

**SCHEME OF WORK 2017-18**

School _____ Subject/Class _____ Teacher Name _____							
Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	1	<b>Unit: 1</b> Sublime character of Hazrat Muhammad (P.B.U.H)  (Reading with comprehension Page # 2)	1. Read and understand the text (Comprehension).  2. Compreherid meanings of difficult words and expressions.  3. Locating the main points about Prophet (P.B.U.H).	1. Discussion on theme and pre-reading. 2. Discussion on pictures with reference to context. 3. Students reading in groups -Page no-2. 4. Teacher's reading along with Urdu translation and explanation of key words & phrases. 5. Ask usage of tenses, nouns, adjective etc in text. 6. Elicit character traits of Holy Prophet (P.B.U.H).	1. Ask comprehension question no 1 of exercise and self made questions like..... a. What will you do with those who harm you? b. What will be your reaction with those who break relations with you?	1. Writing of words meanings on note book & Q 1 of exercise.	
	2	<b>Unit: 1</b> (Comprehension reading Page # 3)	1. Read and understand the text (Comprehension).  2. Comprehend meanings of difficult words and expressions  3. Locating the main points about Prophet (P.B.U.H)	1. Students reading in groups -Page no-3. 2. Teachers reading along with Urdu translation and explanation of key words & phrases. 3. Ask usage of tenses, nouns, adjective etc in text. 4. Elicit character traits of Holy Prophet (P.B.U.H).	1. Exercise Q# 2 and some self made questions like .... a. What is ordinary level of character? b. Explain higher level character?	1. Writing of words meanings on note book & Q 2 of exercise.	

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		<b>Block</b>					
	3	<b>Unit: 1</b> (Comprehension reading Page # 4)	1. Read and understand the text (Comprehension) 2. Comprehend meanings of difficult words and expressions 3. Locating the main points about Prophet (P.B.U.H)	1. Students' reading in groups page no-4 2. Teacher's reading along with Urdu translation and explanation of key words & phrases 3. Ask usage of tenses, nouns, adjective etc in text 4. Elicit characters, Traits of Holy Prophet (P.B.U.H)	1. Exercise Q. 3 and 4 and some self made questions like ..... a. What was magnanimity of holy prophet (P.B.U.H)?	1. Writing of words meanings on note book & Q 3 and 4 of exercise	
	4	<b>Unit: 1</b> (Comprehension reading Page # 5)	1. Read and understand the text (Comprehension) 2. Comprehend meanings of difficult words and expressions 3. Locating the main points about Prophet (P.B.U.H)	1. Students reading in groups Page no-5 2. Teachers reading along with Urdu translation and explanation of key words & phrases 3. Ask usage of tenses, nouns, adjective etc in text 4. Elicit characters, Traits of Holy Prophet (P.B.U.H)	1. Exercise Q. 5 and Box questions.	1. Writing of words meanings on note book & Q 5 of exercise	

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	5	<b>Unit: 1</b> (Comprehension reading Page # 6)	1. Read and understand the text (Comprehension) 2. Comprehend meanings of difficult words and expressions 3. Locating the main points about Prophet (P.B.U.H)	1. Students' reading in groups -Page no-6 2. Teachers reading along with Urdu translation and explanation of key words & phrases. 3. Ask usage of tenses, nouns, adjective etc in text. 4. Eliciting the main points of Last Address of Holy Prophet (P.B.U.H). 5. Theme, notes and comments explanation.	Ex Q.6 to Q. 8	1. Writing of comprehension questions 6 to 8 on note book.	
	6	<b>Unit 1</b> Exercise (Vocabulary part)	1. Sift information from the text. 2. Make a mind map. 3. Understand dictionary usage.	1. Elicit Vocabulary. Portion Q # 1 to 4.		1. Writing it on note book	

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	7	<b>Unit 1</b> Exercise (Grammar Portion)	1. Have knowledge of Hazrat Muhammad (P.B.U.H) personality. 2. Write an account of Hazrat Muhammad (P.B.U.H) personality 3. Make sentences of pair of words Use vocabulary.	1. Grammar portion Q 1 to Q 2.		1. Writing it on note book	
	8	<b>Unit 1</b> (Grammar Q.3 to 5)	1. Make a mind map 2. Make a practice contractions.	1. Elicit from class and guide them where needed.		1. Write on note book	
	9	<b>Unit 1</b> Post Reading	1. Recalling the reading in memory.	1. Eliciting the textual blanks. 2. Matching the statement of column A & B)		1. Write on note book.	
	10	<b>Unit 1</b> Writing portion (Exercise)	1. Write an account on Hazrat Muhammad (P.B.U.H) personality? 2. Write the main points of the last address?	1. Recollect the already elicited points of the character traits of Holy Prophet (P.B.U.H) and write them on the note book. 2. Guide the students to write the main points of the Last Address of the Holy Prophet (P.B.U.H) on their note book.			

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		<b>Block</b>					
	11	Essay writing "A Personality whom I like most"	1. To develop the Creative Writing	<ol style="list-style-type: none"> <li>1. Explain and guide the students how to convert the features or characteristics of the model personality by giving the reason "Why I like it most?"</li> <li>2. Instruct the students to use the points and main points of the previous lesson about the character traits of the personality of the Holy Prophet (S.A.W) .</li> <li>3. Convince the students to collect some material from internet or other sources. (Quotation, proverb, Quranic verse, Hadith, poetry etc.)</li> <li>4. Elicit the collected material and arrange it on writing board in heading, sub- headings and paragraph wise.</li> <li>5. Guide the students about the elaboration and expansion of the main points and sub- headings.</li> </ol>		1. Write the elaborated material about the essay "A Personality whom I Like most".	

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		<b>Block</b>					
	12	Revision day of unit: 1.	1. Strengthened their learning about unit No. 1.	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat al the unit no 1 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 1	<ol style="list-style-type: none"> <li>1. Instruct the students to revise their learning about the unit. No. 1 for the next day written test.</li> </ol> <p>(Note for teacher: Prepare the question paper of 40 mins, from unit No. 1 on the board pattern.)</p>	
	13	Follow up day. Test of unit: 1	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answers sheet along with question paper.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by their parents/guardians along with their remarks.</li> </ol>			

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		<b>Block</b>					
	14	<b>Unit- 2</b> The caliph and the gardener (first two Paragraphs)	1. Theme understanding. 2. Reading for comprehension. 3. Understanding the story. 4. Use an Atlas to locate place.	1. Explanation of keywords. 2. Discussion on the author & theme. 3. Students' group reading. 4. Teacher's reading along with Urdu translation.	1. Ask some meanings of words & phrases as ..... set out, took off, rustling noise etc.  2. Who is caliph of Cordova? Exercise Q.1,2 and 3.	1. Write meanings of keywords & comprehension questions answers on note book.  a. Where is Cordova situated? (Search it on Atlas or internet.)	
	15	<b>Unit 2</b> Paragraph 3 to 5	1. Reading for comprehension. 2. Understand the usage of same word as noun and verb. 3. Understand tenses.	1. Group reading of students. 2. Teacher's reading and Urdu translation. 3. Eliciting the tenses used in sentences of text. 4. Words explanation as verb and noun and eliciting of sentences of these words as verbs and nouns. (Water, throw, load, clear & jump.)	1. Ask some key words meanings and comprehension question No. 4 of exercise.	1. Q. 4 on note book and words sentences as noun & verb.	

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	16	<b>Unit 2</b> (Paragraph 6 to 8).	1. Reading for comprehension. 2. Understand tenses.	1. Group reading of students. 2. Teacher's reading and Urdu translation. 3. Eliciting the tenses used in sentences of text.	1. Ask words meanings. Some self made questions like... a. What order were given by caliph to two officers? b. Who became suddenly well to do?	1. Q.6 on note book.	
	17	<b>Unit: 2</b> (Paragraph 9 to 13)	1. Reading for comprehension. 2. Understanding Tenses 3. Locate the main point.	1. Group reading of students. 2. Teachers reading and Urdu translation. 3. Eliciting the tenses used in sentences of text. 4. Discuss main points with class	1. Ask some words and their meanings  2. Self made questions like... a. What was the merchant reaction on seeing his lost treasure?  3. Elicit the answers of Q. 5 of exercise	1. Write Q.5 on note book	
	18	<b>Unit: 2</b> (Paragraph 14 to 15)	1. Reading for comprehension 2. Understand tenses & their structure 3. Locate the main points.	1. Group reading of students. 2. Teachers reading and Urdu translation. 3. Eliciting the tenses used in sentences of text. 4. Discuss main points with class 5. Elicit Q.1 to 7 of grammar	1. Elicit Q # 7 to 10. Inference questions.	1. Write these questions and their answers on note book.	

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		<b>Block</b>					
	19	<b>Unit 2</b> Oral Activity of exercise	1. Comprehend the contrast in two characters  2. Arrange a stick for stage presentation.	1. Guide the students on point I to IV 2. Create a situation & hand over character role 3. Discussing the Characters 4. Writing about a character 5. Manage the skit for presentation	_____	_____	
	20	<b>Unit 2 Exercise</b> Vocabulary Q.4 to 8	1. Exchange of views  2. Analysis two different persons	1. Eliciting the view point of class 2. Agreed on one compact answer 3. Explanation by teacher Q. 8 during consulting the dictionary. 4. Use in sentences of words Saga, epic, fable, allegory, parable	_____	1. Writing on note book Q.4 to 8	
	21	<b>Unit 2</b> Vocabulary Q.9	1. Differentiate between two pair of words.	1. Explanation of meanings. 2. Elicit the sentences by class.	_____	1. Writing on note book about pair of words and their sentences	
	22	<b>Unit: 2</b> (Exercise 1. Grammar Q.1 to 6 2. Post reading)	1. Differentiate between pair of words. 2. Comprehension of the text.	1. Elicit from students and guide them. 2. Elicit from students the post reading. 3. Guide and elicit "writing".	_____	1. Write Q.1 to 6 on copies  2. Write Q.1 to 3 on note book.	

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		<b>Block</b>					
	23	<b>Grammar</b> (Proverbs)	1. Have knowledge about the factual sayings.	1. Selection of proverbs according to the mental level of students. 2. Write each and every proverb on the board in English as well as in Urdu and give an understanding to the class with reference to its use. 3. Instruct the class to note the proverbs.	_____	1. Neat the proverbs on the note books and sort out the Hindko proverbs equivalent to the written one as possible.	
	24	Revision day of unit: 2	1. Strengthen their learning about unit no. 2	1. Give the task to the students in pairs to repeat all the unit no 2 along with exercise. 2. Instruct them to consult the teacher about the hard areas.	1. Ask the students some questions about unit No. 2	1. Instruct the students to revise your learning about the unit. No. 2 for the next day written test.  <u>(Note for teacher:</u> Prepare the question paper of 40 mins, from unit No. 2 on the board pattern.)	

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	25	Follow up the day. Test of Unit: 2	1. To assess the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>			
	26	<b>Unit: 3</b> ("After twenty years" 1st 3 Paragraphs)	<ol style="list-style-type: none"> <li>1. Theme understanding.</li> <li>2. Reading for comprehension</li> </ol>	<ol style="list-style-type: none"> <li>1. Sharing the key words meanings</li> <li>2. Discussion on author &amp; theme</li> <li>3. Students' reading in groups.</li> <li>4. Teacher's reading along with Urdu translation and explanation of spoken language sentences and meanings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elicit some meanings of read text.</li> <li>2. Ask some self-made questions like.... How policeman was moving on his beat? How was weather?</li> <li>3. Elicit Q # 1 &amp; 2 of comprehension.</li> </ol>	<ol style="list-style-type: none"> <li>1. Keywords &amp; their meanings on note book</li> <li>2. Writing of comprehension Q # 1 &amp; 2.</li> </ol>	
	27	<b>Unit: 3</b> (Paragraph 4 to 7 on page 27 & 28)	<ol style="list-style-type: none"> <li>1. Comprehend the text.</li> <li>2. Derive meanings from within the lines.</li> <li>3. Understanding the contraction.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' reading in groups.</li> <li>2. Teacher's reading &amp; Urdu translation.</li> <li>3. Explain the contractions as in paragraph # 4 e.g. it's for it is.</li> <li>4. Exercise contraction detail sharing.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elicit Q No. 3 of comprehension.</li> <li>2. On which point did the two friends agree?</li> <li>3. Why did the policeman suddenly slow his walk?</li> </ol>	<ol style="list-style-type: none"> <li>1. Write comprehension Q 4 of exercise on note book.</li> </ol>	

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	28	<b>Unit: 3</b> (Paragraph # 8 to 13 Page 28 & 29)	1. Comprehend the text. 2. Derive meanings from within the lines. 3. Understanding the contraction.	1. Students' reading in groups. 2. Teacher's reading & Urdu translation. 3. Explain the contractions. 4. Exercise contraction detail sharing.	_____	_____	
	29	<b>Unit-3</b> (Paragraph # 14 to 16 on page # 29)	1. Comprehend the text. 2. Derive meanings from within the lines. 3. Understanding the contraction.	1. Students' reading in groups. 2. Teacher's reading & Urdu translation. 3. Explain the contractions. 4. Exercise page no. 35 & 36 for contraction detail sharing.	1. Elicit Q # 4 of comprehension in exercise.	1. Q. no 4 on note book.	
	30	<b>Unit: 3</b> (Paragraph # 17 to 22 whole page # 30)	1. Comprehend the text. 2. Derive meanings from within the lines. 3. Understanding the contraction.	1. Students' reading in groups. 2. Teacher's reading & Urdu translation 3. Explain the contractions. 4. Exercise contraction detail sharing	1. Eliciting Q 5 to 8. 2. Box questions on page 30.	1. Q. 5 to 8 on note book.	

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		<b>Block</b>					
	31	<b>Exercise:</b> Inference & vocabulary MCQ's Writings	1. Analyze the character of a personality with the help of chart. 2. Understand values & sense of responsibility. 3. Choose the correct option.	1. Elicit and guide the class for inference questions and vocabulary MCQ's. 2. Share and elicit "writing" questions I, II & III.	_____	1. Write the same on note book.	
	32	<b>Essay writing</b> "Rainy Day"	1. To develop the Creative Writing Skills.	1. Convince the students to collect some material from internet or other sources. (Quotation, proverb, Quranic Verses, Hadith, poetry etc.) 2. Elicit the collected material and arrange it on writing board in heading, sub heading and paragraph wise. (Importance, effects on environment, advantages of rain).	_____	1. Write the essay "Rainy Day" on the note book.	

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	33	Revision day of Unit: 3	1. Strengthened their learning about unit No. 3.	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat all the unit no 3 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 3	<ol style="list-style-type: none"> <li>1. Instruct the students to revise your learning about the unit. No. 3 for the next day written test.</li> </ol> <p>(Note for teacher: Prepare the question paper of 40 mins, from unit No. 3 on the board pattern.)</p>	
	34	Follow up day. Test of Unit: 3	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	_____	_____	

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		<b>Block</b>					
	35	<b>Unit: 4</b> (Population Explosion in Pakistan 1st Page)	1. Comprehend the text. 2. Understand the importance of population growth. 3. Sift the main points of the unit. 4. Translate passage into Urdu.	1. Explanation of the keywords. 2. Discussion on theme. 3. Eliciting questions of pre-reading stages. 4. Students' reading in groups. 5. Teacher's reading & Urdu translation. 6. Elicit main points of read text.	1. Elicit some words meanings. 2. Elicit box questions and comprehension Q # 1, 2 and 3.	1. Write assessment work on note book.	
	36	<b>Unit: 4</b> (1st two paragraphs of Page 44)	1. Comprehend the text. 2. Understand the importance of population growth. 3. Sift the main points of the unit. 4. Translate passage into Urdu.	1. Explanation of the keywords. 2. Reading in groups. 3. Teachers' reading & Urdu translation. 4. Elicit main points of read text.	1. Elicit box question and comprehension Q.4 and 5.	1. Write assessment work on note book.	

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	37	<b>Unit: 4</b> (Total 3 paragraphs): over population..... . To feed. Agriculture..... Major problem. Many special..... Population problem.	1. Comprehend the text. 2. Understand the importance of population growth. 3. Sift the main points of the unit. 4. Translate passage into Urdu.	1. Explanation of the keywords. 2. Reading in groups. 3. Teachers' reading & Urdu translation. 4. Elicit main points of read text.	1. Elicit box question and comprehension Q.6.	1. Write Q 6 on note book.	
	38	<b>Unit: 4</b> (Last four paragraphs)	1. Comprehend the text. 2. Understand the importance of population growth. 3. Sift the main points of the unit. 4. Translate passage into Urdu.	1. Explanation of the keywords. 2. Reading in groups. 3. Teachers' reading & Urdu translation. 4. Elicit main points of read text.	1. Derive answers of comprehension Q.7 Q III & IV of "Oral Activity" and "Inference Question" of exercise.	1. Assessed Questions and Answers writing on note book	



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	43	Exercise Unit: 4 Post- Reading.	1. Practice the reading comprehension	1. Instruct the students to work in pairs on post reading portion. 2. Elicit the match column 3. Writing question eliciting.	_____	Convince the students to collect and add some material from internet for writing the essay on "Population problem in Pakistan" for next day. (Quotation, proverb, Quranic Verse, Hadith, poetry etc.)	
	44	Essay "Population problem in Pakistan".	1. To develop the Creative Writing.	1. Explain and guide the students how to convert the main points of the unit 4 for this essay. 2. Instruct the students to use the points and main points of the previous lesson about "Over population in Pakistan". 3. Elicit the collected material and arrange it on writing board in heading, sub heading and paragraph wise.	_____	1. Convince the students to collect and add some material from internet.	

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	45	Follow up the day for above essay writing	1. To develop the Creative Writing.	1. Guide the students about the elaboration and expansion of the main points and sub heading.	_____	1. Write the elaborated material about the essay "Population problem in Pakistan".	
	46	Revision day of unit: 4.	1. Strengthen their learning about unit No. 4	1. Give the task to the students in pairs to repeat all the unit no 4 along with exercise. 2. Instruct them to consult the teacher about the hard areas.	1. Ask the students some questions about unit No. 4	1. Instruct the students to revise your learning about the unit. No. 4 for the next day written test.  (Note for teacher: Prepare the question paper of 40 mins, from unit No. 4 on the board pattern.)	
	47	Follow up day. Test of Unit: 4	1. To assess the learning of students.	1. Deliver answer sheets along with question papers. 2. Monitor and guide the class. 3. Mark the papers and maintain the record of assessment. 4. Instruct them to sign their papers by the parents/guardians along with their remarks.	_____		

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		<b>Block</b>					
	48	<b>Unit: 5</b> "Begum Rana Liaqat Ali Khan" 1st two paragraphs	1. Reading for comprehension 2. Have knowledge of women's contribution in Pakistan	1. Picture discussion with reference to "Gender Equality" 2. Keywords meanings explanation. 3. Reading in groups. 4. Teachers' reading in addition to Urdu translation. 5. Elicit main points with reference to women participation in politics.	1. Elicit the answers of question in exercise comprehension Q.1 vocabulary: meaning of expression "never looked back" "Sanatorium"	1. Write the keywords and expression meaning in note book 2. Write comprehension Q.1	
	49	<b>Unit: 5</b> (3 to 5 paragraphs.)	1. Reading for comprehension 2. Have knowledge of women's contribution in Pakistan	1. Student's reading in groups. 2. Teachers' reading in addition to Urdu translation. 3. Elicit main points with reference to women participation in politics.	1. Elicit the answers of question in exercise comprehension Q.2 to 5 vocabulary: meaning of expression "Crusader for women's right" "Defining moments" Q.3 a,b and c	1. Write the questions elicited in assessment.	
	50	<b>Unit: 5</b> 6 to 8 paragraphs.	1. Reading for comprehension 2. Have knowledge of women's contribution in Pakistan	1. Student's reading in groups. 2. Teachers' reading in addition to Urdu translation. 3. Elicit main points with reference to women participation in politics.	1. Elicit the answers of question in exercise comprehension Q.6	1. Write the question. 6 elicited in assessment.	

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	51	<b>Unit: 5</b> 9- 12 paragraphs.	1. Reading for comprehension. 2. Have knowledge of women's contribution in Pakistan.	1. Student's reading in groups. 2. Teachers' reading in addition to Urdu translation. 3. Elicit main points with reference to women participation in politics.	1. Elicit comprehension Q.7 & 8. 2. Inference Q.1 & 2 Writing 1- 5.	1. Write the questions elicited in assessment.	
	52	<b>Unit 5:</b> Exercise Oral activity 1 to 4.	1. Conduct discussion on equal rights for women.	1. Group information. 2. Assign each group one activity. 3. Discuss with each group and give them the time to prepare the assigned work. 4. Elicit the main points.	_____	1. Q.3 search on internet.	
	53	Essay writing "Women Education". Education is an agent of change.	1. Express themselves in creative writing	1. Elicit the main points in the light of unit and solved questions & oral activity. 2. Arrange them on writing board. 3. Help and guide the students in elaboration of these points.	_____	1. Neat the essay.	
	54	Exercise: Unit 5: Vocabulary Q.5 Grammar. 1. Antonyms. 2. Prefixes & suffixes.	1. Comprehend antonyms, suffixes & prefixes. 2. Elicit the given examples.	1. Elicit the meaning of antonyms and then match. 2. Explain the rule of suffixes & prefixes. 3. Elicit the given examples.	_____	1. Write these question on note book.	

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	55	Exercise Unit: 5 1. Anaphoric & Cataphoric references. 2. Prepositional Phrases 3. Post reading	1. Explain both references and elicit examples. 2. Discuss the prepositions and prepositional phrases and meanings. 3. Elicit and guide the students in making sentences of these phrases.	1. Explain both references and elicit example. 2. Discuss the prepositions and prepositional phrases and meanings. 3. Elicit and guide the students in making sentences of these phrases.	_____	1. Write it on note book.	
	56	Follow up day for check unit 4 & 5 (Comprehension of paragraph).	1. Comprehension of the given text.	1. Elicit the adverbial clauses given in sentences of portion 1. 2. Arrange them on writing board. 3. Help and guide the students in elaboration of these points.	_____	1. Write solved portion on note book.	
	57	Grammar portion 3 to 9.		1. Elicit the main points in the light of unit and solved questions & oral activity 2. Instruct the students to read the passage given in portion 2 and answer the questions i to v. 3. Elicit the inference question i to v	_____	1. Write solved portion on note book.	

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	58	Grammar (Portion 3 to 9)	1. To enhance the vocabulary with regard to nouns, adverbs, punctuation, modal verbs, transitive and intransitive, and prepositions.	<ol style="list-style-type: none"> <li>1. Complete the sentences by eliciting the change of words into noun in question 3.</li> <li>2. Elicit from the class and instruct them to underline that verbs in question 5.</li> <li>3. Punctuate the passage in question 6.</li> <li>4. Elicit the modal verb in question 7 and underline them.</li> <li>5. Identify from the class by eliciting transitive and intransitive in given sentences of question 8.</li> <li>6. Instruct the students to underline all the prepositions of paragraph 8 in unit 4.</li> </ol>	_____	1. Write solved portion on note book.	
	59	Follow up day for "Phrases Writing".		<ol style="list-style-type: none"> <li>1. Select more phrases according to the mental level of the class.</li> <li>2. Discuss and explain the meanings of these phrases.</li> <li>3. Elicit the sentences of these phrases from the class.</li> <li>4. Instruct the students to write these phrases along with their meanings and sentences.</li> </ol>	_____	1. Neat the phrases along with their meanings and usage in sentences on their note books.	

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		<b>Block</b>					
	60	Revision day of unit: 5	1. Strengthen their learning about unit No. 5.	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat all the unit no 5 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 5	<ol style="list-style-type: none"> <li>1. Instruct the students to revise your learning about the unit. No. 5 for the next day written test.</li> </ol> <p>(Note for teacher: Prepare the question paper of 40 mins, from unit No. 5 on the board pattern.)</p>	
	61	Follow up day Test of Unit: 5	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	_____	_____	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	62	<b>Unit: 6:</b> "The Income Tax Man" 1st Two Paragraphs	1. Reading for comprehension. 2. Locate the main idea. 3. Understand the usage of phrases. 4. Comprehend Connotative/ Denotative meanings.	1. Picture discussion with reference to theme "Understanding Careers/Occupations." 2. Key words meanings explanation. 3. Students' reading in groups. 4. Teacher's reading + Urdu translation. 5. Elicit that what these paragraphs are about? 6. Explanation and use of phrases and nouns as..... in spite of, hunt up. <u>Phrase:</u> Go off, keeping a house. <u>Noun:</u> Assessor/Assessment, Arrival, confidence.	1. Ask meanings of some key words. 2. Elicit comprehension questions # i, ii, iii and iv.	1. Instruct the students to write words meanings & questions/answers # i , ii, iii and iv on their note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	63	<b>Unit: 6</b> (Paragraph # 3 & 4)	1. Reading for comprehension. 2. Locate the main idea. 3. Understand the usage of phrases. 4. Comprehend Connotative/ Denotative meanings.	1. Students' reading in groups. 2. Teacher's reading + Urdu translation. 3. Elicit that what these pages are about? 4. Explanation of use of phrases and nouns as in spite of, hunt up. 5. Phrase: Get it out.	1. Ask meanings of same words. 2. Box questions eliciting... Why was he determined to find all about his business?	1. Same on note book as in assessment.	
	64	<b>Unit: 6</b> (All the Passage Below box On Page # 73)	1. Reading for comprehension. 2. Locate the main idea. 3. Understand the usage of phrases. 4. Comprehend Connotative/ Denotative meanings	1. Students' reading in groups. 2. Teacher's reading + Urdu translation. 3. Elicit that what these pages are about? 4. Explanation of use of phrases and nouns. 5. Phrase: Ocean of money. 6. Nouns used on page 73.	1. Elicit key words meanings. 2. Elicit box questions..... Why was he keen to take a note of his income?		

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	65	<b>Unit # 6</b> (Passage above the box on Page # 74)	1. Reading for comprehension. 2. Locate the main idea. 3. Understand the usage of phrases. 3. Comprehend Connotative/ Denotative meanings.	1. Students' reading in groups. 2. Teacher's reading + Urdu translation. 3. Elicit that what these pages are about? 4. Explanation of use of phrases and nouns.	1. Elicit keywords meanings. 2. Elicit box questions ..... What information was demanded from him? 3. Q.VI of exercise in comprehension.	1. Write the answer of Q. IV in comprehension.	
	66	<b>Unit # 6</b> (Last Paragraph on page # 74 & 1st two paragraph of page #75)	1. Reading for comprehension. 2. Locate the main idea.	1. Students' reading in groups. 2. Teacher's reading + Urdu translation. 3. Elicit that what these pages are about? 4. Elicit nouns of these adjectives & verb . (generous, encourage, persuade, receive, intended, surprising). 5. Q # 3 of vocabulary.	1. Words meanings eliciting. 2. Elicit comprehension questions Vi & Viii of exercise.	1. Write Q# Vi & Viii on note book.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	67	Unit # 6 Last two paragraphs of page # 75 & whole page 76.	1. Reading for comprehension. 2. Locate the main idea.	1. Students' reading in groups. 2. Teacher's reading + Urdu translation. 3. Elicit that what these pages are about? 4. Explanation of use of phrases and nouns on relevant pages. ( Phrase: Gone for ever.)	1. Q. V, IX and X.	1. Write Q. V, IX and X on note book.	
	68	<b>Unit # 6 Exercise</b> (Oral activity & Inference questions).	1. Prepare a presentation.	1. Divide the class in groups. 2. Discuss the importance of the" Issue of Tax payment". 3. Presentation by groups one by one. 4. Writing of main points on writing board. 5. Preparation of chart by groups about percentage of people who pay taxes. 6. Ask them who would like to choose this profession and Why? 7. Elicit the answers of "Inference questions".	_____	_____	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	69	<b>Unit # 6 Exercise</b> (Vocabulary part 1,2 3,4,5 & 6).	1. Understanding the difference in professions. 2. Understand usage of phrases.	1. Elicit the noun using the definition of profession in the light of clue of each word. 2. Elicit the nouns. 3. Explain the difference of nouns in each pair. 4. Ask the class to use idiomatic phrases in sentences. 5. Explain and elicit part 1 to 6 Of "Vocabulary" and Nouns also.	_____	1. Neat the same vocabulary part 1 to 6 and Nouns in note books.	
	70	<b>Unit # 6 Exercise</b> (Grammar Comprehension).	1. Understand nouns, Abstract nouns, noun phrases and clauses.	1. Elicit and explain the Grammar Comprehension portion from 1 to 7.	_____	1. Neat the same "Grammar Comprehension 1 to 7 in note books.	
	71	<b>Unit # 6 Exercise</b> (Pre-reading Writing).	1. Understand the profession and choose the liking.	1. Elicit the pre-reading "a and b" blanks in the light of read text. 2. Elicit and explain "Writing" questions I to IV.	_____	1. Note pre-reading a & b portion on note book.	
	72	Essay writing "My Ambition in Life OR The Profession I Like The Most"	1. Creative writing.	1. Elicit the main points in the light of previous day "Writing portion" of the exercise of Unit. 6. 2. Arrange the main points. 3. Guide them how to elaborate the main points.	_____	1. Write the essay in the light of main points & their elaboration.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	73	Revision day of unit: 6.	1. Strengthen their learning about unit No. 6.	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat all the unit no 6 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 6.	<ol style="list-style-type: none"> <li>1. Revise your learning about the unit. No. 6 for the next day written test.</li> </ol> <p>(<u>Note for teacher:</u> Prepare the question paper of 40 mins, from unit No. 6 on the BISE pattern.)</p>	
	74	Follow up day. Test of unit: 6	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	_____		

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	75	<b>Unit # 7</b> (Hazrat Umar (R.A) Paragraph # 1 & 2).	1. Reading for comprehension. 2. Locate the main idea. 3. Understand character of human personality. 4. Comprehend uses of tenses. 5. Understand usage & meanings of phrases. 6. Nouns of verbs and adjectives. 7. Understand Antonyms.	1. Discussion on the theme. 2. Explanation of phrases and words meanings. ( Phrases: Singleness of purpose.) 3. Group reading and monitoring. 4. Teacher's reading along with Urdu translation. 5. Elicit tenses in the sentences of text. 6. Elicit nouns of antonyms like wise. <u>Verb</u> <u>Noun</u> <u>Antonym</u> Depart   Departure   Arrival Simple   Simplicity   Complexity 7. Derive character traits of Hazrat Umar (R.A).	1. Ask words Meanings. 2. Box question eliciting. -- What are the reasons for calling Hazrat Umar (R.A) as an Ideal personality.	1. Write word meanings and box question answers on note book. 2. Write main points of character traits of Hazrat Umar (R.A) personality?	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	76	<b>Unit- 7</b> Paragraph # 3 & 4	1. Reading for comprehension .  2. Locate the main idea.  3. Understand character of human personality.  4. Comprehend uses of tenses.  5. Understand usage & meanings of phrases.  6. Understand pronouns and its usage.	1. Explanation of phrases and words meanings. ( Phrases: Unstinted service, Lulling them into belief.)  2. Group reading and monitoring.  3. Teacher's reading along with Urdu translation.  4. Elicit tenses in the sentences of text.  5. Elicit nouns of antonyms like wise..... Judge          Judgment Deny          Denial          Acceptance Refuse          Refusal          Acceptance Insist          Insistence Kind          Kindness          Cruelty Sympathetic          Sympathy Serve          Service  6. Explain pronoun in exercise Grammar Part 1 and elicit part 2.	1. Elicit words meanings+ nouns+ antonyms.  2. Elicit the comprehension questions 1 to 4 of exercise.  3. Underline the pronouns in paragraph fourth of the unit.	1. Write the assessed work on note books.  2. Grammar Exercise pronoun 1 & 2 .  3. Write main points of character traits of Hazrat Umar (R.A) personality?	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	77	<b>Unit 7</b> (Paragraph # 5 & 6)	1. Reading for comprehension. 2. Locate the main idea. 3. Understand character of human personality. 4. Comprehend uses of tenses. 5. Understand usage & meanings of phrases. 6. Understand pronoun & its usage.	1. Explanation of phrases and words meanings. 2. Group reading and monitoring. 3. Teacher's reading along with Urdu translation. 4. Elicit tenses in the sentences of text. 5. Elicit nouns of antonyms used paragraph # 5 &	1. Elicit words meanings. 2. Elicit comprehension questions no 5 of exercise.	1. Write Q. 5 of comprehension on note book 2. Write character traits .....?	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	78	<b>Unit 7</b> (Paragraph # 7 to 9)		<ol style="list-style-type: none"> <li>1. Explanation of phrases and words meanings.</li> <li>2. Group reading and monitoring.</li> <li>3. Teacher's reading along with Urdu translation.</li> <li>4. Elicit tenses in the sentences of text.</li> <li>5. Elicit nouns of antonyms used paragraph # 7 to 9. ( Dedicate Dedication .....)</li> </ol>	<ol style="list-style-type: none"> <li>1. Elicit words meanings &amp; comprehension question No 8 and box question.</li> <li>2. Elicit Inference question 1 &amp; 2.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write Q. 8 of comprehension and box question on note book</li> <li>2. Inference question 1 &amp; 2.</li> </ol>	
	79	<b>1. Unit 7 Exercise</b> (Oral Activity & Writing Post reading).	<ol style="list-style-type: none"> <li>1. Explain and present the character traits of Hazrat Umar (R.A).</li> <li>2. Understand use of internet.</li> <li>3. Match the column.</li> </ol>	<ol style="list-style-type: none"> <li>1. Make groups and discuss with them the life and time of Hazrat Umar (R.A).</li> <li>2. Instruct the group to write the character traits of Hazrat Umar (R.A).</li> <li>3. Share the views how important is peaceful co-existence.</li> <li>4. Match the "writing" portion of exercise.</li> <li>5. Match the statements in column A &amp; B in post reading portion of exercise.</li> </ol>	_____	<ol style="list-style-type: none"> <li>1. Note the character traits of Hazrat Umar (R.A).</li> <li>2. Collect more points about Hazrat Umar (R.A) from internet.</li> </ol>	
	80	1. Essay writing "My Ideal Personality"	1. Can understand creative writing.	<ol style="list-style-type: none"> <li>1. Guide the students how to reflect the main points and character traits of Hazrat Umar (R.A) for "Ideal Personality".</li> <li>2. Assist them in elaboration and conversion of these points.</li> </ol>	_____	1. Instruct the students Neat these points of essay on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	81	1. <b>Unit: 7</b> (Vocabulary in exercise 1 -4)	1. Understand the verb from Nouns. 2. Understand how to make family free.	1. Elicit and explain vocabulary question 1 to 4.	_____	1. Neat vocabulary question 1 to 4.	
	82	1. <b>Unit: 7</b> (Grammar part 4 to 8).	1. Write business letter. 2. Differentiate in pair of words. 3. Choose the correct option.	1. Explain the parts of letter and share the given letter in exercise. 2. Guide them how to write business letter. 3. Explain "Homophone" and elicit the sentences of pair of words. 4. Elicit question No. 7 and 8 with the use of dictionary.	_____	1. Write question part 4 to 8 on note book.	
	83	1. <b>Revision Exercise</b> of unit- 6 and Unit- 7 Part 1 to 3)	1. Exercise for further understand of Grammar i.e. antonyms and pair of words.	1. Elicit and explain part 1 to 3.	_____	1. Write the questions 1 to 3 on note book.	
	84	<b>Revision Exercise</b> Part 4 to 10.	1. Exercise for further understand of Grammar i.e. antonyms and pair of words.	1. Elicit and explain part 4 to 10.	_____	1. Write part 4 to 10 on note book.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	85	1. Essay "Terrorism"	1. Creative writing.	<ol style="list-style-type: none"> <li>Elicit the main points in the light of previous lesson.</li> <li>Arrange the main points, heading and sub headings.</li> <li>Guide them how to elaborate the main points.</li> </ol>	_____	1. Sort out and add some material from internet and other sources.	
	86	1. Follow up day for above essay writing.	1. To increase the creative skills of the students in writing.	1. Follow the previous day work and help the students in arranging it.	_____	1. Write the essay in the light of main points & elaboration.	
	87	1. Revision day of unit: 7.	1. Strengthened their learning about unit No. 7.	<ol style="list-style-type: none"> <li>Give the task to the students in pairs to repeat all the unit no 7 along with exercise.</li> <li>Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 7	<ol style="list-style-type: none"> <li>Revise your learning about the unit. No. 7 for the next day written test.</li> </ol> <p>(Note for teacher: Prepare the question paper of 40 mins, from unit No. 7 on the board pattern.)</p>	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	88	1. Follow up day. Test of unit: 7.	1. To assess the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	<hr/>		
	89	1. <b>Unit: 8</b> (Tobacco and your health Three paragraph of page # 100)	<ol style="list-style-type: none"> <li>1. Reading for comprehension.</li> <li>2. Understand the main idea.</li> <li>3. Understanding Tenses, Verbs and Antonyms .</li> </ol>	<ol style="list-style-type: none"> <li>1. Picture discussion with reference to theme " Health, Safety."</li> <li>2. Eliciting words and meanings.</li> <li>3. Reading in groups.</li> <li>4. Model readings and Urdu translation and eliciting of tenses and forms of verbs.</li> <li>5. Eliciting of antonyms as.....(inhale/exhale, narrower/wider, harmful/beneficial and so on).</li> <li>6. Elicit the main idea of each paragraph.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elicit words meanings.</li> <li>2. Elicit inference and comprehension question" I to V" in Exercise.</li> </ol>	1. Assign the assessed work for home to write it on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	90	1. <b>Unit: 8</b> (Paragraph # 4 on page # 101)	1. Reading for comprehension. 2. Understand the main idea. 3. Tenses, verbs and anonyms understanding.	1. Eliciting words and meanings. 2. Reading in groups. 3. Model readings Urdu translation and eliciting of tenses and forms of verbs. 4. Eliciting of antonyms on page # 101. 5. Elicit the main idea of each paragraph.	1. Elicit comprehension question # VI & VII.	1. Write Q. VI & VII on note book.	
	91	1. <b>Unit: 8</b> (Paragraph # 5 to 8 on page # 101)	1. Reading for comprehension. 2. Understand the main idea. 3. Tenses, verbs and anonyms understanding. 4. Choose the best option.	1. Eliciting words and meanings. 2. Reading in groups. 3. Model readings and Urdu translation and eliciting of tenses and forms of verbs. 4. Eliciting of antonyms as Inhale/Exhale, narrower/wider, harmful/beneficial and so on. 5. Elicit the main idea of each paragraph.	1. Elicit comprehension question # VIII & IX. 2. Elicit vocabulary portion 1.	1. Write Q. VIII & IX and vocabulary portion on note book.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	92	1. <b>Unit: 8</b> (Paragraph # 9 to 10 on page # 102.)	1. Reading for comprehension. 2. Understand the main idea. 3. Tenses, verbs and anonyms understanding. 4. Attempt true or false.	1. Eliciting words and meanings. 2. Reading in groups. 3. Model readings Urdu translation and eliciting of tense and forms of verb. 4. Eliciting of antonyms as Inhale/Exhale, narrower/wider, harmful/beneficial and so on. 5. Elicit the main idea of each paragraph.	1. Elicit Comprehension question 9 & 10. 3. Vocabulary portion . a. True and false. b. Meaning of words. c. Difference in meaning.	1. Write on note book all the assessed portion.	
	93	1. <b>Unit: 8 Exercise</b> (Grammar comprehension and Post reading)	1. Choose the best. 2. Recalling the text.	1. Elicit grammar comprehension and post reading.	<hr/>	1. Neat it on note book.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	94	1. <b>Unit: 8 Exercise</b> (Oral Activity)	1. Write a report on an important issue like health.	<ol style="list-style-type: none"> <li>1. Discuss the report writing with class.</li> <li>2. Make six groups of class and assign them oral activity 1 to 6 points one to each group.</li> <li>3. Guide each group for assigned word.</li> <li>4. Guide &amp; monitor the groups.</li> <li>5. Instruct them to take help from library, home &amp; internet.</li> <li>6. Demonstration on next day.</li> </ol>	_____	1. Collect the material for presentation on next day	
	95	1. <b>Unit: 8 Exercise</b> (Oral Activity)		<ol style="list-style-type: none"> <li>1. Invite the each group one by one for presentation.</li> <li>2. Give feed back to each group.</li> <li>3. Point should be noted by each student.</li> </ol>	_____	_____	
	96	1. Essay Writing "Health is wealth"	1. Enhance the creative writing skill of students.	<ol style="list-style-type: none"> <li>1. Elicit the points in the light of lesson no 8.</li> <li>2. Arrange the points on the writing board.</li> </ol>	_____	1. Convince the students to sort out and add some material from internet and other sources about Health is wealth.	
	97	1. Follow up day for above essay writing.	1. Enhance the creative writing skill of students.	<ol style="list-style-type: none"> <li>1. Follow the previous day work and arrange it on the writing board.</li> <li>2. Guide them for elaboration of points.</li> </ol>	_____	1. Neat the elaborated points of essay on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	98	1. Revision day of unit: 8	1. Strengthen their learning about unit No. 8	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat all the unit no 8 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 8	<ol style="list-style-type: none"> <li>1. Revise your learning about the unit. No. 8 for the next day written test.</li> </ol> <p>(<u>Note for teacher:</u> Prepare the question paper of 40 mins, from unit No. 8 on the board pattern.)</p>	
	99	1. Follow up day. Test of unit: 8	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	_____		

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	100	1. <b>Unit : 9</b> "Muslims of China" Paragraph # 1 & 2 page # 111	1. Reading for comprehension 2. Understand people living in others countries 3. Understand adjective	1. Discussion on theme Self, People and Places. 2. Eliciting key words meaning. 3. Reading in groups. 4. Teacher reading along with Urdu translation. 5. Explanation & eliciting of adjectives in the passage. 6. Discuss main idea of the paragraph.	1. Ask some words & meanings. 2. Eliciting comprehension Q. 1 & 2 in exercise.	1. Instruct the class to Neat words meanings and comprehension question 1 & 2 on note books.	
	101	1. <b>Unit: 9</b> (Paragraph # 3 & 4 page # 112)	1. Reading for comprehension 2. Understand people living in others countries 3. Understand adjective	1. Eliciting key words meaning. 2. Reading in groups. 3. Teacher reading along with Urdu translation. 4. Explanation & eliciting of adjectives in the passage. 5. Discuss main idea of the paragraph.	1. Elicit comprehension Q. 3 to 5 in exercise.	1. Write answers along with questions on note book i.e. Q.3 to Q.5 of comprehension.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	102	1. <b>Unit: 9</b> (Paragraph # 5 page # 112 & 113)	1. Reading for comprehension 2. Understand people living in others countries 3. Understand adjective	1. Eliciting key words meaning. 2. Reading in groups. 3. Teacher reading along with Urdu translation. 4. Explanation & eliciting of adjectives in the passage. 5. Discuss main idea of the paragraph.	1. Elicit comprehension Q.6 and 7.	1. Write answers along with questions on note book i.e. Q.6 and Q.7.	
	103	1. <b>Unit : 9</b> (Paragraph # 6 to 8)	1. Reading for comprehension. 2. Understand people living in others countries. 3. Understand adjective.	1. Eliciting key words meaning. 2. Reading in groups. 3. Teacher reading along with Urdu translation. 4. Explanation & eliciting of adjectives in the passage. 5. Discuss main idea of the paragraph. 6. Discussion on China culture with reference to Muslims.	1. Elicit comprehension Q.8 to 10	1. Write questions along with their answers on note book i.e. Q.8 to Q.10.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	104	1. <b>Unit: 9 Exercise</b> (Oral activity)	1. Understand people living in other countries. 2. Understand to prepare a presentation.	1. Assign different activities to groups. 2. Guide and monitor them to write a presentation. 3. Add further point using internet.	_____	1. Consult internet or library to add points in presentation.	
	105	1. Follow up day (continuation of Oral activity)	1. Understand people living in other countries. 2. Understand to prepare a presentation.	1. Invite the groups for presentation. 2. Give feed back on each presentation. 3. Instruct them to note the points in copies.	_____	1. Neat the presentation on note books.	
	106	1. <b>Unit: 9 Exercise</b> ( vocabulary)	1. Identify different expressions. 2. Make sentences of idiomatic expression.	1. Elicit and explain Q. I,II,III & Q. # 2 in vocabulary. 2. Guide them for writing in vocabulary of Q. 3 in groups. 3. Groups prepare the points.	_____	1. Neat the vocabulary questions and writing on note books.	
	107	1. <b>Unit: 9 Exercise</b> (Grammar)	1. Understand adjectives. 2. Understand adjectival phrase and clause.	1. Elicit the definition of adjective with the help of an example of two sentences using adjective words. 2. Discuss & explain the material given in "Grammar" of exercise. 3. Elicit Q.1 of Grammar comprehension.	_____	1. Neat the solved exercise portion on note book.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	108	1. <b>Unit: 9</b> (Exercise "Grammar comprehension")	1. Use suffixes & prefixes. 2. Use of phrases. 3. Choose the correct option.	1. Discuss and elicit Q.2 to 4 of Grammar comprehension. 2. Discuss and explain Q.5 with the class with reference to steps of letter writing and also discuss pre-reading stage. 3. Elicit portion 6 to 9 of Grammar Comprehension.	_____	1. Write the solved portion of Grammar Comprehension on note books.	
	109	1. <b>Unit: 8 &amp; 9</b> (Revision exercise)	1. Follow up of all SLO's of unit 8 & 9	1. Instruct the students to read the passage given in Q.1 and elicit the answers of questions from the class. 2. Discuss, explain and elicit Q.2 to 9		1. Write the solved portion of "Revision Exercise" on note books.	
	110	<b>Grammar</b> Active & Passive voice.	1. Understand active and passive voice.	1. Elicit the sentences tenses wise from the class. 2. Explain and discuss the rules of active and passive voice in detail by applying them in elicited sentences. 3. Instruct the class to note all the detail on copies.	1. Take assessment of class by change of sentences on the writing board	1. Write the same types of sentences on note book as exercise.	
	111	1. Follow up day for above Active and Passive voice	1. Understand active and passive voice.	1. Apply the above strategy of teaching for remaining portion of active and passive voice.	1. Take assessment of class by change of sentences on the writing board along with the active and passive vice given in the exercise of POEM :They Have Cut Down The Pines".	1. Write the same types of sentences along with the sentences of exercise of poem.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	112	1. Unit: 10 ("They have cut down the pines")  (1st three stanzas)	1. Locate the main idea  2. Understand the mood of the poem  3. Recognize rhyming words  4. Comprehend the poem  5. Understand similes and metaphor	1. Discussion on picture with reference to theme "Environment".  2. Students' reading.  3. Teacher's aloud reading with rhythm and tone i.e. intonation as given in Q.3 of oral activity on page 129.  4. Explanation and eliciting words meanings, similes and metaphors  5. Translate the poem.  6. Reading practice and Urdu translation in pairs.  7. Elicit rhyming words.	1. Ask some difficult words and meanings 2. Elicit the comprehension Q.1 to 3 in exercise.	1. Neat words meanings & comprehension Q.1 to 3.	
	113	Unit:10 Follow up day-1	. Understand paraphrase writing of poem.	1. Explain the class how to write the paraphrase of poem. 2. Elicit the paraphrase from class in prose form of each line of stanza. 3. Modify the elicited paraphrase. 4. Instruct them to note it.	_____	Instruct the students to neat the paraphrase of three stanzas.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	114	Unit:10 Follow up day-11	.Comprehension of stanza.	<ol style="list-style-type: none"> <li>1. Guide the students in groups to make the comprehension questions of each stanza by using " What, How, Why, Where, When etc.</li> <li>2. Then write the answers of these questions.</li> <li>3. Monitor and guide them.</li> <li>4. Invite each group to present the work before the class.</li> <li>5. Instruct them to note the answers of the questions.</li> </ol>	_____	Instruct the students to neat the agreed questions and answers on their note books.	
	115	1. Unit: 10 ("They have cut down the pines")  (stanza 4 & 5.)	<ol style="list-style-type: none"> <li>1. Locate the main idea</li> <li>2. Understand the mood of the poem</li> <li>3. Recognize rhyming words</li> <li>4. Comprehend the poem</li> <li>5. Understand similes and metaphor</li> </ol>	<ol style="list-style-type: none"> <li>1. Students' reading.</li> <li>2. Teacher's aloud reading with rhythm and tone i.e. intonation.</li> <li>3. Explanation and eliciting words meanings, similes and metaphors</li> <li>4. Translate the poem.</li> <li>5. Reading practice and Urdu translation in pairs.</li> <li>6. Elicit rhyming words.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask some difficult words and meanings</li> <li>2. Elicit the comprehension Q.4 to 6 in exercise.</li> </ol>	<ol style="list-style-type: none"> <li>1. Neat words meanings &amp; comprehension Q.4 to 6.</li> </ol>	
	116	Unit:10 Follow up day-1 for stanza 4 & 5.	Understand paraphrase writing of poem.	<ol style="list-style-type: none"> <li>1. Explain the class how to write the paraphrase of poem.</li> <li>2. Elicit the paraphrase from class in prose form of each line of stanza.</li> <li>3. Modify the elicited paraphrase.</li> <li>4. Instruct them to note it.</li> </ol>	_____	Instruct the students to neat the paraphrase of stanza 4 & 5.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	117	Unit:10 Follow up day-11 for stanza 4 & 5.		<ol style="list-style-type: none"> <li>1. Guide the students in groups to make the comprehension questions of each stanza by using " What, How, Why, Where, When etc.</li> <li>2. Then write the answers of these questions.</li> <li>3. Monitor and guide them.</li> <li>4. Invite each group to present the work before the class.</li> <li>5. instruct them to note the answers of the questions.</li> </ol>	_____	Instruct the students to neat the agreed questions and answers on their note books.	
	118	1. <b>Unit: 10 Exercise</b> (Oral Activity Q.1 to 5)	1. Understanding the natural resources	<ol style="list-style-type: none"> <li>1. Discuss with groups Q.1 &amp; 2 with reference to "Natural Resources of Pakistan and their benefits.</li> <li>2. Explain Q.3 to 5</li> </ol>	_____	_____	
	119	1. <b>Unit: 10 Exercise</b> (Vocabulary and Grammar)	<ol style="list-style-type: none"> <li>1. Understand cause and effect</li> <li>2. Understand verbs and nouns by making sentences.</li> <li>3. Practice of Active and passive voice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Discuss with class "cause and effect".</li> <li>2. Elicit vocabulary question 1 to 6.</li> <li>3. In grammar elicit the sentences in part 1 to 4 then guide and help the students.</li> <li>4. Elicit and help in Grammar portion of exercise part 4 to 12.</li> </ol>	_____	1. Neat the solved exercise portion on note books	
	120	1. <b>Unit: 10 Exercise</b> (Post reading and writing)	1. Comprehension of poem text.	<ol style="list-style-type: none"> <li>1. Elicit part "a" and "b".</li> <li>2. Elicit writing portion and prepare sub heading on "Pollution".</li> </ol>	_____	1. Sort some material on "Pollution" from internet and other sources	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	121	<b>Essay (Pollution)</b>	1. Produce the skill of creative writing.	<ol style="list-style-type: none"> <li>1. Students present the sorted out material on pollution.</li> <li>2. Instruct the students to note the present material.</li> <li>3. Students will write the agreed sub-headings.</li> <li>4. Guide them to elaborate the sub headings.</li> </ol>	_____	1. Neat the essay on "Pollution" on note books.	
	122	1.Revision day of unit: 9 & 10.	1. Strengthened their learning about unit No. 9 & 10.	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat al the unit # 9 &amp; 10 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 9 & 10.	1. Revise your learning about the unit. No. 9 & 10 for the next day written test.  (Note for teacher: Prepare the question paper of 40 mins, from unit No. 9 & 10 on the board pattern.)	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	123	1. Follow up day. 2. Test of unit: 9 & 10.	1. To assess the learning of students.	1. Deliver answers sheet along with question paper, 2. Monitor and guide the class. 3. Mark the papers and maintain the record of assessment. 4. Instruct them to sign their papers by the parents/guardians along with their remarks.			
	124	1. <b>Unit: 11</b> ("Stopping by woods on a snowy evening")  (1st two stanzas)	1. Locate the main idea. 2. Understand the mood of the poem. 3. Recognize rhyming words. 4. Comprehend the poem. 5. Understand similes and metaphor.	1. Discussion on picture with reference to theme " <b>Nature</b> ". 2. Comments on the poet. 3. Student reading. 4. Teachers aloud reading with rhythm and tones i.e. intonation. 5. Explanation and eliciting words meanings, similes and metaphors. 6. Translate the poem. 7. Reading practice and Urdu translation in pairs. 8. Elicit rhyming words.	1. Ask some difficult words and meanings. 2. Elicit the comprehension Q.1 to 5 in exercise.	1. Neat words meanings & comprehension Q.1 to 5.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	125	1. <b>Unit: 11</b> (Follow up the day "I")	1. Understand how to write paraphrase of poem.	<ol style="list-style-type: none"> <li>1. Explain the class how to write a paraphrase of poem.</li> <li>2. Elicit from class the paraphrase in a prose from of each line of stanza.</li> <li>3. Modify the elicited paraphrase.</li> <li>4. Instruct them to note it.</li> </ol>		1. Neat the paraphrase of two stanzas on note books.	
	126	1. <b>Unit: 11</b> (Follow up the day "II")	1. Comprehension of stanza	<ol style="list-style-type: none"> <li>1. Guide the students in groups to make the comprehension question of each stanza by using what, how, why, where, when etc.</li> <li>2. Then write the answers of these questions.</li> <li>3. Monitor and guide them</li> <li>4. Each group present the work before class.</li> <li>5. Instruct the class to note the Q/Answers of other groups.</li> </ol>	<hr/>	1. Neat the agreed questions and answers on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	127	1. <b>Unit: 11</b> (Stanza 3 & 4)	1. Locate the main idea 2. Understand the mood of the poem 3. Recognize rhyming words 4. Comprehend the poem 5. Understand similes and metaphor	1. Student reading 2. Teachers aloud reading with rhythm and tones i.e. intonation 3. Explanation and eliciting words meanings, similes and metaphors 4. Translate the poem 5. Reading practice and Urdu translation in pairs 6. Elicit rhyming words	1. Ask some words & meanings 2. Eliciting comprehension Q. 6 to 9 and question 1 and 2 given in Inference.	1. Assign all the assessed questions as home work.	
	128	1. <b>Unit: 11</b> (Follow up day "I" for stanza 3 and 4.)	1. Understand how to write paraphrase of poem	1. Explain the class how to write a paraphrase of poem. 2. Elicit from class the paraphrase in a prose from of each line of stanza. 3. Modify the elicited paraphrase. 4. Instruct them to note it.	_____	1. Write the paragraph of stanza 4 and 5 on note book.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	129	<b>1. Unit: 11</b> (Follow up day "II" for stanza 3 and 4.)	1. Comprehension of stanza	<ol style="list-style-type: none"> <li>1. Guide the students in groups to make the comprehension question of each stanza by using what, how, why, where, when etc.</li> <li>2. Then write the answers of these questions.</li> <li>3. Monitor and guide them.</li> <li>4. Each group present the work before class.</li> <li>5. Instruct the class to note the Q/Answers of other groups.</li> </ol>	_____	1. Neat the agreed questions and answers on note books.	
	130	<b>1. Unit: 11 Exercise</b> (Oral Activity Q.1 to 5.)	1. Understanding the whether along with its features.	<ol style="list-style-type: none"> <li>1. Discuss with groups Q.1 about "A Visit to Murree Hills During winter and its comparison with warmer areas".</li> <li>2. Reading of poem with intonation by using different pictures.</li> <li>3. Assign to groups Q. 3 to 5.</li> <li>4. Guide and explain them about their relevant work as given in the assigned question.</li> <li>5. Monitor the groups.</li> </ol>	_____		

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	131	<b>1. Unit: 11 Exercise</b> (Follow up day for oral activity Q. 3 to 5)	1. Presentation	1. Monitor the groups and invite them for presentation prepared on previous day.	_____		
	132	<b>1. Unit: 11 Exercise</b> (Exercise Winter/Wintry)	1. Comprehend the prefixes.	1. Explain and discuss about the detail of suffix. 2. Elicit and guide the students about Q.1 to 8 (I to V).	_____	1. Assign the solved exercise as home work.	
	133	<b>1. Unit: 11 Exercise</b> (Exercise (Writing))	1. Appreciation of the beauty of the nature in their writing	1. Discuss and elicit Q.1 to 4 from the class.	_____	1. Assign the students to collect some material on "Morning Walk" from internet and other sources.	
	134	<b>1. Essay Writing</b> <b>"Morning Walk"</b>	1. Produce the skill of creative writing.	1. Students present the sorted out material on "Morning Walk". 2. Instruct the students to note the presented material. 3. Students will write the agreed sub-headings. 4. Guide them to elaborate the sub headings.	_____	1. Neat the essay on "Morning Walk" on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	135	1. <b>Revision exercise</b> of unit 10 and 11 Q.1 to 4	1. Practice the similies and metaphor after its comprehension.	1. Discuss and elicit Q.1 to 4 from the class.	_____	1. Neat Q.1 to 4 on note book.	
	136	1. <b>Revision exercise</b> of unit 10 and 11 Q.5 to 8	1. Practice the similies and metaphor after its comprehension.	1. Discuss and elicit Q.5 to 8 from the class.	_____	1. Neat Q.5 to 8 on note book.	
	137	<b>1. Direct and indirect Narration</b>	1. Understand direct/indirect narration.	1. Explain definition of direct and indirect narration with examples. 2. Explain "Rules of narration." 3. Discuss and explain "How top change the tense in narration". 4. Elicit tenses wise sentences and then change the narrations as per rules.	1. Ask some questions and sentences with application of rules.	1. Assign the class a sentence of each tense to change it from direct to indirect narration.	
	138	1. Follow up the day 1	1. As above	1. Explain the remaining part of both narrations.	1. Elicit some sentences.	1. Assign the class to make themselves similar sentences as practiced today.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	139	1. Revision day of Unit: 11	1. Strengthened their learning about unit No. 11	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat al the unit no 11 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 11	<ol style="list-style-type: none"> <li>1. Revise your learning about the unit. No. 11 for the next day written test.</li> </ol> <p>(<u>Note for teacher:</u> Prepare the question paper of 40 mins, from unit No. 11 on the board pattern.)</p>	
	140	1. Follow up day. ( Test of unit:11)	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	<hr/>		

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	141	<b>Unit: 12 "It's Plain Hard Work That Does It"</b> (Paragraph no 1 to 3 on page no 146.)	1. Reading for comprehension.	<ol style="list-style-type: none"> <li>1. Discussion on theme "Technology/ Motivation".</li> <li>2. Eliciting keywords meanings.</li> <li>3. Group reading.</li> <li>4. Teacher's reading along with Urdu translation and grammar explanation.</li> <li>5. Elicit main points of these paragraphs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elicit some words meanings.</li> <li>2. Elicit Comprehension Q # 1 to 4.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write words meanings on note book.</li> <li>2. Instruct them to neat the Comprehension Q # 1 to 4 along with answers.</li> </ol>	
	142	<b>Unit: 12</b> (Paragraph no 4 to 7 on page no 147.)	1. Reading for comprehension.	<ol style="list-style-type: none"> <li>1. Eliciting keywords meanings.</li> <li>2. Group reading.</li> <li>3. Teacher's reading along with Urdu translation and grammar explanation.</li> <li>4. Elicit main points of these paragraph.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elicit some words meanings.</li> <li>2. Elicit Comprehension Q # 5.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write words meanings on note book.</li> <li>2. Instruct them to neat the Comprehension Q # 5 along with answer.</li> </ol>	
	143	<b>Unit: 12</b> (Paragraph no 8 to 11)	2. Know the efforts of a scientist towards invention.	<ol style="list-style-type: none"> <li>1. Eliciting keywords meanings.</li> <li>2. Group reading.</li> <li>3. Teacher's reading along with Urdu translation and grammar explanation.</li> <li>4. Elicit main points of these paragraph.</li> </ol>	<ol style="list-style-type: none"> <li>1. Elicit some words meanings.</li> <li>2. Elicit comprehension questions Q. 6 and 7.</li> </ol>	<ol style="list-style-type: none"> <li>1. Write words meanings on note book</li> <li>2. Neat the same question answers on note books.</li> </ol>	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	144	<b>Unit: 12</b> (Paragraph no 12 to 14.)	1. Reading for comprehension 2. Know the efforts of a scientist towards invention.	1. Eliciting keywords meanings. 2. Group reading. 3. Teacher's reading along with Urdu translation and grammar explanation. 4. Elicit main points of these paragraph.	1. Elicit some words meanings.	1. Write words meanings on note book.	
	145	<b>Unit: 12</b> (Paragraph no 15 to 18)	1. Reading for comprehension 2. Know the efforts of a scientist towards invention.	1. Eliciting keywords meanings. 2. Group reading. 3. Teacher's reading along with Urdu translation and grammar explanation. 4. Elicit main points of these paragraph.	1. Elicit some words meanings. 2. Elicit compression questions Q. 8 to 10 and inference Q a and b	1. Write words meanings on note book 2. Neat the same question answers on note books.	
	146	<b>Unit: 12 Exercise</b> (Oral activity)	1. Know about a scientific invention or device. 1. Know the efforts of a scientist towards invention.	1. Assign one activity to each group from a to e. 2. Discuss and explain about the assigned activity. 3. Instruct them to note the main points about the given topic.	_____	1. Sort out some relevant material about the assigned work from internet or from any other source.	
	147	1. Follow up day "I".	1. To know how to present prepared task i-e expression on the students.	1. Invite each group one by one to present their Activity. 2. Discuss and give your input advise about the presented material.	_____	_____	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	148	<b>Unit: 12 Exercise</b> ( (vocabulary))	1. Understand about the fields of science and other professions and meanings difference of the words with regard to usage.	1. Explain and elicit Question No. 1 to 7 given in vocabulary.	_____	1. Neat the solved portion on note books.	
	149	<b>Unit: 12 Exercise</b> (Grammar and Grammar comprehension. Direct and indirect narration.)	1. To strengthened the skill to change the direct into indirect narration.	1. Elicit the given sentences by changing the <b>direct</b> narration into <b>indirect</b> narration.	_____	1. Neat the sentences of direct and indirect narrations on the note book given in exercise.	
	150	<b>Unit: 12 Exercise</b> (Grammar comprehension and post reading))	1. Understand the singular and plural specific to some words.	1. Elicit question no 2 to 4. 2. Assign the groups to complete the given sentences in a and b, with the help of read text.	_____	_____	
	151	<b>Unit: 12 Exercise</b> (Writing Q. 1 to 3)	1. To enhance the creative skills of the students	1. Discuss and elicit Q.1 to 3 of writing with the class. 2. Instruct them to note the main points.	_____	_____	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	152	<p><i>... Essay writing</i></p> <p>"Science is a slave not a master"</p> <p>OR</p> <p>Marvels of Science</p> <p>OR</p> <p>Wonders of Science</p>	1. To enhance the creative skills of the students.	<p>1. Elicit and discuss the relevant material about the essay with the help of the main points of the previous day and Oral Activity of exercise already done.</p> <p>2. Instruct them to note the main points.</p>	_____	1. Convince the students to sort out and add some more material from internet and other sources.	
	153	1. Follow up day for above essay writing.	1. To enhance the creative skills of the students.	<p>1. Follow the previous day work and arrange the main points on the writing board.</p> <p>2. Guide the students to elaborate these points.</p>	_____	<p>1. Neat the essay on their note books.</p> <p>...."Science is a slave not a master"</p> <p>OR</p> <p>...."Marvels of Science."</p> <p>OR</p> <p>...."Wonders of science"</p>	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	154	1. Revision Day of unit: 12	1. Strengthened their learning about unit No. 12	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat all the unit # 12 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 12.	<ol style="list-style-type: none"> <li>1. Revise your learning about the unit. No. 12 for the next day written test.</li> </ol> <p>(<u>Note for teacher:</u> Prepare the question paper of 40 mins, from unit No. 12 on the board pattern.)</p>	
	155	<ol style="list-style-type: none"> <li>1. Follow up day.</li> <li>2. Test of unit: 12</li> </ol>	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answer sheets along with question papers.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	_____	_____	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	156	<b>Unit: 13</b> ("The Kaghan Valley")  Page 160 and 161)	1. Reading for comprehension 2. Have knowledge of other places. 3. Enjoy reading about pleasure of traveling.	1. Discussion on pictures with reference to theme "Travel". 2. Eliciting keywords meanings. 3. Group reading. 4. Teacher's reading along with Urdu translation and grammar explanation. 5. Elicit from the student, "what pleasure you gain from these paragraph".	1. Elicit some words meanings. 2. Elicit comprehension questions 1 and 2 in exercise and box questions also.	1. Write words meanings on note book 2. Neat the same question answers on note books.	
	157	<b>1. Unit: 13</b> (First three paragraph of Page no 162)	1. Reading for comprehension 2. Have knowledge of other places. 3. Enjoy reading about pleasure of traveling.	1. Eliciting keywords meanings. 2. Group reading. 3. Teacher's reading along with Urdu translation and grammar explanation. 4. Elicit from the student, "what pleasure you gain from these paragraph.	1. Elicit some words meanings. 2. Elicit comprehension question 3 to 5 in exercise.	1. Write words meanings on note book.	
	158	<b>1. Unit: 13</b> (Last paragraph of page162 and whole page 163)	1. Reading for comprehension 2. Have knowledge of other places. 3. Enjoy reading about pleasure of traveling.	1. Eliciting keywords meanings. 2. Group reading. 3. Teacher's reading along with Urdu translation and grammar explanation. 4. Elicit from the student, "what pleasure you gain from these paragraph.	1. Elicit some words meanings. 2. Elicit comprehension questions Q. 6	1. Write words meanings on note book 2. Neat the same question answers on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	159	1. <b>Unit: 13</b> (Page 164)	1. Reading for comprehension 2. Have knowledge of other places. 3. Enjoy reading about pleasure of traveling.	1. Eliciting keywords meanings. 2. Group reading. 3. Teacher's reading along with Urdu translation and grammar explanation. 4. Elicit from the student, "what pleasure you gain from these paragraph.	1. Elicit some words meanings.	1. Write words meanings on note book.	
	160	1. <b>Unit: 13</b> (Page 165.)	1. Reading for comprehension 2. Have knowledge of other places. 3. Enjoy reading about pleasure of traveling.	1. Eliciting keywords meanings. 2. Group reading. 3. Teacher's reading along with Urdu translation and grammar explanation. 4. Elicit from the student, "what pleasure you gain from these paragraph.	1. Elicit some words meanings. 2. Elicit compression questions Q. 7 and 8. 3. Elicit inference questions I and II.	1. Write words meanings on note book 2. Neat the same question answers on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	161	<b>1. Unit: 13 Exercise</b> (Oral activity)	1. Know about the feeling of traveling and its requirements.	1. Make the groups of the class and assign them following task.  2. Discuss and explain to the class about the following points about the experience of traveling. <ol style="list-style-type: none"> <li>Feeling about the traveling.</li> <li>Things of inspiration.</li> <li>Travel plan with regard to location, time, distance and duration.</li> <li>Why, how, where to travel, photography.</li> </ol> 3. Instruct them to note the main points about the above given points.	_____	1. Sort out some relevant material about the assigned work from internet or from any other source.	
	162	1. Follow up day "I".	1. To know how to present prepared task.	1. Invite each group one by one to present their prepared material.  2. Discuss and give your input advise about the presented material.	_____	_____	
	163	<b>1. Unit: 13 Exercise</b> (Writing portion of exercise. On page 172.)	1. To enhance the creative skills of the students.	1. Elicit and discuss question no 1 to 3.  2. Instruct them to note the main points.	_____	_____	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	164	<b>Essay writing</b> ( "A Visit to a Sanatorium Place")	1. To enhance the creative skills of the students	<ol style="list-style-type: none"> <li>1. Elicit and discuss the relevant material about the essay with the help of the main points of the previous two days.</li> <li>2. Instruct them to note the main points.</li> <li>3. Guide the students to elaborate these points.</li> </ol>	_____	1. Neat the essay on their note books "A Visit to a Sanatorium Place" Like Swat, Murree, etc.	
	165	<b>1. Unit: 13 Exercise</b> (vocabulary, grammar and post reading portion))	<ol style="list-style-type: none"> <li>1. Understand about the use of words in sentences with regard to difference of meanings.</li> <li>1. Understanding the text comprehension.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain and elicit Question No. 1 to 5 given in vocabulary.</li> <li>2. Explain and elicit Question No. 1 to 7 given in grammar portion.</li> <li>3. Match the column a and b with reference to lesson text.</li> </ol>	_____	1. Neat the solved portion on note books.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	166	<b>Revision Exercise</b> of Unit 12 and 13 of Question No. 1 to 6.	1. Exercise of direct and indirect narrations. 2. Can exercise the metaphor. 3. Can create the questions having "WH".	1. Elicit and guide the class about indirect narration in Q. no 1. 2. Elicit fill in the blanks in Q. 2. 3. Instruct the students to underline the metaphors in the sentences given in Q.3 and use the word "ICE" as metaphor in Q.4. 4. Instruct the students to insert the proper word form given in brackets in Q. 5. 5. Elicit from the class "3 WH" Questions in Q.6 with the help of given paragraph.	_____	1. Neat the solved portion on note books of the revision exercise.	
	167	<b>Revision Exercise</b> of Unit 12 and 13 of Question No. 7 and 8 and relative pronouns in Question. 1 and 2.	1. Choose the correct option. 2. Can create the question having "WH".	1. Elicit the correct option from Question No. 7 and 8. 2. Elicit "WH" questions in Question No. 1. 3. Elicit the correct option in Q. 2	_____	1. Neat the solved portion on note books of the revision exercise.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	168	<b><i>Grammar</i></b> <b>(conditional sentences)</b>	1. Understand the conditional sentences and its kinds.	<ol style="list-style-type: none"> <li>1. Explain and discuss the "Conditional sentences" with the explanation of the use of "If".</li> <li>2. Now describe the kinds of conditional sentences along with examples i.e. Probable, improbable and impossible conditional sentences.</li> <li>3. Discuss also about the dependent and independent class of each type of conditional sentences.</li> <li>4. Instruct them to note al the detail of the sentences on their copies.</li> </ol>	1. Ask the students some sentences to asses their learning about the conditional sentences.	1. Write the solved sentences along with ten more sentences of each kind of condition sentences on the note book.	
	169	<b><i>(Continuation of conditional sentences)</i></b>	1. Understand the conditional sentences and its kinds.	1. Apply the above strategy for further practice of conditional sentences.	1. Ask the students some sentences to asses their learning about the conditional sentences.	1. Instruct the class to write some more condition sentences on the note book.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	170	1. Revision day of unit:13	1. Strengthen their learning about unit No. 13	<ol style="list-style-type: none"> <li>1. Give the task to the students in pairs to repeat al the unit no 13 along with exercise.</li> <li>2. Instruct them to consult the teacher about the hard areas.</li> </ol>	1. Ask the students some questions about unit No. 13	<p>1. Revise your learning about the unit. No. 13 for the next day written test.</p> <p>(<u>Note for teacher:</u> Prepare the question paper of 40 mins, from unit No. 13 on the board pattern.)</p>	
	171	<ol style="list-style-type: none"> <li>1. Follow up day.</li> <li>2. Test of unit:13</li> </ol>	1. To asses the learning of students.	<ol style="list-style-type: none"> <li>1. Deliver answers sheet along with question paper,.</li> <li>2. Monitor and guide the class.</li> <li>3. Mark the papers and maintain the record of assessment.</li> <li>4. Instruct them to sign their papers by the parents/guardians along with their remarks.</li> </ol>	_____	_____	
	172	1. Grammar (Pair c	1. To enhance the vocabulary of the students with regard to pair of words.	<ol style="list-style-type: none"> <li>1. Select the pair of words according to the level of the class.</li> <li>2. Discuss the meaning of the pair of words and elicit the sentences of pair of word to differentiate the meaning.</li> <li>3. Instruct the students to note these sentences on their copies</li> </ol>	_____	1. Assign the students to neat these sentences on their English copies.	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	173	1. Grammar (Pair of words) continuation day	1. To enhance the vocabulary of the students with regard to pair of words.	1. Revise the same teaching steps for teaching pair of words as adopted on the previous day.	_____	1. Assign the students to neat these sentences on their English copies.	
	174	1. Grammar (Pair of words) continuation day	1. To enhance the vocabulary of the students with regard to pair of words.	1. Revise the same teaching steps for teaching pair of words as adopted on the previous day.	_____	1. Assign the students to neat these sentences on their English copies.	
	175	1. Revision of unit No 1 to 5 and unit No-10	1. Strengthen the learning of the students in the selected units.	1. Instruct the students in pairs to prepare these units for the next day written test. 2. Assist the students in hard areas.	_____	<b><u>1. Note for teacher:</u></b>  Prepare the written question paper for the next day test according to the pattern of board.	
	176	1. Written test	1. Assess the learning of the class.	1. Deliver answers sheet along with question paper, 2. Monitor and guide the class. 3. Mark the papers and maintain the record of assessment. 4. Instruct them to sign their papers by the parents/guardians along with their remarks.	_____	_____	

Date	Day #	Learning	SLOs	Strategy	Assessment	Home Work	Remarks
		<b>Block</b>					
	177	1. Revision of unit No 6 to 9 and 11 to 13.	1. Strengthen the learning of the students in the selected units.	1. Instruct the students in pairs to prepare these units for the next day written test. 2. Assist the students in hard areas.	_____	<b>1. Note for teacher:</b>  Prepare the written question paper for the next day test according to the pattern of board.	
	178	1. Written test	1. Assess the learning of the class.	1. Deliver answers sheet along with question paper, 2. Monitor and guide the class. 3. Mark the papers and maintain the record of assessment. 4. Instruct them to sign their papers by the parents/guardians along with their remarks.	_____	_____	
	179 and 180	1. Revision of rooms of improvement of all the units	1. Strengthening the hard areas of all the learnt units.	1. Instruct the students to work in pairs for sorting out all the rooms of improvement or the hard areas for them. 2. Monitor and guide the students for their hard areas.	_____	_____	