feedback and clarification as needed.

Activity: Divide the class into small groups. Give each group a set of flashcards with adverbs written on them. Have students sort the adverbs into categories: positive, comparative, and superlative. Challenge groups to create sentences using adverbs in each degree of comparison. Circulate the classroom to provide support and guidance as students work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Distribute paper and pencils to students. Ask each student to write three sentences, each containing a different degree of comparison of adverb (positive, comparative, and superlative).

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	8		40 min

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

Unit Name: Ali's Morning Adventure **Topic:** Phrases and Clauses **Date:**

Objective(s):

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

- Identify and differentiate between a phrase and clause."

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 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". Ask students if they know what a sentence is made of. Discuss the basic components: subject and predicate. Write few sentences and ask them identify subject and predicate. Appreciate them for their effective participation. Guide them if they have some sort of difficulty in participation. 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: (22 mins)

Tell students that today they are going to differentiate between phrases and clauses. Explain that within sentences, there are smaller parts called phrases and clauses. Write the definitions on the board: Phrase: A group of words that does not contain a subject and a verb. Clause: A group of words that contains a subject and a verb and functions as a complete thought. Discuss the difference between the two. Emphasize that a phrase is like a piece of a sentence, while a clause is a complete thought. Ask students to read the given sentences and observe the use of phrases and clauses as given in the statement 7 at page 53. Divide the class into small groups. Give each group a set of sentence strips with examples of phrases and clauses. Instruct students to sort the sentence strips into two categories: "Phrases" and "Clauses." Circulate among the groups to provide assistance and clarification as needed. Once all groups have completed the task, review the sorting together as a class, discussing the reasons behind each classification.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide worksheet to students.

Homework: (2 mins)

Write five sentences. Make sure each sentence contains at least one phrase and one clause. Underline the phrases and clauses in each sentence.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Reason/Comments:

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify and underline the phrases and clauses. Remember, a phrase is a group of words that does not contain a subject and a verb, while a clause is a group of words that contains a subject and a verb and functions as a complete thought.

1. The sun shining brightly in the sky made everyone smile.
2. After finishing his homework, Maalik went outside to play with his friends.
3. On the table, there was a beautifully decorated birthday cake.
4. Sarah, who is my best friend, loves to read mystery novels.
5. Running quickly to catch the bus, the boy dropped his books.
6. During the summer vacation, my family and I traveled to the beach.
7. Playing with her pet dog in the backyard, Aishah laughed loudly.
8. Although it was raining outside, the children still wanted to go to the park.
9. After eating dinner, we watched a movie together as a family.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

10. Climbing up the mountain, the hikers enjoyed the beautiful view.

11.

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

Unit Name: Ali's Morning Adventure **Topic:** Prepositional Phrases **Date:** _____

Objective(s):

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

- Identify and use prepositional phrases in writing"

Resource Material:

Chalk/Marker, White/Blackboard, prepositional phrase cards, Textbook page 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".

Write three sentences using preposition. Ask students what they know about prepositions. Invite them randomly to write some prepositions on the board. Appreciate them for their effective participation. Guide them if they have some sort of difficulty in participation. 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 learn about the usage of prepositional phrases. Tell them that a phrase which starts with a preposition and ends on a noun, pronoun or a gerund, known as prepositional phrase. It provides additional information of noun, pronoun or verbs in the sentences indicating the location, direction or time and manner.

Activity: Ask students to open their books at page 53 of the grammar section. Divide the class into small groups. Give each group a piece of chart paper and markers. Set a timer for 5 minutes and instruct students to brainstorm as many prepositions as they can think of. Encourage them to think about prepositions that describe location, time, and direction. After 5 minutes, have each group share their list of prepositions with the class. Write down the prepositions on the whiteboard as students share them. Prepare prepositional phrase cards or sentence strips with prepositional phrases written on them. Mix up the cards and distribute them among the groups. Instruct students to match each prepositional phrase card with the correct object or location card. Encourage them to discuss and justify their choices with their group members. After completing the activity, review the matches as a class, discussing any misconceptions or questions. Finally, ask them to read the given sentences and observe the use of prepositional phrases in the statement 9 from the book.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Read the given paragraph and find out the prepositional phrases at page 54. Write these phrases in the given space.

Homework:

(2 mins)

Write a short paragraph describing a familiar place or activity. Incorporate at least five prepositional phrases to add detail and description to your writing.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: Ali's Morning Adventure **Topic:** Present continuous tense **Date:**

Objective(s):

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

- Use present continuous tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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".

Write following two sentences on the board.

She is reading a book at the moment.

- The sun **rises** in the east. She **is reading** a book at the moment.

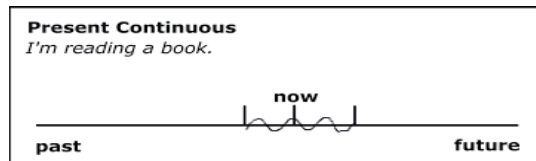
Now ask students randomly to read the sentences aloud and find the difference of tense. Ask them focus on verbs in both sentences. Also ask them to differentiate between tenses of these two sentences. Appreciate the one who answers correctly. Make sure to get majority of students engaged in this discussion. Guide and assist them if they have difficulty in guessing the difference.

Main Activities/Concept Building: (23 mins)

Tell students today they are going to study the usage of present continuous tense. Tell them that the present continuous tense is used to talk about actions that are happening right now or around the present moment. It is like taking a snapshot of what is going on at the time of speaking. Examples:

She is reading a book. (She is doing it right now.) The children are playing in the park. (They are doing it at this moment.)

Activity: Ask students to open their books at page 54 of 'Grammar Section'. Ask them read the given sentences and understand the use of the present continuous tense in the statement 9. Tell them focus on the sentence structure. Also draw time line of it on the board. Then ask them rewrite the given sentences using the present continuous tense in the statement 12.



Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide the worksheet for assessment.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Worksheet

Name: _____

Date: _____

Fill in the blanks with the correct form of the present continuous tense (am/is/are + base verb + -ing).

1. I _____ (play) with my friends at the playground.
2. They _____ (dance) in the school talent show.
3. He _____ (read) an exciting adventure book.
4. The birds _____ (sing) happily in the tree.
5. We _____ (draw) pictures in the art class.
6. She _____ (bake) delicious cookies in the kitchen.
7. The teacher _____ (teach) a new lesson in the classroom.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

8. The cat _____ (chase) a butterfly in the garden.

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Ali's Morning Adventure **Topic:** essay\paragraph writing **Date:**

Objective(s):

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

- Write multiple paragraph essays/stories; multi-stanza poems or playscript using correct punctuation and spelling, grammar, grade level vocabulary and transitional devices, following rules of subject-verb agreement, sentence structure and types by using the writing process approach: prewriting, editing and final draft stages. a. Use chronological/sequential order of arranging detail. b. Present comparison and contrast c. State opinions with reasons to support perspective and give appropriate conclusions d. Add adequate supporting detail to the topic sentence (example, definition, data, illustration or evidence) to develop the main idea.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 55

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 the lesson by discussing with students the importance of writing effectively and the components of good writing, including correct grammar, punctuation, and organization. Explain the objectives of the lesson, emphasizing that they will be learning how to write essays and stories with correct grammar and structure.

Main Activities/Concept Building: (25 mins)

Discuss different types of writing formats, such as essays, stories, poems, and playscripts. Provide examples of each format to the students. Ask students to choose one format for their writing assignment. Have students brainstorm ideas for their writing piece. Encourage them to use graphic organizers, such as mind maps or outlines, to organize their thoughts. Circulate among the students to provide guidance and support as they brainstorm their ideas.

Activity: Instruct students to begin drafting their essays, stories, poems, or playscripts based on their chosen format and prewriting notes. Emphasize the importance of including a clear topic or main idea, supporting details, and transitional devices to connect ideas. Encourage students to focus on writing complete sentences with correct grammar, punctuation, and spelling. Provide support and assistance to students as they work on their drafts, answering any questions they may have. Explain to students the importance of editing and revising their writing to improve clarity and coherence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Review the key concepts covered in the lesson, including the writing process approach and the elements of effective writing.

Homework: (2 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Students will complete the final draft of their essays, stories, poems, or playscripts, incorporating any revisions based on feedback received during the lesson.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

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

Unit Name: Ali's Morning Adventure **Topic:** essay\paragraph writing **Date:**

Objective(s):

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

- Creative Writing; Write summary of the given text.

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".

Discuss with students the importance of road safety and the consequences of road accidents. Ask them have ever come across a road accident. What their response was to such situatio. Appreciate the one who answers correctly. Make sure to get majority of students engaged in this discussion. Guide and assist them if they have difficulty in guessing the difference.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to write an essay. Introduce the topic of the essay: "Causes and Consequences of Road Accidents." Explain to students that they will be writing an essay about this topic, focusing on identifying the causes of road accidents and discussing their consequences. Review the checklist for writing an essay with students, highlighting the key elements such as introduction, body paragraphs, conclusion, and proper punctuation.

Activity: Lead a brainstorming session with students to generate ideas about the causes and consequences of road accidents. Encourage students to think about factors such as distracted driving, speeding, drunk driving, poor road conditions, and lack of safety measures. Write down the students' ideas on the whiteboard or chart paper for reference during the writing process. Discuss the importance of organizing their ideas logically and structuring their essay effectively. Guide students through the process of writing their essays, following the structure of an introduction, body paragraphs, and a conclusion. Instruct students to start with an engaging introduction that introduces the topic and provides background information on road accidents. Encourage students to write body paragraphs that address different causes of road accidents, providing evidence or examples to support each point. Emphasize the importance of a strong conclusion that summarizes the main points of the essay and leaves a lasting impression on the reader.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Review the checklist for writing an essay with students, focusing on elements such as grammar, punctuation, spelling, and sentence structure.

Homework: (2 mins)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Ask students to research statistics and facts about road accidents to include in their essays.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1

Periodic Unit: 2

Week: 5

Lesson Plan: 6

Unit Name: Ali's Morning Adventure **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 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 to sit in a circle. Ask them recall the unit 'Twins'. Write following warm up questions on the board:

1. Have you ever met twins in your life?
2. What was your reaction on seeing them?
3. Look at the given picture. Identity

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 'Twins'. Ask students to open their textbooks at page 32. 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 33. Ask them recall the usage of figures of speech: simile, personification and metaphor. Ask them one example of each of these. Ask students randomly to recall use of adjective and its degrees. Recall compound prepositions. Ask them also to recall simple past tense.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Rewrite the sentences by using the apostrophe.

The companys profits have steadily increased over the past year.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

The birds chirping could be heard outside the window.

Homework: (2 mins)

Paraphrase the following sentence: The company is earning high profit for the last years.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**
Unit Name: Ali's Morning Adventure **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 58

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 "Ali's Morning Adventure". Ask them individually What do you know about road safety? Share a few. What is your favourite mode of transportation? Why? Note their responses. 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 we are going to review the previous units. Ask students to open their books at page 58 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. Ask them use the given similes in your sentences as given in the statement 1 of vocabulary section: slow like a turtle; as big as an elephant; sing like a nightingale; shining; like a star as large as a tower

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Change the sentences into simple future tense. 'Mr. Zain bought sunglasses for his son.'

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	8		40 min

Term: 1 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 8**

Unit Name: Ali's Morning Adventure **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

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 "Twin". Ask them individually Have you ever met twins in your life? What was your reaction on seeing them? Note their responses. 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 they are going to review the previous units. Ask them Write 5 sentences by using phrases and clauses. Circle the phrases and underline the clauses. Ask them formulate three analogies by comparing/contrasting or finding similarity between them. After that ask them Write a paragraph about 'Honesty in Friendship' using different cases of pronouns. Tell them apply brainstorming technique and mind mapping to write on this topic. Write 5 sentences by using phrases and clauses. Circle the phrases and underline the clauses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Assess students through their classwork.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar Farooq **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading). Read the text of the lesson. (First three paragraphs). Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Personal Recounts - biography. 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 61

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 "Hazrat Umar (RA) - A Leader of Justice" and ask following pre-reading questions:

- Look at the picture and tell what is happening in it?
- What are the roles of judges and lawyers in our society?

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 three paragraphs from unit 'Hazrat Umar Farooq (RA) '. Ask the students to open their books at page 61. 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. Where was Hazrat Umar Farooq born?
2. What title did Hazrat Muhammad give to Hazrat Umar, and what does it mean?
3. What was Hazrat Umar's father's name?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Which tribe did Hazrat Umar belong to?
2. What was Hazrat Umar known for before accepting Islam?

Homework: (2 mins)

1. What made Hazrat Umar change his mind about assassinating Hazrat Muhammad?
2. What did Hazrat Umar's sister and her husband do that influenced his decision?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar Farooq **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 four 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

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 "Hazrat Umar (RA) - A Leader of Justice". 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 did Hazrat Umar hear his sister doing when he reached her home?
2. How did the recitation of the Quran affect Hazrat Umar?
3. How did Hazrat Umar's acceptance of Islam affect the Muslim community in Makkah?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going read the next three paragraphs of the unit "Hazrat Umar (RA) - A Leader of Justice". Ask students to open their books at page 61. 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 did Hazrat Umar react to the news of Hazrat Muhammad's death?
2. Who did Hazrat Umar support after Hazrat Abu Bakr's death?
3. What position did Hazrat Umar hold after Hazrat Abu Bakr's death?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What were some of Hazrat Umar's achievements as the second caliph of Islam?
2. What qualities made Hazrat Umar a great leader?

Homework: (2 mins)

1. How did Hazrat Umar handle the complaint brought to him by the Egyptian?
2. Who was the governor of Egypt during Hazrat Umar's time?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar Farooq **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). 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 Material:

Chalk/Marker, White/Blackboard, Textbook page 62

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 talk about the justice of Hazrat Muhammad keeping view the unit. Ask them to give some examples of his justice. 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 Hazrat Umar Farooq (RA). Ask students to open their books at page 62. 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:

- How did Hazrat Umar ensure justice during his caliphate?
- What role did Shariah laws play during Hazrat Umar's rule?
- How did Hazrat Umar safeguard internal safety?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

- What measures did Hazrat Umar take to assist the needy and poor?
- What special department did Hazrat Umar establish for handling complaints against state officers?

Homework: (2 mins)

- How did Hazrat Umar contribute to establishing a system of accountability among officials and soldiers?
- What qualities did Hazrat Umar possess that made him a role model for everyone?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar Farooq **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 63

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: (23 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 63. 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 to learn the vocabulary by heart 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	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
tactics	an amount of money that is paid regularly to somebody, especially a priest, as wages or money to live on
eloquence	to happen or appear for the first time in a particular place or situation
ancestors	to recognise the difference between two people or things
assassinate	a person in your family who lived a long time ago
distinguish	the ability to use language and express your opinions well, especially when you are speaking in public
originated	a person in your family who lived a long time ago
stipends	to murder an important or famous person, especially for political reasons
embodiment	a person or thing that represents or is a typical example of an idea or a quality

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar Farooq **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. Understand explicit meanings, through literal and vocabulary questions. Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft. Understand and answer the given questions.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64

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 'Hazrat Umar (RA)'. Encourage them to tell the message of the unit 'Hazrat Umar (RA) - A Leader of Justice' 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 64. 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)

Ask students to 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	8		40 min

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

Unit Name: Hazrat Umar Farooq **Topic:** Questions and Answers **Date:**

Objective(s):

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

- Read and use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. Understand and answer the given questions. Read, Think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 64

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 centred around the theme of "Justice and Fairness of Hazrat Umar". The unit focuses on the story of Hazrat Umar. Ask students to describe attributes and qualities of Hazrat Umar. 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 64. Read the statement from 'Reading for Inference' section. Ask them How did the Muslims get strength after Hazrat Umar (RA) accepted Islam? How did Hazrat Umar (RA) expand the boundaries of the Islamic state? Then ask them to read the question from "Reading for Analysis" section. Ask them How did the leadership qualities of Hazrat Umar (RA) make things smooth and justifiable? Write in your own words. What did you learn from this lesson? 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	8		40 min

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

Unit Name: Hazrat Umar (RA) **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. Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 65

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".

Have students engage in a discussion regarding how to improve one's academic performance in school. What measure should one take to improve his or her academic performance. Make 3 to four group of students to discuss on this topic. 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 them that they are going to practice a dialogue between Mr. Ahmed and Sir Asad regarding Mr. Ahmed's son's academic performance, particularly in mathematics.

Activity: For practice assign the role to students and ask them practice the dialogue given at page 65. To play this dialogue between Mr Ahmad and Sir Asad, guide students where to place stress and apply gestures to make the dialogue lively and impressing. Give them 5 minutes to rehearse their role and assigned dialogue. Ask them to memorize it. There are two characters who play this dialogue. Once a pair of student finish performing their role play ask another pair to come forward and start playing the dialogue. In this way, change the player and try to engage majority of the students. Appreciate student for their active participation. Guide those who have problem in performing this play.

Tell students that the theme of the dialogue between Mr Ahmad and Sir Asad revolves around academic integrity, honesty, and the importance of hard work and perseverance in education. It addresses the consequences of cheating, the need for parental involvement and guidance in a child's education, and the significance of providing support and resources to help students overcome academic challenges.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What subject did Mr. Ahmed's son struggle with in school?
2. Why did Sir Asad call Mr. Ahmed for a meeting?
3. What did Mr. Ahmed's son do on his mathematics test that was not acceptable?

Homework: (2 mins)

1. How did Mr. Ahmed plan to help his son improve in mathematics?
2. What solution did Sir Asad propose to address the difficulties faced by students in mathematics?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Homographs **Date:**

Objective(s):

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

- Understand and identify homographs words spelled the same, with different pronunciation.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 65

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 to the 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

Third pair of flashcards: Word: **Wind** meaning 1: The movement of air Meaning 2: To twist or turn something, like winding a clock

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: (22 mins)

Tell students that such words are called "homographs". Guide them that Homographs are pairs of words that have the same spellings but have different meanings and are pronounced differently.

Give them some more pairs of flashcards of homophones. Tell them that they are going to study homographs today.

Activity: Ask students to open their textbooks at page 65 of the vocabulary section. Ask one student to read aloud the instruction statement 1 in the vocabulary section. There are pair of homographs in this section as: tear/tear; lead/lead; object/object; dove/dove; tire/ tire and desert/dessert. Ask student to consult dictionary to see different pronunciations of these homographs.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

Provide students the worksheet read the sentences and circle the correct meaning of the underline homographs.

Homework: (2 mins)

Make sentences of your own with the following homographs: Close, park, right

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		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	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Position of Adjectives **Date:** _____

Objective(s):

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

- Identify position of adjectives in the sentence

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".

Write following sentences on the board:

1. I bought a delicious pizza for lunch.
2. His performance was impressive.
3. The poet laureate recited a poem at the event.

Ask students to identify the adjectives in these sentences. Appreciate them for their effective participation. Guide them if they have some sort of difficulty in guessing the meaning. Make sure to engage students in activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about the position of adjectives in the sentences. Also tell them that 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 them open their books at page 66 of grammar section. Ask them read the given examples of modal verbs in the statement 1. Introduce the concept of the position of adjectives, explaining that adjectives can come before or after the noun they describe. Display examples of sentences containing adjectives on the whiteboard or chart paper. Read each sentence aloud, emphasizing the adjectives. Discuss the position of adjectives in each sentence. Point out whether the adjective comes before or after the noun.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Make two sentences for each position of adjective in your notebook.

Homework: (2 mins)

Encourage students to continue practicing identifying and using adjectives correctly in their writing.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Adverbial phrases **Date:**

Objective(s):

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

- Use adverb phrases in their speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, 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 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: (23 mins)

Tell students that today they are going to learn about recognition of adverb phrases Tell students that an adverbial phrase is a group of two or more words that functions as an adverb in a sentence. It provides additional information about how, when, where, or to what extent an action is performed.

Activity: Ask students to open their books at page 67. Ask them read the given sentences showing the use of adverbs in the statement 3. In the sentence. Let us note the first sentence. In the sentence "She spoke softly and with confidence," the adverbial phrase is "softly and with confidence." An adverbial phrase is a group of words that functions as an adverb to modify a verb, adjective, or another adverb by providing additional information about the action, manner, place, time, frequency, or degree. In the similar fashion, read and observe adverbial phrases in the given sentence in the statement 3.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

What is adverbial phrase? Make a sentence of your own for adverbial clause. Read the given sentences and underline the adverbial phrases in them as given in the statement 4 of the book.

Homework: (2 mins)

Go through the definition of 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	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Noun Phrase **Date:** _____

Objective(s):

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

- Identify noun phrase in the sentence

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 68

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 what a noun is. Discuss and review the definition of a noun as a person, place, thing, or idea. Then, ask them to recall definition of adjective or describing words. Ask them the position of adjective in the sentence and position of noun when it comes with adjective. Appreciate them for their effective participation. Make sure to engage students in activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn and identify noun phrase in the sentence. Tell them that a noun phrase functions as a noun in a sentence. It includes a noun and an adjective that modifies the noun.

Activity: Ask students to open their books at page 68 of grammar section. Write some simple sentences on the board without any noun phrases (e.g., "The dog barks."). Ask students how we can make these sentences more interesting by adding more detail. Ask them read the sentences for noun phrases given in the statement 1 of the grammar section. Ask one student to read the first sentence: The curious girl asked many questions. Tell them that in this sentence, In the sentence "The curious girl asked many questions," the noun phrase is "the curious girl." "The curious" serves as a determiner for the noun "girl." It specifies which girl is being referred to (in this case, the curious one). "Girl" is the main noun in the phrase, serving as the subject of the sentence. Then, Divide the class into pairs or small groups. Provide each group with a simple sentence (e.g., "The cat sat on the mat."). Ask students to work together to create noun phrases to add more detail to the sentence. For example, they could change it to "The fluffy, gray cat with green eyes sat contentedly on the soft, blue mat." Have each group share their revised sentences with the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Distribute worksheet among 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the noun phrases within each sentence and underline them.

1. The old, wooden desk in the corner belonged to the teacher.
2. My little brother with the curly hair loves to play soccer.
3. The colorful birds singing in the trees made the morning beautiful.
4. We visited the historic castle on our school field trip.
5. A delicious slice of pizza topped with pepperoni and cheese is my favorite.
6. The shiny, silver necklace that she wore was a family heirloom.
7. The excited children waiting at the bus stop waved to their friends.
8. Our cozy, comfortable bed felt like a cloud after a long day.
9. The enormous, roaring waterfall cascaded down the rocky cliffs.
10. The tiny, buzzing bee landed on the fragrant flower.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** prepositional phrase

Date:

Objective(s):

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

- Identify and use prepositional phrase

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 68

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 review and recall the use of prepositions. Ask them a few prepositions and use the in the sentence. Appreciate and encourage students for their active participation. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.

Main Activities/Concept Building:

(23 mins)

Tell students that today they are going to prepositional phrase. Tell them that it is a phrase which begins with a preposition and ends on a noun, pronoun and adjective is called a prepositional phrase.

Activity: Ask students to open their books at page 68 of grammar section. Explain that a prepositional phrase consists of a preposition, its object, and any modifiers. Provide examples of prepositional phrases on the board:

The cat is on the table.

She walked through the park.

The book is under the bed.

Discuss the role of the preposition and its object in each phrase. Ask students to read the sentences from the book on prepositional phrases and identify the prepositional phrases. The first sentence is: *He found his keys under the couch.* In the sentence "He found his keys under the couch," the prepositional phrase is "under the couch." The prepositional phrase "under the couch" describes the location of where the keys were found. "Under" is the preposition indicating the relationship between the keys and the couch, and "the couch" is the object of the preposition, specifying the exact location. Together, the preposition and its object form the prepositional phrase, providing additional information about the action of finding the keys. Now ask them explain the prepositional phrase in second sentence too.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Look at the picture in the book (statement 6) at page 68 and write a paragraph using noun and prepositional phrases.

Homework:

(2 mins)

Revise the noun phrase 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	8		40 min

Term: 2

Periodic Unit: 1

Week: 2

Lesson Plan: 5

Unit Name: Hazrat Umar (RA) **Topic:** Noun and prepositional phrases **Date:**

Objective(s):

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

- Identify and differentiate between a variety of phrases (Noun Phrase, Prepositional Phrase).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 68

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 review what a phrase is, reminding students that a phrase is a group of words that function as a unit in a sentence but does not contain a subject and a verb. Explain that there are different types of phrases, including noun phrases and prepositional phrases. Provide examples of both noun phrases and prepositional phrases on the board:

Noun Phrase: The big, red apple

Prepositional Phrase: On the table

Main Activities/Concept Building:

(23 mins)

Tell students that today they are going to compare the noun and prepositional phrases. Tell them that a noun phrase functions as a noun in a sentence. It includes a noun and an adjective that modifies the noun. Also tell them that a phrase which begins with a preposition and ends on a noun, pronoun and adjective is called a prepositional phrase. Discuss the characteristics and functions of each type of phrase.

Activity: Present sentences containing noun phrases and prepositional phrases on the board. Read each sentence aloud together as a class. Ask students to identify and differentiate between the noun phrases and prepositional phrases in each sentence, underlining or highlighting them accordingly. Discuss the phrases as a class, emphasizing the differences between noun phrases and prepositional phrases.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Provide worksheet to students to differentiate between noun phrase and prepositional phrase.

Homework:

(2 mins)

Revisit the worksheet you completed in class. Review each sentence and your answers (NP or PP) carefully.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify whether the underlined phrase is a noun phrase (NP) or a prepositional phrase (PP). Write "NP" for noun phrases and "PP" for prepositional phrases.

- The dog with the fluffy tail chased the ball.
 - The dog with the fluffy tail chased the ball.
- The cat on the roof meowed loudly.
 - The cat on the roof meowed loudly.
- My best friend from school visited me yesterday.
 - My best friend from school visited me yesterday.
- The delicious smell of fresh cookies filled the kitchen.
 - The delicious smell of fresh cookies filled the kitchen.
- We walked through the beautiful park on a sunny day.
 - We walked through the beautiful park on a sunny day.
- The book on the shelf belongs to my sister.
 - The book on the shelf belongs to my sister.
- The children in the playground played happily.
 - The children in the playground played happily.
- The tall tree with colorful leaves stood in the corner of the garden.
 - The tall tree with colorful leaves stood in the corner of the garden.
- A cup of hot chocolate by the fireplace warmed me up.
 - A cup of hot chocolate by the fireplace warmed me up.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Noun and prepositional phrases **Date:**

Objective(s):

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

- Identify and differentiate between a variety of phrases (Noun Phrase, Prepositional Phrase).

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 68

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 review what a phrase is, reminding students that a phrase is a group of words that function as a unit in a sentence but does not contain a subject and a verb. Explain that there are different types of phrases, including noun phrases and prepositional phrases. Provide examples of both noun phrases and prepositional phrases on the board:

Noun Phrase: The big, red apple

Prepositional Phrase: On the table

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to compare the noun and prepositional phrases. Tell them that a noun phrase functions as a noun in a sentence. It includes a noun and an adjective that modifies the noun. Also tell them that a phrase which begins with a preposition and ends on a noun, pronoun and adjective is called a prepositional phrase. Discuss the characteristics and functions of each type of phrase.

Activity: Give each student an individual whiteboard or paper. Instruct students to create three original sentences of their own, incorporating either a noun phrase or a prepositional phrase in each sentence. Encourage students to underline or highlight the phrases they've included. Circulate the classroom to provide feedback and support as students work. Allow volunteers to share their sentences with the class, identifying the types of phrases used.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read each sentence carefully. Identify whether the underlined phrase is a noun phrase (NP) or a prepositional phrase (PP). The cat with the long whiskers slept peacefully. The cat with the long whiskers slept peacefully.

Homework: (2 mins)

Encourage students to continue practicing identifying and using phrases in their reading and writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Noun and prepositional phrases **Date:**

Objective(s):

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

- Use past continuous tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, sentence strips, Textbook page 69

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 three sentences on the board and ask them identify the tense. She was studying for her exam all night.

1. They were playing basketball when it started to rain.
2. I was cooking dinner while my parents were watching TV.

Then, ask them identify helping and what its function is in the sentence. Appreciate and encourage students for their active participation. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to use past continuous tense in their speech and writing. The past continuous tense is a verb form used to describe actions that were ongoing or in progress at a specific point in the past. It is formed by using the past tense of the verb "to be" (was/were) followed by the base form of the main verb with the suffix "-ing".

Activity: Ask them open their books at page 69 of grammar section. Present sentences containing verbs in past continuous tense on the board. Read each sentence aloud together as a class. Ask students to identify the past continuous tense given in the statement 8 of the grammar section. Discuss the sentences as a class, highlighting the use of "was" or "were" with the verb ending in -ing. Prepare sentence strips with examples of sentences in past continuous tense. Divide the class into small groups. Distribute the sentence strips to each group and instruct them to arrange the sentence strips to form complete sentences in past continuous tense. Circulate the classroom to provide assistance and guidance as needed. Once completed, have each group read their sentences aloud to the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Complete each sentence by writing the verb in the past continuous tense.

When I arrived at the party, everyone _____ (dance / dancing / was dancing) to the music.

The children _____ (play / playing / were playing) outside when it started raining.

While she _____ (cook / cooking / was cooking) dinner, the phone rang.

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	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Punctuation of a paragraph **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, Punctuation posters or visual aids, Worksheet, Textbook page 69

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 what they know about punctuation marks. Encourage them to share examples and their understanding of why punctuation is important. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.

Main Activities/Concept Building:

(23 mins)

Tell students that today they are going to punctuate a paragraph. Encourage them to share examples and their understanding of why punctuation is important. Introduce the concept of punctuation and capitalization, explaining that these marks help to organize sentences, indicate pauses, and clarify meaning in writing.

Activity: Display posters or visual aids showing different punctuation marks and their uses. Briefly explain each mark: Full Stop (period): used to end a sentence. Comma: used to separate items in a list, indicate pauses, or separate clauses in a sentence. Apostrophe: used to show possession or contraction. Parenthesis: used to provide additional information or clarification within a sentence. Exclamation Mark: used to show strong emotion or emphasis. Capitalization: used to begin sentences, proper nouns, and the pronoun 'I'. Provide examples of sentences with and without proper punctuation. Discuss how punctuation changes the meaning and clarity of a sentence.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Distribute worksheets with sentences for punctuation practice.

Homework:

(2 mins)

Write a paragraph by looking at the picture given in the book at page 69. Remember to punctuate the text properly. Do not forget to use correct capitalization, full stops, exclamation marks, commas, parenthesis and hyphens etc.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Punctuate the following sentences correctly using full stops, commas, apostrophes, parenthesis, exclamation marks, and capitalization where necessary. Write your corrected sentence on the lines provided.

- i love to play soccer with my friends Corrected sentence:

- the cat sat on the mat it purred contentedly Corrected sentence:

- our class went on a field trip to the museum the zoo and the park Corrected sentence: _____
- dont forget to bring your books to school tomorrow Corrected sentence:

- sarahs dog barked loudly when the doorbell rang Corrected sentence:

- my favorite subjects in school are math science and art Corrected sentence:

- we had a picnic in the park it was a beautiful sunny day Corrected sentence:

- can you believe it summer vacation is finally here Corrected sentence:

- grandma always tells the best stories Corrected sentence:

- bobby said i want to go to the movies with you exclamation mark Corrected sentence: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Descriptive composition **Date:**

Objective(s):

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

- Learn how to write a descriptive composition (giving physical description and characteristics/ traits of a person/object/ place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.

Resource Material:

Chalk/Marker, White/Blackboard, sample descriptive writing, Textbook page 70

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".

Discuss with students the importance of descriptive writing. Write an example of descriptive writing on the board and involve students explain this sample descriptive writing. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn to write a descriptive writing. Explain that descriptive writing helps readers to visualize and understand a person, object, or place by using vivid details. Show examples of descriptive compositions and discuss the key features, such as vivid imagery, sensory details, and organization.

Activity: Conduct a brainstorming session with the class, asking students to think of different topics they could describe (e.g., their favourite place, a family member, a pet, etc.). Write down their ideas on the whiteboard or chart paper. Choose one topic as a class and create a mind map together, listing physical descriptions and characteristics associated with the chosen topic.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write 3 descriptive writing rules from the book at page 70.

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	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Descriptive composition **Date:** _____

Objective(s):

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

- Write a descriptive composition (giving physical description and characteristics/ traits of a person/object/ place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 70

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".

Discuss with students the importance of descriptive writing. Write an example of descriptive writing on the board and involve students explain this sample descriptive writing. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to write a draft of a descriptive writing. Ask them open their books at page 70. Distribute printed worksheets with descriptive prompts or topics. Instruct students to choose one prompt or topic and write a descriptive composition using the physical descriptions and characteristics they brainstormed. Encourage students to write in complete sentences and to move from general descriptions to specific details. Circulate the classroom to provide assistance and guidance as students work.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide a worksheet to students.

Homework: (2 mins)

For homework, continue practicing your descriptive writing skills by choosing one of the given prompts in the worksheet.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Use the space provided to write a descriptive composition, focusing on physical descriptions and characteristics. Remember to include vivid details and move from general descriptions to specific details. Pay attention to correct punctuation and spelling.

1. Describe your favorite place to visit during the summer.
2. Describe a family member or friend who is important to you.
3. Describe your favorite toy or possession.
4. Describe a place you have visited that left a lasting impression on you.
5. Describe a pet (real or imaginary) that you would love to have.

Descriptive Composition:

Topic/ Prompt chosen: _____

Write your descriptive composition here:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Hazrat Umar (RA) **Topic:** Descriptive composition **Date:**

Objective(s):

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

- Creative writing
- Write a descriptive paragraph.

Resource Material:

Chalk/Marker, White/Blackboard, example descriptive paragraph, Textbook page 70

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 the lesson by asking students about their experiences at a zoo or safari park. Encourage them to share what they saw, heard, and felt during their visit. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write final piece of descriptive writing. Show an example descriptive paragraph about a safari park visit and discuss the descriptive elements present in the paragraph. Conduct a brainstorming session with the class, asking students to recall their own experiences at a safari park. Write down their ideas on the whiteboard or chart paper. Choose one aspect of the safari park visit (e.g., animals, attractions, interactions) and create a mind map together, listing physical descriptions and characteristics associated with that aspect. Provide students with the writing prompt: "Write a descriptive paragraph about your day at the safari park." Instruct students to write a descriptive paragraph about their day at the safari park, using the brainstorming ideas and mind map as inspiration. Encourage them to include details about the animals, sights, sounds, smells, and any memorable experiences they had. Remind students to focus on correct punctuation and spelling. After completing their paragraphs, allow students to share their writing with a partner. Encourage partners to discuss what they liked about each other's writing and offer suggestions for improvement.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite several students to share their descriptive paragraphs with the class.

Homework: (2 mins)

Assign students to write a descriptive paragraph about their favourite personality.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 4**

Unit Name: A Thrilling Football Match **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. Use pre-reading and while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. (Pre - Reading) Read the text of the lesson. (First two paragraphs of the lesson) Recognise features of an effective topic sentence using specific words and vivid verbs. Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through evidence, cause and effect, and/or comparison and contrast.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

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 "A Thrilling Football Match" and ask following pre-reading questions: Ask students to look at the given picture and say what is happening.

1. What do you do in your free time?
2. Which game do you like to play the most?

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 'A Thrilling Football Match'. Ask the students to open their books at page 73. 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 event is causing joy to surge through the streets?
2. How do the fans show their enthusiasm for the football match?
3. Why was the narrator excited to watch the match?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What are the names of the two teams playing in the match?
5. Why does the narrator support the Evergreen Strikers?

Homework: (2 mins)

6. Describe the atmosphere at the grand stadium before the match begins.
7. What are the strengths of each team mentioned in the passage?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 5**

Unit Name: A Thrilling Football Match **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 of the lesson). Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions. Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Personal recount.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 73

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 "Sports and sportsmanship". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

How does the narrator feel about the significance of the match?

What is the narrator's connection to one of the teams?

What emotions do you think the fans are feeling as they await the start of the match?

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 continuous reading. Ask students to open their books at page 73. Ask them to read the next three 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 signals the beginning of the football match?
2. Which team had possession of the ball first, and how did they move it around?
3. How did the crowd react to the Strikers' performance in the first half?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Describe the defense of the Red Wings during the first half.
5. What changed at the start of the second half, and who scored the first goal?

Homework: (2 mins)

6. How did the Red Wings' fans react to their team taking the lead?
7. What tactics did the Strikers employ to try to equalize the score?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 6**

Unit Name: A Thrilling Football Match **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 lesson). Explain whether predictions about the content of a text are acceptable or should be modified and why. Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 74

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 "A Thrilling Football Match". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

- Who is mentioned as the best player for the Strikers, and what did he attempt to do?
- How did the Red Wings' defenders respond to Ibrahim's dribble?

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 remaining paragraphs of the unit. Ask students to open their books at page 74. 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:

- What changed for the Strikers as time was running out in the match?
- Who scored the equalizing goal for the Strikers, and how did the crowd react?
- Describe the atmosphere in the stadium after Basit's goal.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

- How did Omer contribute to the Strikers' lead?
- What was the final score of the match?

Homework: (2 mins)

- How did the fans react to Omer's goal?
- What emotions were evident among the players and fans as the match concluded?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit:** **Week: 3** **Lesson Plan: 7**

Unit Name: A Thrilling Football Match **Topic:** Reading Comprehension **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 75

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 75. 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)

Provide given 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	8		40 min

Worksheet

Name: _____

Date: _____

Match each vocabulary word on the left with its correct meaning on the right by drawing a line connecting them.

Column A	Column B
anticipation	outburst; outbreak
renowned	the public display of emotion or feeling
profound	opponent, rival
eruption	very impressive, breathtaking
triumphant	the fact of seeing that something might happen in the future and perhaps doing something about it now
manifestation	famous and respected
spectacular	very great; felt or experienced very strongly
adversary	very successful in a way that causes great satisfaction

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 3** **Lesson Plan: 8**

Unit Name: A Thrilling Football Match **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 75

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 'A Thrilling Football Match'. Encourage them to tell the message of the unit 'A Thrilling Football Match' 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 75. 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: (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	8		40 min

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

Unit Name: A Thrilling Football Match **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.
- Summarise complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. Make inferences to draw conclusions from, e.g., a. contextual information;
- b. writer's viewpoint; c. implied information; Read, Think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 75

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 "a thrilling football match". Ask them random questions from the unit. 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 75. Read the statement from 'Reading for Inference' section. Ask them how the mood of the crowd changed when the Strikers managed to score the equalizing goal. Also ask who made the Strikers win the match and how? Justify your answer. Then ask them to read the question from "Reading for Analysis" section. Ask them how the players showed sportsmanship in the game. And what message you got from this lesson. 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)

What made the Red Wings' defence notable during the match?

Homework: (2 mins)

Write down the summary of the unit that you have just read.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Thrilling Football Match **Topic:** Listening and speaking **Date:**

Objective(s):

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

- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Talk On...

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 76

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 on the board 'importance of teamwork in sports. Divide students into four groups and ask them to discuss the topic and its various aspects of overpopulation. Also discuss its pros and cons. Ask group leader to in front of the class summarize the discussion in three or four points.

Main Activities/Concept Building: (25 mins)

Ask students randomly to read dialogue from the 'Listening and Speaking' section. Ask students to open their textbooks at page 76. Tell students that today they are going to read a dialogue between two friends Nasir and Faheem about healthy life style. Nasir encourages Faheem to participate in outdoor activities like cricket to stay physically fit, highlighting the drawbacks of a sedentary lifestyle spent mostly playing video games. Faheem, on the other hand, acknowledges his lack of physical activity and expresses a willingness to make a change by considering joining Nasir's cricket match. Overall, the theme emphasizes the significance of engaging in physical activities for overall well-being.

Activity: Now make pairs of two students randomly to play the role of father and Ali. 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. At end of this activity ask following questions:

1. Who initiates the conversation, Nasir or Faheem?
2. What greeting does Nasir use to start the conversation?
3. How does Faheem respond to Nasir's greeting?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What does Nasir suggest doing over the coming weekend?
2. How does Faheem initially plan to spend his weekend?

Homework: (2 mins)

1. What reason does Faheem give for not participating in the cricket match?
2. What is Nasir's argument for participating in outdoor games like cricket?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 3**

Unit Name: A Thrilling Football Match **Topic:** Capitonym words **Date:** _____

Objective(s):

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

- Understand the difference between Capitonym words such as Turkey/turkey, Lima/lima, Nice/nice, Earth/earth.
- Take dictation of paragraph/ text of grade level.

Resource Material:

Chalk/Marker, White/Blackboard, Dictation passage containing capitonyms, Worksheet, Textbook page 77

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 the lesson by writing the words "Turkey" and "turkey" on the whiteboard. Ask students if they notice anything different about the words.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to about capitonyms. Tell them that a capitonyms is a word which meaning and sometimes pronunciation get changed when it is capitalised. It usually happens when a word acts as both a proper noun and a common noun.

Activity 1: Ask them open their books at page 77. Distribute the dictation passage containing capitonyms to the students. Read the passage aloud once, emphasizing the difference in meaning between the capitalized and lowercase words. Instruct students to listen carefully and write down the words they hear. After reading the passage a second time, allow students to compare their answers with their peers. Go over the passage together as a class, discussing the meanings of each capitonym.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students.

Homework: (2 mins)

Ask students to read the given examples and observe the use of capitonym given in the book at page 77.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Fill in the blanks with the appropriate capitonym (capitalized or lowercase) to complete the sentence correctly.

1. The president of **Poland/poland** visited the country last week.
2. The **March/march** of the soldiers echoed through the valley.
3. I would love to visit **Paris/paris** someday.
4. The **mercury/Mercury** in the thermometer dropped below freezing.
5. She wore a **nice/Nice** dress to the party.
6. We studied the layers of the **Earth/earth** in science class.
7. **China/china** is famous for its delicious cuisine.
8. He caught a glimpse of the **morning/morning** sun rising over the horizon.
9. **Turkey/turkey** is a popular dish during Thanksgiving.
10. We visited **Rome/rome** to explore its ancient ruins.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Thrilling Football Match **Topic:** adjectival phrases **Date:**

Objective(s):

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

- Use adjectival phrases in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 78

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 three sentences on the board and ask them identify the prepositions in them.

The cat is sitting in front of the door.

- In spite of the rain, we went for a walk.
- He ran out of the room.

Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the use of adjectival, adverbial and prepositional phrases. A prepositional phrase acts like a preposition in a sentence. It consists of a preposition or an object of the preposition. An adverbial phrase acts like an adverb in a sentence. It modifies the verb or another adverb in sentence. It consists of an adverb and the other words that act as an adverb. Tell them that an adjectival phrase acts like an adjective in a sentence. It consists of an adjective and the other words that modify the noun or pronoun.

Activity: Ask them open their books at page 78. Ask them read the given sentences and observe the use of adjectival, adverbial in the statement 1 at page 79. For example, in the sentence "The cake with the chocolate frosting is delicious," the adjectival phrase is "with the chocolate frosting." This phrase modifies the noun "cake" by providing additional information about it. Specifically, it describes the type of cake being referred to, indicating that it has chocolate frosting.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to make two sentences using adjectival phrases.

Homework: (2 mins)

Choose at least 3 different objects or scenes from your home, neighborhood, or a nearby park. Write down a description for each object or scene using an adjectival phrase.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: A Thrilling Football Match **Topic:** adjectival phrases **Date:** _____

Objective(s):

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

- Use and recognize adverbial phrases as needed in their speech and writing.

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 use of adverb and tell what adverbs are and their function in a sentence (to modify verbs, adjectives, or other adverbs). Discuss this with students. Appreciate and encourage students to 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 the usage of adverbial phrases today. Tell them that an adverbial phrase is simply a group of two or more words that functions as an adverb in a sentence. Just as an adverb can modify a verb, adjective or another adverb, an adverbial phrase of more than one word can further describe a verb, adverb, or adjective.

Activity: Ask students to open their books at page 79 of the statement 5. Read the given sentences from the statement 2. Read each sentence aloud and ask students to identify the adverb phrases. Discuss the function of each adverb phrase in the sentence and how it modifies the verb, adjective, or adverb. In pairs or small groups, have students brainstorm adverb phrases that could be added to each sentence to provide more detail or information. Encourage students to consider different purposes for using adverb phrases, such as indicating manner, time, place, or degree.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Have students write a short paragraph or story on a topic of their choice, incorporating adverb phrases to provide additional details and descriptions.

Homework: (2 mins)

Provide following sentences to students and ask them to underline the adverbial phrases. "The dog ran quickly through the park." "She sang loudly in the choir." "He carefully placed the vase on the table."

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: A Thrilling Football Match **Topic:** adjectival and adverbial phrases **Date:**

Objective(s):

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

- Identify and differentiate between a variety of phrases (Adjective Phrase, Adverbial Phrase).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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 adjectival and adverbial phrases. Ask them randomly to make one sentence each. Ask them differentiate between them. Briefly discuss how phrases enhance the meaning of a sentence.

Main Activities/Concept Building: (23 mins)

Tell students that they are going to differentiate between adjective and adverbial phrases today. Introduce the specific types of phrases to be covered in the lesson: adjective phrases and adverbial phrases. Write the definitions of adjective phrases and adverbial phrases on the board: Adjective Phrase: A group of words that functions as an adjective in a sentence, modifying a noun or pronoun. Adverbial Phrase: A group of words that functions as an adverb in a sentence, modifying a verb, adjective, or adverb.

Activity: Ask students to open their books at page 79. Ask them read the given sentences underline the adverbial phrase and circle the adjective phrase. Discuss each sentence with the class, identifying the phrases and determining whether they function as adjectives or adverbs. Encourage student participation by asking questions such as: "What is the phrase modifying in this sentence?" "Is it describing a noun or pronoun (adjective phrase) or a verb, adjective, or adverb (adverbial phrase)?" Model the process of identifying and differentiating between the two types of phrases with multiple examples.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to create their own sentences containing both adjective phrases and adverbial phrases, and then swap with a partner to identify and label the phrases.

Homework: (2 mins)

Provide a worksheet for a home assignment.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify and underline the adjective phrases in one colour and the adverbial phrases in another colour. Write the type of phrase (adjective or adverbial) above each underlined phrase. Complete the assignment neatly on the lines provided.

The old man with a long beard walked slowly down the street.

Adjective Phrase(s): _____

Adverbial Phrase(s): _____

The bright, shining stars twinkled in the dark night sky.

Adjective Phrase(s): _____

Adverbial Phrase(s): _____

She danced gracefully on the stage in front of the cheering crowd.

Adjective Phrase(s): _____

Adverbial Phrase(s): _____

The bird in the tree sang melodiously every morning.

Adjective Phrase(s): _____

Adverbial Phrase(s): _____

The children played happily in the park under the warm sun.

Adjective Phrase(s): _____

Adverbial Phrase(s): _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: A Thrilling Football Match **Topic:** adjectival and adverbial phrases **Date:**

Objective(s):

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

- Identify and differentiate between a variety of phrases (Adjective Phrase, Adverb Phrase).

Resource Material:

Chalk/Marker, White/Blackboard, sentence strips, 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 previous lesson's discussion on differentiation of adverbial and adjectival phrases. Write two sentences on board of adjectival and adverbial phrases. Then, ask students to identify them.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to differentiate between adjective and adverbial phrases today. Introduce the specific types of phrases to be covered in the lesson: adjective phrases and adverbial phrases. Write the definitions of adjective phrases and adverbial phrases on the board: Adjective Phrase: A group of words that functions as an adjective in a sentence, modifying a noun or pronoun. Adverbial Phrase: A group of words that functions as an adverb in a sentence, modifying a verb, adjective, or adverb.

Activity: Divide the class into pairs or small groups. Distribute sentence strips or prepared sentences to each group. Instruct the groups to identify and underline the adjective phrases in one colour and the adverb phrases in another colour. Circulate the classroom to provide guidance and support as needed. Once completed, have each group share their sentences with the class, pointing out the phrases they identified.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students' understanding through observation during guided and interactive activities.

Homework: (2 mins)

Make five sentences using adjectival phrases 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	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 8**

Unit Name: A Thrilling Football Match **Topic:** adjectival and adverbial phrases **Date:**

Objective(s):

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

- Use and recognize adverb clauses as needed in their speech and writing.

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 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 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. An adverbial clause is always a dependent clause which makes sentences richer by providing additional context and description. It is connected to the rest of the sentence with a subordinating conjunction, such as because, when, if, or although.

Activity: Ask students to open their books at page 79. Ask them read the given sentences with adverbial clause in the statement 2. In the sentence "Before the party started, she baked cookies," the adverbial clause is "Before the party started." It functions as an adverbial phrase modifying the verb "baked," providing information about the timing of the action. Specifically, it indicates when the baking occurred, adding temporal context to the sentence. Also ask them to underline the adverbial clause in each sentence in the statement 6 from the book.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Make three sentences using adjectival clauses in your notebook.

Homework: (0 mins)

N/C

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Thrilling Football Match **Topic:** Future continuous Tense **Date:**

Objective(s):

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

- Use future continuous tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 80

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 board and ask students randomly to read them. Ask them guess the tense of the sentences.

1. I will be going to the beach next weekend.
2. She will be completing her assignment by tomorrow.
3. They will be visiting their grandparents during the summer vacation.

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: (23 mins)

Tell students that today they are going to learn the usage of future continuous tense. Tell them that the future continuous tense is used to talk about future events that will be in progress at a specific time in the future.

Activity: Ask open their books at page 80 of the grammar section. Ask them to read the given sentences and notice the use of the future continuous tense as given in statement 8. Ask them to note these sentences are in the future continuous tense, which is used to describe actions that will be ongoing or in progress at a specific point in the future. Example: " *The workers will be repairing the road on Monday.*" In the sentence "The workers will be repairing the road on Monday," the future continuous tense is used to indicate an action that will be ongoing at a specific point in the future, which is Monday in this case. This is the future continuous tense construction. "Will" indicates the future tense, and "be repairing" is the present participle form of the verb "repair." The present participle form is used to show that the action is ongoing or continuous. "The road": This is the object of the verb "repairing," indicating what the workers will be working on. "On Monday": This specifies the time at which the action will be taking place, which is in the future. So, altogether, the sentence communicates that at a future time, specifically Monday, the workers will be actively engaged in repairing the road. In the same way, read and note the future continuous tense in these sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide students with worksheet for assessment.

Homework: (2 mins)

Write a paragraph about future routine of yours in 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and determine whether it is in the future continuous tense. If it is, write "FCT" for Future Continuous Tense. If not, write "N" for Not in Future Continuous Tense.

1. She will be painting a picture tomorrow. _____
2. I play soccer with my friends on weekends. _____
3. They won't be going to the supermarket tonight. _____
4. We will visit the museum next month. _____
5. He is riding his bike right now. _____
6. Are you coming to the party on Saturday? _____
7. I will be eating pizza at 6 PM. _____
8. The birds sing in the morning. _____
9. They will be camping in the forest. _____
10. I am reading a book. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Thrilling Football Match **Topic:** Future continuous Tense **Date:**

Objective(s):

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

- Use future continuous tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Story or passage with examples of future continuous tense, Textbook page 80

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 the lesson by asking students if they know what "tense" means in grammar. Explain that tense tells us when an action happens, whether it is in the past, present, or future. Ask them recall the previous lesson on future continuous tense.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to review and revise the use of future continuous tense in their reading and writing. Tell them that the future continuous tense is used to talk about future events that will be in progress at a specific time in the future.

Activity 1: Ask them open their books at page 80 of grammar section. Write a simple sentence on the board in the future continuous tense, such as "I will be playing soccer tomorrow." Break down the sentence, explaining that "will" shows that the action is in the future, and "be playing" indicates that the action will be ongoing. Provide more examples and encourage students to identify the future continuous tense in each sentence. Use sentence strips with examples to reinforce understanding. Have students read the sentences aloud and identify the tense.

Activity 2: Read a short story or passage aloud to the class that contains examples of future continuous tense. Pause at each example and ask students to identify the tense and describe what is happening in the story. Discuss why the future continuous tense is used in each instance. Encourage students to create their own sentences using the future continuous tense and share them with the class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write four sentences of your own using the future continuous tense.

Homework: (2 mins)

Assign students to write a short paragraph using at least three sentences in the 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	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 3**

Unit Name: A Thrilling Football Match **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, Textbook page 81

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 the lesson by discussing the importance of proper punctuation in writing, especially when creating dialogues. Review the different punctuation marks used in dialogue, including capitalization, parentheses, exclamation marks, full stops, apostrophes, commas, semicolons, hyphens, dashes, and quotation marks. 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 the usage of hyphen. Tell them that the hyphen (-) is a punctuation mark that's used to join words or parts of words.

Activity: Ask them open their books at page 81 of the grammar section. Tell them that Hyphen is used in many different ways. Let's read what these ways are! Hyphen is used in syllables to separate the letters in the words. Such as hon-es-ty in-volve-ment op-por-tu-ni-ty. Hyphen is also used to form compound words. She is a *sharp-witted* girl. He is my *father-in-law*. I have a *short-term* memory. *Self-respect* should be our priority. Arham bought a new *T-shirt*. Provide each student with a list of words and ask them to identify which ones should be combined with a hyphen to form compound words. Encourage students to write sentences using the compound words they have formed. Share and discuss their sentences as a class, focusing on the correct use of hyphens. Hyphen is also used with prefixes and suffixes in writing. When we show how a new word is added with a root word and changes the whole meaning e.g. mis-leading. But we omit hyphen when we generate a new word by adding prefix or suffix e.g. misleading. Such as sugar-free soda oil-based sludge re-elect. ancient-style.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Add the hyphens in the given sentences where required as given in the statement 1.

Homework: (2 mins)

Assign students to write a short paragraph using at least three compound words with hyphens.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: A Thrilling Football Match **Topic:** Omission 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

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".

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: (25 mins)

Tell students that today they are going to study about use of omission of 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" section. Tell them that many words that were used to be hyphenated before are not being hyphenated now.

- y web-site is written as website
- y e-mail to email
- y now-a-days to nowadays

Provide each student with a list of words and phrases and ask them to identify which ones do not need hyphens. Encourage students to write sentences using the words and phrases without hyphens. Share and discuss their sentences as a class, focusing on the correct omission of hyphens.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assign students to write a short paragraph using at least three words or phrases without hyphens.

Homework: (2 mins)

Provide students with the worksheet to practice use of hyphen 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	8		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, temperature controlled environment for optimal plant development. The experiment was not only educational but also a thrilling, confidence boosting journey into the world of scientific inquiry.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Thrilling Football Match **Topic:** Writing a dialogue **Date:**

Objective(s):

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

- Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 82

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. Tell them that dialogue writing means to create or write a conversation between characters in a story or play to convey information, emotions through their interactions with each other. It helps in narrating the story more interactively.

Activity: Ask them open their books at page 82 of guided writing section. Ask them read the elements of writing a dialogue from the book. 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. 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	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: A Thrilling Football Match **Topic:** Writing a dialogue **Date:**

Objective(s):

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

- Creative Writing; Write on the given topic. Write the final draft after complete editing and proofreading.

Resource Material:

Chalk/Marker, White/Blackboard, Pictures/videos of traditional outdoor games and modern gadgets, Textbook page 83

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 about their favourite outdoor games or activities. Discuss with students how technology has changed the way people play games and spend their leisure time.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to write a dialogue on "How technology and new gadgets have impacted the physical games."

Activity 1: Facilitate a discussion on the differences between traditional outdoor games and modern gadgets. Ask students to share their thoughts on how technology has impacted physical games and outdoor activities.

Activity 2: Divide the class into small groups. Provide each group with a scenario related to technology and physical games (e.g., "Imagine you're at a park where some children are playing on their phones while others are playing tag. Discuss how technology is affecting their choices.") Ask each group to brainstorm ideas and solutions for promoting physical activity and outdoor games despite the presence of technology. Have each group present their ideas to the class. Summarize the key points discussed during the lesson. Emphasize the importance of finding a balance between technology and outdoor activities. Encourage students to spend more time playing outside and being physically active.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Observe students' participation during discussions and group activities.

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	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Hazrat Umar Farooq (RA) **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 63

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 unit "Hazrat Umar RA and then ask them the following warm up questions.

1. Where was Hazrat Umar Farooq born?
2. What title did Hazrat Muhammad give to Hazrat Umar, and what does it mean?
3. What was Hazrat Umar's father's name?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts from the unit 'Hazrat Umar (RA). Ask students to open their textbooks at page 63. 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 64. Ask them recall homographs. Ask them recall any one pair of homographs. Ask them what position adjective is. Then, ask them recall adverbial phrases. Have them guess what noun phrase is. Finally, ask them recall prepositional phrase.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Have them make two sentences of past continuous 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	8		40 min

Term: 2 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 8**

Unit Name: A Thrilling Football Match **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 75

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 unit "a thrilling football match". Then, ask following questions:

1. What are the names of the two teams playing in the match?
2. Why does the narrator support the Evergreen Strikers?
3. Describe the atmosphere at the grand stadium before the match begins.
4. What are the strengths of each team mentioned in the passage?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise and review some concepts from the unit 'a thrilling football match'. Ask students to open their textbooks at page 75. 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 76. Ask them recall capitonym. Have them recall Adjectival and Adverbial Phrases. Then, ask them recall adverbial clause. Finally, ask them recall the usage of future continuous tenses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write three sentences of your own using the future continuous 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	8		40 min

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

Unit Name: The Earth Speaks **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. (Pre - Reading) - Use pre-reading or while reading strategies to analyze and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: poetry. Recite the Poem. (First Stanza)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85

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 of the water drops on the first page of the unit 'The Earth Speaks'. Ask them Read the title and make a guess about what the unit is about. Appreciate them for their active participation in this discussion. Guide and help the if any one of them has difficulty in expression. Make sure to engage all the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite the first stanza of the poem 'The Earth speaks'. Open your books at page 85. Ask them to recite the poem with correct pronunciation and intonation. Help them 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 speaker in this stanza referring to as "the turning earth"?
2. Describe the tone of the "somber voice" mentioned in the stanza.
3. How many seasons does the speaker claim to give?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Name two specific characteristics of spring mentioned in the stanza.
2. What visual imagery is used to depict autumn in the stanza?

Homework: (2 mins)

1. What is the significance of the lilacs blooming in spring in the context of the stanza?
2. How does the speaker personify the seasons in this stanza?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Recite the Poem. (Recite the Poem. (next two Stanzas)
- Identify rhyme, rhythm, rhyme scheme, figurative language in poems.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85

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 unit 'the Earth Speaks'. Ask following questions:

1. Explain the significance of the phrase "the maple is red" in relation to autumn.
2. What emotions or feelings might the speaker intend to evoke through the somber tone?

Appreciate them for their active participation in this discussion. Guide and help the if any one of them has difficulty in expression. Make sure to engage all the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite next two stanzas of the poem 'the Earth speaks?' Ask students to open their books at page 85. Ask them to recite the poem with correct pronunciation and intonation. Help them 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 does the speaker describe summer in the second stanza?
2. What imagery is used to depict winter in the second stanza?
3. According to the second stanza, how many seasons are mentioned and what are they?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What emotions or experiences are associated with the seasons in the second stanza?
2. What advice does the speaker give regarding the use of the four gifts in the third stanza?

Homework: (2 mins)

1. How does the speaker suggest one should use the seasons in the third stanza?
2. What is implied by the phrase "A worthy record you date to tell" in the third stanza?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

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

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Unit Name: The Earth Speaks **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Recite the Poem. (The last stanza)
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 85

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 poem 'the Earth speaks'. Ask student following questions for warm up:

How does the speaker's tone change between the first and second stanzas?

What might be the significance of the speaker's repetition of the phrase "Four seasons I give you"?

What overall message or theme is conveyed through these stanzas? Appreciate them for their active participation in this discussion. Guide and help the if any one of them has difficulty in expression. Make sure to engage all the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to recite the last stanza. Ask students to open their books at page 85. Ask them to recite the poem with correct pronunciation and intonation. Help them 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 speaking in this stanza?
2. How many times does the turning earth speak in this stanza?
3. What does the turning earth give to the reader?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. According to the stanza, whose responsibility is it to use the gifts?
2. How does the turning earth suggest the gifts should be used?

Homework: (2 mins)

1. Can you identify a word in the stanza that means "responsibility"?
2. How does the turning earth emphasize the ownership of the gifts?
3. What might the turning earth be trying to convey with its low voice?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Term: 2

Periodic Unit: 2

Week: 1

Lesson Plan: 4

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Unit Name: The Earth Speaks **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 85

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:

(23 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 85. 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:

Worksheet

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Name: _____

Date: _____

Match the words on the left with their meanings on the right.

Column A	Column B
somber	a pointed piece of ice that is formed when water freezes as it falls from something such as a roof.
lilacs	a tall tree with leaves that have five points and turn bright red or yellow in the autumn
maple	a bush or small tree with purple or white flowers with a sweet smell that grow closely together in the shape of a cone
icicle	good and deserving respect, praise, or attention
spears	a thrusting or throwing weapon with a long shaft and sharp head or blade
pleasure	
worthy	a state of feeling or being happy or satisfied

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **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 Understand explicit meanings, through literal and vocabulary questions Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft
- Understand and answer the given questions.

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 at random to tell what have learnt from the unit 'the Earth speaks'. Encourage them to tell the message of the unit 'the Earth speaks' 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 86. 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)

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	8		40 min

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

Unit Name: The Earth Speaks **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, Think and Do it!

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".

Tell them that the essence of this poem is centred around the theme of the cyclical nature of time and the seasons, as well as the responsibility humans have in utilizing and appreciating the gifts of each season. It emphasizes the importance of stewardship, suggesting that humans should use the seasons wisely and with care, recognizing the value and beauty inherent in each one. 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 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 86. Read the statement from 'Reading for Inference' section. Ask them How does the Earth describe our role in using its gifts? Why should we take Earth's gifts wisely and kindly? Then, ask them to read the question from "Reading for Analysis" section. Ask them What is the central idea of this poem? What message does the Earth convey to the humans? Share your opinion. 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	8		40 min

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

Unit Name: The Earth Speaks **Topic:** Listening and speaking **Date:** _____

Objective(s):

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

- 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 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". Write on the board 'Seasons are gifts on Earth'. Divide students into four groups and ask them to discuss the topic and its various aspects of overpopulation. Also discuss its pros and cons. Ask group leader to in front of the class summarize the discussion in three or four points. 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 and practice a dialogue between Huma and Aiza. This dialogue revolves around the issue of smog and air pollution. Huma and Aiza discuss the recent high levels of smog in their area, attributing it to pollution caused by the excessive release of carbon dioxide from various sources such as traffic emissions and industrial activities. Ask students to open their textbooks at page 87. 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 conversation revolves around having a conversation about the presentations on saving water.

Activity: Now make pairs of two students randomly to play the role of Huma and Aiza. 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:

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What greeting does Huma use to start the conversation?
2. What topic does Huma bring up regarding the news?
3. What environmental issue is discussed in the dialogue?

Homework: (2 mins)

1. How does Aiza realize the presence of smog in her surroundings?
2. What is identified as the root cause of pollution by Huma?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** alliteration and simile **Date:**

Objective(s):

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

- Understand and utilize alliteration and simile. (worksheet)

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 the given stanza on the board and ask students to find out same sound words:

Once upon a midnight dreary, while I pondered, weak and weary,
Over many a quaint and curious volume of forgotten lore—
While I nodded, nearly napping, suddenly there came a tapping,
As of someone gently rapping, rapping at my chamber door.
"Tis some visitor," I muttered, "tapping at my chamber door—
Only this and nothing more."

Also ask students at random to explain the stanza. 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:

(22 mins)

Tell students that today they are going to learn about 'alliteration'. Alliteration is a literary device characterized by the repetition of the same initial consonant sound in a series of words within a sentence or phrase. It is often used for poetic effect, to create rhythm, emphasis, or simply to make language more engaging and memorable. Alliteration primarily involves the repetition of consonant sounds, not necessarily the repetition of letters. Ask students to note the example given in the warm up. While A simile compares two different nouns using 'as' or 'like'.

Activity: Ask students to open their books at page 88. Ask them read the given text and understand the use of alliteration in statement 1. In the provided text, in both sentences, alliteration is used to create a rhythmic and memorable effect by repeating the initial consonant sound in multiple words within the sentence. She sells seashells by the seashore": The repetition of the "s" sound in "she," "sells," "seashells," and "seashore" creates a smooth and flowing rhythm, mimicking the sound of waves gently crashing on the shore. This use of alliteration enhances the imagery of the seaside setting and the activity of selling seashells. "Babar is the biggest brother of all": Here, the repetition of the "b" sound in "Babar," "biggest," and "brother" adds a sense of emphasis and prominence to the character of Babar. It also adds a playful and catchy quality to the sentence, making it easier to remember. Additionally, the repetition of the "b" sound reinforces the idea of Babar being the "biggest brother," further emphasizing his role. After that, ask them read the given sentences and learn use of simile. She looks like a rose. In the sentence "She looks like a rose," a simile is used to compare the appearance of the person being described to that of a rose. A simile is a figure of speech

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

that directly compares two different things using the words "like" or "as" to highlight similarities between them.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide the worksheet to students for further practice.

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	8		40 min

Worksheet

Name: _____

Date: _____

Read the following lines from a poem and identify the words or phrases that contain alliteration (repeated consonant sounds). Write down the words or phrases with

Amidst the whispering willows, the wind wove its way,

A gentle, soothing symphony, on this serene day.

Dancing daffodils in the dazzling sunlight's grace,

Fluttering and frolicking in this magical place.

Questions:

1. Identify the words or phrases that contain alliteration in the first line of the poem.

Alliteration words/phrases: _____

2. Find the examples of alliteration in the second line of the poem.

Alliteration words/phrases: _____

3. Locate the words or phrases with alliteration in the third line of the poem.

Alliteration words/phrases: _____

4. In the fourth line of the poem, point out the instances of alliteration.

Alliteration words/phrases: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** scheme and imagery **Date:**

Objective(s):

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

- Understand and utilize rhyme scheme and imagery. (worksheet)

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 88

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 "alliteration". What is simile? What is it used for? 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

Main Activities/Concept Building: (22 mins)

In literature, a "scheme" refers to a specific pattern or arrangement of words or phrases used for rhetorical or artistic effect. Literary schemes are often used to enhance the meaning, create emphasis, or add stylistic flair to a piece of writing. Schemes are a subset of rhetorical devices and can be found in various forms. It involves using similar grammatical structures or patterns in a series of words, phrases, or clauses. It creates a sense of balance and symmetry in a sentence or passage.

Activity: Ask students to open their books at page 88. Ask them read the given stanzas and notice rhyme scheme in statement 3. The rhyme scheme in these stanzas is AABB. The lines ending with "limb" and "him" rhyme with each other (A), and the lines ending with "brother" and "another" rhyme with each other (B). This consistent pattern of rhyming pairs helps maintain the rhythm and flow of the poem. Read the given text and observe the use of imagery in the statement 4. "The peal broke the silence of piano keys as she began practicing her concerto." This sentence uses auditory imagery to evoke the sound of the piano keys being played ("the peal"). It suggests a sudden, resonant sound that shatters the silence, indicating the start of the musician's practice session. Additionally, the mention of "practicing her concerto" implies a formal and perhaps intense musical performance, setting the scene for the reader to imagine the atmosphere of the practice room.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Provide the 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each poem carefully. Identify the rhyme scheme for each poem by labelling the end words with the same letter if they rhyme. Write the rhyme scheme in the space provided.

Poem 1:

The sun is shining in the sky, (A)

The birds are chirping as they fly. (A)

The flowers bloom in colours bright, (B)

It's a beautiful and cheerful sight. (B)

Rhyme Scheme: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** scheme and imagery **Date:**

Objective(s):

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

- Understand and utilize hyperbole, oxymoron, given in the text.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 88

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 randomly to recall usage of alliteration. Ask them to point out the alliteration in the given example. Here's an example of alliteration from the first stanza of Edgar Allan Poe's poem "The Raven": "Once upon a midnight dreary, while I pondered, weak and weary," 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 study the hyperbole. Tell students that hyperbole is a figure of speech that uses exaggeration for the sake of emphasis. Example: "I'm so hungry I could eat a horse!" In this sentence, the speaker is not actually going to eat a horse, but they are emphasizing their extreme hunger through exaggeration. Tell students that whereas an oxymoron is a figure of speech that combines contradictory or opposing words to create a unique and thought-provoking expression. It often highlights a paradox or a tension between two ideas. For example: "bittersweet" is an oxymoron because it combines "bitter" and "sweet," which are opposites.

Activity: Ask students to open their books at page 88. Ask students to read the sentences and understand hyperbole in the statement 5. In the sentence "I am so thirsty that I could drink a river," the hyperbole lies in the exaggeration of the speaker's thirst. By saying they could "drink a river," the speaker is using extreme exaggeration to emphasize the intensity of their thirst. Then, ask students to read the given sentences in the statement 6 about oxymoron. "The old mansion looks pretty ugly." In this sentence, the oxymoron is "pretty ugly." "Pretty" typically suggests something attractive or pleasing, while "ugly" denotes the opposite, something unattractive or unpleasant. By combining these contradictory terms, the speaker creates a vivid and striking image of the mansion's appearance. The use of the oxymoron adds depth to the description, highlighting the contrasting elements of the mansion's aesthetic.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask random questions about hyperbole.

Homework: (2 mins)

Write a short story, poem, or descriptive paragraph that includes at least three examples of hyperbole

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** scheme and imagery **Date:** _____

Objective(s):

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

- Understand and utilize hyperbole, oxymoron, mood, meter, rhyme: assonance and consonance given in the text. Use these devices in writing tasks also.

• Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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 to recall hyperbole, oxymoron, mood, meter, rhyme. Ask them read the poem and identify each device from the poem. 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: (22 mins)

Tell students today they are going to apply literary devices. Ask them recall usage of each literary device.

Activity: Ask students open their books at page 89 of the vocabulary section. Ask them read the given text (in the statement 8) and identify the literary device (alliteration, simile, imagery, hyperbole, or oxymoron) used in each one. Explain how the use of the literary device enhances the text. Write your answers in the spaces provided. Ask them read randomly the first sentence and identify literary device used in this sentence. The raindrops danced on the rooftop like a tap dancer's rapid-fire footsteps. In the sentence "The raindrops danced on the rooftop like a tap dancer's rapid-fire footsteps," the literary device used is a simile. In this case, the raindrops are compared to a tap dancer's rapid-fire footsteps using the word "like." In the same pattern, ask them read and identify the literary devices remaining sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the literary device used in each sentence (hyperbole, oxymoron, or imagery). Write your answers in the spaces provided. Then, explain how the use of the literary device enhances the sentence.

1. The sun was a blazing ball of fire in the sky, scorching everything in its path.

Literary Device: _____

Explanation:

2. The tiny elephant tiptoed quietly through the room, its ears flapping gently.

Literary Device: _____

Explanation:

3. The ice cream was so cold, it could freeze a volcano.

Literary Device: _____

Explanation:

4. The jumbo shrimp danced gracefully on the plate, delighting everyone with its tiny steps.

Literary Device: _____ Explanation:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** pronoun and antecedent **Date:**

Objective(s):

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

- Demonstrate use of pronoun antecedent agreement recognizing their relationship.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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 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 90 of the 'Grammar Section'. Ask them to read and understand the some of the basic pronoun-antecedent agreement rules from the statement 1. Explain them use of 'indefinite pronouns' as antecedent and compound subject as antecedent. In the sentences provided: "Ali and Asad completed their homework." Pronouns: "their" Antecedent: "Ali and Asad". Explanation: In this sentence, the pronoun "their" is used to refer back to the plural antecedent "Ali and Asad." The pronoun "their" indicates that the completion of the homework is attributed to both Ali and Asad. It helps avoid repetition by replacing the names of the individuals with a pronoun while still maintaining clarity about who completed the homework. Ask them randomly to read and explain other sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Identify the pronouns and antecedents in the following sentences as given in the statement 2 of grammar section.

Homework: (2 mins)

Provide worksheet to students.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		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	8		40 min

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

Unit Name: The Earth Speaks **Topic:** conjunction for sequence **Date:**

Objective(s):

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

- Examine and interpret the use of conjunctions and transitional devices (addition, sequence) in speech and writing to create the effect.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 91

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". Please call a student from the class randomly to front of the class and ask them tell their daily routine. For example: *"I get up early in the morning. Then I make wudu for morning prayers. After the prayer my mother makes breakfast. Meanwhile, I iron my uniform. Afterwards, I take breakfast with my family. Next, I polish my shoe and get ready to leave for school."* Call another student to talk about his daily routine following the same pattern. Repeat the process four to five times. Make sure to involve all students in the activity. Appreciate them all for their active participation in the activity.

Main Activities/Concept Building:

(23 mins)

Tell students that today they are going to study conjunctions of sequences. There are some conjunctions or transitional devices that 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. Tell them that transitional devices for addition used to add information to connect and clear the ideas and events in writing.

Activity: Ask students to open their books at page 91 of the "Grammar Section. Ask student randomly read the given sentences with transitional devices of addition. read the following sentences and notice the use of transitional devices in the statement 3. Then, ask them randomly to read the given sentences with transitional devices of sequence in the statement 4.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Provide them given worksheet for further practice.

Homework:

(2 mins)

Rewrite the sentences, incorporating appropriate transitional devices of addition and sequences as given in the statement 5 of the grammar section.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Write a paragraph using the following transitional devices that show sequence:

First, _____

_____ Then, _____

_____ Next, _____

___ After that, _____

Finally, _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** conjunction for sequence **Date:**

Objective(s):

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

- Identify and differentiate between a variety of clauses (Independent Clause, Dependent Clause)."

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".

Ask students to review what a sentence is with the class. Remind students that a sentence is a group of words that expresses a complete thought. Explain that within sentences, there are smaller parts called clauses. Repeat the process and involve all the class.

Main Activities/Concept Building:

(22 mins)

Tell students that today they are going to learn the usage of clause, independent clause, and dependent clause. Tell them that clauses are groups of words that contain a subject and a verb. Also tell them that Independent clause is a complete sentence with complete sense or thought on its own. It is also called the main clause. Tell them that dependent clause is also known as a subordinate clause. It depends on the primary or independent clause to complete its meaning. It does not express a complete thought.

Activity: Ask students open their books at page 92 of the grammar section. Ask them read the given independent clauses in the statement 6. Then Ask students to identify the subject and predicate in the independent clause. Explain that a dependent clause, on the other hand, cannot stand alone as a complete sentence because it does not express a complete thought. Also ask them to read the given dependent clauses in the statement 7.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(10 mins)

Assess students' understanding through their participation in class discussions, completion of worksheets, and their ability to correctly identify independent and dependent 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify whether the underlined part is an independent clause (IC) or a dependent clause (DC). Write "IC" for independent clause or "DC" for dependent clause in the space provided.

- **The sun shines brightly in the sky**, even on cloudy days.

- Underlined Part: _____

- **After the rain stopped**, the children went outside to play.

- Underlined Part: _____

- My dog loves to play fetch, **especially when it's sunny outside**.

- Underlined Part: _____

- **Sheila finished her homework**, then she went to the park with her friends.

- Underlined Part: _____

- **While she was reading**, the phone rang loudly.

- Underlined Part: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** present perfect tense **Date:**

Objective(s):

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

- Use present perfect tense correctly in speech and writing.

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".

Write following sentences on 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 randomly to read it and judge the tense used in these sentences. Repeat this process three to four times. Appreciate them all for their active participation in classroom activity.

Main Activities/Concept Building: (22 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. Tell them the tense used in the sentence "She has lived in Lahore all her life." is present perfect. Explain them: Subject: "She" 'Verb: "has lived" 'Auxiliary Verb ("has"): This is the present tense form of "have" used with the third person singular subject "She. "Main Verb ("lived"): This is the past participle form of the verb "live." The present perfect tense is often used to describe actions that started in the past and have a connection to the present. In this sentence, it suggests that she began living in Lahore at some point in the past and continues to live there up to the present moment. In the same way, explain each sentence to students.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Please provide the students with given worksheet.

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	8		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.

1. Muhammad _____ biology since high school. (study)
2. Safiyyah _____ novels after school. (read)
3. My grandmother _____ ten hours already. (sleep)
4. The dogs _____ in the playground before. (play)
5. Dawood _____ a sheep for years. (have)
6. Her parents _____ Italian food before. (eat)
7. Someone _____ my bicycle. (take)
8. I never _____ this place. (visit)
9. Foziyah _____ her leg. (brake)
10. They _____ safely. (reach)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** present perfect tense **Date:**

Objective(s):

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

- Use hyphens in words, letter string –ough words and homophones, 'I' before 'e', except after 'c' rule with exceptions. 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 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".

Divide the class into pairs or small groups. Provide each pair or group with a large sheet of paper and markers. Explain that they are going to create a timeline of significant events in their lives using the present perfect tense. Instruct students to take turns sharing events from their lives using the present perfect tense (e.g., "I have travelled to Paris," "I have graduated from university," "I have learned to play the guitar").

Main Activities/Concept Building:

(25 mins)

Tell students that today they are going to learn rule of hyphens in words. Introduce the specific rules to be covered in the lesson: hyphens in words, -ough words, homophones, "I" before "e" except after "c", and punctuation.

Activity: Ask students to open their books at page 93 of punctuation section. Present each rule one by one, providing clear explanations and examples for each: Hyphens in words: Words like "well-being" and "high-speed" require hyphens to link two words acting as a single idea. -ough words: Show words like "tough," "though," "through," and "thought" and discuss how they can have different pronunciations. Homophones: Examples such as "there/their/they're" and "to/too/two" illustrate words that sound the same but have different meanings. "I" before "e", except after "c": Provide examples like "believe," "receive," and "ceiling" to demonstrate this rule with its exceptions. Punctuation: Show examples of correct punctuation including capitalization, exclamation marks, full stops, apostrophes, commas, and hyphens.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Read the given sentences and observe the use and pronunciation of '-ough'.
tough, cough and plough in the statement 1.

Homework:

(2 mins)

Write down two pairs of words with the same sound of the letter string '-ough'. Also use them to write a paragraph of your own. Punctuate the sentences correctly by using capitalisation, full stop, comma, question mark, exclamation mark and hyphen as given in statement 2.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth Speaks **Topic:** Use of summary skills **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 and poems.

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". Explain to students the importance of being able to summarize texts in their own words. Ask them what are the steps to summarise a text. Make sure to involve all the students. Appreciate them for their participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to summarise the given text. Tell them that a summary is a brief paragraph about a poem or text. It describes the main idea of the poem. There are a few instructions for writing a summary.

Activity: Ask students to open their books at page 94 of punctuation section. Discuss the steps involved in writing a summary, highlighting the key points they will learn in this lesson as given in the statement 1. Ask student to read the poem once again. Instruct students to read the poem carefully and highlight or underline the keywords that stand out to them. Discuss with students the concept of a topic sentence as the main idea of a stanza. Have students go back to their text and identify the topic sentence in each stanza. Review with students the importance of using synonyms to express ideas in different words. Ask students to think of synonyms for the keywords they highlighted earlier. Encourage creativity and use of a thesaurus if available.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Read the poem again and fill in the given mind map in the statement 2.

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	8		40 min

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

Unit Name: The Earth Speaks **Topic:** Use of summary skills **Date:** _____

Objective(s):

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

- Creative Writing; Use summary skills to write an objective summary of the given poem.
- 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 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".

Ask students to recall the steps to summarize a text. Ask them randomly explain each step. Ask them what are the steps to summarize a text. Make sure to involve all the students. Appreciate them for their participation.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to summarize a poem call "the twins". Review the steps involved in summarizing: reading in detail, highlighting keywords, underlining key lines, finding synonyms, determining the theme, and writing the summary paragraph.

Activity: Distribute printed copies of the poem "The Twins" to each student. Instruct students to read the poem carefully and highlight or underline the keywords and phrases that stand out to them. Discuss with students the concept of key lines in a poem, which are lines that convey important ideas or themes. Have students go back to their poem and identify the key lines. Encourage them to underline these lines for reference. Review with students the importance of using synonyms to express ideas in different words. Ask students to think of synonyms for the keywords and phrases they highlighted earlier. Encourage creativity and use of a thesaurus if available. Explain to students that the theme of a poem is its central message or idea. Discuss how identifying keywords, key lines, and synonyms can help determine the theme of a poem. Guide students through the process of writing a summary paragraph using the information they have gathered. Instruct them to incorporate the theme of the poem and the synonyms they found for the keywords and key lines, while also adding new words related to the theme.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Invite students to share their summary paragraphs with the class.

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	8		40 min

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

Unit Name: A Tale of Friends' Reunion **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading)
- Read and view a variety of reading- age-appropriate and high-interest books and text from print and non-print sources: Narrative story. Read the text of the lesson. (First two paragraph of the lesson)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 97

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 look at the given picture in the book and tell what the children are doing. Have you ever had a quarrel with your best friend? Do you think we should resolve our conflicts with discussion or not? What is happening in the picture? How do you settle your disputes? 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 first two paragraphs of the unit 'a tale of friends' reunion'. Ask the students to open their books at page 97. 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 are the main characters in the story?
2. What were Ayesha, Zainab, Zunaira, and Hoorain known as?
3. What did the friends love more than anything else in the world?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. Who assigned them a challenging project?
2. What was the project about?

Homework: (2 mins)

1. What did Miss Saima inform the Science Intellectuals about?
2. What would the school with the best project win?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: A Tale of Friends' Reunion **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 four paragraphs of the lesson). Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions. Identify different points of view (e.g., third-person narrative). Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others. Analyse how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution).

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".

Ask students to recall the unit "a tale of friends' reunion". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

- What did the friends always share with each other?
- How did the friends perform in every science project assigned by their teacher?
- Can you summarize what the story is about in your own words?

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 next four paragraphs of the unit 'a tale of friends reunion'. Ask them open their books at page 97. Ask them to read the lesson 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:

- Why was the project challenging for the students?
- When were the students instructed to complete the project?
- Where did the Science Intellectuals gather to brainstorm ideas for their project?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

- What was Ayesha's idea for the project?
- What idea did Zainab propose?

Homework: (2 mins)

- What did Zunaira want to demonstrate with her idea?
- What model did Hoorain want to create?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: A Tale of Friends' Reunion **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 page of the lesson).

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 'a tale of friends' reunion'. Ask them individually following two question regarding the unit for warm up.

1. What caused tension among the friends during the brainstorming session?
2. How did Ayesha react to the disagreement among the friends?
3. What made Ayesha realize the importance of reconciling with her friends?

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 remaining page of the lesson. Ask them open their books at page 98. Ask them to read the remaining lesson 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 did Ayesha do the next day after the argument?
2. How did the friends initially feel when they gathered at Ayesha's house?
3. What did the friends realize about their argument?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What did they decide to do with their project ideas?
2. How did they combine their ideas?

Homework: (2 mins)

1. How did Miss Saima react to their project presentation?
2. What happened on the day of the exhibition?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Reason/Comments:

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: A Tale of Friends' Reunion **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 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".

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 100. 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: (10 mins)

Provide given 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	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
inseparable	to force somebody to move in a particular direction or to get into a particular situation
lingered	very exciting, most important
reconcile	to find an acceptable way of dealing with two or more ideas, needs, etc. that seem to be opposed to each other.
anticipation	desired by many
climactic	not able to be separated
jubilation	to stay somewhere for longer because you do not want to leave
propelled	the fact of seeing that something might happen in the future and perhaps doing something about it now
coveted	a feeling of great happiness because of a success

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: A Tale of Friends' Reunion **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 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 tell what have learnt from the unit 'a tale of friends' reunion'. Encourage them to tell the message of the unit 'a tale of friends' reunion '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 100. 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)

Ask students to 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	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 8**

Unit Name: A Tale of Friends' Reunion **Topic:** Questions and Answers **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 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 centred around themes of teamwork, cooperation, compromise, creativity, and the value of friendship. 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 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 100. Read the statement from 'Reading for Inference' section. Ask them how the dispute was resolved among the 'Science Intellectuals'. What responsibilities were assigned to them? Then, ask them to read the question from "Reading for Analysis" section. Ask them write what they learned from this lesson. What valuable lessons these friends learned about teamwork. Write in your own words. 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	8		40 min

Term: 2

Periodic Unit: 2

Week: 4

Lesson Plan: 1

Unit Name: A Tale of Friends' Reunion **Topic:** Listening and speaking **Date:**

Objective(s):

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

- 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 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".

Write on the board 'What is the importance of friendship'. Divide students into four groups and ask them to discuss the topic and its various aspects of it. Also discuss its pros and cons of friendship. Ask group leader to in front of the class summarize the discussion in three or four points. 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 practice a dialogue. Ask them open their books at page 101. The dialogue is about collaboration, open-mindedness, and respectful communication among friends when deciding on a project idea. It highlights the importance of considering different perspectives, respecting each other's opinions, and being willing to compromise for the benefit of the group.

Activity: Ask students to open their books at page 101. Now make pairs of three students randomly to play the role of izza, zuha and Meerab. 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:

- Who initiates the conversation in the dialogue?
- What is Meerab's suggestion for the new science project?
- How does Zoha initially respond to Meerab's idea?

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

- Who intervenes in the conversation to encourage listening to Meerab's idea?
- How does Izzah describe the importance of listening to others' opinions?

Homework:

(2 mins)

- How does Zoha eventually respond to Meerab's idea after Izzah's intervention?
- What event is mentioned that aligns with Meerab's suggested topic?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Tale of Friends' Reunion **Topic:** use of idioms **Date:**

Objective(s):

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

- Comprehend and use contemporary Idioms in the different texts and in their speech.
- Keep a record of words (e.g., word wall, word bank, word journal).

Resource Material:

Chalk/Marker, White/Blackboard, set of cards, 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".

Begin the lesson by explaining to students what idioms are. Ask them some of the common idiom if they know. Then, ask them use them in their own sentences. 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 the usage of contemporary idioms. Tell them that an idiom is a phrase that means something different than the words read in order. While a proverb is a short saying that expresses a general truth. Explain that contemporary idioms are idioms that are commonly used in modern language and culture.

Activity 1: Ask students to open their books at page 102 of vocabulary section. Ask students read the given sentences in the statement 1 and observe the use of idioms and proverbs. In pairs or small groups, have students read the texts and identify any idioms they come across. Encourage them to underline or highlight the idioms they find. After reading, come together as a class and discuss the idioms that were identified. Ask students to explain the meanings of the idioms and how they are used in context.

Activity 2: Prepare a set of cards with contemporary idioms written on them, along with their meanings. Distribute the cards randomly among the students. Instruct students to walk around the room and find the classmate who has the idiom that matches their idiom's meaning. Once they find their match, they should sit down together. After all matches are made, review the idioms and their meanings as a class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Encourage students to use the idioms they have learned in creative writing exercises or storytelling activities.

Homework: (2 mins)

Ask students to create their own idioms based on modern-day experiences or situations.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Unit Name: A Tale of Friends' Reunion **Topic:** use of proverbs **Date:**

Objective(s):

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

- Comprehend and use contemporary proverbs in the different texts and in their speech.
- Keep a record of words (e.g., word wall, word bank, word journal).

Resource Material:

Chalk/Marker, White/Blackboard, 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".

Ask students to recall the use of contemporary idioms. Ask them randomly to tell few idioms and their usage in the sentence. 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 the usage of contemporary proverbs. Tell them that proverb is a short saying that expresses a general truth.

Activity: Ask them open their books at page 102 of vocabulary section. Ask them read the given sentences in statement 1 and observe the use of idioms and proverbs. Distribute texts containing contemporary proverbs to students. Ask them what 'raining cats and dogs' mean. The phrase "raining cats and dogs" is an idiom that means it is raining very heavily. When someone says, "It is raining cats and dogs," they are describing a situation where the rain is falling intensely, possibly accompanied by strong winds and loud sounds. Similarly, ask them read and explain the meaning given proverbs or idioms.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read the given sentences in statement 2 at page 103 and observe the use of proverbs.

Homework: (2 mins)

Write I for an idiom or P for a proverb on each line as given in the statement 3 at page 104.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Tale of Friends' Reunion **Topic:** vague pronouns **Date:**

Objective(s):

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

- Recognise and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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 some basic questions to review the concept of pronouns and their role in replacing nouns in sentences. Explain that sometimes pronouns can be vague or unclear, making it difficult for readers to understand who or what the pronoun is referring to. 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 correct vague pronouns. Tell them that a pronoun is vague when it is unclear which noun the pronoun refers to. To correct a vague pronoun, replace the pronoun with its noun antecedent.

Activity: Ask students to open their books at page 105 of the grammar section. Ask students to read the given text and observe the vague pronouns. Let's take the first sentence: Sarah gave Rabia a gift, and she loved it. Corrected: Sarah gave Rabia a gift, and Rabia loved it. In the original sentence, "Sarah gave Rabia a gift, and she loved it," the pronoun "she" is vague because it's unclear who it refers to. Is "she" referring to Sarah or Rabia? Without further context, it's ambiguous and could be interpreted in multiple ways. Read the remaining examples too in the same pattern.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Underline the sentence in which the antecedent is unclear as given in the statement 2 at page 105.

Homework: (2 mins)

Read the unit and find vague pronouns from it.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Unit Name: A Tale of Friends' Reunion **Topic:** use of transitional devices **Date:**

Objective(s):

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

- Examine and interpret the use of conjunctions and transitional devices (contrast and reason, cause and effect) in speech and writing to create the effect.

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 identify sentence structure of the following sentences.

- Sara likes painting but Sajal loves playing cricket.
- My car is old and my brother's car is new.

Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building:

(25 mins)

Tell students today they are going to learn about transitional devices for contrast. Tell them that Transitional device are important for indicating the relationships between ideas and improving the flow of your writing. They are used for various purpose.

Activity: Ask students to open their books at page 106 of grammar section. Ask students read the given sentences with transitional devices of contrast as given in the statement 3. Such as "She wanted to go out; however, it started raining." In the sentence "She wanted to go out; however, it started raining," the transitional device "however" is used to indicate contrast. Transitional devices are words or phrases that help connect ideas within a text or speech, guiding the reader or listener through the information and signalling shifts in thought or direction.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Read the given sentences with transitional devices of reason/cause and effect in the statement 4 at page 106.

Homework:

(2 mins)

Rewrite the sentences, incorporating appropriate transitional devices at home work from the statement 5 at page 106.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Unit Name: A Tale of Friends' Reunion **Topic:** use of relative clause **Date:**

Objective(s):

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

- Identify and differentiate between a variety of clauses (Relative Clause).

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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 to recall difference between clause and phrase. Involve majority of student with random selection. Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about use of relative clauses. Also tell them that a relative clause is one kind of dependent clause. A relative clause always begins with a "relative pronoun," which substitutes for a noun, a noun phrase, or a pronoun when sentences are combined. It provides additional information about a noun in a sentence.

Activity: Ask students to open their books at page 107. Ask them read the sentences and understand the use of the relative clauses. Let's read the first sentence: The woman who lives next door is a doctor. In the sentence "The woman who lives next door is a doctor," the relative clause is "who lives next door." Ask them read the remaining sentence of this statement and notice its usage. Then, write several sentences on the board, each containing a relative clause. Work through the sentences as a class, identifying the relative clauses and discussing how they provide additional information about the nouns. Emphasize the role of the relative pronoun (e.g., who, which, that) in introducing the relative clause.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Fill in the blanks with relative pronouns to complete relative clauses as given in the statement 7.

Homework: (2 mins)

Provide students worksheet for 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Identify the relative clause in each sentence and underline it. Then, write the noun that the relative clause modifies.

1. The dog that barks loudly is my neighbor's pet.
2. The book that I borrowed from the library is due tomorrow.
3. Sarah, who is my best friend, loves to dance.
4. The cake that my mom baked for my birthday was delicious.
5. The house, which is painted blue, belongs to my grandparents.
6. The teacher who teaches math is Mr. Saleem.
7. The car that broke down on the highway was towed to the mechanic.
8. The movie, which was directed by Steven Spielberg, won many awards.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Unit Name: A Tale of Friends' Reunion **Topic:** Past perfect tense **Date:**

Objective(s):

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

- Use past perfect tense correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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". Write the following sentence on the board.

I had finished the report when he arrived.

Ask student individually to tell where the main verb is. Also, is there any helping verb, if yet, what it is? What is the form of the main verb? Get engage as many students as you can in this discussion. Note their responses. Appreciate students for their active participation. Guide and help those who have no idea of this discussion.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to recognise and use the functions of past perfect tense. Tell them the past perfect tense is used to talk about actions that were completed before some point in the past. The past perfect tense is used to indicate the sequence of events in the past and to show that one action had already been completed before another action took place. For example: "She had already left when I arrived." In this sentence, the action of leaving (past perfect) occurred before the action of arriving (simple past). Tell them that there are two action verbs in this sentence. Ask them randomly which action took place before the other as shown in the timeline.



Activity: Ask them open the book at page 107 of the 'Grammar Section'. Explain the student the structure of past perfect tense. Tell them to read the following sentences as given in the statement 9.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

Distribute worksheet among students for further practice.

Homework: (2 mins)

Write six sentences of your own using the past perfect tense 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	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Fill in the blanks with the correct form of the verb in the past perfect tense.

- Before I _____ (finish) my homework, I had already played outside.
- They _____ (eat) dinner by the time I arrived at the restaurant.
- By the time the movie started, Sarah _____ (read) the book.
- He _____ (clean) his room before his friends came over.
- We _____ (watch) the entire series before it was removed from the streaming service.
- She _____ (complete) her project before the deadline.
- By the time I woke up, my mom _____ (already make) breakfast.
- They _____ (visit) the museum before it closed for renovations.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 8**

Unit Name: A Tale of Friends' Reunion **Topic:** Past perfect tense **Date:** _____

Objective(s):

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

- Use past perfect tense for two actions correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 108

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 what a verb is and how it indicates an action or state of being. Introduce the concept of the past perfect tense, explaining that it is used to describe an action that occurred before another action in the past.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to further practice past perfect tense. Tell them the past perfect tense is used to describe an action or event that happened in the past before another past action or event. It is often used to show the order of two past actions. It does not matter which event is mentioned first - the tense makes it clear which one happened first.

Activity: Ask students to open their books at page 108. Ask them read the given sentence and understand the use of past perfect tense as given in the statement 11 of the grammar section. In the first sentence Event A: In Event A, the action of finishing homework is mentioned. Event B: Event B elaborates on Event A by adding another action, the arrival of the friend, indicating that finishing homework occurred before the friend's arrival. In the same fashion, compare other sentences too.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Write six sentences of your own using the 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	8		40 min

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

Unit Name: A Tale of Friends' Reunion **Topic:** Past perfect tense **Date:** _____

Objective(s):

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

- Use aspect of time (since or for) correctly in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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 randomly to recall the past perfect tense. Write a simple sentence on the board in past perfect tense, such as: "She had finished her homework before dinner." Ask students to identify the verb tense and the action that occurred first. Make sure to involve a good sample of the audience.

Main Activities/Concept Building: (22 mins)

Tell students that today they are going to learn the aspect of time (since or for) with past perfect tense. Also tell them Since and for are both used to indicate the duration of an action or event, but they are used slightly differently. We use for to show a period of time. We use since to talk about a point of time.

Activity: Ask students to open their books at page 109 of the grammar section. Introduce the terms "since" and "for" as words used to indicate the duration of time in past perfect tense sentences. Explain that "since" is used to specify the starting point of an action, while "for" is used to indicate the duration of an action. Provide examples of each:

Since: "He had been playing soccer since morning."

For: "They had been swimming for two hours."

Display examples of sentences using past perfect tense with since and for on the board as given in the book page 109. Read each sentence aloud and ask students to identify whether "since" or "for" should be used in the blank space. Work through the examples together as a class, discussing the reasoning behind the correct choice.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (8 mins)

Distribute worksheets with sentences to practice using since and for in past perfect tense.

Homework: (2 mins)

Write five sentences of your own using 'since' and 'for'.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the correct word ("since" or "for") to complete each sentence. Remember to use the past perfect tense.

1. They had been playing basketball _____ two hours before it started raining.
2. Maria had been studying French _____ she was six years old.
3. We had been waiting at the bus stop _____ twenty minutes when the bus finally arrived.
4. He had been living in the city _____ three years before he moved to the countryside.
5. The movie had been playing at the cinema _____ Friday.
6. Sarah had been practicing piano _____ she was a little girl.
7. They had been friends _____ they were in kindergarten.
8. The bakery had been closed _____ two hours by the time we got there.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: A Tale of Friends' Reunion **Topic:** Colon **Date:**

Objective(s):

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

- Punctuate text correctly using quotation marks.

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".

Write following sentences on the board and ask students at to punctuate them:

- the colours i like best are blue green and yellow
- the things i need for school are pencils notebooks and a backpack

Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the use of colon. Tell them that a colon (:) is a punctuation mark that is used to introduce a list or a clause that explains or elaborates upon the information that precedes it. It's commonly used in writing to provide emphasis or clarity.

Activity: Ask students to open their books at page 110 of punctuation section. Write the following sentence on the board: "My favourite colours are: red, blue, and green." Discuss with students how the colon is used to introduce the list of favourite colours. Provide examples of how colons are used in sentences: To introduce a list: "She needs to buy three items at the store: milk, eggs, and bread." To introduce an explanation: "There is one thing I love most about summer: the warm weather." To introduce a quotation: "The teacher said: 'Please remember to bring your textbooks to class tomorrow.'" Discuss each example and explain how the colon is used to indicate what follows is a list, explanation, or quotation.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Have students create their own sentences using colons to introduce lists, explanations, or quotations.

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	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: A Tale of Friends' Reunion **Topic:** Narrative Writing **Date:** _____

Objective(s):

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

- Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. b. Use narrative techniques, such a dialogue, pacing, and description, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from the onetime frame or setting to another. d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. e. Provide a conclusion that follows from the narrated experiences or events.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 111

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 narrative writing is. Encourage them to share their thoughts. Ask them they have ever told a story to their younger siblings. They have told it orally or read it from the book. Make sure to involve most of the students in this light discussion about narrating a story.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to learn today about narrative writing. Also tell them that narrative writing is a type of writing in which a story/ idea is narrated in the form of writing. It can be fictional or nonfictional. Its main purpose is to tell the story to the reader in sequence. It is narrated by either 1st person or 3rd person.

Activity: Ask students to open your books at page 111 guided writing section. Discuss the characteristics of narrative writing with the students, such as: Use of descriptive language to create vivid imagery. Introduction of characters, setting, and plot. Sequence of events that follow a beginning, middle, and end. Give examples from familiar stories or books to illustrate each characteristic. Ask students to identify these characteristics in the examples provided. Explain the concept of point of view in narrative writing. Differentiate between first person (I, we) and third person (he, she, they) narration. Encourage students to brainstorm ideas for their own narrative stories.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Narrate an incident of your life where you bravely faced a challenging situation and was able to overcome it.

Homework: (2 mins)

Students will continue drafting their narrative stories at home, focusing on developing their chosen idea into a complete narrative with a beginning, middle, and end.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: A Tale of Friends' Reunion **Topic:** Narrative Writing **Date:**

Objective(s):

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

- Creative Writing; Write a narrative.

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".

Begin by asking students if they have ever experienced a day, they wish they could relive. Encourage them to share brief descriptions of those days. Appreciate students for their active participation. Guide and help those students who have no idea of these verbs. Make sure to engage maximum students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to write a narrative on a topic "A day that you wish to relive". Explain the importance of using descriptive details and well-structured sequences in narrative writing. Write the key points on the whiteboard for reference.

Activity: Ask students to open their books at page 112. Discuss the characteristics of effective narrative writing with the students, such as: Use of descriptive language to create vivid imagery. Introduction of characters, setting, and plot. Well-structured event sequences with a clear beginning, middle, and end. Provide examples from familiar stories or books to illustrate each characteristic. Ask students to identify these characteristics in the examples provided. Provide prompts or suggestions if needed, such as: A special celebration or holiday. A memorable outing with family or friends. Instruct students to choose one of their brainstormed ideas and begin planning their narrative.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Have students begin writing their narratives based on their plans. Circulate around the classroom to provide assistance and answer any questions.

Homework: (2 mins)

Students will revise and edit their narratives based on the feedback received in class, focusing on improving descriptive details and event sequences.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: The Earth speaks **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 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 unit 'The Earth speaks'. Ask following questions:

1. What is the speaker in this stanza referring to as "the turning earth"?
2. Describe the tone of the "somber voice" mentioned in the stanza.
3. How many seasons does the speaker claim to give?

Appreciate them for their active participation in this discussion. Guide and help the if any one of them has difficulty in expression. Make sure to engage all the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to revise the unit 'The Earth Speaks'. Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 86. 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. Ask students to practice the given dialogue. Ask the about 'alliteration' at page 88. Ask them recall other literary devices such as simile and rhyme scheme.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

What is imagery and find imageries from the 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	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: A Tale of friend's reunion **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 to recall the unit "a tale friend's reunion". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

1. Who are the main characters in the story?
2. What were Ayesha, Zainab, Zunaira, and Hoorain known as?
3. What did the friends love more than anything else in the world?

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 Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 100. 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. Ask student to practice the given dialogue with their fellow students. Ask students to recall and then help them revise literary devices: imagery, rhyme scheme, hyperbole, oxymoron etc.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

List down all the literary devices you came across in the poem.

Homework: (2 mins)

What is pronoun and its antecedent. Explain it with two examples.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: A Tale of Friends' Reunion **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 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 unit 'Save water, save the Earth'. Ask students to recall the unit "a tale of friend's reunion" and answer the following questions:

1. Who are the main characters in the story?
2. What were Ayesha, Zainab, Zunaira, and Hoorain known as?
3. What did the friends love more than anything else in the world?

Appreciate them for their participation in the question and answer session. Guide them if they are hesitant reply or feeling shy. Note their responses. Make sure to involve most of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that they will review the unit "a tale of friend's reunion". Ask them open their books at page 113. Ask students to read the given words and write their meanings. Write three sentences using oxymoron device. Ask them recall given vocabulary at page 113 of the reading comprehension section. Use the given capitonyms in your sentences in the statement 2. Remember to use them according to their upper/lower cases.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

What are the typical reasons for violating traffic laws?

Homework: (2 mins)

What can we do to save our Earth?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 2 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 8**

Unit Name: A Tale of Friends' Reunion **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 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 to recall the unit "a tale of friend's reunion" and answer the following questions:

1. Who assigned them a challenging project?
2. What was the project about?

Appreciate them for their participation in the question and answer session. Guide them if they are hesitant reply or feeling shy. Note their responses. Make sure to involve most of the students in this activity.

Main Activities/Concept Building: (25 mins)

Tell students that they will review the unit 'a tale of friend's reunion'. Ask them open their books at page 114. Ask them write two sentences using an adverb, adverbial phrase and adverbial clause each in your notebook. Then, ask them write a dependent and an independent clause to complete each complex sentence. Use the connecting words as given in statement 2. Later, engage them in writing five sentences using the relative clause.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write a narrative on the given topic 'the day I learned an important life lesson'.

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	8		40 min

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

Unit Name: Plant Trees **Topic:** Reading Comprehension **Date:**

Objective(s):

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

Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading). Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: informational text. Read the text of the lesson. (First page)

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".

Show the picture to students from the unit "Plant Trees" and ask following pre-reading questions:

1. Do you have trees at home or in your area?
2. What benefits do we get from trees?

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 first page from the unit 'Plant Trees. Ask the students to open their books at page 115. 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 two essential things that trees provide for human beings?
2. Besides humans, who else benefits from trees according to the passage?
3. Name three products mentioned in the passage that are derived from trees.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. How do trees contribute to reducing global warming?
5. What do trees do with the carbon dioxide they take in from the environment?

Homework: (2 mins)

Can you list at least three parts of trees that are edible according to the passage?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **Topic:** Reading Comprehension **Date:** _____

Objective(s):

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

- Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts.
- Read the text of the lesson. (Next half page)

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".

Ask students to recall the unit "Plant Trees". 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 are some examples of animals mentioned in the passage that depend on trees for shelter and habitat?
2. How do trees contribute to the production of oxygen?
3. Why are trees described as pivotal to our ecosystem?

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 read the next half page of the unit "Plant Trees". Ask students to open their books at page 117. 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 do trees produce their food?
2. What is one way in which trees contribute to preventing floods?
3. How does the moisture given off by trees affect the surrounding atmosphere?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Explain how trees contribute to the formation of rain clouds.
5. How do tree roots help prevent soil erosion and landslides?

Homework: (2 mins)

6. What process do trees contribute to that helps cool the atmosphere?
7. Why is it important for trees to absorb rainwater and hold it underground?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **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).

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".

Ask students at random talk about importance of the trees keeping view the unit. Ask them the following questions:

1. How do trees maintain the water base?
 2. What role do tree roots play in maintaining soil stability during heavy rain?
- 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 'plant trees. Ask students to open their books at page 117. 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. How do trees help to relieve stress according to the passage?
2. What effect does greenery have on the atmosphere?
3. What is the consequence of cutting down trees indiscriminately?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Name two environmental issues mentioned in the passage that result from neglecting trees.
5. Why is our survival dependent on trees?

Homework: (2 mins)

6. What is the author's main message regarding the importance of trees?
7. How does the passage suggest we should treat trees?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **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 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".

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 118. 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)

Learn by heart the new vocabulary and the meaning.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
essentials	a smell, especially one that is unpleasant
pivotal	wood prepared for use in building and carpentry
deforestation	to get confuse
significantly	care, encouragement, and support given to someone or something while they are growing
odour	of great importance because other things depend on it
pollutants	the act of cutting down or burning the trees in an area
nurture	a substance that pollutes something, especially air and water
timber	completely necessary; extremely important in a particular situation or for a particular activity

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Plant Trees **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.
- Understand explicit meanings, through literal and vocabulary questions Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft. Understand and answer the given questions.

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".

Recall the unit 'Plant Trees' 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 'Plant Trees' 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 118. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Ask them the given questions: What roles do trees have in the environment? In what ways do trees protect us from natural disasters? 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 aggrandise their confidence. Repeat the process for 'Reading for Understanding' and 'Reading for Inference' 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)

Write answers of statement (ii) 'Comprehension' section in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **Topic:** Questions and Answers **Date:**

Objective(s):

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

- Read and use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- Understand and answer the given questions. Read think and Do it!

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".

Ask students at random to tell what have learnt from the unit 'Plant Trees'. Encourage them to tell the message of the unit 'Plant Trees' 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 118. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Understanding' section aloud. Ask them to listen carefully. Ask them the given questions: Why are trees being cut down? How do trees keep us safe from global warming? 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. Then ask them to read the question from "Reading for Analysis" section. Ask the Suggest ways to save trees. 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	8		40 min

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

Unit Name: Plant Trees **Topic:** Listening and speaking **Date:**

Objective(s):

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

- Explore complex ideas and issues in drama, establishing roles and applying dramatic approaches with confidence.
- Talk On...

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".

Write on the board 'Trees lungs of the Earth'. Divide students into four groups and ask them to discuss the topic and its various aspects of benefits of trees. Also discuss. Ask group leader to in front of the class summarize the discussion in three or four points. 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 and practice a dialogue between Irum and Maryam about their love for planting trees and the importance of trees for the environment. They share their thoughts on the benefits of trees and express concern about people who cut them down without realizing the impact on the environment. They also express their passion for planting trees and encourage each other to join in this activity to make a positive difference.

Activity:

Ask students to open their textbooks at page 119. Ask students randomly to read dialogue from the 'Listening and Speaking' section. Now make pairs of two students randomly to play the role of Irum and Maryam. 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. At end of this activity ask following questions:

1. What is Maryam's favourite hobby?
2. Why does Maryam enjoy planting trees?
3. According to Irum, what are some benefits of trees?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Why does Maryam feel sad about people cutting down trees?

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	8		40 min

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

Unit Name: Plant Trees **Topic:** Contextual words **Date:**

Objective(s):

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

- Apply knowledge of homophones to correctly use them in sentences.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 120

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 class into teams. Write down a list of words on separate pieces of paper, ensuring that each word has multiple meanings or can be used in different contexts. Include words like "bear," "bat," "bark," "bank," etc. Each team takes turns selecting a word from the list without showing it to the other teams. The team then has a set amount of time (e.g., one minute) to come up with as many different contexts or meanings for that word as they can think of. After the time is up, each team shares their list of contexts or meanings for the word they selected. Points can be awarded for each unique context or meaning mentioned. Continue the game with different words until each team has had multiple turns.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about contextual words. Tell them that contextual words refer to words whose meanings are predicted by the specific context in which they are used. Contextual words have different meanings than dictionary words. These words can have different interpretations based on the surrounding words, phrases, and overall circumstances in a sentence or passage.

Activity: Ask students to open their books at page 120. Ask students to read the first work 'bear' in two different context and explain their meanings. In the first sentence, "bear" refers to the animal, a large mammal typically found in forests. The speaker is describing seeing this animal in its natural habitat. In the second sentence, "bear" is used as a verb meaning to endure or tolerate. Here, the speaker is describing someone who is unable to tolerate or endure the pain they are experiencing. In the same fashion, ask students randomly to read other word in two different contexts and explain their meaning.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write the contextual and dictionary meanings of the underlined words as given in statement 2 of vocabulary 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	8		40 min

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

Unit Name: Plant Trees **Topic:** adjective formation **Date:**

Objective(s):

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

- Form adjectives from nouns and verbs.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 121

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". Divide the participants into pairs or small groups. Provide each group with a set of nouns and a set of prefixes and suffixes. Instruct them to create as many adjectives as they can by combining the given nouns with the provided prefixes and suffixes. Encourage them to discuss the meanings and nuances of the newly formed adjectives.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how adjectives are formed from noun. Tell them that adjectives can be formed from nouns and verbs through various suffixes and prefixes.

Activity: Ask students to open their books at page 121 of the grammar section. Ask them to read the statement 1 and note in this table Prefix: "anti-" is a prefix meaning "against" or "opposite to". When added to the noun "hero", it forms the adjective "antihero", which describes a character who lacks conventional heroic qualities or behaves in a manner contrary to traditional heroism. Similarly, Suffix: "-able" is a suffix that forms adjectives indicating the capability, capacity, or likelihood of something. When added to the noun "comfort", it forms the adjective "comfortable", which describes something that provides physical or emotional ease and contentment.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read the given sentences and change the noun and verb into an adjective as given in the statement 4.

Homework: (2 mins)

Read the given adjectives formed from verbs as given in the statement 2.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **Topic:** adjective formation **Date:**

Objective(s):

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

- Form adjectives from nouns and verbs. (Worksheet)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 121

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 adjective formation from noun. Write few nouns and then prefixes or suffixes. Ask students randomly to form adjective with the help of these prefixes and suffixes. Repeat the process as needed. Encourage and appreciate students for their participation.

Main Activities/Concept Building: (23 mins)

Tell students that today they are going to revise the formation of adjectives from nouns. Tell them that adjectives can be formed from nouns and verbs through various suffixes and prefixes.

Activity: Ask students to open their books at page 121 of the grammar section. Ask students to read the given adjectives formed from verbs as given in the statement 2. Ask them observe that Prefix with Verb: "dis-" is a prefix indicating negation or reversal. When added to the verb "obey", it forms the adjective "disobedient", which describes someone who does not obey rules or commands. And Suffix with Verb: "-able" is a suffix that forms adjectives indicating the capability or capacity of being subjected to or capable of something. When added to the verb "read", it forms the adjective "readable", which describes something that can be easily read or comprehended.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to student for further practice.

Homework: (2 mins)

Read the given examples to observe the use of verbs and adjectives formed using affixes as in statement 3 of the grammar section.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

For each question, choose the correct adjective that matches the given verb or noun. Write your answer in the space provided.

1. **Verb: Sing** a) singable b) singing c) singed d) sung

Answer: _____

2. **Noun: Joy** a) joyful b) joying c) joyed d) joyable

Answer: _____

3. **Verb: Swim** a) swam b) swimmable c) swamming d) swum

Answer: _____

4. **Noun: Adventure** a) adventurous b) adventuring c) adventured d) adventural

Answer: _____

5. **Verb: Jump** a) jumped b) jumpable c) jump d) jumping

Answer: _____

6. **Noun: Care** a) caring b) careable c) cared d) careful

Answer: _____

7. **Verb: Bake** a) baking b) baked c) bakable d) baken

Answer: _____

8. **Noun: Color** a) colorful b) colorable c) colorized d) colored

Answer: _____

9. **Verb: Laugh** a) laughed b) laughable c) laughing d) laugh

Answer: _____

10. **Noun: Nature** a) natural b) natured c) naturable d) naturist

Answer: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **Topic:** Use of conjunctions **Date:** _____

Objective(s):

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

- Examine and interpret the use of conjunctions and transitional devices (Purpose, condition) in speech and writing to create the effect used for addition, such as "and," "too," "

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".

Ask students at random if they know what "transitional devices" are. Explain that transitional devices are words or phrases used to connect ideas within sentences or paragraphs. Define "condition" as a circumstance or requirement that must be met for something to happen. 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 they are going to learn about transitional devices of condition. Tell them that transitional devices of condition are words or phrases used to indicate a condition or circumstance that must be fulfilled for something else to happen or for a situation to occur.

Activity: Ask students to open their books at page 122 of grammar section. Ask them read the given sentences with transitional devices of condition. Then, divide the class into pairs or small groups. Distribute sentence strips with the example sentences to each group. Instruct students to identify the transitional devices of condition in each sentence and discuss the meaning of the sentences with their group members. Circulate around the classroom to provide assistance and guidance as needed. Bring the class back together and review the examples of transitional devices of condition. Discuss the importance of using transitional devices to clarify the relationship between ideas in writing. Encourage students to share their own examples of sentences using transitional devices of condition.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Circle the transitional devices/conjunctions in the given sentences as given in the statement 7.

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	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 4**

Unit Name: Plant Trees **Topic:** transitional device for purpose **Date:**

Objective(s):

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

- Examine and interpret the use of conjunctions and transitional devices (Purpose,) in speech and writing to create the effect.

Resource Material:

Chalk/Marker, White/Blackboard, Sentence strips with examples of sentences, 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".

Ask students at random if they know what "transitional devices" are. Explain that transitional devices are words or phrases used to connect ideas within sentences or paragraphs. Define "purpose" as a circumstance or requirement that must be met for something to happen. 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 about transitional devices of purpose. Tell them that transitional devices of purpose are tools we use to connect ideas in speech and writing, helping to make sentences and paragraphs more coherent and interesting.

Activity: Ask students to open their books at page 123 of grammar section. Ask them read the given sentences with transitional devices of purpose. Write several sentences on the board, each with a conjunction (e.g., "and," "but," "or") highlighted. Discuss each sentence as a class. Ask students to identify the conjunction and explain how it connects the ideas in the sentence. Provide sentence strips with additional examples of sentences using conjunctions. In pairs, students will identify the conjunctions and discuss how they contribute to the meaning and flow of the sentence. Reconvene as a class and share examples, discussing the different ways conjunctions can be used to join ideas.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Evaluate students' understanding through their participation in class discussions, their ability to identify conjunctions and transitional devices in sentences.

Homework: (2 mins)

Write three sentences using conjunctions to connect ideas. Use different conjunctions such as "and," "but," "or," "because," and "so."

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 5**

Unit Name: Plant Trees **Topic:** comparative clause **Date:**

Objective(s):

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

- Identify and differentiate between a variety of clause (Comparative clause).

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".

Divide the class into two teams. You can do this by counting off or by any other method you prefer.

Draw a large table on the whiteboard or flip chart with two columns labelled "A" and "B." Explain that you will present pairs of items, and each team must come up with a sentence comparing the two items using a comparative clause starting with "than." Present the first pair of items (e.g., cats and dogs) and give the teams a minute to discuss and come up with a sentence.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn about comparative clause. Also tell them that a comparative clause is one kind of dependent clause. It expresses the comparison. Usually the clause starts with 'than' and 'like'.

Activity: Ask students to open their books at page 123 of the grammar section. Ask students to read the following sentences and notice the use of comparison clauses as given in the statement 8. Let's read the first sentence and observe use of comparative clause in it. 'She is taller than her brother.' In this sentence, comparative clause is: "than her brother". This comparative clause compares the height of "she" (the subject) to the height of "her brother." It indicates that "she" has a greater height than "her brother." The word "than" is the comparative conjunction that introduces the comparison, and "her brother" serves as the reference point for comparison. In the same way, read and notice the comparative clauses in other sentences.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Fill in the blanks with appropriate comparative clauses to complete the sentences in accordance with the statement 9.

Homework: (2 mins)

Write five sentences comparing different aspects using comparative clauses. Use the word "than" to introduce the comparative clause.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 6**

Unit Name: Plant Trees **Topic:** Future perfect tense **Date:**

Objective(s):

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

- Use future perfect tense correctly in speech and writing.
- (worksheet)

Resource Material:

Chalk/Marker, White/Blackboard, sentence strips, Worksheet, Textbook page 124

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".

Review the concept of verb tenses, particularly past, present, and future tenses. Introduce the future perfect tense as a tense used to describe actions that will be completed before a specific point in the future. 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: (23 mins)

Tell students that today they are going to learn the usage of future perfect tense. Also tell them that the future perfect tense is used to express an action which, the speaker assumes, will have been completed or occurred in the future. It gives a sense of completion of a task that will happen in the future.

Activity: Ask students to open their books at page 124. Write a few examples of sentences in the future perfect tense on the board and explain the structure, using helping verbs "will have" + past participle. Provide sentence strips with examples of sentences in the future perfect tense. In pairs or small groups, students will read each sentence and identify the main verb, helping verbs, and the point in the future being referred to. Discuss as a class, focusing on how the future perfect tense is used to describe actions that will be completed by a certain time in the future. Divide the class into small groups. Provide each group with a set of subject cards (e.g., "I," "you," "he," "she," "we," "they") and verb cards (e.g., "will have eaten," "will have finished," "will have studied"). Explain that each group will take turns selecting one subject card and one verb card to create a sentence in the future perfect tense. Encourage creativity and teamwork as students construct sentences together. Monitor the groups and provide assistance as needed.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Distribute worksheets with exercises for practice using the future perfect tense.

Homework: (2 mins)

Write six sentences of your own using the future perfect tense.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Fill in the blanks with the correct form of the verbs provided in parentheses to complete each sentence using the future perfect tense.

1. By the time we arrive at the beach, the sun _____ (to set).
2. Tomorrow, she _____ (to finish) reading the entire book.
3. By the end of the month, they _____ (to save) enough money for a vacation.
4. By this time next year, I _____ (to learn) how to play the guitar.
5. After the game, the players _____ (to have) celebrated their victory.
6. By the time the concert starts, I _____ (to memorize) all the lyrics to the songs.
7. By the end of the day, he _____ (to complete) his science project.
8. In two hours, she _____ (to finish) her homework.
9. By next summer, we _____ (to visit) all the national parks in the country.
10. By the time the guests arrive, we _____ (to decorate) the entire house

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 7**

Unit Name: Plant Trees **Topic:** Use of dash **Date:**

Objective(s):

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

- Punctuate text correctly using dash.

Resource Material:

Chalk/Marker, White/Blackboard, Sentence strips with examples, 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".

Discuss with students what punctuation marks they know, such as periods, question marks, and exclamation marks. 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 the use of dash. Also tell them that a dash (—) is longer than a hyphen and is used to indicate a break in thought. Dashes set off text that you want to stress or emphasise. The dash can be used to replace brackets, semicolons, colons or commas.

Activity: Ask students to open their books at page 125 of punctuation section. Write several sentences on the board, each with a dash. Discuss each sentence as a class, focusing on how the dash is used to emphasize information or separate independent parts. Provide sentence strips with additional examples of sentences using dashes. In pairs or small groups, students will identify the purpose of the dash in each sentence. Discuss as a class, emphasizing the two main uses of dashes: emphasised information and separating independent parts.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Rewrite the given sentences and punctuate the text correctly. Add capitalisation, full stops, commas, apostrophe and dashes correctly as given in the book at page 125.

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	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 2** **Lesson Plan: 8**

Unit Name: Plant Trees **Topic:** Informal letter layout **Date:**

Objective(s):

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

- Learn how to write an informal letter/email (application, complaint, acceptance/rejection, condolence), letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

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".

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: (25 mins)

Tell students that they are going to learn the layout of an informal letter. Tell them that letters are written messages that can be handwritten or printed on paper. There are several types of letters. The most common are formal and informal letters. Tell them that 'Informal letters' are friendly letters which can be written in a conversational style to friends and family. They are just a composition of spontaneous thoughts and are easy and personal.

Activity: Ask students to open your books at page 125 of guided writing section. Ask them randomly to read the elements of an informal letter aloud at page 126. 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. Then ask them at random to read the given letter at page 127 and observe its features. 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: (5 mins)

Ask them to write steps of the informal letter.

Homework: (2 mins)

Ask them draw a specimen of the informal letter at home based on the elements.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **Topic:** formal letter layout **Date:**

Objective(s):

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

- Learn how to write a formal letter/email (application, complaint, acceptance/rejection, condolence), letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

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". Recall the elements and steps of an informal writing. Invite students at the board to write them one element each. Repeat the process if necessary. Appreciate students for their courage and love for knowledge.

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn the layout of a formal letter. Tell them that the formal letters are business letters, more precise and concise. These letters are written to bring important information into consideration, so they should be drafted carefully by providing only the necessary information. There is a slight difference between formal and informal letter patterns.

Activity: Ask students to open their books at page 126 of guided writing section. Ask them randomly to read the table of comparison between formal and informal letters at page 126. Introduce vocabulary and tone appropriate for formal letters and emails. Emphasize the importance of using polite language and formal expressions. Then, ask them to read the elements of formal letter at page 126. Ask them

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask them to write steps of the formal letter given in the book.

Homework: (2 mins)

Ask students to read the specimen of the formal letter 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	8		40 min

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

Unit Name: Plant Trees **Topic:** Writing an informal letter **Date:** _____

Objective(s):

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

- Write an informal letter/email (application, complaint, acceptance/rejection, condolence), letters to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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 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: (27 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 127. Ask them read the given letter in the worksheet and notice the parts of an informal Letter. 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. Repeat the process if necessary.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask them to point out the elements of informal letter. The specimen is given in the worksheet.

Homework: (2 mins)

What are the parts of an informal letter?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

This is the specimen for informal letter

Dear **[Recipient's Name]**,

[Opening Greeting],

[Body of the Letter: Share personal news, I hope this letter finds you well. It's been far too long since we last caught up, and I've been thinking about you often. Life has been busy on my end with work and family, but I've missed our conversations and the laughter we share.

I wanted to write to you to tell you about some exciting news in my life. [Share personal news or updates here, such as a recent trip, new job, or a milestone achieved.] It's been quite the journey, and I wish you were here to celebrate with me.

[Closing Remarks:

Express your desire to stay in touch and make plans to meet or catch up. Reiterate your warm regards and well wishes.] Let's make plans to catch up soon. Whether it's grabbing a coffee together or simply chatting on the phone, I'd love to hear all about what's been happening in your world.

Take care of yourself, [Recipient's Name], and know that you're always in my thoughts.

Sincerely,

[Your Name]

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3

Periodic Unit: 1

Week: 3

Lesson Plan: 3

Unit Name: Plant Trees

Topic: Writing a formal letter

Date:

Objective(s):

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

- Creative Writing; Write a formal email to the editor, police report using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

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".

Begin the lesson by discussing the concept of community and the role of law enforcement agencies in ensuring safety and order. Introduce the topic of police report procedures and explain its importance in maintaining community well-being. 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 how to draft a formal letter. Since they have already letter to draft a formal letter now, they are going to study the layout of the formal letter. The formal letters follow a certain pattern and format.

Activity 1: Present the formal email to the editor, explaining its purpose and content. Discuss the importance of formal communication in seeking assistance or information from experts. Highlight key vocabulary words and phrases used in the email, such as "civic responsibility," "law enforcement agencies," and "community engagement." Using the whiteboard, outline the step-by-step process involved in filing a police report. Break down each step into simple terms and provide examples to illustrate the process. Emphasize the importance of providing accurate information and cooperating with authorities.

Activity 2: Divide the students into small groups. Distribute scenario cards describing different incidents (e.g., lost pet, bicycle theft, vandalism). In their groups, students discuss what they would do in each scenario and how they would go about filing a police report. Afterward, each group shares their responses with the class, encouraging discussion and critical thinking.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Write a formal letter to the editor and tell him about the sanitary holes in your area. Ask him to spread the word for awareness her in society. Follow the given criteria for formal 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	8		40 min

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

Unit Name: Dignity of Labour **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. (Pre - Reading)
- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Factual recounts. Use pre-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Read the text of the lesson. (First 2 paragraphs of the lesson)

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 129

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 the picture from the unit "Dignity of Labour" from page 129 and ask them following questions randomly:

- What do you want to be after completing your education?
- Do you respect the people who work for you?

Repeat the process 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 read first two paragraphs from the unit 'Dignity of labour'. Ask the students to open their books at page 130. 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 does it mean to recognize the dignity of labour?
2. Why is it important to value and respect all forms of labour and work?
3. According to the unit, who should be given equal priorities and rights?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How does Hazrat Muhammad demonstrate the importance of labour?
2. Provide an example from the text that illustrates Hazrat Muhammad's involvement in manual labour.

Homework: (2 mins)

1. What did Hazrat Muhammad say about earning with one's own hands?
2. In which city was a mosque being constructed during Hazrat Muhammad's time?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Dignity of Labour **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 3 paragraphs of the lesson).
- Guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning. Use while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.

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".

Ask students to recall the unit "Dignity of Labour". 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 did Hazrat Muhammad do during the construction of the mosque in Madinah?
2. Besides the construction of a mosque, where else did Hazrat Muhammad participate in manual labour?
3. According to Hazrat Muhammad, what is considered charity in terms of spending?

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 read the next three paragraphs of the unit "Dignity of Labour". Ask students to open their books at page 130. 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 some examples of white-collar occupations mentioned in the unit?
2. How are white-collar occupations described in terms of honour and pay?
3. Name some examples of low-paying but laborious occupations mentioned in the text.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Why is manual labour described as backbreaking yet necessary?
5. What role do machines play in modern society, according to the passage?

Homework: (2 mins)

6. How are laborers associated with the construction and agriculture sectors described?
7. What is the significance of machine operators in industries, according to the text?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Dignity of Labour **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 lesson). Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Determine a central idea of an informational text and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

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".

Ask students at random talk about importance of the trees keeping view the unit. Ask them the following questions:

1. How would society be impacted if manual laborers were not available?
2. What is the difference between white-collar and blue-collar occupations?
3. Why do you think both white-collar and blue-collar jobs are important for society's functioning?

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 'Dignity of Labour'. Ask students to open their books at page 130. 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 does the phrase "dignity of labour" mean, according to the text?
2. How do many students support their education financially?
3. What is emphasized regarding people's right to choose their work?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. Describe the attitude towards laborers in educated societies versus in the author's society.
5. How is life described for laborers in the author's society?

Homework: (2 mins)

6. What is the author's opinion on the treatment of all occupations in society?
7. How does the author suggest addressing prejudices against certain occupations?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Dignity of Labour **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 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".

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:

(23 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 132. 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)

Learn by heart the new vocabulary and the meaning.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
well-being	an unfair feeling of dislike for a person or group
democratic	operated or controlled by hand rather than by machine or using electricity
smooth	completely flat and even, without any rough areas or holes
prejudices	difficult to analyse, understand or explain
valiantly	in a way that is very brave or determined
manual	general health and happiness
complicate	controlled by representatives who are elected by the people of a country

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Dignity of Labour **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 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".

Recall the unit 'Dignity of Labour' 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 'Trees are important' 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 132. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Ask them the given questions: What does a white-collar job mean? In what way are the labourers helpful to society? 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 aggrandise their confidence. Repeat the process for 'Reading for Understanding' and 'Reading for Inference' 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)

Write answers of statement (ii) 'Comprehension' section in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Dignity of Labour **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, Think and Do it!

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".

Ask students at random to tell what have learnt from the unit 'Dignity of Labour'. Encourage them to tell the message of the unit 'Dignity of Labour' 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 132. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Understanding' section aloud. Ask them to listen carefully. Ask them the given questions: What did our Rasool (PBUH) say about working with hands? Which professions are not respected in society? 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. Then ask them to read the question from "Reading for Analysis" section. Ask them about What could be the ways to encourage the occupations that are valuable for humanity? Share your opinions. 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 did you learn from this lesson?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 2**

Unit Name: Dignity of Labour **Topic:** Listening and speaking **Date:** _____

Objective(s):

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

- 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: b. 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 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". Write on the board 'What is 'dignity of labour'? Why is it important? Divide students into four groups and ask them to discuss the topic and its various aspects of benefits of trees. Also discuss. Ask group leader to in front of the class summarize the discussion in three or four points. 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 and practice a dialogue between Sameer and Shahbaz. This dialogue seems to be a conversation between two friends, Sameer and Shahbaz, discussing Shahbaz's future plans and career aspirations. Sameer initially suggests traditional career paths like medicine or engineering, but Shahbaz expresses his desire to become a chef instead. Sameer expresses scepticism about the viability and respectability of a career in the culinary arts, but Shahbaz counters by emphasizing the value of hard work and dedication in any profession. Eventually, Sameer acknowledges Shahbaz's perspective and wishes him luck with his dream of becoming a chef. The dialogue highlights the importance of following one's passion and challenging societal norms regarding career choices.

Activity: Ask students to open their textbooks at page 133. 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. At end of this activity ask following questions:

- What is the greeting used by Sameer to start the conversation?
- What profession does Shahbaz want to pursue?
- Name one traditional career path suggested by Sameer.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

- Why does Sameer express scepticism about Shahbaz's choice of profession?
- How does Shahbaz respond to Sameer's doubts about becoming a chef?

Homework: (2 mins)

- According to Shahbaz, what is more important than the size or prestige of a profession?
- What does Shahbaz say about the importance of hard work in any profession?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Dignity of Labour **Topic:** Denotative and connotative meanings **Date:**

Objective(s):

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

- Distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

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".

Write following definition on the board and ask students guess the thing, place or animal:

- A domesticated, four-legged mammal typically kept as a pet. It is a very loyal animal.
- a physical place where someone lives. This place is comfort, safety, and warmth for many people.

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 distinguish between denotative and connotative meanings of a word. Tell them that a denotative meaning of a word refers to the definition of its meaning in a dictionary. Whereas, the connotative meaning of a word refers to its literal meaning. It tells us about the emotions or feelings evoked by the word.

Activity: Ask students to open their books at page 134 of the vocabulary section. Ask them read the given paragraph and replace all the highlight words with the given words which have the same denotation as the highlight words but a different connotation as given in statement 1. Ask them to look at denotative and connotative meaning of the word: cheap. Denotative meaning: of less price. The frock is cheap enough for me to afford. Connotative meaning: poor quality. The dress was so cheap that its colour faded in a week. Then, ask them to read the words given in the first column and fill in the remaining table as stated in the statement 2.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to differentiate between denotative and connotative meanings of the words: innocent and wave.

Homework: (2 mins)

Revise what you learn about denotative and connotative meanings of the words.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Dignity of Labour **Topic:** Denotative and connotative meanings **Date:**

Objective(s):

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

- Identify the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, 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".

Ask students to recall 'denotative and connotative' meaning of a word. Ask them randomly to give an example both. 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: (23 mins)

Tell students that today they are going to identify denotative and connotative meanings of a word. Tell them that a denotative meaning of a word refers to the definition of its meaning in a dictionary. Whereas, the connotative meaning of a word refers to its literal meaning. It tells us about the emotions or feelings evoked by the word.

Activity: Ask students to open their books at page 134 of the vocabulary section. Ask them to read the words given in the first column and fill in the remaining table as given in statement 2. Use the word "chicken" as an example. Its denotative meaning is a bird, but it can also have positive connotations (e.g., delicious food) or negative connotations (e.g., being afraid). Ask students if they can think of any other words that might have different meanings depending on how they're used.

Activity 2: Hand out the printed list of words (provided in the prompt) to each student or display it on the whiteboard. Divide students into small groups and have them discuss the denotative and connotative meanings of each word on the list. Encourage them to share their ideas and come up with examples. Have each group share one word from the list along with its denotative and connotative meanings. Discuss as a class.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Distribute the worksheet containing sentences with words from the list used in different contexts.

Homework: (2 mins)

Ask students to find examples of words with both denotative and connotative meanings in a book they're reading or in a conversation they have 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	8		40 min

Worksheet

Name: _____

Date: _____

Read for the following sentences. Determine whether the meaning is denotative (D) or connotative (C).:

1. The **cat** slowly approached the mouse.
2. The **ancient** castle was filled with secrets.
3. Sarah had a **genuine** smile on her face.
4. The **scary** movie gave me nightmares.
5. The **school** day seemed to last forever.
6. The **cozy** blanket kept me warm during the cold night.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 5**

Unit Name: Dignity of Labour **Topic:** Objective Summary **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 and poems.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 135

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 they understand by the term "dignity of labour." Encourage them to share their thoughts and experiences. Introduce the topic by reading aloud the provided text or summarizing it in simpler language. 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 they are going to learn how to make an objective summary of the unit. Tell them that whenever we summarise a text, we read the text completely, extract the main idea, grasp the key points and hold the information of the original text precisely.

Activity: Ask students to open their books at page 135. Discuss the importance of summarizing texts. Explain that summarizing helps us understand what we read and remember important information. Show an example of a well-written summary and discuss its key features, such as brevity, clarity, and focus on main ideas. Engage students in a brief discussion about why summarizing is important in everyday life (e.g., taking notes, writing reports). Choose a short passage or text appropriate for Grade 8 students. Read the text aloud to the class, pausing to think aloud about the main ideas and important details. Use the whiteboard or chart paper to model how to identify the main idea and select key details to include in a summary. Model how to organize the summary using a graphic organizer, such as a main idea/details chart.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write a summary of the lesson 'Dignity of Labour' in your own 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	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 6**

Unit Name: Dignity of Labour **Topic:** Singular that look plural **Date:** _____

Objective(s):

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

- Understand the difference between singular and plural countable and uncountable nouns.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 136

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".

Review with students' what nouns are and how they name people, places, things, or ideas. Explain that some nouns may appear plural in form but are actually singular in meaning. 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 about the singular that looks plural. Also tell them that some nouns are singular but they are written in plural form. We use them only with a singular verb.

Activity:

Ask student to open their books at page 136 of grammar section. Introduce the concept of singular nouns that look plural and explain that these nouns refer to single entities or concepts. Present sentences with examples of singular nouns that look plural (e.g., statistics, news, physics). Discuss each sentence with the class, focusing on why these nouns appear plural but are treated as singular. Guide students to understand that these nouns represent broad concepts or fields of study that are singular in nature. Ask students to read the given examples and notice the use of nouns that look plural in the statement 1 and 2.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Make sentences of your own using the given nouns in your notebook from statement 3 at page 136.

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	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 7**

Unit Name: Dignity of Labour **Topic:** use correlative conjunctions **Date:**

Objective(s):

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

- Recognise and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also."

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 136

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".

Explaining to the students what conjunctions are and how they are used to join words, phrases, or sentences. 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 they are going to learn to recognise and use and use correlative conjunctions including pairs such as "both/and," "either/or," "neither/nor," "not/but" and "not only/but also. Also tell them that correlative conjunctions work in pairs to illustrate how two parts of a word or phrase within a sentence equally relate to each other. For example, they apply a relation between two subjects or two verbs that act in tandem with each other.

Activity: Ask students to open their books at page 136 of the grammar section. Write the following pairs of correlative conjunctions on the board: both/and, either/or, neither/nor, not/but, and not only/but also. Explain each pair briefly. Ask students at random to read the given sentences and notice the use of correlative conjunctions as in the statement 4. Read each sentence aloud and ask students to identify the correlative conjunctions and the elements they connect. Discuss the meaning of each sentence and how the correlative conjunctions contribute to its structure and meaning. Ask students to work in pairs or small groups to identify which correlative conjunction should be used to complete each sentence. Encourage students to explain their choices and discuss the meaning of each sentence.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Fill in the blanks using the given correlative conjunctions. Use each pair only once as in the statement 5 at page 137.

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	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 4** **Lesson Plan: 8**

Unit Name: Dignity of Labour **Topic:** Types of 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 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 review with students what sentences are and how they convey information. Introduce the four types of sentences: declarative, exclamatory, interrogative, and imperative. Explain each type briefly. 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 they are going to distinguish between four types of sentence sentences i.e. declarative, exclamatory, interrogative and imperative.

Activity: Ask students to open their books at page 137. Write examples of each type of sentence on the board and discuss their characteristics from the book. Present the examples of declarative sentences provided in the lesson plan. Read each sentence aloud and ask students to identify the statement being made. Discuss how declarative sentences provide information and end with a period. Then, present the examples of interrogative sentences provided in the lesson plan. Read each sentence aloud and ask students to identify the questions being asked. Discuss how interrogative sentences seek information and end with a question mark. Similarly, read the examples of Imperative Sentences and Exclamatory Sentences from the book.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(7 mins)

Write 5 sentences about 'Dignity of Labour'. Remember to use the types of sentences you have just read.

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	8		40 min

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

Unit Name: Dignity of Labour **Topic:** Semi-colon **Date:** _____

Objective(s): _____

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

- Punctuate of text correctly using semi-colon.

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 if they know what a semicolon is and if they have seen it used in writing before. Write few sentences on the board and tell them guess how it affects the meaning of the clause or sentence. 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 the usage of semicolon. Tell them that a semicolon (;) is a punctuation mark that is used to connect independent clauses in a sentence. It's a bit stronger than a comma but not as final as a period.

Activity 1: Ask students to open their books at page 139 of punctuation section. Ask them to read the given sentences at page 139 and Punctuate the text properly. Use capitalisation, full stops, commas, exclamation marks, apostrophes, hyphens and semicolons where needed. Display the examples of semicolon usage on the board or through slides. Go through each example, explaining how semicolons are used to connect independent clauses, separate items in a list, and join independent clauses with transitional devices. Provide additional examples if necessary, ensuring that students understand the concept before moving on.

Activity 2: Divide the class into small groups or pairs. Distribute handouts with sentences that require semicolon usage. Instruct students to identify where semicolons should be used in each sentence and explain the reason for their choice based on the examples provided. Circulate the room to provide assistance and clarification as needed.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students' understanding through their participation in the practice activity and their ability to explain the correct usage of semicolons in writing.

Homework: (2 mins)

Assign students to write a short paragraph or story incorporating semicolons correctly. Encourage them to be creative and use various types of semicolon usage.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 2**

Unit Name: Dignity of Labour **Topic:** informative report **Date:**

Objective(s):

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

- Learn how to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

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".

Discuss with students what an information report is. Use examples to explain how it presents information about a topic. Introduce the steps involved in writing an information report, emphasizing the importance of generating ideas, organizing them, using appropriate language features, and revising the report. 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 how to write an informative text or information report. Tell them that an information report is a text that presents information about a topic.

Activity : Ask students to open their books at page 140 of guided writing section. Ask students randomly to read the steps of writing an informative text. Guide students in choosing a topic for their information report. Provide a list of suggested topics or allow students to choose their own. Discuss the importance of research in gathering information about the chosen topic. Encourage students to use library books or internet resources to find information. Explain the importance of including visual aids such as pictures, diagrams, charts, or tables to make the report more interesting. Discuss the structure of an information report, including the title, opening statement, paragraphs focusing on different points, sub-headings, and conclusion. Provide examples of how to organize information using bullet points or numbers to show the sequence of information. Model how to organize ideas on the board using a sample topic. Review the language features of an information report, including the use of present tense, adjectives to describe qualities, pronouns, and language

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

for comparison, contrast, defining, and classifying. Provide examples of each language feature and explain how they enhance the clarity and effectiveness of the report.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Distribute writing materials to students and have them begin writing their information reports on their chosen topics.

Homework: (2 mins)

Encourage students to continue practicing their writing skills and exploring new topics for future reports 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	8		40 min

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

Unit Name: Dignity of Labour **Topic:** Write an informative report **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, concepts, and information through selecting relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.

Resource Material:

Chalk/Marker, White/Blackboard, Handouts with information on healthy eating habits, Textbook page 141

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". Discussing with students the importance of healthy eating habits for overall well-being.

1. Why is it important to eat a balanced diet with a variety of foods?
2. How do healthy eating habits contribute to our physical health?
3. Can you think of ways that healthy eating habits might also impact our mental and emotional well-being?

Main Activities/Concept Building: (25 mins)

Tell students that today they are going to learn how to write a report on the "Healthy Eating Habits" using report writing techniques you read. Tell them that an information report is a text that presents information about a topic.

Activity: Ask students to open their books at page 141 of guided writing section. Introduce the purpose of writing a report on healthy eating habits, which is to inform others about the benefits of making nutritious food choices. Discuss the target audience for the report, which could be classmates, parents, or the wider community. Provide students with handouts containing information on healthy eating habits. Guide students in reading and summarizing the key points from the handouts, emphasizing the importance of including adequate supporting details in their report. Discuss the importance of organizing information in chronological or sequential order to present a coherent report. Model how to organize ideas on the board using a chronological order, starting from the importance of breakfast to making balanced meal choices throughout the day. Encourage students to brainstorm additional details to include in each section of their report. Distribute writing materials to students and have them begin writing their report on healthy eating habits. Instruct

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

students to use appropriate pronoun-antecedent agreement and transitional devices to ensure clarity and coherence in their writing. Circulate the room to provide assistance and guidance as students work on their reports. Instruct students to revise their first drafts, focusing on punctuation, grammar, and clarity of information. Pair students up and have them exchange their reports with a partner to provide feedback. Encourage students to make revisions based on the feedback received from their peers.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Assess students' understanding through their participation in class discussions.

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	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 4**

Unit Name: Dignity of Labour **Topic:** Creative Writing **Date:** _____

Objective(s):

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

- Creative Writing; Write an informational report on given topic. 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, Handouts with information on water crises in Pakistan, Textbook page 141

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 steps how to write an informative report. Discuss the topic briefly with students by asking some questions. 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 they are going to write an informational report on the topic "Water Crises in Pakistan". Discuss with students what they know about water and why it is important for life. Introduce the topic of water crises in Pakistan, explaining that many people in Pakistan face challenges in accessing clean and safe drinking water.

Activity: Ask students to open their books at page 141. Provide students with handouts containing information on water crises in Pakistan. Guide students in reading and summarizing the key points from the handouts, focusing on the challenges related to access to clean and safe drinking water in Pakistan. Discuss with students why access to clean water is important for health, sanitation, and overall well-being. Provide students with handouts containing information on water crises in Pakistan. Guide students in reading and summarizing the key points from the handouts, focusing on the challenges related to access to clean and safe drinking water in Pakistan. Discuss with students why access to clean water is important for health, sanitation, and overall well-being. Brainstorm with students the challenges faced by people in Pakistan in accessing clean and safe drinking water. Write down their responses on the board or interactive whiteboard. Encourage students to think about factors such as water scarcity, contamination, lack of infrastructure, and socio-economic barriers. Discuss with students potential solutions to address the water crises in Pakistan. Brainstorm ideas such as improving infrastructure for water supply and sanitation, promoting water conservation practices, investing in water treatment facilities, and raising awareness about the importance of clean water. Write down their ideas on the board. Instruct students to write a brief informational report on the topic "Water Crises in Pakistan", incorporating the information discussed and their understanding of the issue. Encourage students to include information about the

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

challenges related to access to clean and safe drinking water in Pakistan and potential solutions to address this crisis.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Assess students' understanding through their participation in class discussions.

Homework: (2 mins)

Encourage them to research additional information on specific aspects of the water crises in Pakistan, such as regional disparities in water access or the impact of climate change on water availability.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Plant Trees **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 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 to recall unit 'Plant Trees'. Ask them randomly why trees are important. 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 revise and review some concepts. Ask students to open their textbooks at page 115. 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 students randomly to read and practise the given dialogue on page 119. Ask them some listening comprehension questions.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read the given words and understand their meaning in different context at page 120.

Homework: (2 mins)

Write the contextual and dictionary meanings of the underlined words as given at page 120.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 6**

Unit Name: Plant Trees **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 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".

Ask students to recall formation of adjectives from nouns and verbs. Tell them that Adjectives can be formed from nouns and verbs through various suffixes and prefixes. Ask them few to tell few such examples. 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 Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 121. Ask them at random to recall the formation of adjectives from verbs such as from a verb 'obey', we can add prefix 'dis and make an adjective: disobedient. Similarly, ask them recall transitional devices of condition and purpose. Then, ask them recall comparative clause and it usage. Later, ask them recall future perfect tense.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Write six sentences of your own using the future prefect tense.

Homework: (2 mins)

Rewrite the given sentences and punctuate the text correctly. Add capitalisation, full stops, commas, apostrophe and dashes correctly as given on page 125.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 7**

Unit Name: Dignity of 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 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".

Ask students to recall unit 'Dignity of Labour'. Ask them randomly why dignity of labour is significant. 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 Tell students that today they are going to revise and review some concepts. Ask students to open their textbooks at page 132. 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 students randomly to read and practise the given dialogue on page 133. Ask them some listening comprehension questions. Ask them recall connotation and denotation meanings of words. Ask them provide one example of connotation and denotation. Ask them to recall singular nouns that Look plural. Then, ask the what corelative conjunctions are. Ask them some example from students at random.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Fill in the blanks using the given correlative conjunctions. Use each pair only once as at page 137.

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	8		40 min

Term: 3 **Periodic Unit: 1** **Week: 5** **Lesson Plan: 8**

Unit Name: Dignity of 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 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 unit 'Dignity of Labour'. Ask them randomly the four types of sentences. Tell to make one sentence of each type. 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 revise and review some concepts. Ask students to open their textbooks at page 137. Ask them recall declarative, interrogative, imperative and exclamatory sentences. Then, ask the recall what semicolon is. Ask them the usage of semicolon. Ask them what information report is what its steps are.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Ask students to read the unit in groups.

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	8		40 min

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

Unit Name: Give to Your Country **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading) Recite the Poem. (First Stanza) Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144

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 "Give to your country" and ask following pre-reading questions:

1. Why do you love your country?
2. What are the girls representing in the picture?

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 first stanza from the unit 'Give to your country'. Ask the students to open their books at page 144. Ask them to recite the poem 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 poet expressing about the country in the given poem?
2. According to the poet, what is the purpose of the laws made in the country?
3. What emotions or feelings does the poet associate with the country in the poem?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. How does the poet describe the impact of the laws on the citizens of the country?
2. Who is the poet addressing in the poem, and what message does she convey to them?

Homework: (2 mins)

What values or qualities does the poet emphasize as important for the citizens of the country?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Give to Your Country **Topic:** Reading comprehension **Date:**

Objective(s):

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

- Recite the Poem (remaining poem). Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 143

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 "Give your country". Ask them to summarize what they have learn from the unit. In order to assist them, you may ask some questions such as:

- How would you summarize the overall message or theme of the poem?
 - In your own words, explain the significance of the phrase "Peaceful and unafraid" in the context
- 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 read the remaining poem "Give your country". Ask students to open their books at page 143. 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:

- What is the poet suggesting about the reader's responsibility towards their country in the given poem?
- How does the poet define citizenship in the poem, and what role does it play in giving the country its due?
- What are some specific ways the poet encourages the reader to contribute to their country?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

- In the context of the poem, what does it mean to "give your country her due"?
- How does the poet connect the concepts of service and love to the idea of being a responsible citizen?

Homework: (2 mins)

- What do you think the poet means by "Let your actions and your words / A wealth of love attest"?
- In your own words, summarize the poet's message regarding the relationship between individuals and their country.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Give to Your Country **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, Worksheet, Textbook page 144

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: (23 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 144. 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)

Learn by heart the new vocabulary and the meaning.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
unafraid	having or expressing a great love of your country
citizenship	(of work, etc.) for which people receive money
due	to have to pay somebody for something
attest	to show or prove that something is true
owe	owed to somebody as a debt, because it is their right or because they have done something to deserve it
paid	actions
patriotic	the legal right to belong to a particular country
deeds	not afraid or nervous; not worried about what might happen

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 4**

Unit Name: Give to Your Country **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 144

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 'Give to your country' 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 'Give to your country' 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 144. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Ask them the given questions: Why are laws made? Your country has given you citizenship. What does it deserve from you? 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 aggrandise their confidence.

Repeat the process for 'Reading for Understanding' and 'Reading for Inference' 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)

In your own words, summarize the poet's message regarding the responsibilities of citizens.

Homework: (2 mins)

Do you agree with the poet's perspective on the connection between citizenship and fulfilling one's duty to the country? Why or why not?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 5**

Unit Name: Give to Your Country **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, Think and Do it!

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 144

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. Encourage them to tell the message of the unit 'Give to your country' 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 144. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Understanding' section aloud. Ask them to listen carefully. Ask them the given questions Why does your country deserve respect?

How can you show your love for your country? 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. Then ask them to read the question from "Reading for Analysis" section. Ask them randomly to write the central idea of the poem. And how can we pay back what Pakistan has given us? 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)

What examples of patriotic words and deeds can you think of that might fulfil the idea presented in 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 6**

Unit Name: Give to Your Country **Topic:** Listening and speaking **Date:**

Objective(s):

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

- 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 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".

Write on the board 'responsibilities of individuals towards their country'. Divide students into four groups and ask them to discuss the topic and its various aspects of benefits of trees. Also discuss. Ask group leader to in front of the class summarize the discussion in three or four points. 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 and practice a dialogue. The dialog is about two friends, Miral and Irha, discussing their concerns and preparations for their upcoming final examinations. Miral expresses her worry about the exams, and Irha shares that she is also concerned but is getting help from her parents. Irha mentions her difficulty with English and considers taking special classes. Miral then suggests that Irha join her uncle's academy, believing it would be beneficial, and promises to share more details about the academy with Irha.

Activity: Ask students to open their textbooks at page 145. Now make pairs of two students randomly to play the role of Miral and Irha. 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:

- How is Irha feeling about the upcoming exams?
- Who is helping Irha with her exam preparation?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

- What is Irha considering to improve her English?
- What is Miral's suggestion for Irha to improve her English?

Homework: (2 mins)

- What does Miral think about Irha's ability to grasp difficult concepts?
- What does Irha ask Miral after hearing the suggestion about the academy?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 7**

Unit Name: Give to Your Country **Topic:** The Mood **Date:**

Objective(s):

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

- Understand and utilize mood and meter, given in the text. Use this device in writing tasks also.

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".

Ask student randomly the elements of story writing. Take one element ask about it in detail. Engage students in discussion giving chance to most of the students to express themselves. 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 they are going to learn about the mood. Tell them that mood is a literary element that evokes different feelings or emotions in readers through words and descriptions used to create mood. It is created by a setting, theme, diction or tone. Diction is the choice of words a writer uses. Mood is used to create emotional responses in readers.

Activity: Ask students to open their books at page 146. Ask them read the given example and understand the concept of mood in statement 1. Explain the first example to them that in the sentence the mood in this stanza is positive and reassuring. It conveys a sense of pride, security, and contentment. The use of words like "great and good," "happy and well," and "peaceful and unafraid" evokes a feeling of trust and confidence in the country and its laws. The overall tone suggests that the speaker feels safe and optimistic about their country and its governance. Tell them that the mood of the poem "Give to your country" is happy, cheerful, and carefree because it evokes feelings of warmth, happiness, and relaxation. The poet uses words like great, good, happy, well, etc. to evoke happy feelings or emotions in the reader. Now, ask student randomly to read the remaining example and explain the mood.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Tell the mood of the poem you have just read. Justify your answer with 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 1** **Lesson Plan: 8**

Unit Name: Give to Your Country **Topic:** assonance and consonance **Date:**

Objective(s):

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

- Understand and utilize assonance and consonance given in the text. Use these devices in writing tasks also.

Resource Material:

Chalk/Marker, White/Blackboard, picture cards, 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".

Start by reviewing the definition of assonance: the repetition of the same vowel sound within a group of words. Provide examples of sentences with assonance, emphasizing the repeated vowel sounds. For instance, "The cat sat on the mat" or "The rain in Spain falls mainly on the plain." Explain that assonance occurs when the sounds (not necessarily the letters) are repeated. Emphasize that it adds musicality to language.

Main Activities/Concept Building: (23 mins)

Tell students that they are going to understand and utilize assonance. Tell them that assonance is a figure of speech in which the same vowel sound is repeated within a group of words. It occurs when sounds, not letters, are repeated. Also tell them that consonance is the repetition of consonant sounds, especially at the end of words, within a text. It can add rhyming effect and create emphasis.

Activity: Ask students to open their books at page 146. Show picture cards with words that demonstrate assonance (e.g., "cake," "lake," "snake"). Ask students to identify the vowel sound that is repeated in these words. Write a sentence on the board with assonance, and underline or highlight the repeated vowel sounds. Discuss the examples as a class. Have a collaborative activity where students come up with their own sentences containing assonance. Write these on the board. Ask them to read the given examples and understand the concept of assonance in the statement 3. Also ask them to read the given example and understand the concept of consonance in the statement 4.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide a list of words and ask students to create sentences incorporating assonance. Encourage them to share their sentences with the class.

Homework: (2 mins)

Ask students to find a short poem or song lyrics at home and identify examples of assonance. They can share their findings in the next class.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each word in the list below. Use each word to create a sentence that incorporates assonance. Underline or highlight the repeated vowel sounds in each sentence.

- | | | | | |
|---------|---------|---------|----------|----------|
| 1. Lake | 2. Cake | 3. Rain | 4. Train | 5. bee |
| 6. sea | 7. Leaf | 8. Key | 9. night | 10. kite |

Sentences:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Give to Your Country **Topic:** mental and thinking verbs **Date:**

Objective(s):

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

- Distinguish and use mental and thinking verbs."

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 147

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 simple sentence on the board (e.g., "She knows the answer.") and ask students what the verb is and what it tells us about what is happening in the sentence. 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: (23 mins)

Tell students that they are going to learn about mental verbs today. Tell them that a mental verb is letters to a cognitive state or concept such as discovering understanding, planning, etc. Also tell them that a thinking verb refers to the process of thinking, for example consider, wonder, reflect, ponder, etc.

Activity: Ask students to open their books at page 147 of the vocabulary section. Ask students randomly to read the sentences and understand the use of mental verb as given in the statement 1. Then, ask them read the sentences and notice the use of thinking verb given in the statement 2. Divide students into small groups and give each group sentence strips. Ask them to categorize each sentence strip into mental or thinking verbs and write the sentences on chart paper. Example sentences on strips: "He imagined the future." , "They decided to join the club.", "She knew the answer immediately.", "We wondered about the results." and "He considered the offer carefully."

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Read each sentence carefully. Determine whether the sentence contains a thinking or a mental verb given in the statement 3 at page 147.

Homework: (2 mins)

Write two sentences using mental verbs and two sentences using thinking verbs. Make sure your sentences are clear and use the verbs correctly.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Distinguishing and Using Mental and Thinking Verbs.

Instructions: Underline the mental verbs and circle the thinking verbs in each sentence.

1. She knows the answer to the question.
2. They thought about the consequences of their actions.
3. He decided to join the soccer team.
4. We believe in the importance of honesty.
5. She considered his proposal carefully.
6. I recognized her from the concert last week.
7. He wondered if it would rain today.
8. They knew the rules of the game.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Give to Your Country **Topic:** simple, compound and complex sentences **Date:**

Objective(s):

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

- Construct simple, compound and complex sentences.

Resource Material:

Chalk/Marker, White/Blackboard, sentence strips, Worksheet, Textbook page 148

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 simple sentence on the board (e.g., "The cat sleeps.") and ask students to identify the subject and predicate. 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: (23 mins)

Tell students that today they are going to learn the usage of simple, compound and complex sentences. Tell them that a simple sentence has one complete thought, however, a compound sentence has two complete thoughts joined by a comma and conjunction and a complex sentence contains an independent clause and a dependent clause. A complex sentence consists of one independent clause (or main clause) and at least one dependent clause (or subordinate clause). Complex sentences are used to show relationships between ideas, add variety to sentence structures, and convey more complex information.

Activity: Ask students open their books at page 148 of grammar section. Ask students to read statement 4 for the examples of simple sentences. The, ask them randomly to read the statement 5 for the examples of compound and complex sentences. Divide students into small groups and give each group sentence strips. Ask them to categorize each strip as a simple, compound, or complex sentence and place them on chart paper under the correct heading. Example sentences on strips: "The sun shines brightly." "I wanted to play outside, but it started to rain." "Because she was tired, she went to bed early."

Sum Up: (3 mins)

Summarise the key concepts with your students

Assessment: (7 mins)

Distribute worksheets where students need to identify and label sentences as simple, compound, or complex.

Homework: (2 mins)

Ask students to write one simple sentence, one compound sentence, and one complex sentence on index cards.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence and identify whether it is a simple, compound, or complex sentence. Write "Simple," "Compound," or "Complex" next to each sentence.

1. The birds sing in the morning. _____
2. She wanted to buy a dress, but she didn't have enough money.

3. When the rain stopped, we went outside to play. _____
4. I love reading books. _____
5. He studied hard, so he passed the exam. _____
6. Although it was cold, they went for a walk. _____
7. The cat chased the mouse. _____
8. We went to the park, and we had a picnic. _____
9. Before the movie started, we bought some popcorn. _____
10. My brother likes pizza. _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Give to Your Country **Topic:** subordinating conjunctions **Date:**

Objective(s):

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

- Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.

Resource Material:

Chalk/Marker, White/Blackboard, sentence strips, Textbook page 149

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 quick, engaging question: "Can anyone tell me why it's important to wear a raincoat?" Encourage students to answer using the word "because." Write one or two student responses on the board, highlighting the word "because." 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 they are going to learn the usage of subordinating conjunction. Tell them that subordinating conjunction is used to join independent and dependent clauses together. It indicates the relationship between clauses, such as time, place, cause, or effect. Common subordinating conjunctions include: after, because, if, since, then, though, until, whether, while, and when.

Activity: Ask students to open their books at page 149 of grammar section. Ask them to read the sentences and notice the use subordinating conjunction as given in the statement 7. In the given sentences, the subordinating conjunctions play a crucial role in linking dependent clauses to main clauses, providing additional information about the circumstances or reasons. In the second sentence, the subordinating conjunction is "because." The subordinating conjunction "because" introduces the reason for the action stated in the main clause, indicating why the speaker is staying in. Subordinating conjunctions like "because" connect a dependent clause (which cannot stand alone as a complete sentence) to an independent clause (which can stand alone), providing a cause-and-effect relationship in this case. Read the remaining sentence and explain the subordinating conjunctions.

Sum Up: (3 mins)

Summarise the key concepts with your students

Assessment: (5 mins)

Read the paragraph and identify the use of subordinating conjunctions as given in the statement 8.

Homework: (2 mins)

Assign a homework task where students write 3-5 sentences using different subordinating conjunctions learned 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 4**

Unit Name: Give to Your Country **Topic:** complex sentences **Date:** _____

Objective(s):

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

- Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.

- Resource Material:**

Chalk/Marker, White/Blackboard, 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".

Write a simple sentence on the board (e.g., "The cat sleeps.") and ask students to expand it by adding a dependent clause (e.g., "When the house is quiet, the cat sleeps."). 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 the usage of complex sentences with subordinating clauses. Write examples on the board: *Main Clause*: "The dog barked." *Subordinate Clause*: "When the mailman arrived."

Activity: Ask students to open their books at page 148 of grammar section. Demonstrate how to combine a main clause and a subordinate clause to form a complex sentence. Examples: "The dog barked when the mailman arrived." Explain the purpose of transitional devices in creating smooth connections between ideas. Provide examples of transitional devices (e.g., because, although, since, if, when, while). Write sentences on the board using transitional devices: "Although it was raining, we went outside." "Since it was her birthday, she got a present." Now divide students into small groups and give each group sentence strips with main and subordinate clauses. Ask them to create complex sentences by combining the clauses and using appropriate transitional devices.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read the given complex sentence and notice the use main and subordinating clause in the statement 6 of grammar section at page 148.

Homework: (2 mins)

Ask students to write a short story (5-6 sentences) using at least three complex sentences with appropriate transitional devices and correct punctuation.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 5**

Unit Name: Give to Your Country **Topic:** 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, future tense) in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, sentence strips, Textbook page 150

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 direct speech sentence on the board (e.g., "She says, 'I am reading a book.'") and ask students how they would report it in indirect speech. 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 will learn to change tense in indirect speech (present, past and perfect tenses, future tense) in speech and writing. Tell them that direct speech reports the speaker's message in the exact words as spoken whereas, indirect speech reports the message of the speaker in our own words.

Activity: Ask students to open their books at page 150 of the grammar section. Define direct speech and indirect speech. Explain that indirect speech often requires changes in pronouns, time expressions, and verb tenses. Example: Direct: She says, "I am reading a book." Indirect: She says that she is reading a book. For further example ask students to read the given direct and indirect speech in the statement 12. Also tell them in indirect communication, words that communicate proximity in time or place are replaced by those that express distance. Tell them keep in mind that rules for changing tenses are: Present Simple to Past Simple; Present Continuous to Past Continuous; Present Perfect to Past Perfect and Future Simple to Conditional. Divide students into small groups and give each group sentence strips with direct speech examples. Ask them to convert the sentences to indirect speech, ensuring they change the tenses appropriately. Example strips: Direct: "I am going to the park," he says. Direct: "We have completed our project," they say.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Group activity participation and conversion of direct to indirect speech.

Homework: (2 mins)

Ask students to write a short dialogue (5-6 lines) in direct speech and then convert it to 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 6**

Unit Name: Give to Your Country **Topic:** Time Change **Date:** _____

Objective(s):

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

- Change tense in indirect speech (times) in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, chart with columns, index cards, worksheet, Textbook page 152

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 role-play: Have a student say a sentence in direct speech, e.g., "I am happy." Convert it to indirect speech yourself: "She said that she was happy." Write both sentences on the board and underline the verbs. 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, we're going to learn how to change sentences from direct speech to indirect speech and how to change the tense of the verbs correctly." Tell them that in indirect communication, words that communicate proximity in time or place are replaced by those that express distance.

Activity 1: Ask students to open their books at page 152 of the grammar section. Write examples on the board: *Direct:* "I like ice cream," said Tahir. *Indirect:* Tahir said that he liked ice cream. Highlight how the tense changes from present to past. Explain the rule of time change with some examples: Present Simple to Past Simple: "I eat," becomes "He said that he ate." Present Continuous to Past Continuous: "I am eating," becomes "He said that he was eating." Present Perfect to Past Perfect: "I have eaten," becomes "He said that he had eaten." Simple Past to Past Perfect: "I ate," becomes "He said that he had eaten." Future to Conditional: "I will eat," becomes "He said that he would eat."

Activity 2: After that create a chart with columns for direct speech, indirect speech, and the tense changes. Divide the class into small groups and give each group a set of index cards with direct speech sentences. Ask the groups to convert the direct speech sentences to indirect speech, focusing on changing the tenses correctly.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Give a quick verbal or written quiz with 5 direct speech sentences. Students need to convert them to indirect speech and underline the changed verbs.

Homework: (2 mins)

Assign a homework task where students write 3-5 pairs of direct and indirect speech sentences using different tenses learned 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 7**

Unit Name: Give to Your Country **Topic:** Changes as per Reporting Verb **Date:** _____

Objective(s):

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

- Change tense in indirect speech (focusing on the changes in reporting verb) in speech and writing

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".

Start with a brief dialogue role-play. Ask a student to say a sentence in direct speech, e.g., "I am going to the park." Ask students randomly to convert it to indirect speech yourself: "She said that she was going to the park." Write both sentences on the board and underline the verbs. 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: (22 mins)

Explain students the day's objective: "Today, we're going to learn how to change sentences from direct speech to indirect speech by changing the tense of the verbs, especially focusing on how the reporting verb affects the tense change." Explain the role of the reporting verb (e.g., said, says, will say) and how it affects the tense of the verbs in the indirect speech.

Activity 1: Ask students to open their books at page 153 of the grammar section. Ask students to read the rules for changes in the reporting verb (e.g., said, says, will say). Ask students to read the sentences of direct and indirect speech as given in the statement 15.

Activity 2: Divide the class into small groups and give each group a set of index cards with direct speech sentences. Ask the groups to convert the direct speech sentences to indirect speech, focusing on the reporting verb and changing the tenses accordingly. Each group shares one converted sentence with the class. Write the sentences on the board, highlighting the tense changes and discussing any errors or correct usage.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (10 mins)

Distribute worksheets with direct speech sentences. Students will convert these sentences to indirect speech, making sure to change the tense of the verbs based on the reporting verb.

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	8		40 min

Worksheet

Name: _____

Date: _____

Read the direct speech sentences below and convert them to indirect speech. Pay attention to the reporting verb and change the tense of the verbs accordingly.

- Direct: "I am reading a book," said Maryam.
○ Indirect: _____
- Direct: "We will go to the zoo tomorrow," said the teacher.
○ Indirect: _____
- Direct: "She has finished her homework," said Tamim.
○ Indirect: _____
- Direct: "They were playing football," said Jasim.
○ Indirect: _____
- Direct: "I ate all the cookies," said the child.
○ Indirect: _____
- Direct: "I love ice cream," says Amina.
○ Indirect: _____
- Direct: "We are studying for the test," says the student.
○ Indirect: _____
- Direct: "She will arrive on time," says her mother.
○ Indirect: _____
- Direct: "He broke the vase," says his sister.
○ Indirect: _____
- Direct: "I am going to the market," will say the vendor.
○ Indirect: _____

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 2** **Lesson Plan: 8**

Unit Name: Give to Your Country **Topic:** Interrogative Sentences **Date:**

Objective(s):

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

- Change tense in indirect speech (Interrogative Sentences) in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, index cards, 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".

Begin with a brief dialogue role-play. Ask a student to say a question in direct speech, e.g., "Are you coming to the party?" Ask students randomly to convert it to indirect speech yourself: "She asked if I was coming to the party." Write both sentences on the board and underline the verbs. 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 they are going to learn how to change interrogative sentences from direct speech to indirect speech by changing the tense of the verbs, today. Explain how interrogative sentences are converted into indirect speech, including changes in word order and punctuation.

Activity 1: Ask students to open their books at page 153 of the grammar section. Ask students to read the rules of changes for interrogative sentences. Tell them when the reporting verb is in the past tense: Present Simple to Past Simple: "Do you like pizza?" becomes "She asked if I liked pizza."

Present Continuous to Past Continuous: "Are you eating?" becomes "He asked if I was eating." Present Perfect to Past Perfect: "Have you seen the movie?" becomes "She asked if I had seen the movie." Simple Past to Past Perfect: "Did you go to the park?" becomes "He asked if I had gone to the park." Future to Conditional: "Will you come?" becomes "She asked if I would come." When the reporting verb is in the present or future tense: Tenses generally stay the same, e.g., "Do you like pizza?" becomes "She asks if I like pizza."

Activity 2: Divide the class into small groups and give each group a set of index cards with direct speech interrogative sentences. Ask the groups to convert the direct speech interrogative sentences to indirect speech, focusing on changing the tenses accordingly.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Give a quick verbal or written quiz with 5 direct speech interrogative sentences. Students need to convert them to indirect speech and underline the changed verbs.

Homework:

(2 mins)

Assign a homework task where students write 3-5 pairs of direct and indirect speech interrogative sentences using different tenses learned 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	8		40 min

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

Unit Name: Give to Your Country **Topic:** quotation marks **Date:**

Objective(s):

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

- Punctuate text correctly using quotation marks.

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 funny short dialogue written incorrectly on the board, such as:

I love pizza said Jameel Do you like it too asked Maryam

Ask students what's wrong with the sentences. 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 how to use quotation marks correctly to punctuate direct speech and titles of short works. Tell them that quotation marks are (") punctuation marks also known as inverted commas. They are used to show that you are writing the exact words that someone said or wrote. They are used with direct speech.

Activity: Ask students to open their books at page 155 of punctuation section. Ask them randomly to read the given sentences and observe the use of quotation marks as in the statement 1. Explain basic rules for using quotation marks in direct speech: Place quotation marks at the beginning and end of the exact words spoken. Use a comma to separate the quoted speech from the rest of the sentence, placed inside the quotation marks. Capitalize the first word of the quoted sentence. Place punctuation marks (commas, periods) inside the quotation marks. Examples: "I love pizza," said Jameel. "Do you like it too?" asked Maryam.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Distribute worksheets with sentences that need correct punctuation using quotation marks.

Homework: (2 mins)

Assign a homework task where students write a short dialogue (3-4 exchanges) and punctuate it correctly using quotation marks.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Punctuate the following sentences correctly using quotation marks.

1. She asked do you want to play outside.
2. Jasim exclaimed what a beautiful day.
3. Mom said hurry up breakfast is ready.
4. The teacher asked who can solve this math problem.
5. The cat meowed I want some milk.
6. He yelled why are you late for class.
7. Samia asked can you pass me the crayons.
8. Dad said are you ready to go to the park.
9. The bird chirped I love to sing.
10. Sami wondered what time is the movie.

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Give to Your Country **Topic:** Write a poem/paragraph **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 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 by reading aloud a short narrative poem or paragraph that vividly describes an event. Example: *A picnic in the park, a birthday party, or a visit to the zoo.* Ask students what they noticed about the poem/paragraph and how it made them feel. 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 how to write a narrative poem or paragraph that narrates an event using descriptive language and chronological order.

Activity: Ask students to open their books at page 155 of guided writing section. Define narrative poems and paragraphs as forms of writing that tell a story about an event or experience. Explain the importance of using descriptive language to paint a vivid picture in the reader's mind. Discuss the significance of organizing the events in chronological order to create a coherent narrative. Ask students to read the techniques to write a poem. Lead a brainstorming session where students recall memorable events or experiences, they have had. Discuss the key elements of each event, such as the setting, characters involved, and significant actions or moments. Guide students in choosing one event from their brainstorming list to write about.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Have students begin writing their narrative poems or paragraphs based on the event they selected.

Homework: (2 mins)

Ask students completing the narrative poem or paragraph based on the chosen event.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

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

Unit Name: Give to Your Country **Topic:** Creative Writing **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.

Resource Material:

Chalk/Marker, White/Blackboard, chart paper, 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 class discussion about what free writing is. Explain that free writing is a way to let ideas flow without worrying about mistakes. It's a way to explore thoughts and get creative. Share the purpose of free writing – to enhance writing fluency, boost creativity, and find enjoyment in writing. Explain that today's focus is on writing freely and having fun with it.

Main Activities/Concept Building: (25 mins)

Tell students that they are going to write a piece of creative writing. Provide a prompt to get students started, but emphasize that they can write about anything that comes to mind. Example prompt: *"Imagine you find a door in your backyard that leads to a magical world. Describe what you see and experience."*

Activity: Set the timer for 15 minutes and instruct students to write continuously without stopping. Remind them not to worry about grammar or spelling. After the time is up, invite students to share a portion of their writing with a partner or with the class. Encourage them to talk about how it felt to write freely. Hold a reflective discussion about the activity. Ask students how it felt to write without worrying about mistakes and if they discovered any new ideas or enjoyed the process. Conclude by encouraging students to use free writing as a tool whenever they feel stuck or want to explore new ideas. Assign them the task of free writing for 5-10 minutes at home a few times a week.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Observe student engagement during the free writing activity.

Homework: (2 mins)

Write a poem on "Aim of my Life". Do not forget to use the techniques for writing a poem.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 4**

Unit Name: Mountaineering **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading). Read the text of the lesson. (First page of the lesson)

Resource Material:

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

Show the picture to students from the unit "Mountaineering" and ask following pre-reading questions:

1. Name any two highest mountains of the world?
2. Have you ever been for hiking? Share your experience.

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 first page of the unit 'Mountaineering, an adventure'. Ask the students to open their books at page 158. 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 some of the landscapes found in Pakistan?
2. What sport is popular among advanced and challenging climbers in Pakistan?
3. What is mountaineering?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What equipment do mountaineers use when climbing mountains?
5. What is the main objective of mountaineering?

Homework: (2 mins)

6. Name two benefits of mountaineering.
7. Where and when was the sport of mountaineering first developed?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 5**

Unit Name: Mountaineering **Topic:** Reading Comprehension **Date:**

Objective(s):

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

- Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary. Read the text of the lesson. (Next page of the lesson). 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 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".

Ask students to recall the unit "Mountaineering". 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 name of the first mountaineering club?
2. How many peaks does Pakistan offer for mountaineers to climb?
3. Who is Samina Khayal Baig, and what are her achievements in mountaineering?

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 read the next full page of the unit "Mountaineer". Ask students to open their books at page 159. 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 two different styles of mountaineering?
2. Where is Alpine mountaineering typically practiced?
3. How do Alpine-style mountaineers approach their climbs?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. How does the expedition style of mountaineering differ from the Alpine style?
5. Which mountains are climbed using the expedition style of mountaineering?

Homework: (2 mins)

6. What are the favourite seasons for mountain climbers, and why?
7. How did ancient climbers differ from modern climbers in terms of equipment?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 6**

Unit Name: Mountaineering **Topic:** Reading Comprehension **Date:** _____

Objective(s):

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

- Read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: Factual recounts. Demonstrate an understanding of Interpreting and integrating information from a variety of sources. Read the text of the lesson. (Remaining page of the lesson).

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".

Ask students to recall the unit "Mountaineering". 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 must climbers be knowledgeable about when mountaineering?
2. Who is Muhammad Ali Sadpara, and where was he born?
3. What was Muhammad Ali Sadpara's significant achievement in mountaineering?

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 read the next full page of the unit "Mountaineer". Ask students to open their books at page 159. 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 many peaks did Muhammad Ali Sadpara raise the Pakistani flag on?
2. What mountain did Muhammad Ali Sadpara and his team aim to climb on February 5, 2021?
3. How tall is K-2, the world's second-highest mountain?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

4. What happened to Muhammad Ali Sadpara and his team as they were near the summit of K-2?
5. What action did Pakistan take after losing communication with the mountaineers?

Homework: (2 mins)

6. Who requested higher authorities to find the dead bodies of the missing mountaineers?
7. Why did Sajid Sadpara believe it was not possible for the mountaineers to survive for long?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 7**

Unit Name: Mountaineering **Topic:** Words and 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, Worksheet, 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".

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: (23 mins)

Tell students that today they are going to learn the meanings of some difficult words. Ask them to open their textbooks at page 161. 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)

Learn by heart the new vocabulary and the meaning.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Match the words with their meanings.

Column A	Column B
stunning	to climb up or to go up
persevering	very old; having existed for a very long time
equipment	the things that are needed for a particular purpose or activity
permits	not changing or becoming weaker in any way
lure	extremely impressive especially in beauty or excellence
ancient	being determined to achieve a particular aim despite difficulties
ascend	to allow someone to do something or to allow something to happen
unwavering	trick somebody to go somewhere or to do something by promising them a reward

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 3** **Lesson Plan: 8**

Unit Name: Mountaineering **Topic:** Questions and answers **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 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".

Recall the unit 'Mountaineering' 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 'Mountaineering' 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 161. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Detail' section aloud. Ask them to listen carefully. Ask them the given questions: Define the term 'mountaineering'. Name a few famous Pakistani mountain climbers. 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 aggrandise their confidence. Repeat the process for 'Reading for Understanding' and 'Reading for Inference' 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)

Write answers of statement (ii) 'Comprehension' section in notebook in neat hand writing.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 1**

Unit Name: Mountaineering **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, Think and Do it!

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 at random to tell what have learnt from the unit 'Mountaineering, an adventure'. Encourage them to tell the message of the unit 'Mountaineering, an adventure' 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 161. Read the statement from 'Reading Comprehension' section. Read questions from the 'Reading for Understanding' section aloud. Ask them to listen carefully. Ask them the given questions: What equipment does a climber need to climb a mountain? Differentiate between Alpine mountaineering and expedition mountaineering. 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. Then ask them to read the question from "Reading for Analysis" section. Ask them After reading this lesson, what have you come to know about mountaineering? Share your views. Does mountaineering give us benefits? Explain them. Support your thoughts with reasons. 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)

Why are we proud of Muhammad Ali Sadpara?

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 2**

Topic: Unit Name: Mountaineering **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.... **Talk On...**

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".

Write on the board 'Mountaineering, an adventure or suicide'. Divide students into four groups and ask them to discuss the topic and its various pros and cons. Also discuss. Ask group leader to in front of the class summarize the discussion in three or four points. 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 and practice a dialogue between two friends, Noman and Aaleen, discussing an upcoming school trip to the northern areas. Noman is excited about the trip and the prospect of hiking, but Aaleen initially expresses reluctance to go because she does not like traveling and has never experienced hiking, especially in the northern areas. Noman tries to convince Aaleen by explaining the benefits of hiking, which include improved physical fitness, reduced stress levels, a deeper connection with nature, and the opportunity to explore diverse landscapes. Aaleen becomes interested and decides to ask her parents for permission to join the trip.

Activity: Ask students to open their textbooks at page 162. 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. At end of this activity ask following questions:

1. What greeting does Noman use to start the conversation with Aaleen?
2. How does Aaleen respond to Noman's greeting?
3. Why does Noman call Aaleen?

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

1. What is Aaleen's initial reaction to the idea of going on a school trip to the northern areas?
2. What specific activity was Noman excited about doing on the trip?

Homework: (2 mins)

1. Has Aaleen ever experienced hiking before, according to the dialogue?
2. What does Noman suggest about the benefits of hiking?

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 3**

Topic: Unit Name: Mountaineering **Topic:** 3 types of phrases **Date:**

Objective(s):

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

- Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 163

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".

Conduct a discussion about what students know about phrases. Ask them if they can recall any types of phrases they have learned about before. 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 will learn about three types of phrases that make their sentences more interesting and detailed: adjectival, prepositional, and adverbial phrases. Explain that adjectival phrases describe nouns or pronouns. Example: "*The girl with the red hat is my friend.*" Explain that prepositional phrases start with a preposition and end with a noun or pronoun, adding information about time, location, or direction. Example: "*The cat is under the table.*" Explain that adverbial phrases describe verbs, adjectives, or other adverbs, often indicating how, when, where, or why something happened. Example: "*She sings with great enthusiasm.*"

Activity: Ask students to open their books at page 163 of vocabulary section. Ask them to read the sentences and understand the use of adjectival phrases as in the statement 1. Similarly, ask them to read the sentences and understand the use of adverbial phrases as given in the statement 3. Also ask them to read the given sentences and notice the use of prepositional phrases as in the statement 5.

Sum Up:

(3 mins)

Summarise the key concepts with your students.

Assessment:

(5 mins)

Write a paragraph of eight lines using adverbial phrases on the topic of 'my daily routine'.

Homework:

(2 mins)

Ask students to write a short paragraph in their journals about a topic of their choice (e.g., a favourite hobby, a memorable day, or an imaginary adventure).

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 4**

Topic: Unit Name: Mountaineering **Topic:** feeling and sensing verbs **Date:**

Objective(s):

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

- Distinguish and use sensing and feeling verbs.

Resource Material:

Chalk/Marker, White/Blackboard, Worksheet, Textbook page 164

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".

Conduct a brief discussion about verbs and their role in sentences. Ask students to name a few verbs they know. Ask them the position of verbs in the sentence structure. 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: (23 mins)

Tell students that today, they will learn about two special types of verbs: sensing verbs and feeling verbs. Explain that sensing verbs describe actions related to the five senses (sight, hearing, smell, taste, and touch). Example: see, hear, smell, taste, touch. Also explain that feeling verbs describe emotions or states of being. Example: love, hate, enjoy, feel, dislike.

Activity 1: Ask students to open books at page 164 of grammar section. Ask them to read the sentences and understand the use of sensory verb as given in statement 1. Then, ask them to read the sentences and understand the use of feeling verb as in statement 2.

Activity 2: Divide the class into small groups and give each group a set of flashcards with sensing and feeling verbs. Ask each group to sort the verbs into two categories: sensing and feeling. After sorting, each group should create one sentence using a sensing verb and one using a feeling verb.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Provide worksheet to students for further practice.

Homework: (2 mins)

Assign students to find and write down five sentences from a book or a magazine at home that contain sensing or feeling verbs. They should underline and label the verbs.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Worksheet

Name: _____

Date: _____

Read each sentence carefully. Underline the verb in each sentence and write whether it is a sensing verb or a feeling verb.

- I can hear the birds singing.
 - Verb: _____ (Sensing/Feeling)
- She loves to read books.
 - Verb: _____ (Sensing/Feeling)
- He felt sad after watching the movie.
 - Verb: _____ (Sensing/Feeling)
- We tasted the delicious cake.
 - Verb: _____ (Sensing/Feeling)
- They see the mountains from their window.
 - Verb: _____ (Sensing/Feeling)
- I enjoy playing with my friends.
 - Verb: _____ (Sensing/Feeling)
- The flowers smell wonderful.
 - Verb: _____ (Sensing/Feeling)
- She dislikes noisy places.
 - Verb: _____ (Sensing/Feeling)

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 5**

Topic: Unit Name: Mountaineering **Topic:** Use of Gerund **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, flashcards, Textbook page 165

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 about verbs. Ask students to name a few verbs they know. Ask them use these verbs in their own sentences. 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 will learn about a special type of verb form called a gerund. Explain that a gerund is a verb that ends in -ing and functions as a noun. Example: "Swimming is fun." (Here, "swimming" is a gerund).

Activity: Ask students to open their books at page 165 of grammar section. Ask them to read the examples of gerunds given in the statement 4. Explain how gerunds can be used in different parts of a sentence: as subjects, objects, and after prepositions. Divide the class into small groups and give each group a set of flashcards with verbs and their gerund forms. Ask each group to create sentences using the gerunds from the flashcards.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Ask students to write a short paragraph in their journals about a recent activity or a hobby they enjoy, using at least three gerunds.

Homework: (2 mins)

Assign students to find and write down five sentences from a book or a magazine at home that contain gerunds. They should underline and label the gerunds.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 6**

Topic: Unit Name: Mountaineering **Topic:** Use of Gerund **Date:**

Objective(s):

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

- Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 165

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 they know about simple and compound sentences. Write following two examples on the board and ask students at random to differentiate between them: Example: "I went to the park." "I went to the park because it was a sunny day." 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 will learn about complex sentences and how to use them to write interesting paragraphs. Tell them a complex sentence is a sentence structure that consists of one independent clause and at least one dependent clause. Explain that a main clause (independent clause) is a group of words that can stand alone as a sentence. Example: "I went to the park." Tell them that a subordinate clause (dependent clause) cannot stand alone and needs a main clause to make sense. Example: "because it was a sunny day."

Activity: Ask them open their books at page 165. Ask them to read the paragraph and observe the use of main and subordinating clause given in statement 7. Explain the correct punctuation for complex sentences. If the subordinate clause comes first, use a comma after it. If the main clause comes first, no comma is needed. Example: "Because it was a sunny day, I went to the park." vs. "I went to the park because it was a sunny day."

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Read the paragraph and identify main and subordinating clause given in the statement 8.

Homework: (2 mins)

Assign students to write a short story at home that includes at least five complex sentences.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 7**

Topic: Unit Name: Mountaineering **Topic: Direct and in direct** **Date:**

Objective(s):

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

- Change tense in indirect speech (time and questions, orders, requests, suggestions and advice) in speech and writing.

Resource Material:

Chalk/Marker, White/Blackboard, flashcards, Textbook page 166

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". Discuss with students about how we communicate what someone else has said. Ask students if they have ever told someone else what their friend or parent said. Ask students if they have ever told someone else about an order, request, advice, or suggestion they received. 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 will learn about direct and indirect speech and how to use them to convey orders, requests, advice, and suggestions. Also tell them that direct and indirect speech is used to convey the orders, requests, advice, and suggestions of one person to another.

Activity 1: Ask students to open their books at page 166 of grammar section. Ask them at random to read given sentences of direct and indirect speech of orders, requests, advice, and suggestions at page 166. Explain that direct speech reports the exact words spoken by someone. Example: He told me, "Shut the door!" Explain that indirect speech reports what someone said without quoting their exact words. Example: He ordered me to shut the door. Write the four types of sentences on the board: orders, requests, advice, and suggestions as given in the books.

Activity 2: Divide the class into small groups and give each group a set of flashcards with direct speech sentences and another set with corresponding indirect speech sentences. Ask each group to match the direct speech sentences with their correct indirect speech counterparts. Review the matches as a class, discussing why each indirect sentence is correct.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Change the direct sentences into indirect speech given in the statement 10.

Homework: (2 mins)

Assign students to write a short story or a conversation at home that includes at least three examples each of direct and indirect speech for orders, requests, advice, and suggestions. They should underline the direct speech and highlight the 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 4** **Lesson Plan: 8**

Topic: Unit Name: Mountaineering **Topic:** Ellipsis **Date:**

Objective(s):

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

- Punctuate text correctly using Ellipsis.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 167

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 writing the word "ellipsis" on the board. Ask the students if they have seen or heard this term before. Discuss their answers briefly. 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 the usage of Ellipsis. Explain them that an ellipsis is a punctuation mark consisting of three dots (. . .). Explain that an ellipsis is used in writing for three specific purposes: it is used to indicate an omission of words or a pause in a sentence. It can also be used to create suspense or trailing off in dialogue. To indicate a pause in thought or speech (e.g., "*I was thinking... maybe we could go to the park.*"). To show an unfinished thought (e.g., "*Well, I guess we could...*"). To omit words from a quote without changing the meaning (e.g., "*She said she was... going to the store.*").

Activity: Ask students to open their books at page 167 of punctuation section. Ask them at random to read the text and understand the use of ellipsis given in the statement 1. Write examples of each usage on the board and discuss them: Pause in thought: "I don't know... I just feel tired." Unfinished thought: "If only I could... but never mind." Omitting words: "The declaration states... all men are created equal."

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Make five sentences and use ellipsis in them. Remember to punctuate the text correctly.

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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 1**

Topic: Unit Name: Mountaineering **Topic: Writing a 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.
- Use the technique of hook, lead-in sentences to develop the flow of thought.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 167

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".

Discuss the importance of a strong opening in writing. Introduce the concepts of hooks (attention-grabbers) and lead-in sentences (transitional sentences that connect the hook to the main content). 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 about hook. Explain them what a hook is. A hook is an interesting opening sentence that grabs the reader's attention and makes them want to read more. It is like the bait that catches the reader's interest, making them curious about what will happen next.

Activity: Ask students to open their books at page 167 of guided writing section. Ask them read the examples of hook from the book. Tell them that there are three types of hook. Provide examples of hooks: *Question:* "Have you ever wondered what happens when you leave a story unfinished?" *Statement:* "Every adventure begins with a single step..." *Dialogue:* "'Wait for me!' she shouted as she ran after the bus." Explain the steps for writing a first draft: Begin with a hook to grab the reader's attention. Use lead-in sentences to transition from the hook to the main content. Write the main body with sufficient details, incorporating descriptive language and specific examples. Conclude with a strong ending that ties the story together.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Review the drafts and revisions to assess individual progress and the effective use of hooks.

Homework: (2 mins)

Ask students to find a short passage in a book or magazine and rewrite it by adding their own hook.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 2**

Unit Name: Mountaineering **Topic:** Argumentative Writing **Date:** _____

Objective(s):

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

- Learn how to write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 169

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 discussion on what an argument is and why it is important to support claims with reasons and evidence. Ask students to think of a time they had to convince someone of something and what reasons they used to support their argument. 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 to write argumentative essay. Explain them that argumentative essay writing is a type of essay writing that uses factual evidence and logical reasons to support a topic. This type of writing requires you to investigate a topic and collect and evaluate evidence supporting the topic you want to prove.

Activity: Ask students to open their books at page 169 of guided writing section. Provide simple, relatable examples of arguments: *Example 1:* "I think we should have longer recess because it helps us concentrate better in class." *Example 2:* "Eating fruits and vegetables is important because they keep us healthy." Explain what a claim is: A statement that someone believes to be true. Provide examples of claims and write them on the board. Explain that good arguments consider other viewpoints. Discuss how acknowledging opposing claims shows that you have thought about other perspectives. Example: "Some people think we should not have longer recess because it takes time away from learning." Teach students to use words, phrases, and clauses to connect their ideas and make their writing flow. Examples: "First," "Additionally," "However," "In conclusion." Show how to write a concluding statement that reinforces the argument. Example: "In conclusion, extending recess would benefit students by improving their focus and reducing their stress levels." Have students choose their own claim related to a familiar topic (e.g., school uniforms, homework).

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Students write a short argumentative paragraph introducing their claim, providing reasons and evidence, using cohesive words and phrases, maintaining a formal style, and concluding their argument.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite a few students to share their paragraphs with the class. Provide positive feedback and suggestions for improvement.

Homework: (2 mins)

Ask students to find an article or a book passage that presents an argument. They should identify the claim, reasons, and evidence used, and bring it to the next class for discussion.

Teacher's Self-Evaluation:

Target: Achieved ☐

Not Achieved ☐

Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 3**

Unit Name: Mountaineering **Topic:** Creative Writing **Date:** _____

Objective(s):

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

- Creative Writing; Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 170

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 mountain hiking is and why people enjoy it. Ask students if they have ever gone hiking or know someone who has. 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)

Introduce the topic of the essay: "Challenges Faced by a Hiker During Mountain Hiking." Tell students that today, they will be writing about the difficulties hikers encounter while hiking in mountains.

Activity: Ask students to open their books at page 170 of creative writing section. Model how to write a hook and lead-in for the essay using a simple example: Hook: "Imagine standing at the foot of a towering mountain, ready to begin your journey." Lead-in: "Mountain hiking is an exhilarating adventure that offers breathtaking views, but it also presents numerous challenges that hikers must overcome." Brainstorm common challenges faced by hikers during mountain hiking (e.g., steep terrain, unpredictable weather, altitude sickness, navigation difficulties). Write these challenges on the board for reference during the writing process. Divide students into small groups and assign each group a specific challenge from the list. In their groups, students discuss the chosen challenge and come up with examples and details to support it. Guide students in creating outlines for their essays, including the hook, lead-in, and main points about the challenges they will discuss. Encourage students to organize their ideas logically. Have students write their essays using their outlines as a guide. Remind them to use proper punctuation and to transition smoothly between paragraphs.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite a few students to share their essays with the class.

Homework: (2 mins)

Ask students to write a journal entry about a challenging outdoor activity they have experienced or imagine themselves as a hiker facing one of the challenges discussed 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 4**

Unit Name: Mountaineering **Topic:** Creative Writing **Date:**

Objective(s):

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

- Creative Writing; Write arguments to support claims with clear reasons and relevant evidence.

Resource Material:

Chalk/Marker, White/Blackboard, Textbook page 170

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 discussion about what success means to the students and ask for examples of successful people they know. Ask students what they think are the key ingredients to achieving success. 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)

Introduce the topic of the essay: " Hard work is the key to success". Tell students that today, they will be writing about the hard work is the key to success". Explain the concept of hooks and lead-ins: Hook: A catchy opening sentence that grabs the reader's attention. Lead-in: Sentences that follow the hook and provide context for the essay topic. Provide examples of hooks and lead-ins and discuss why they are effective.

Activity: Ask students to open their books at page 170 of creative writing section. Brainstorm reasons why hard work leads to success (e.g., develops skills, builds discipline, overcomes challenges, earns respect). Write these reasons on the board for reference during the writing process. Divide students into small groups and assign each group a specific reason from the list. In their groups, students discuss the chosen reason and come up with examples and details to support it. Guide students in creating outlines for their essays, including the hook, lead-in, and main points about the reasons why hard work leads to success. Encourage students to organize their ideas logically.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (5 mins)

Invite a few students to share their essays with the class.

Homework: (2 mins)

Ask students to write a journal entry about a time when they worked hard to achieve something.

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:

Type	Series	Subject	Grade	Teacher	Time
Lesson Planners	SUN (SNC)	English	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 5**

Unit Name: Give to your country **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 144

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 and revise the rules of changing direct speech (question words) into indirect speech. Take one rule at a time and ask question about it. Ask them make sentences and change them into indirect 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 revise and review some concepts. Ask students to open their textbooks at page 144. 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 students randomly to read and practise the given dialogue on page 145. Ask them some listening comprehension questions. Ask them to recall the literary elements. Ask them at random to recall mood, meter, assonance and consonance. Then remind them the use of mental verbs and thinking verbs. Then, help the recall types of sentences. Ask them what is subordinating conjunction. Remind them the usage of direct and indirect speech and its various rules.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Naeem said, "He is young." Isha says, "I am pretty." Convert them to indirect.

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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 6**

Unit Name: Mountaineering **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 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 elements of summary of a paragraph or poem. Ask them randomly to mention the steps of it. 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 revise and review some concepts. Ask students to open their textbooks at page 161. 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 students randomly to read and practise the given dialogue on page 162. Ask them some listening comprehension questions. Ask them role play the dialogue. Ask them at random to recall adjectival, adverbial and prepositional phrase. Then, ask them at random to recall sensory and feeling verbs. Remind the usage of complex sentences and complex paragraph. Finally, help them recall the use of ellipses.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write five sentences using 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 7**

Unit Name: Mountaineering **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 171

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 "Give to your country". 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 summarize the overall message or theme of the poem?
 2. In your own words, explain the significance of the phrase "Peaceful and unafraid" in the context
- 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 them open their books at page 171. Ask them to read the given words and write their meanings in the statement of review 3. Ask students to Role-play the dialogue given in unit 'mountaineering' in front of your class. Ask them to write the meanings of the following idioms and make sentences of your own. Ask them to tell the connotative and denotative meanings of the words given in sstatement 2 of vocabulary section of review 3.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write two sentences of each type: Declarative sentence and Exclamatory 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	8		40 min

Term: 3 **Periodic Unit: 2** **Week: 5** **Lesson Plan: 8**

Unit Name: Mountaineering **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 172

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 Mountaineering". 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 does the difficulty of a climb affect the role of hands and feet in mountaineering, according to the text?
2. Why are the hands and feet highlighted as crucial body parts in mountaineering?
3. What record did Shehroze Kashif set, and how did it contribute to his recognition as a skilled mountaineer?

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 Tell students that today we are going to review the previous units. Ask students to open their books at page 172 of "Grammar" section. Write one sentence each of Imperative and Interrogative sentences. Change direct speech into indirect speech as given in the statement 2 of grammar section of review 3.

Sum Up: (3 mins)

Summarise the key concepts with your students.

Assessment: (7 mins)

Write a letter to your friend to invite him/her to your brother's wedding.

Homework: (0 mins)

N/A

Teacher's Self-Evaluation:

Target: Achieved ☐ Not Achieved ☐ Partially Achieved ☐

Reason/Comments:
