

SCHEME OF WORK 2017-18

School: _____

Subject: English

Class: 9th

Teacher's Name: _____

Days	Learning Blocks	Page No	Comprehension Questions	SLOs	Strategy	Assessment	Home Work	Remarks
1.	Unit 1 Paragraph No. 1 to 3	2	Question No. 1 to 3	1. Read and understand the text. 2. Improve vocabulary. 3. Analyze the passage to identify theme or key idea. 4. Write the answer of comprehensions questions. 5. Idiomatic Translation. 6. Learn about Skimming and scanning techniques of reading. 7. Contextual meaning	1. Lexical meaning. 2. Straight/denotative meaning. 3. Metaphorical expression. 4. Distinguishing between ordinary expressions and metaphors. 5. Word classes: Languages differ from each other in the internal word formation of language classification. 6. Grammatical relations: This difference exists among the	1. Comprehension, sense and ideas. 2. Lexico-semantic level. 3. Writing style 4. Spelling and punctuation. 5. Creative solutions to translation problems. 6. Transfer and re-wording (use of translation procedures) 7. Transitional devices such as cohesion and coherence. 8. contextual meaning	To write the answer of comprehension question no. 1 to 3.	

					languages in the way that a constituent of a sentence functions within that sentence. 7. Word order 8. Style 9. Pragmatic aspects 10. Teach the technique of skimming, scanning and clues of finding out contextual meaning.			
2.	Paragraph No. 4 to 7	3	Question No. 4 to 6	---do---	---d0---	---d0---	To write the answer of comprehension question no. 4 to 6.	
3.	Paragraph No. 8 to 10	4	Question No. 7 to 10	---do---	---d0---	---d0---	To write the answer of comprehension question no. 7 to 10.	
4.	Paragraph No. 11 to 13 & Glossary	4,5,6	-----	1. Read and understand the text. 2. Improve vocabulary. 3. Analyze the passage to identify theme or	---do---	---do---	Idiomatic translation of paragraph No. 5 of comprehension part (B).	

				key idea. 4. Idiomatic Translation.				
5.	Theme & vocabulary	6,7	-----	1. To learn the techniques of finding out the theme of any composition. 2. Improve vocabulary.	1. Properly Define Theme. 2. Prepare Students To Infer. 3. Teach Students To Extract The "Big Idea". 4. Analyze the conflict. 5. Look for any patterns or repeating ideas. 6. Give Students Practice Identifying Themes.	1. What is the theme of this paragraph? 2. How do you know that this is the theme? Pull evidence from the paragraph.	Find out the theme of paragraph 1 & 5	
6.	Kinds of Sentences	8,9	-----	1. To learn about the structure of simple, complex, compound, assertive and exclamatory sentences.	1. To teach the structure of simple, compound etc. sentences.	1. Identify the kinds of following sentences. i. The dog barked. ii. The dog barked and the dog whined. iii. The dog barked because it was lonely.	Make two sentences of each kind of sentence.	

						iv. The dog, which was called Rover, was barking.		
7.	How to write Paragraph?	10	-----	1. To learn the techniques of writing paragraph.	1.To teach the techniques of paragraph such as topic sentence, supporting details, transitional devices etc.	1. To assess this lesson, I monitor my students' progress by circulating through my as they go through each stage. When I collect their paragraphs. For every paragraph, I look for them to complete each step in the writing process.	Write paragraph on: 1. The Life of the Holy Prophet (SAW). 2. An event from the Life of Hazrat Muhammad (SAW).	
8.	Test of Unit 1	----	-----	-----		Summative evaluation of unit 1 whether or to which extent SLOs are achieved.	-----	
9.	Story Writing	-----	-----	1. To write a short story.	1. Explain the steps to a good short story are: Introduction: introduce characters, setting, time,	1. Divide students in groups and ask them to write story.	Give any moral for writing story but ask them to write their own story as copying is not allowed.	

					<p>weather, etc.</p> <p>Initiating action: the point of a story that starts the rising action.</p> <p>Rising action: events leading up to the climax or turning point.</p> <p>Climax: the most intense point or turning point of the story.</p> <p>Falling action: your story begins to conclude.</p> <p>Resolution: a satisfying ending to the story in which the central conflict is resolved—or not! You don't have to write your short story in order. If you have an idea for a great conclusion, write it down. Move backward or</p>			
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					forward from your starting idea (it may or may not be the beginning of the story) and ask yourself questions. “What happened before this?” “What happens next?”			
10.	Unit 2 Paragraph No. 1 to 2	11, 12	Question No. 1 to 3	<ol style="list-style-type: none"> 1. Read and understand the text. 2. Improve vocabulary. 3. Analyze the passage to identify theme or key idea. 4. Write the answer of comprehensions questions. 5. Idiomatic Translation. 6. Learn about Skimming and scanning techniques of reading. 	<ol style="list-style-type: none"> 1. Lexical meaning. 2. Straight/ denotative meaning. 3. Metaphorical expression. 4. Distinguishing between ordinary expressions and metaphors. 5. Word classes: Languages differ from each other in the internal word formation of language classification. 6. Grammatical 	<ol style="list-style-type: none"> 1. Comprehension, sense and ideas. 2. Lexico-semantic level. 3. Writing style 4. Spelling and punctuation. 5. Creative solutions to translation problems. 6. Transfer and re-wording (use of translation procedures) 7. Transitional devices such as cohesion and coherence. 8. contextual 	To write the answer of comprehension question no. 1 to 3.	

				<p>7. Contextual meaning. 8. To understand patriotism. 9. To understand the value of cooperation. 10. To read and understand the true character of a role model.</p>	<p>relations: This difference exists among the languages in the way that a constituent of a sentence functions within that sentence. 7. Word order 8. Style 9. Pragmatic aspects 10. Teach the technique of skimming, scanning and clues of finding out contextual meaning.</p>	<p>meaning</p>		
11.	Paragraph No. 3 to 4	12	Question No. 4 to 7	---do---	---d0---	---do---	To write the answer of comprehension question no. 4 to 7.	
12.	Paragraph No. 5 to 6	13	Question No. 8 to 10	---do---	---d0---	---d0---	To write the answer of comprehension question no. 8 to 10.	
13.	Theme, Glossary &	14,15	-----	1. To learn the	1. Properly	1. What is the	Find out the theme	

	vocabulary			<p>techniques of finding out the theme of any composition.</p> <p>2. Improve vocabulary.</p>	<p>Define Theme.</p> <p>2. Prepare Students To Infer.</p> <p>3. Teach Students To Extract The “Big Idea”.</p> <p>4. Analyze the conflict.</p> <p>5. Look for any patterns or repeating ideas.</p> <p>6. Give Students Practice Identifying Themes.</p>	<p>theme of this paragraph?</p> <p>2. How do you know that this is the theme? Pull evidence from the paragraph.</p>	of paragraph 4	
14.	Grammar: Abstract Noun & Modal Verbs	17,18	_____	<p>1.To define abstract noun</p> <p>2. To make abstract noun from different verb.</p> <p>3. To make abstract noun from adjectives.</p> <p>4. To define, recognize and use of modal verbs.</p>	<p>1. Explain abstract nouns.</p> <p>2. Ask students to choose their own abstract noun and draw a symbol for it. Share.</p> <p>3. Teacher distributes cards of different nouns and asks to stand those who have an abstract noun cards.</p>	<p>1. To make abstract nouns from different verbs and adjectives.</p> <p>2. To make sentences of modal verbs.</p>	<p>1. Write 10 abstract nouns on your note books.</p> <p>1. Make two sentence of each of the following modal verbs: Can, May, Should, Must</p>	<p>Oral activity at Page No. 19 & Writing part (e) is irrelevant according to this chapter.</p>

					4. Asks students to recall modal verbs. 5. Illustrate use and functions of all modal verbs.			
15.	Grammar: Conditional Sentences & Writing part(A,B&C)	19,20	-----	1. To know different types of conditional sentences. 2. To know how Iqbal highlighted freedom. 3. To illustrate and write 2 to 4 lines about the key statement of paragraph.	1. Ask students to revise conditional sentences. 2. Participation of students for comprehension practice and creative writing.	1. Divide students in different groups and ask them to write 2 sentences of each type of conditionals. 2. How Iqbal highlighted freedom? 3. Check: how students defined the key statement of paragraph.	Writing part (c & d) as home work.	
16.	Progress check of Unit 1 & 2: Paragraph comprehension and vocabulary Part (1 &2)	21,22	-----	-----	-----	-----	Vocabulary Part (2): Write the main points of Unint 2 in 50 to 70 words.	
17.	Progress check of Unit 1 & 2: Grammar:	22,23	-----	-----	-----	-----	-----	
18.	Test of Unit 2					Summative evaluation of unit 1		

						whether or to which extent SLOs are achieved.		
19.	Application for Urgent Work and Sick Leave	-----	-----	1. To write application.	1. To teach the structure/ format/ sample of application.	1. The teacher will mark the student's errors on his application.	Write an application of an urgent work but give a different and complete nature of work.	
20.	Tenses: Present Indefinite Tense & Present Continuous Tense	-----	-----	1. To identify and learn the use of Present Indefinite Tense and Present continuous tense.	1.To teach by active participation of students about the use of Present Indefinite Tense such as: i.To Express habitual action. ii.To express general or universal truth etc. 2.Similarly, Usage of Present Continuous Tense such as: i.To express an action happening now at the time of speaking etc.	1. Ask them to make sentences about the learnt usage/structure of both tenses in groups.	Make one sentence of each usage of both tenses.	

21.	Unit 3 Paragraph No. 1 to 2	26	Question No. 1 to 2	1. Read and understand the text. 2. Improve vocabulary. 3. Analyze the passage to identify theme or key idea. 4. Write the answer of comprehensions questions. 5. Idiomatic Translation. 6. Learn about Skimming and scanning techniques of reading. 7. Contextual meaning. 8. To understand patriotism. 9. To understand the value of cooperation. 10. To read and understand the true character of a role model.	1. Lexical meaning. 2. Straight/denotative meaning. 3. Metaphorical expression. 4. Distinguishing between ordinary expressions and metaphors. 5. Word classes: Languages differ from each other in the internal word formation of language classification. 6. Grammatical relations: This difference exists among the languages in the way that a constituent of a sentence functions within that sentence. 7. Word order 8. Style 9. Pragmatic aspects	1. Comprehension, sense and ideas. 2. Lexico-semantic level. 3. Writing style 4. Spelling and punctuation. 5. Creative solutions to translation problems. 6. Transfer and re-wording (use of translation procedures) 7. Transitional devices such as cohesion and coherence. 8. contextual meaning	Write the answer of comprehension question no. 1, 2	
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					10. Teach the technique of skimming, scanning and clues of finding out contextual meaning.			
22.	Paragraph No. 3	27	Question No. 3	---d0---	---d0---	---d0---	Idiomatic translation of paragraph No. 5 of comprehension part (C).	
23.	Paragraph No. 4 to 5	27,28	Question No. 4,5,6,7	---d0---	---do---	---d0---	Write the answer of comprehension of question no. 4,5,6,7	
24.	Theme, Vocabulary, Glossary and Fill in the blanks	29,30	-----	1. To learn the techniques of finding out the theme of any composition. 2. Improve vocabulary.	1. Properly Define Theme. 2. Prepare Students To Infer. 3. Teach Students To Extract The “Big Idea”. 4. Analyze the conflict. 5. Look for any patterns or repeating ideas. 6. Give Students Practice	1. What is the theme of this paragraph? 2. How do you know that this is the theme? Pull evidence from the paragraph.	Find out the theme of paragraph 3	

					Identifying Themes.			
25.	Grammar: Relative Pronoun, Sentence Types	31,32	-----					
26.	Intonation	33	-----					
27.	Test of Unit 3	-----	-----	-----	-----	Summative evaluation of unit 1 whether or to which extent SLOs are achieved.	-----	
28.	Letter Writing	-----	-----	1. To learn how to write different types of letters. 2. To learn the rules of letter writing.	1. Explains types of letter on flap charts. 2. Teach rules of letter writing with the help of readymade chart. Rules are: i. Heading ii.The salutations or courteous greetings iii.The Body of letter— communication or the message. iv.The	The teacher will mark the student's errors on his letters.	Give them a letter for writing but ask them not to copy from grammar book etc.	

					<p>subscription – courteous leave taking or conclusions. v.The signature – Name of writer. vi.The address</p>			
29.	<p>Active Voice and Passive Voice i. Present Perfect Tense ii. Past Indefinite Tense</p>	-----	-----	<p>1. To differentiate between active and passive voice. 2. To identify the voice of verb in each sentence. 3. To rewrite sentences from changing the voice from active to passive voice.</p>	<p>1. Teach the rules of active and passive voice with examples by the active participation of students.</p>	<p>1. Ask them to change sentences of Present Indefinite Tense and Present Continuous Tense from active to passive and passive to active voice.</p>	<p>Write 4 sentences of each tense in active as well as in passive voice.</p>	
30.	<p>Direct and Indirect</p>	-----	-----	<p>1. Recognize patterns of indirect speech 2. Use correctly the verbs in indirect speech 3. Make the necessary transformations</p>	<p>1. The teacher makes a table on the blackboard writing “Direct / Indirect speech”. He explains the difference between them and gives examples which he writes on the</p>	<p>1. Teacher gives some sentence to make the necessary transformations.</p>	<p>Make a chart of learnt rules of narrations.</p>	

				<p>from direct to indirect speech</p>	<p>blackboard.</p> <p>2. Brainstorming the tenses they already know (writing them in short sentences in the Direct column)</p> <p>3. Making the transformations (by the teacher), writing in the Indirect column in the same sentences.</p> <p>4. The teacher also explains the other transformations that need to be made besides tense: time, persons, using additional words like “ask, say, explain”, and the usage of “that”.</p> <p>Note: Students pay attention and write only after the teacher has finished explaining.</p>			
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31.	Unit 12 Poem: "Hope" is the Thing with Feathers.	118	Question No. 1 to 5	1. To understand poetry. 2. To know how to recite a poem. 3. To interpret a poem. 4. To understand metaphor and similes. 5. To sift meanings from various lines of poem. 6. To appreciate object of nature.	1. Teacher should recite the poem highlighting stress and information. (I tell them that reading a poem aloud a few times can help them to get rhyme, and rhythm of the poem. 2. To explain concepts of metaphors or similes. 3. Visualize the images, clarify words and phrases. 4. Discuss unfamiliar words in poem such as "abash" and "gale."	1. Who is the speaker of the poem? (In other words, what can you tell me about the speaker? Remember: It is usually NOT the poet.) 2. Who is the intended audience of the poem? (Who is the speaker addressing? Is it a specific person, a group of the general population?) 3. What is the central purpose of the poem? (Is this a poem intended to inform, entertain, persuade, etc.? If so, WHAT does it want us to understand, feel agree to, etc.?) 4. How is the central purpose achieved? (In other words, throw in all the poetic and	Write the answer of comprehension question.	
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						literary techniques you know, such as diction/imagery/metaphor, etc.).		
32.	Writing: What is paraphrasing?	118	-----	1. To define paraphrase. 2. To the rules of paraphrase. 3. To write paraphrase.	1. Teacher defines the rules of paraphrase. 2. Teacher writes paraphrase of first stanza of a poem by applying the taught rules for the best understanding and a firsthand example for students.	1. Ask students what paraphrasing is, how to do it, and why it is useful.	Write the paraphrase of 2 nd stanza of poem by themselves but copying should be discouraged sternly and creativity should be warmly encouraged.	
33.	Paraphrase of stanza 3 & 4	118	-----					
34.	Theme, Glossary, vocabulary & Antonyms	120	-----				Question: Match the column	
35.	Oral Activity & Writing (How to summarize poem?)	121	-----				Write the summary of the poem.	
36.	Simile & metaphor	122	-----					

37.	Test of Unit 12	-----	-----	-----	-----	-----	-----	
38.	Story Writing	-----	-----	1. To write a short story.	<p>1. Explain the steps to a good short story are:</p> <p>Introduction: introduce characters, setting, time, weather, etc.</p> <p>Initiating action: the point of a story that starts the rising action.</p> <p>Rising action: events leading up to the climax or turning point.</p> <p>Climax: the most intense point or turning point of the story.</p> <p>Falling action: your story begins to conclude.</p> <p>Resolution: a satisfying ending</p>	1. Divide students in groups and ask them to write story.	Give any moral for writing story but ask them to write their own story as copying is not allowed.	

					to the story in which the central conflict is resolved—or not! You don't have to write your short story in order. If you have an idea for a great conclusion, write it down. Move backward or forward from your starting idea (it may or may not be the beginning of the story) and ask yourself questions. “What happened before this?” “What happens next?”			
40.	Tenses: Present Perfect Tense & Present Perfect Continuous Tense	-----	-----	1. To identify and learn the use of Present Indefinite Tense and Present continuous tense.	1.To teach by active participation of students about the use of Present Indefinite Tense such as: i.To Express	1. Ask them to make sentences about the learnt usage/structure of both tenses in groups.	Make one sentence of each usage of both tenses.	

					<p>habitual action.</p> <p>ii.To express general or universal truth etc.</p> <p>2.Similarly, Usage of Present Continuous Tense such as:</p> <p>i.To express an action happening now at the time of speaking etc.</p>			
41.	Unit 4 Paragraph No. 1 to 2	34	Question No. 1,2,3,6	<ol style="list-style-type: none"> 1. Read and understand the text. 2. Improve vocabulary. 3. Analyze the passage to identify theme or key idea. 4. Write the answer of comprehensions questions. 5. Idiomatic Translation. 6. Learn about Skimming and scanning techniques of 	<ol style="list-style-type: none"> 1. Lexical meaning. 2. Straight/ denotative meaning. 3. Metaphorical expression. 4. Distinguishing between ordinary expressions and metaphors. 5. Word classes: Languages differ from each other in the internal word formation of language classification. 	<ol style="list-style-type: none"> 1. Comprehension, sense and ideas. 2. Lexico-semantic level. 3. Writing style 4. Spelling and punctuation. 5. Creative solutions to translation problems. 6.Transfer and re-wording (use of translation procedures) 7. Transitional devices such as cohesion and coherence. 	Write the answer of comprehension question no. 1, 2,3,6	

				reading. 7. Contextual meaning. 8. To understand patriotism. 9. To understand the value of cooperation. 10. To read and understand the true character of a role model.	6. Grammatical relations: This difference exists among the languages in the way that a constituent of a sentence functions within that sentence. 7. Word order 8. Style 9. Pragmatic aspects 10. Teach the technique of skimming, scanning and clues of finding out contextual meaning.	8. contextual meaning		
42.	Paragraph No. 3 to 5	34,35	Question No. 4 to 5	---do---	----do----	----d0---		
43.	The Universal Declaration of Human Rights	35,36	Question No. 7 to 8	---do---	----do----	----d0---		
44.	Theme, Vocabulary and Glossary	29,30	-----	1. To learn the techniques of finding out the theme of any composition.	1. Properly Define Theme. 2. Prepare Students To Infer.	1. What is the theme of this paragraph? 2. How do you know that this is	Find out the theme of paragraph 3	

				2. Improve vocabulary.	3. Teach Students To Extract The “Big Idea”. 4. Analyze the conflict. 5. Look for any patterns or repeating ideas. 6. Give Students Practice Identifying Themes.	the theme? Pull evidence from the paragraph.		
45.	Grammar:							
46.	Oral Activity & Writing	39					I.Highlight the salient points of the Pakistan Constitution which refers to Human Rights. ii. Draw a comparison of the Madina Charter with the main points of the Universal Declaration of Human Rights. Write your view in paragraph.	Teacher must encourage students to read books and ask them to write the given book review.
47.	Progress check of Unit 3 and 4 (Paragraph	40						

	Comprehension)							
48.	Grammar: Part (1,2,3,4)	40,41						
49.	Test of Unit 4	-----	-----	-----	-----	Summative evaluation of unit 1 whether or to which extent SLOs are achieved.		
55.	Application for Urgent Work and Sick Leave	-----	-----	1. To write application.	1. To teach the structure/ format/ sample of application.	1. The teacher will mark the student's errors on his application.	Write an application of an urgent work but give a different and complete nature of work.	
51.	Proverbs	-----	-----	1. Learn about proverbs. 2. Share, study, and interpret proverbs. 3.	1. Make groups of students and ask them to write down some proverbs they know and then ask them to share some of them. 2.	1. Observe the students as they present and discuss their proverbs. Are they interested and engaged with the discussion?	Make a chart of different proverbs.	
52.	Unit 5 Paragraph No. 1	43	Question No. 1,2,4					
53.	Paragraph No. 2 to 3	44	Question No. 3,5					

54.	Paragraph No. 4 to 7	44,45	Question No. 6,7					
55.	Paragraph No. 8 to 9	45	Question No. 8,9					
56.	Paragraph No. 10 to 11	45,46	Question No. 10				Comprehension part (B) Idiomatic translation	
57.	Theme, Vocabulary and Glossary	47,48	-----					
58.	Grammar: Transitional Devices, Review Activity, Order of Adjectives	49,50	-----					
59.	Grammar: Part (D,E,F,G)	51	-----					
60.	Book Review, Oral Activity, Writing	52	-----				i. Analyze the humorous story of King Akber and Mullah Dupiaza(The Snare).	
61.	Letter Writing	-----	-----	1. To learn how to write different	1. Explains types of letter on flap	The teacher will mark the student's	Give them a letter for writing but ask them	

				types of letters. 2. To learn the rules of letter writing.	charts. 2. Teach rules of letter writing with the help of readymade chart. Rules are: i. Heading ii. The salutations or courteous greetings iii. The Body of letter— communication or the message. iv. The subscription – courteous leave taking or conclusions. v. The signature – Name of writer. vi. The address	errors on his letters.	not to copy from grammar book etc.	
62.	Tenses: Past Indefinite Tense & Past Continuous Tense	-----	-----	1. To identify and learn the use of Present Indefinite Tense and Present continuous tense.	1. To teach by active participation of students about the use of Present Indefinite Tense such as: i. To Express habitual action.	1. Ask them to make sentences about the learnt usage/structure of both tenses in groups.	Make one sentence of each usage of both tenses.	

					ii.To express general or universal truth etc. 2.Similarly, Usage of Present Continuous Tense such as: i.To express an action happening now at the time of speaking etc.			
63.	Unit 6 Paragraph No. 4	53	Question No. 1,2					
64.	Paragraph No. 2 to 3	54	Question No. 3,4,5					
65.	Paragraph No. 4 to 5	54,55	Question No. 6,7,8,9,10					
66.	Theme, Vocabulary and Glossary	55,56	-----					
67.	Grammar: Adverb Part(A,B,C,D)	57,58	-----					
68.	Grammar: Part (E,F,G,H)	58,59	-----					

69.	Oral Activity & Writing	59	-----					
70.	Progress Check of Unit 5, 6	60	-----					
71.	Test of Unit 6	-----	-----	-----	-----	-----	-----	Summative evaluation of unit 1 whether or to which extent SLOs are achieved.
72.	Story Writing	-----	-----	1. To write a short story.	1. Explain the steps to a good short story are: Introduction: introduce characters, setting, time, weather, etc. Initiating action: the point of a story that starts the rising action.	1. Divide students in groups and ask them to write story.	Give any moral for writing story but ask them to write their own story as copying is not allowed.	

					<p>Rising action: events leading up to the climax or turning point.</p> <p>Climax: the most intense point or turning point of the story.</p> <p>Falling action: your story begins to conclude.</p> <p>Resolution: a satisfying ending to the story in which the central conflict is resolved—or not! You don't have to write your short story in order. If you have an idea for a great conclusion, write it down. Move backward or forward from your starting idea (it may or may not be the beginning of the story) and ask yourself questions. “What</p>			
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					happened before this?” “What happens next?”			
73.	Active Voice and Passive Voice i. Past Indefinite Tense ii. Past Continuous Tense	-----	-----	<ol style="list-style-type: none"> To differentiate between active and passive voice. To identify the voice of verb in each sentence. To rewrite sentences from changing the voice from active to passive voice. 	<ol style="list-style-type: none"> Teach the rules of active and passive voice with examples by the active participation of students. 	<ol style="list-style-type: none"> Ask them to change sentences of Present Indefinite Tense and Present Continuous Tense from active to passive and passive to active voice. 	Write 4 sentences of each tense in active as well as in passive voice.	
74.	Direct and Indirect	-----	-----	<ol style="list-style-type: none"> Recognize patterns of indirect speech Use correctly the verbs in indirect speech Make the necessary transformations from direct to indirect speech 	<ol style="list-style-type: none"> The teacher makes a table on the blackboard writing “Direct / Indirect speech”. He explains the difference between them and gives examples which he writes on the blackboard. Brainstorming the tenses they 	<ol style="list-style-type: none"> Teacher gives some sentence to make the necessary transformations. 	Make a chart of learnt rules of narrations.	

					<p>already know (writing them in short sentences in the Direct column)</p> <p>3. Making the transformations (by the teacher), writing in the Indirect column in the same sentences.</p> <p>4. The teacher also explains the other transformations that need to be made besides tense: time, persons, using additional words like “ask, say, explain”, and the usage of “that”. Note: Students pay attention and write only after the teacher has finished explaining.</p>			
75.	Unit 13 Poem:	123	Question No. 1 to 3 & Theme	1. To understand poetry.	1. Teacher should recite the poem	1. Who is the speaker of the	Write the answer of comprehension	

	The Old Woman			<p>2. To know how to recite a poem. 3. To interpret a poem. 4. To understand metaphor and similes. 5. To sift meanings from various lines of poem. 6. To appreciate object of nature.</p>	<p>highlighting stress and information. (I tell them that reading a poem aloud a few times can help them to get rhyme, and rhythm of the poem. 2. To explain concepts of metaphors or similes. 3. Visualize the images, clarify words and phrases. 4. Discuss unfamiliar words in poem such as "abash" and "gale."</p>	<p>poem? (In other words, what can you tell me about the speaker? Remember: It is usually NOT the poet.) 2. Who is the intended audience of the poem? (Who is the speaker addressing? Is it a specific person, a group of the general population?) 3. What is the central purpose of the poem? (Is this a poem intended to inform, entertain, persuade, etc.? If so, WHAT does it want us to understand, feel agree to, etc.?) 4. How is the central purpose achieved? (In other words, throw in all the poetic and literary techniques you know, such as diction/imagery/m</p>	question.	
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						etaphor, etc.).		
76.	Paraphrase of stanza 1 to 3	-----	-----					
77.	Grammar: Preposition							
78.	Test of Unit 13							
79.	Application for Urgent Work and Sick Leave	-----	-----	1. To write application.	1. To teach the structure/ format/ sample of application.	1. The teacher will mark the student's errors on his application.	Write an application of an urgent work but give a different and complete nature of work.	
80.	Tenses: Past Perfect Tense & Past Perfect Continuous Tense	-----	-----	1. To identify and learn the use of Present Indefinite Tense and Present continuous tense.	1.To teach by active participation of students about the use of Present Indefinite Tense such as: i.To Express habitual action. ii.To express general or universal truth etc.	1. Ask them to make sentences about the learnt usage/structure of both tenses in groups.	Make one sentence of each usage of both tenses.	

					2. Similarly, Usage of Present Continuous Tense such as: i. To express an action happening now at the time of speaking etc.			
81.	Unit 7 Paragraph No. 1 to 3	62,63	Question No. 1 to 5					
82.	Paragraph No. 4 to 6	63,64	Question No. 6, 7, 9				Translate into idiomatic urdu comprehension part (C) Unit P/3	
83.	Paragraph No. 7 to 8	64	Question No. 8,10					
84.	Theme, Vocabulary, Glossary & Comprehension Part(B)	65 , 66, 67	-----					
85.	Vocabulary: Part (1,2,3,4)	68, 69, 70	-----				Write 5 suffixes or prefix from the text.	
86.	Grammar: Countable Nouns and Uncountable Nouns & Material Nouns	70,71	-----					

87.	Noun Phrase, Noun Clause & Adjective Clause	71,72	-----					
88.	Oral Activity & Writing	73	-----				Write description of your village	
89.	Application for recreational Trip	74	-----				Application Remission of fine	
90.	Test of Unit 7	-----	-----	-----	-----	-----	-----	Summative evaluation of unit 1 whether or to which extent SLOs are achieved.
91.	Letter Writing	-----	-----	1. To learn how to write different types of letters. 2. To learn the rules of letter writing.	1. Explains types of letter on flap charts. 2. Teach rules of letter writing with the help of readymade chart. Rules are: i. Heading ii. The salutations or courteous greetings	The teacher will mark the student's errors on his letters.	Give them a letter for writing but ask them not to copy from grammar book etc.	

					iii.The Body of letter— communication or the message. iv.The subscription – courteous leave taking or conclusions. v.The signature – Name of writer. vi.The address			
92.	Active Voice and Passive Voice i. Past Indefinite Tense ii. Past Continuous Tense	-----	-----	1. To differentiate between active and passive voice. 2. To identify the voice of verb in each sentence. 3. To rewrite sentences from changing the voice from active to passive voice.	1. Teach the rules of active and passive voice with examples by the active participation of students.	1. Ask them to change sentences of Present Indefinite Tense and Present Continuous Tense from active to passive and passive to active voice.	Write 4 sentences of each tense in active as well as in passive voice.	
93.	Unit 8 Paragraph No. 1 to 3	75,76	Question No. 1, 2, 3,4,5					
94.	Paragraph No. 4 to 8	76	Question No. 6, 7, 8				Idiomatic translation of comprehension part (C)paragraph 7	

95.	Paragraph No. 9 to 12	77	Question No. 9,10					
96.	Theme, Vocabulary, Glossary & Comprehension Part(B)	78 to 80	-----					
97.	Grammar: Relative Pronouns & Plural Nouns Part (A,B,C,D)	82,83	-----					
98.	Oral Activity & Writing	83	-----				1. Write an account of a natural disaster (for instance a flood or an earthquake) which affected a large part of the country. 2. Write Pre- cautionary measures /steps can be taken to cope with the situation.	
99.	Progress Check of Unit 7 and 8 & Try to Thinking (Rearrange letters)	84	-----					
100.	Try Think Part(4,5,6)	85,86	-----					

101.	Try Think Part(7,8)	86					Try Think part (Part 8)	Give them 2 to 3 days to carry research and for this they can use net for writing "Try Think part 8"
102.	Test of Unit 8	-----	-----	-----	-----	-----	-----	Summative evaluation of unit 1 whether or to which extent SLOs are achieved.
103.	Story Writing	-----	-----	1. To write a short story.	1. Explain the steps to a good short story are: Introduction: introduce characters,	1. Divide students in groups and ask them to write story.	Give any moral for writing story but ask them to write their own story as copying is not allowed.	

					<p>setting, time, weather, etc.</p> <p>Initiating action: the point of a story that starts the rising action.</p> <p>Rising action: events leading up to the climax or turning point.</p> <p>Climax: the most intense point or turning point of the story.</p> <p>Falling action: your story begins to conclude.</p> <p>Resolution: a satisfying ending to the story in which the central conflict is resolved—or not! You don't have to write your short story in order. If you have an idea for a great conclusion, write it down. Move</p>			
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					backward or forward from your starting idea (it may or may not be the beginning of the story) and ask yourself questions. “What happened before this?” “What happens next?”			
104.	Tenses: Future Indefinite Tense & Future Continuous Tense	-----	-----	1. To identify and learn the use of Present Indefinite Tense and Present continuous tense.	1.To teach by active participation of students about the use of Present Indefinite Tense such as: i.To Express habitual action. ii.To express general or universal truth etc. 2.Similarly, Usage of Present Continuous Tense such as: i.To express an	1. Ask them to make sentences about the learnt usage/structure of both tenses in groups.	Make one sentence of each usage of both tenses.	

					action happening now at the time of speaking etc.			
105.	Unit 9 Paragraph No. 1 to 2	88	Question No. 1, 3,4,5					
106.	Paragraph No. 3 to 5	89	Question No.2, 6, 7, 8					
107.	Paragraph No. 6 to 9	89,90	Question No. 9,10				Idiomatic translation comprehension (part C paragraph 4)	
108.	Theme, Vocabulary, Glossary & Comprehension Part(B) i.e. correct option	78 to 80	-----					
109.	Grammar: Adjective Clause	93	-----					
110.	Infinitive and infinitive phrase (Part C & D)	94	-----				Write a story to illustrate that "Greed is a Curse"	
111.	Explain How to write essay? Discuss some points of given essay and then give them for writing as a home work.	94	-----				"Wealth is the root of all evils"	

112.	Test of Unit 9	-----	-----	-----	-----	-----	-----	Summative evaluation of unit 1 whether or to which extent SLOs are achieved.
113.	Application for Urgent Work and Sick Leave	-----	-----	1. To write application.	1. To teach the structure/ format/ sample of application.	1. The teacher will mark the student's errors on his application.	Write an application of an urgent work but give a different and complete nature of work.	
114.	Proverbs	-----	-----	1. Learn about proverbs. 2. Share, study, and interpret proverbs. 3.	1. Make groups of students and ask them to write down some proverbs they know and then ask them to share some of them. 2.	1. Observe the students as they present and discuss their proverbs. Are they interested and engaged with the discussion?	Make a chart of different proverbs.	
115.	Direct and Indirect	-----	-----	1. Recognize patterns of indirect speech	1. The teacher makes a table on the blackboard	1. Teacher gives some sentence to make the	Make a chart of learnt rules of narrations.	

				<p>2. Use correctly the verbs in indirect speech</p> <p>3. Make the necessary transformations from direct to indirect speech</p>	<p>writing "Direct / Indirect speech". He explains the difference between them and gives examples which he writes on the blackboard.</p> <p>2. Brainstorming the tenses they already know (writing them in short sentences in the Direct column)</p> <p>3. Making the transformations (by the teacher), writing in the Indirect column in the same sentences.</p> <p>4. The teacher also explains the other transformations that need to be made besides tense: time, persons, using additional words like "ask, say, explain", and the</p>	necessary transformations.		
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					usage of “that”. Note: Students pay attention and write only after the teacher has finished explaining.			
116.	Unit 14 Poem The Daffodils (Stanza 1 & 2)	128	Question No. 1 to 4					
117.	The Daffodils (Stanza 3 & 4)	129	Question No. 5 to 8					
118.	Paraphrase (Stanza 1 & 2)	128						
119.	Paraphrase (Stanza 3 & 4)	129						
120.	Theme, Glossary, Vocabulary, Encircle the correction option & Metaphor and Similie	130, 131						
121.	Oral Activity & Writing	131						
122.	Conjunction and interjection	132,13 3						

123.	Test of Unit 14	-----	-----	-----	-----	-----	-----	
124.	Letter Writing	-----	-----	<p>1. To learn how to write different types of letters.</p> <p>2. To learn the rules of letter writing.</p>	<p>1. Explains types of letter on flap charts.</p> <p>2. Teach rules of letter writing with the help of readymade chart.</p> <p>Rules are:</p> <p>i. Heading</p> <p>ii. The salutations or courteous greetings</p> <p>iii. The Body of letter— communication or the message.</p> <p>iv. The subscription – courteous leave taking or conclusions.</p> <p>v. The signature – Name of writer.</p> <p>vi. The address</p>	<p>The teacher will mark the student's errors on his letters.</p>	<p>Give them a letter for writing but ask them not to copy from grammar book etc.</p>	
125.	Tenses: Future Perfect Tense & Future Perfect Continuous Tense	-----	-----	<p>1. To identify and learn the use of Present Indefinite Tense</p>	<p>1. To teach by active participation of students about</p>	<p>1. Ask them to make sentences about the learnt usage/structure of</p>	<p>Make one sentence of each usage of both tenses.</p>	

				and Present continuous tense.	the use of Present Indefinite Tense such as: i.To Express habitual action. ii.To express general or universal truth etc. 2.Similarly, Usage of Present Continuous Tense such as: i.To express an action happening now at the time of speaking etc.	both tenses in groups.		
126.	Direct and Indirect	-----	-----	<ol style="list-style-type: none"> 1. Recognize patterns of indirect speech 2. Use correctly the verbs in indirect speech 3. Make the necessary transformations from direct to indirect speech 	<ol style="list-style-type: none"> 1. The teacher makes a table on the blackboard writing "Direct / Indirect speech". He explains the difference between them and gives examples which he writes on the blackboard. 2. Brainstorming the tenses they 	<ol style="list-style-type: none"> 1. Teacher gives some sentence to make the necessary transformations. 	Make a chart of learnt rules of narrations.	

					<p>already know (writing them in short sentences in the Direct column)</p> <p>3. Making the transformations (by the teacher), writing in the Indirect column in the same sentences.</p> <p>4. The teacher also explains the other transformations that need to be made besides tense: time, persons, using additional words like “ask, say, explain”, and the usage of “that”. Note: Students pay attention and write only after the teacher has finished explaining.</p>			
127.	Unit 10 Paragraph No. 1 to 4	95,96	Question No. 1, 2,3,4					

128.	Paragraph No. 5 to 9	96	Question No.5,6,9					
129.	Paragraph No. 10 to 13	96,97	Question No. 7, 8					
130.	Theme, Vocabulary, Glossary & Comprehension Part(2) i.e. Complete the sentences	97 to 99	-----					
131.	Grammar: Adverb Phrase	99,100	-----					
132.	Adverb Clause & Prepositional Phrases	100	-----					
133.	Oral Activity & Writing	102	-----				<p>i. Write a paragraph on the recent Science Exhibition held in your school.</p> <p>ii. Write an essay on an Scientific discovery of 20th and 21st century.</p>	
134.	Progress Check of Unit 9 and 10 (Part 1,3,4,5)	103, 104	-----				Vocabulary on page 104 as home work	A very short portion of direct and indirect

								was given so separate days were specified for this question.
135.	Test of Unit 10	-----	-----	-----	-----	-----	-----	Summative evaluation of unit 10 whether or to which extent SLOs are achieved.
136.	Story Writing	-----	-----	1. To write a short story.	1. Explain the steps to a good short story are: Introduction: introduce characters, setting, time, weather, etc. Initiating action: the point of a story that starts	1. Divide students in groups and ask them to write story.	Give any moral for writing story but ask them to write their own story as copying is not allowed.	

					<p>the rising action.</p> <p>Rising action: events leading up to the climax or turning point.</p> <p>Climax: the most intense point or turning point of the story.</p> <p>Falling action: your story begins to conclude.</p> <p>Resolution: a satisfying ending to the story in which the central conflict is resolved—or not! You don't have to write your short story in order. If you have an idea for a great conclusion, write it down. Move backward or forward from your starting idea (it may or may not be the beginning of the</p>			
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					story) and ask yourself questions. “What happened before this?” “What happens next?”			
137.	Unit 11 Paragraph No. 1 to 4	106, 107	Question No. 1, 2,3					
138.	Paragraph No. 5 to 6	107	Question No.4,5					
139.	Paragraph No. 7 to 10	108	Question No.6,7,8,9					
140.	Theme, Vocabulary, Glossary & Comprehension Part(4) i.e. Fill in the analogies.	108 to 110	-----					Term of analogy should be explained.
141.	Transitional Devices	111	-----					The transitional devices question is given before this but

								teacher must explain in detail transitional devices in this lecture.
142.	Oral Activity & Writing	111	-----					
143.	Letter Writing	112	-----				Write a letter to chairman PDA to take measures to improve sanitary conditions in your area. Follow the format of formal letter.	
144.	Progress Check of Unit 11 (Part 1)	115	Paragraph comprehension	-----	-----	-----	-----	
145.	Progress Check of Unit 11 (Part 3,4,5)	116	-----	-----	-----	-----	Write an essay on "Newspaper as a source of Information".	A very short portion of "Active and Passive Voice" was given so separate

								days were specified for this question.
146.	Test of Unit 11	-----	-----	-----	-----	-----	-----	Summative evaluation of unit 11 whether or to which extent SLOs are achieved.
147.	Application for Urgent Work and Sick Leave	-----	-----	1. To write application.	1. To teach the structure/ format/ sample of application.	1. The teacher will mark the student's errors on his application.	Write an application of an urgent work but give a different and complete nature of work.	
148.	Active Voice and Passive Voice i. Past Indefinite Tense ii. Past Continuous Tense	-----	-----	1. To differentiate between active and passive voice. 2. To identify the voice of verb in each sentence. 3. To rewrite	1. Teach the rules of active and passive voice with examples by the active participation of students.	1. Ask them to change sentences of Present Indefinite Tense and Present Continuous Tense from active to passive and passive to active voice.	Write 4 sentences of each tense in active as well as in passive voice.	

				sentences from changing the voice from active to passive voice.				
149.	Unit 15 Poem: The Voice of God (Paraphrase)	134						
150.	Theme, Vocabulary & Blanks	135						
151.	Grammar: Types of Article (Rules of Indefinite Article)	135, 136						
152.	Grammar: Rules of Definite Article	137, 138, 139						
153.	Progress Check of Unit 12, 13 & 14	140						
154.	Test of Unit 15	-----	-----	-----	-----	-----	-----	Summative evaluation of unit 15 whether or to which extent

								SLOs are achieved.
155.	Letter Writing	-----	-----	<p>1. To learn how to write different types of letters.</p> <p>2. To learn the rules of letter writing.</p>	<p>1. Explains types of letter on flap charts.</p> <p>2. Teach rules of letter writing with the help of readymade chart.</p> <p>Rules are:</p> <p>i. Heading</p> <p>ii. The salutations or courteous greetings</p> <p>iii. The Body of letter— communication or the message.</p> <p>iv. The subscription – courteous leave taking or conclusions.</p> <p>v. The signature – Name of writer.</p> <p>vi. The address</p>	The teacher will mark the student's errors on his letters.	Give them a letter for writing but ask them not to copy from grammar book etc.	
156.	Proverbs	-----	-----	<p>1. Learn about proverbs.</p> <p>2. Share, study, and interpret proverbs.</p>	<p>1. Make groups of students and ask them to write down some proverbs they</p>	<p>1. Observe the students as they present and discuss their proverbs. Are they interested and</p>	Make a chart of different proverbs.	

				3.	know and then ask them to share some of them. 2.	engaged with the discussion?		
157.	Direct and Indirect	-----	-----	<p>1. Recognize patterns of indirect speech</p> <p>2. Use correctly the verbs in indirect speech</p> <p>3. Make the necessary transformations from direct to indirect speech</p>	<p>1. The teacher makes a table on the blackboard writing "Direct / Indirect speech". He explains the difference between them and gives examples which he writes on the blackboard.</p> <p>2. Brainstorming the tenses they already know (writing them in short sentences in the Direct column)</p> <p>3. Making the transformations (by the teacher), writing in the Indirect column in the same sentences.</p> <p>4. The teacher also explains the</p>	<p>1. Teacher gives some sentence to make the necessary transformations.</p>	<p>Make a chart of learnt rules of narrations.</p>	

					<p>other transformations that need to be made besides tense: time, persons, using additional words like “ask, say, explain”, and the usage of “that”. Note: Students pay attention and write only after the teacher has finished explaining.</p>			
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