

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** The Sentence

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Sentences
- Subject of a sentence
- Predicate of a sentence

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Paper slips
- A bowl

### Warm Up

Before getting started, you can write the following sentences on the board.

- I am going to the market to buy some fresh fruits and vegetables.
- Will you come with me to the science fair?
- We have some great news for you.
- She is the new manager of the entire HR department.

Now, ask the following questions:

- What are the subjects in the above sentences?
- What are the predicates in above sentences?
- What is the verb position?
- Which sentences have direct objects?
- Which sentences have indirect objects?

### Points to Discuss

- A **sentence** is a group words joined together to make a sensible statement. It has two parts.

- The part of the sentence that tells us, what or whom the sentence is about, is called the **subject**.
- The part of the sentence that tells us, something about the subject, is called the **predicate**.
- A predicate has a verb, direct object, indirect object and complement.
- When a sentence has a helping verb (is, am, are, was, were, have, has, had, seems, appears, etc.) the predicate is always complement.

Classroom Activity

*Frame Sentences*

Students will be passed some paper slips. On these slips, they will write a sentence. After that the slips will be collected in a bowl. The bowl will be circulated into the class. Each student will randomly pick a slip and segregate the sentence written on the slip by marking its subject and predicate. They can go further and mark the verb, direct and indirect object, or even a complement.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Sentence formation				
Task completion				
Accuracy				

Classroom Activity

*Provide the Subject/Predicate*

Divide the class into pairs. Ask the member of each pair to speak either the subject or the predicate part of a sentence. The other

student will speak the other part and complete the sentence. Make sure the pair makes a meaningful sentence. Write all the sentences on the board. Once all the sentences are written, ask students to underline the direct and indirect object, and the complement (if any) in each sentence.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Sentence formation				
Task completion				
Accuracy				

### PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Prepare a Worksheet

Give students a home project in which they will prepare a worksheet on subject and predicate of sentences. They can take help from textbook or Internet. The worksheet should not be more than 5 minutes. They will bring the worksheet next day to the class. Collect all the worksheets and distribute randomly to the class. Once the students have completed, they can either cross-check each other's work or you can assess them later.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Sentence construction
- Creativity
- Computer practical

## **Life Skills**

Decision making is an important skill to teach to children of all ages. Some research has shown that those who are able to evaluate a situation and make a decision are often more successful in life. Decision making skills should start early with giving young children small choices between two options. However, as children turn into teens they will need to learn to make more decisions as they develop independence. Learning and using a decision making and problem solving process will help teens grow toward this goal.

## **Tips for Teachers**

- You must be prepared each time that you walk into your classroom. Each day you should carefully plan your day by developing a daily schedule as well as a lesson plan.
- Before giving homework or any project to the students, first discuss it in the class.
- Ask them to complete the textbook exercises either in the classroom or at home.
- You can also provide them with additional practice worksheets.
- Encourage students to read and write sentences as much as they can.
- Building a sentence is a little bit like solving a jigsaw puzzle. It is easier to understand the desired outcome by looking at the whole picture on the box, looking carefully at the individual pieces and only then, starting to put the pieces together.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** Phrases and Clauses

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Phrases
- Types of phrases
- Clauses
- Types of clauses

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- English newspapers
- Encyclopedias

### Warm Up

Before getting started, you can ask the following questions in class:

- How many types of clauses are there?
- What are different kinds of phrases?
- Give some examples of phrases and clauses in a single sentence.

### Points to Discuss

- A **phrase** is a small group of words that does not make complete sense. It is a part of sentence. It does not have a finite verb.
- A group of words that form a part of a sentence and has a subject, and a finite verb, is called a clause. A **clause** has only one finite verb in it.
- Types of phrases: Noun phrase, Adjective phrase, Adverbial phrase and Prepositional phrase
- Types of clauses: Main or Independent or Principal clause and Subordinate or Dependent clause.

## Classroom Activity

### *Prepare a Worksheet*

Ask students to prepare a worksheet in which they will write 15-20 sentences in MS word and take a printout of it. The worksheet will be distributed in the class randomly. Both the maker and the doer of the worksheet will have their name at the back of it. You can either give the worksheets to the students who prepared them and then let them check or you can discuss some random worksheets in the class. The format of the worksheet must follow the following criteria:

- Questions on identifying a phrase and a clause in a sentence
- Questions on completing sentence by adding appropriate phrase or a clause
- Questions on identifying type of a phrase in a sentence

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Question formation				
Vocabulary				
Accuracy				
Task completion				

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

## Hunting Sentences

Distribute English newspapers and encyclopedias in the classroom. Students will have 10 minutes to mark phrases and clauses in the newspapers and encyclopedias. Student/s with most correct identification wins. A group discussion can also take place on identifying types of phrases and clauses in those sentences.

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### PowerPoint Presentation

Divide the class into two groups. Ask one group to prepare a short Microsoft PowerPoint presentation on phrases and their kinds, and other group to prepare the one on clauses and their kinds. Ask them to give suitable examples to describe each kind. They can take examples from the textbook or from the Internet. Give them at least 2-3 day time to complete the project.

**NOTE :** Ask students to mail you their presentation. Encourage the students of each group to show their presentation on a projector. Appreciate everyone's effort.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Reading
- Vocabulary
- Sentence construction
- Presentation
- Research
- Computer practical

### Life Skills

The classroom can be a student's first experience for practicing

skills not only for college or career, but also for citizenship. Teachers who deliberately create opportunities for students to cooperate with their peers also give students the chance to share the responsibility to make choices, solve problems among themselves, and deal with conflicts of ideas. Cooperative learning activities are those that require students to work in small groups to complete a joint project. Students work together as a team to not only learn the concept but also help each other achieving the goal.

### **Tips for Teachers**

- The concept of phrases and clauses is for information. These concepts do not have a big part in curriculum.
- Yet students must be taught about phrases and clauses because they together form a complete sentence.
- Explain the difference between phrases and clauses as explained the textbook.
- During presentation make sure students divide the work equally and every student gets a chance to speak. They can also add a skit if they want. The second group can ask questions from the first group after the presentation.
- Make sure that students understand and complete all the textbook exercises either in the classroom or at home.
- Help students completing the exercises, if they find any difficulty.



**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Articles and their Uses**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### Learning Objectives

At the end of this lesson the students will be able to learn about:

- Articles a and an
- Article the

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Projector

### Warm Up

Before getting started, you can ask the following questions in class:

- When do we use article 'a'?
- When do we use article 'an'?
- When is 'the' used?

### Points to Discuss

- An article belongs to the group of words called **determiners**.
- A and An are called the **indefinite articles**. They do not point out any particular person or thing.
- 'The' is called the **definite article**. It normally points out a particular person or thing.

### Classroom Activity

#### *Presentation*

Divide the class in groups and give them topics from the textbook to prepare a Microsoft presentation. The topics can be like “use of A”, “use of An”, and “use of The”. The presentation can have the following slides:

- Rules of using the article
- Examples
- Exceptions

The presentation should not exceed 5 minutes and a printed copy with the name of the group members should be submitted to the teacher.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Presentation				
Creativity				
Accuracy				
Task completion				

### Classroom Activity

#### *Articles with Acronyms and Abbreviations*

Write few acronyms and abbreviations on the board. Ask them to pronounce each of them and check whether the first letter sound is consonant or vowel sound. Then find out which article will be used with it. For example,

- an LCD
- an MRI
- a CD

Ask students to first raise their hand if they know the answer to avoid any kind of chaos.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Accuracy				
Attentiveness				
Discipline				

### FUN TIME

Once the lesson is completed, you can perform the following activity in the classroom.

### Newspaper Reading

Ask students to open the sports page in the newspaper and cut a piece of news from there. Now, ask them to underline all the articles and the noun associated with each article. You can make this an individual or a pair activity. Ask them to analyse the use of each article in the text.

### PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

## Find names with ‘The’ in them

Tell students that there are few names (newspapers, magazine, monuments, countries), which have ‘The’ in their name itself. Ask them to search Internet and find at least 10 such names and share with the class. For example,

- The Times of India
- The Tribune
- The Bahamas (country)

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Research
- Presentation
- Reading
- Observational

## Life Skills

Kindness is one of the most important characteristics that people especially students should inculcate in themselves. They should address elders by their surnames and proper titles such as aunt, grandpa etc. If the person does not have any personal relation they must address him/her with Mr or Miss/Mrs And then their last name.

## Tips for Teachers

- Students should know the difference between a, an and the.
- They should know that the articles a and an are used for singular item and article the is used for proper noun either singular or plural.
- Explain the rules of using each article. Also, tell the exceptions in the use of each article. You can refer the textbook for telling the rules and exceptions.
- Tell the cases where article is not required with:

- ★ the names of languages
- ★ the names of meals (lunch, breakfast, dinner)
- ★ people's names
- ★ titles and names
- ★ professions
- ★ uncountable nouns (water, rice, milk) and abstract nouns
- ★ cities and towns
- ★ streets and roads
- ★ days of week
- ★ names of months

Explain few exercises in the classroom and give them as homework.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** Nouns: Kinds

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Nouns
- Common and proper nouns
- Material nouns
- Abstract and collective nouns

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- A projector or a laptop
- Worksheet for practice as given below

### Warm Up

Before getting started, you can ask the following questions in class:

- What are nouns and how many kinds of nouns are there?
- Can you give some examples of collective noun in a sentence?
- How can you define abstract noun?
- What is the difference between countable and uncountable nouns?

### Points to Discuss

- **Noun** is a naming word for a person, place, animal or thing.
- A noun which gives common name to persons, animals, places or things, which are of the same kind, is known as **common noun**.
- A noun which gives special name to particular persons, animals, places or things is known as **proper noun**.

- An **abstract noun** is the name of some quality, action or state which we can only think of or feel, but can never touch or see.
- A **collective noun** is collection of persons, animals or things taken together or considered as one whole.

## Classroom Activity

### *Presentation*

Divide the class into groups and give each group a type of noun. The groups will prepare a PowerPoint presentation on their respective topics and submit it to the teacher. For an extended version, they can also present their presentation to the class. After each presentation, the class can ask questions to the group members about the topic and can have a classroom discussion. This will help the students revise the concepts and its usage.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Participation				
Creativity				
Presentation				
Task completion				

## Classroom Activity

Use the following worksheet as practice material.

### WORKSHEET

**Underline the nouns in each sentence and state whether they are common, proper, collective or abstract.**

- a. The angry mob pelted stones at the police. \_\_\_\_\_
- b. Honesty is the best policy. \_\_\_\_\_
- c. You must always speak the truth. \_\_\_\_\_
- d. Julie is my youngest sister. \_\_\_\_\_
- e. Solomon was famous for his wisdom. \_\_\_\_\_
- f. Birds make their nests in trees. \_\_\_\_\_
- g. A committee was appointed to study the situation. \_\_\_\_\_
- h. Nelson is known for his victory at Trafalgar. \_\_\_\_\_
- i. The boys were congratulated on their performance. \_\_\_\_\_
- j. He gave me a bunch of grapes. \_\_\_\_\_
- k. The children sang the national anthem. \_\_\_\_\_
- l. He owns a fleet of cars. \_\_\_\_\_
- m. The lion is the king of beasts. \_\_\_\_\_
- n. Greenland is the largest island. \_\_\_\_\_

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can perform the following activity in the classroom.

### Imagine!

This is a pair activity. Every student will imagine a short story and try to incorporate all kinds of noun in it. He will then write down the story a paper and pass it on to his/her partner. The student who receives the story will read it and find out all the nouns. The story will be given back to the writer and he will assess the work. This whole game should be time based and students will have 10 minutes to write the story and 5 minutes to find the noun.

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.



## Global Problems

Ask students what they think are the biggest problems in the world today. For example, poverty, health, hunger, war, education, etc. (all these are abstract nouns). Ask them to pick any topic and search Internet to find information about it and what steps are taken by the government to deal with it. Ask them to prepare a project report and share it with the class.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Creativity
- Research
- Imagination
- Presentation

## Life Skills

Students face a variety of problems every day, ranging from academic difficulties to problems on the sports field. Good problem-solving skills are the key to helping him manage the difficulties of his life. Children who lack problem-solving skills may avoid taking action when faced with a problem. Rather than put their energy into solving the problem, they may invest their time in avoiding the issue. As a teacher, your job is to TEACH the children how to solve problems by themselves. This way, they can become confident, independent, and successful individuals.

## Tips for Teachers

- Give proper explanation and enough suitable examples to make the concept clear. The concept of different types of noun can be made clear by showing pictures of different objects, persons, or animals. Make them understand the difference between each type of noun by looking at the pictures.
- Tell the rules of making the abstract nouns from adjectives, common nouns and verbs.

- Give them printout listing some common abstract nouns and ask them to paste it in their notebook. Tell them to learn the word by heart.
- Give appropriate time for the group activity.
- Make sure the students complete the textbook exercises either in the classroom or at home. You can also provide them with additional practice worksheets on different types of nouns.
- Help students with various issues.
- While assessing their performance keep in mind their behaviour in the team during the preparations.
- Share with the students the purpose of learning grammar: so that we can become better speakers and writers.
- Ask students to make a list of noun kinds and try to write as many examples as they can for each kind.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson : Pronouns**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Pronoun
- Kinds of Pronouns (personal, demonstrative, possessive, relative, reflexive, interrogative, indefinite, emphatic, reciprocal)
- Difference between possessive pronoun and possessive adjective

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Flash cards of different kinds of pronouns
- Worksheet for practice as given below

### **Warm Up**

Before getting started, you can ask the following questions in class:

- What kind of pronoun tells you the place of the object or person?
- With so many kinds of pronouns, how many can you use in a single sentence without losing the meaning of the sentence?
- Think and tell which pronoun kinds can be confused with one another?

### **Points to Discuss**

- A **pronoun** is a word which is used in place of a noun to avoid repetition of the same noun.
- The pronouns that are used for persons, animals or things are called **personal** pronouns.
- A **reflexive** pronoun reflects back on its subject.
- The pronouns which are used to emphasize (stress) a noun or pronoun are called **emphatic** pronouns.

- The pronouns used to replace specific people or things that have been previously mentioned are called **demonstrative** pronouns.
- The pronouns which are used for asking questions are called **interrogative** pronouns.
- The pronouns which indicate possession (ownership to something or someone) are called **possessive** pronouns.
- The pronouns used to refer to persons or things in a general way, not in a particular way, are called **indefinite** pronouns.
- The pronouns which join two sentences and refer to nouns mentioned earlier are called **relative** pronouns.

Classroom Activity

*Frame Sentences*

Students have already been taught pronoun and its kinds in previous classes. Do this small activity in the class to refresh the concept of pronouns and then give them the worksheet given after this activity. Distribute the flash cards to each pair and give them 10 minutes to write as many sentences as possible of the pronoun kind they get. After 10 minutes each pair will discuss the sentences they have written with the class.

Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Vocabulary				
Accuracy				
Task completion				

Classroom Activity

Use the following worksheet for practice.

## WORKSHEET

**Fill in the blanks with correct form of pronoun given in the brackets.**

- a. Did you ask David or \_\_\_\_\_? (I, me)
- b. I am younger than \_\_\_\_\_. (he, him)
- c. That book is hers; this is \_\_\_\_\_. (my, mine)
- d. \_\_\_\_\_ do you mean? (Who, Whom)
- e. \_\_\_\_\_ pen is this? (Whose, Who)
- f. Give me one of \_\_\_\_\_. (this, these)
- g. \_\_\_\_\_ will Rahman return? (When, Which)
- h. I blame \_\_\_\_\_ for it. (myself, me)
- i. The old man often talks to \_\_\_\_\_. (herself, himself)
- j. Mother gave \_\_\_\_\_ more mangoes than she gave to them. (we, us)

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

### FUN TIME

Once the lesson is completed, you can play the following game in the class.

### In Time

Do the textbook exercises in the class only. To make the exercises more fun, give students a limited time to complete them. For example, for the first exercise give 2-3 minutes maximum to complete the exercise.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Sentence construction
- Vocabulary
- Time management
- Team work

## Life Skills

Group projects are very important for students. They help them to understand working with other people. Children learn to listen, understand and observe other people and appreciate and respect each other. They have their own opinions and exchanging their views gives them an open mindset.

## Tips for Teachers

- Start the lesson with a little introduction through the warm up exercise.
- Explain different types of pronouns with suitable examples. Make sure that the students clearly understand the difference between reflexive and emphatic pronouns.
- Tell the difference between possessive pronouns and possessive adjectives.
- Pronouns have many kinds therefore, it might get confusing sometimes. Make sure students understand each kind distinctively.
- Teach students the habit of reading newspaper daily.
- Make sure the students complete the textbook exercises either in the classroom or at home. You can also provide them with additional practice worksheets on different types of pronouns
- Worksheet should not be given more than 5 minutes to complete.
- Make sure students write their name on the worksheet.
- Worksheets can be either cross-checked or self-assessed or submitted to you.
- Make sure you discuss the worksheet in the class.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson : Adjectives**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 3**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Adjectives
- Kinds of adjectives
- Uses of different kinds of adjectives in sentences
- Degree of comparison

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Flash cards with some topics related to adjectives written on them
- Paper slips with different adjectives written on them

### **Warm Up**

Before getting started, you can enter the class and start complimenting some students and the whole class in unison. For example, you can point to a student and tell him/her that his/her worksheet from the previous activity was good or better than some other student. After you have said some sentences, ask students the following questions:

- What did my sentences have in common?
- Why were some of sentences comparing two or more students?
- What did my sentences mean and for whom?

### **Points to Discuss**

- Words which describe or modify nouns are called **adjectives**.
- Adjective of quality describes the quality of a noun.
- Adjective of quantity shows the amount of a noun or a pronoun.
- Adjective of number answers the question How many?

- Demonstrative adjectives answer the question which?
- The positive degree is used when no comparison is made.
- The comparative degree is used to compare two nouns.
- The superlative degree is used to compare more than two nouns.

## Classroom Activity

### *Acrostic Poem*

An acrostic poem is a poem where the first letter in each line spell out a word or phrase. Write the letters of your name in vertical order. Now, write an adjective that describe yourself using each letter of your first name. For example, the acrostic poem for the name “ROHAN” could be:

R : responsible

O : obedient

H : honest

A : adorable

N : nonviolent

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Vocabulary				
Task completion				
Imagination				

## Classroom Activity

### *Frame Sentences*

Divide the group into pairs. Circulate the bowl of paper slips through each pair. Each pair will choose at least 3-4 paper slips from the bowl and frame at least five sentences using those adjectives. Encourage them to use more than one adjectives in a sentence. The pair with more number of accurate sentences wins.



## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Sentence formation				
Accuracy				

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

**Circle the comparative or superlative form of adjective that best complements each sentence.**

- I have a (bigger/biggest) car than you.
- That was the (stranger/strangest) thing that I have ever seen.
- If you look (closest/closely) you can see the ocean from here.
- That was the (bumpiest/bumpier) car drive ever.
- You show the (gentlest/gentle) touch when handling a baby.
- That mouse is the (tinier/tiniest) I have ever seen.
- My pool is (shallowest/shallower) than yours.
- The map we printed out is (simpler/simplest) than the one given at the park.
- My travel bag is (heavier/heaviest) than yours.
- That is the (shinier/shiniest) car in the lot.

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can perform the following activity in the classroom.

## Can you?

Ask the following questions to the students. Tell them that their replies should be creative and funny but relevant to the question.

- Can you think of two adjectives to describe yourself?
- Can you think of two adjectives to describe your house?
- Can you think of two adjectives to describe your best friend?
- Can you think of two adjectives to describe your mom?
- Can you think of two adjectives to describe an icecream?
- Can you think of two adjectives to describe a kitten?
- Can you think of two adjectives to describe a butterfly?
- Can you think of two adjectives to describe a monster?

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Presentation

Divide the class in group of five students and circulate the bowl of flash cards through each group. They will choose a flash card at random and whatever topic they get, they will prepare a small PowerPoint presentation on that topic. The topics could be:

- Kinds of adjectives
- Order and position of adjectives
- Degrees of comparison

They will give definition, rules and examples of the topic. After the presentation, other students can ask questions to the group. The printout form of presentation will be submitted to the teacher with the names of all group members and their contribution in the presentation.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication

- Vocabulary
- Creativity
- Presentation
- Positive thinking

### **Life Skills**

Learning to handle responsibility is one of the biggest challenges of adolescence, and an important step towards becoming an adult. Ask the students to take responsibility in certain areas such as collecting notebooks, writing some notice or circular on the bulletin board, etc., can help increase his/her autonomy and independence.

### **Tips for Teachers**

- You will need to begin by presenting basic adjectives to your students. The adjectives you choose will depend on your class make-up.
- You can provide on the spot oral feedback and help students correct any misunderstandings they have acquired during the activities.
- Tell students that there are mainly two ways to change a positive degree to comparative degree: by adding -er to the end of the word and by adding “more” to the front of the word.
- Similarly, there are two ways to change a positive degree to superlative degree: by adding -est to the end of the word and by adding “most” to the front of the word.
- Tell them about some words which do not follow the above-mentioned rules, such as good, little, bad, etc.
- Give them a list of some of the commonly used adjectives with their comparative and superlative format the end of the lesson to help them add appropriate adjectives to their vocabulary.
- Encourage students to always think of positive adjectives when talking about something or someone.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson : Verbs**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Verbs
- Finite and non-finite verbs

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8

### **Warm Up**

Before getting started, you can ask the following questions in class:

- What do you mean by finite verbs?
- What do you understand by the term non-finite verbs?
- Can you give some examples of finite and non-finite verbs to differentiate their meaning?

### **Points to Discuss**

- **Verb** states something about a person or thing. It can denote an action or condition or quality or express possession.
- A **finite** verb has a subject and shows tense and number in an independent clause or sentence.
- A **non-finite** verb does not have a subject. It does not show tense and number in an independent clause or sentence.

### **Classroom Activity**

#### ***Group Discussion***

Set up a group discussion on verbs, finite verbs and non-finite verbs. Discuss about the definition, meaning and criteria of these

verbs. Frame as many sentences as possible. Give students mini-activity to write down sentences and then discussing it with the class while simultaneously throwing light on the definition of the verbs.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Knowledge				
Participation				
Public speaking				

### PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Hunt Them Down

Ask students to read their literature textbook and find out as many finite and non-finite verbs as they can in the book. You can divide the class into two or four groups and equally divide pages of the books to complete the project work in time. They can first create a handwritten list of verbs. Later, they can type the list in a Word document and get it printed.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Reading

- Vocabulary
- Sentence construction
- Team work
- Public speaking

### **Life Skills**

Children grow an awareness of surrounding in their early teens. They establish the old ideas and create new ideas depending on their own mind set and environmental situations. At this age, self-awareness is very important. A child should be aware of his own behaviours and characteristics. He/She should be able to control his/her emotions and not jump onto the conclusions before understanding the situations.

### **Tips for Teachers**

- Begin the lesson by revising the concept done in the earlier classes.
- Once a topic is finished make the students do book exercises in classroom.
- For homework give the students some activities that can be discussed later in classroom.
- Create a balance between literature and grammar so that they inculcate their knowledge in both the fields.
- Encourage students to read and write sentences as much as they can.
- Encourage your class to use and apply their knowledge and understanding of language concepts and socialize by playing games.
- Group discussions can bring a little noise. Teach students that a discussion is a healthy conversation of sharing one's ideas and opinion and it is not a debate or a competition.

**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Auxiliaries and Modals**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Auxiliary verbs
- Modal verbs

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Worksheet for practice as given below

### Warm Up

Before getting started, you can ask the following questions in class:

- Auxiliary verbs are also called helping verbs. What is the role of such verbs in a sentence?
- What are auxiliary verbs in the following sentences? (write some sentences on the board)
- What are modal verbs? Frame a sentence and identify the modal verb.

### Points to Discuss

- An **auxiliary** verb is verb that is used to help the main verb. It is also called helping verb.
- **Modal** verb is auxiliary verb that expresses the possibility or necessity of the main verb.
- Is, am, are, was, were, has, have, had, do, does, and did are called **principal** auxiliaries.
- Can, could, shall, should, must, ought to, used to, dare, and need are called **modal** auxiliaries.

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

**Frame sentences with the following auxiliary and modal verbs.  
Underline the main verbs in each sentence.**

a. Have

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b. Has

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c. May

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d. Should

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e. Will

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---

f. Ought to

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---

---

g. Must

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---



h. Dare to

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---

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**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Presentation

Each student will prepare a PowerPoint presentation on auxiliary and modal verbs and give the printouts to the teacher with his/her name on it. For an extended version, they can also present their presentation to the class. After each presentation, the class can ask questions to the group members about the topic and can have a classroom discussion. This will help the students revise the concepts and its usage.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Presentation
- Sentence construction
- Creativity
- Computer practical

### Life Skills

Peer pressure and parental pressures to perform excellent academically and non-academically is high during this age. Children are trying to prove themselves constantly and many times they fail. It is the duty of every teacher and guide to keep and maintain a healthy

competitive environment so that the students do not feel the urge to put prove what they do not to.

### **Tips for Teachers**

- Introduce the concept of auxiliary and modal verbs by giving suitable examples.
- Encourage students to read find out auxiliary and modal verbs as much as they can while reading their literature book or any other story book.
- Encourage your class to use and apply their knowledge and understanding of language concepts and socialize by playing games.
- Make sure students complete the textbook exercises either in the classroom or at home.
- Help them completing the exercises, if they find any difficulty.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson : Adverbs**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Adverbs
- Types of adverbs

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Worksheet for practice as given below
- Old newspapers or magazines

### **Warm Up**

Before getting started, you can ask the following questions in class:

- What are adverbs used for?
- How many types of adverbs you remember?
- What kinds of adverbs can be used in a single sentence without altering its meaning?
- How are adverbs and adjectives different?
- Can you tell few sentences with both adjectives and adverbs?  
For example: Four children are dancing beautifully. Here, four is adjective of number and beautifully is an adverb of manner.

### **Points to Discuss**

- The word that qualifies verbs is called **adverb**.
- Adverbs of time show the time of action.
- Adverbs of place show the place of action.
- Adverbs of manner show how an action takes place.
- Adverbs of reason tell us the reason of an action.

- Adverbs of affirmation and negation affirm or deny.
- Adverbs of degree show the extent of an action. They answer the question-how much.
- Adverbs of frequency tell the frequency of an action. They answer the question-how often.
- Adverbs, used to ask questions are called interrogative adverbs.
- Relative Adverbs refer back to noun or pronoun.

## Classroom Activity

### *Frame Sentences*

Each student will make five sentences on each type of adverb. They will have 15 minutes in total. After 15 minutes, discuss the sentences made by students in the class. In-between the discussions keep on revising the concept of different types of adverbs.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Participation				
Sentence formation				
Vocabulary				
Task completion				

## Classroom Activity

### *Newspaper Reading*

Give each student the cutout of a text from any newspaper, book or magazine of your choice. Ask them to highlight or encircle adverbs in the sentences and mention their type.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Knowledge				
Accuracy				
Task completion				

## Classroom Activity

Give the following worksheet for practice.

### WORKSHEET

**Choose the correct adverb from the brackets to complete the sentences.**

- We will \_\_\_\_\_ discover the treasure. (soon/always)
- He \_\_\_\_\_ ran into an old classmate. (suddenly/never)
- My family \_\_\_\_\_ gathers on the weekend. (always/will)
- We will go backpacking in the woods \_\_\_\_\_. (yesterday/tomorrow)
- Please tell him \_\_\_\_\_. (happy/first)
- I have played \_\_\_\_\_ at the open gym. (basketball/lately)
- I received the telegraph \_\_\_\_\_ in the morning. (always/early)
- He \_\_\_\_\_ ran to his brother for help. (suddenly/never)
- I want to eat my breakfast \_\_\_\_\_. (table/nor)
- We had a great conversation \_\_\_\_\_. (always/today)

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

## **FUN TIME**

Once the lesson is completed, you can perform the following activity in the classroom.

### **The Little Handbook**

Students must have prepared their own little hand book for adverb vocabulary in the previous class. They can bring that handbook and add more adverbs to it. They can now frame new sentences using the old and new adverbs.

## **PROJECT TIME**

Once the lesson is completed, you can give the following projects to the class.

### **Let's teach the class!**

Divide the class in three groups and give each group a type of adverb. They will prepare a presentation using the classic board teaching method. They can use charts, flow charts or pictorial objects to help their teaching. Ask each member of the group to participate in teaching. Encourage the remaining students to ask questions related to the topic. The query session will help brainstorm the types of adverbs.

### **Table of Degrees of Comparison in MS Word**

Instruct students to create a table of adverbs in MS Word in the following way.

Positive	Comparative	Superlative
Soon	Sooner	Soonest

Now, ask them to write at least 10 adverbs and their comparative and superlative degrees of comparison in the table. Ask them to include different types of adverbs given in the textbook. Have them take printout of their list and paste it in their notebook.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Reading
- Vocabulary
- Sentence construction
- Teaching
- Presentation
- Team work
- Computer practical

### **Life Skills**

Children are stubborn in this age. They think they always know best and may have no desire to come to you for advice. In some ways, that's good. You're trying to teach independence, after all. But teens can and do get into situations they can't handle on their own: unwelcome sexual attention, an abusive relationship, pressure to experiment with drugs and alcohol. Maintain an open and honest line of communication means listening to them without being judgmental. No matter how independent teens are, they need to know that when they are genuinely in trouble, you will be there for them as a mentor, a guide and sometimes a friend.

### **Tips for Teachers**

- Begin the lesson by revising the concept done in the earlier classes.
- Discuss how there are adverbs that provide descriptions of time, location, and the manner of events or actions.
- You can do some of the exercises in the class itself and can give rest for homework. Discuss the exercises you want to do in the classroom and give student sample of time to complete them.

- Make sure that students understand and complete all the textbook exercises either in the classroom or at home. You can give more worksheets for additional practice.
- During presentations, students may bully or de-motivate each other, it your responsibility to teach students to patiently listen to all presentations.
- After all the presentations are done, you can few questions related to the topic to make sure students have understood the concept.
- Adjectives and adverbs are sometimes confusing concepts. Take few minutes to clarify the difference between the two concepts.
- Explain students that just like adjectives, adverbs also have the same three degrees of comparison. Tell the rules of making the degrees of comparison.
- Help students in vocabulary building.
- Encourage students to prepare a list of adverbs of different kinds. They can create either a handwritten list or they can type in MS Word or Notepad and get it printed.



**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** The Present Tense

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 4**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Present tense
- Forms of present tense
- Verb position in present tenses
- Sentence structure for negation and interrogative sentences in types of present tenses

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Flash cards of topics given in the activity
- Bowl
- Projector or laptop

### Warm Up

Before getting started, you can ask the following questions in class:

- What do you understand by the term present tense?
- How many kinds of present tense are there?
- What is the sentence structure in the present tense?
- Which verb form is mainly used in a present tense?

### Points to Discuss

- The **simple present tense** tells us about habitual actions which a person does every day.
- **Present continuous tense** shows that the action is incomplete and is still going on. This tense refers that the action is happening now, frequently and may continue into the future.
- The **present perfect tense** describes an action that has been

completed in the recent past.

- **Present perfect continuous** to indicate the continuity of an action that began in the past and is still going on.

### Classroom Activity

#### *My schedule for the whole week*

Ask each student to write a paragraph on his or her schedule for the whole week (from Monday to Sunday). The whole paragraph will be in simple present tense. They can then exchange their writing with their bench partner for cross-checking.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Sentence formation				
Accuracy				
Task completion				

### Classroom Activity

#### *Since versus For*

One common problem that English learners face is how to use the two common prepositions of time: for and since. Consider the following sentences:

I have been travelling for three years.

I have been travelling since 2015.

- Tell students that we use for to talk about an amount of time or space. The amount of time could be seconds, minutes, hours, days, months or even years. The amount of time does not need

to be exact.

- We use *since* to refer to a point of time. The particular point in time could be anything—last Wednesday, 2012 or midnight. The important point is that *since* is used with a particular point in time.

Now, ask each student to speak out two sentences—one using *for* and other using *since*.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Accuracy				
Sentence formation				
Task completion				

### Classroom Activity

#### **Presentation**

Divide class in groups and circulate the bowl of flash cards with presentation topics through the groups. Each group will present a 5 minute PowerPoint presentation on the given topic. Students should cover all the sentence structures and give ample examples. Students will also submit the hard copy of the presentation with some additional information like, name of the group members and participation they made in the presentation.

**Presentation topics:**      Simple present sentence      Present Continuous Tense

Present Perfect Tense      Present Perfect Continuous Tense

Since vs For

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Presentation				
Participation				
Discipline				
Public speaking				
Creativity				

## FUN TIME

Once the lesson is completed, you can perform the following activities in the classroom.

### Class Discussion

After all the students have presented with their presentations, discuss the lesson in the class as a whole. Discuss on the sentence structures in different types of sentences of a present tense, the position of verb, the class of verb, etc. Do as much sentence formation as possible to create ample content for students to understand present tense.

### Take Turns

Once the lesson is completed, you can have students form a circle. They should take turns making sentences in any form of present tense and then calling on students to make the next sentence. You can continue this activity until everyone has made a sentence or until the bell rings. If you want to ensure that everyone makes at least one sentence, you can have students start sitting down after their turns.

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Quiz Time

Divide the class into two groups and assign them to prepare a quiz on general knowledge. They will use the interrogative form of present tense while making quiz. For example,

- Which is the capital of Maharashtra?
- Who is the current Chief Minister of Bihar?
- How many states are there in India?

One group will ask questions and the other group will answer them. The group will get 2 points for each write answer and -1 point for each wrong answer. The group with more points at the end wins the game. The students can take the help of Internet while making questions.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Presentation
- Sentence construction
- Public speaking
- Confidence
- Research

### Life Skills

We all make mistakes. Teach your students that it is very important to have the ability to admit fault and start over again. Help your students learn how to say, "I'm sorry, I was wrong," and take responsibility for the mistakes they have made. A child who, at this stage, can learn the art and importance of apology and acceptance will be able to regroup and try again in work, in the classroom, and in relationships.

## **Tips for Teachers**

- Give students some basic practice exercises so they can get used to changing sentences from one form of present tense into another.
- Sentence structures in tenses are very important. Students should be taught sentence structure with great emphasis. Teach them the sentence structure of all forms of present tense in affirmative, negative and interrogative form.
- Clearly explain the difference between the use of for and since in a sentence.
- Maintain discipline during presentation and group discussions.
- Make sure students do not damage any equipment.
- Make sure the students complete the textbook exercises either in the classroom or at home.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** The Past Tense

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 3**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Past tense
- Types of past tense
- Verb position in past tenses
- Sentence structure for negation and interrogative sentences in past tenses

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Worksheet for practice as given below
- Old newspapers

### Warm Up

Before getting started, you can ask the following questions in class:

- What is past tense?
- What verb form is used in simple past tense?
- What is the sentence structure of interrogative past continuous tense?
- Can you give some examples of past perfect continuous tense?

### Points to Discuss

- **Past tense** talks about the actions which are completed in the past.
- The **past continuous** is used to express a continued or ongoing action in past. It is also called past progressive.
- **Past perfect** tense is used to express an action completed in the past before another action took place.

- **Past perfect continuous** tense is used to express an action that had been going on for some time in the past.

### Classroom Activity

#### *Past Tense from the Past*

Ask students to open their history books. Give each pair a chapter or some pages from the any chapter and instruct them to define all the past tenses. Which sentence belongs to which form of past tense will be the aim of this activity? Students will read the text and try to put each sentence in a past tense type. Keep this activity time based. After few minutes, discuss the sentences with the class.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Accuracy				
Knowledge				
Task completion				

### Classroom Activity

Use the following worksheet for practice.

#### WORKSHEET

1. Fill in the blanks with the correct verb from the box :

ate      drank      made      read      took      came      ran  
rode      gave      met      saw      went      did      got      swam



- a. He \_\_\_\_\_ his homework before he went to school.
- b. It was cold so we \_\_\_\_\_ some hot chocolate.
- c. I \_\_\_\_\_ a sandcastle when I went to the beach.
- d. It was a hot day so she \_\_\_\_\_ in the lake yesterday.
- e. His car had a flat tire so he \_\_\_\_\_ the bus to work.
- f. I \_\_\_\_\_ a horse last summer when I went to my uncle's farm.
- g. I was late for class so I \_\_\_\_\_ to school.
- h. I \_\_\_\_\_ two hamburgers so I am full.
- i. I \_\_\_\_\_ a good book before I went to bed.
- j. She \_\_\_\_\_ a lion when she went to the zoo.
- k. A letter \_\_\_\_\_ in the mail today.
- l. They \_\_\_\_\_ hiking yesterday.
- m. I \_\_\_\_\_ my brother a game for his birthday.
- n. She \_\_\_\_\_ a good report card so her mom was happy.
- o. I \_\_\_\_\_ my friends when we went to the park.

**2. Rewrite the following sentences after converting them to past tense.**

- a. They eat dinner at six o'clock.

\_\_\_\_\_

- b. Maria drives to work this morning.

\_\_\_\_\_

- c. I am finishing my homework.

\_\_\_\_\_

- d. Are you busy tonight?

\_\_\_\_\_

- e. Will she buy a new car?

\_\_\_\_\_

- f. I want to go to Assam this year.

\_\_\_\_\_

- g. Whom will you talk to?

---

h. Where are you staying?

---

i. I am reading a book.

---

j. What will you do tomorrow night?

---

k. Are you coming to the class?

---

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

## **FUN TIME**

Once the lesson is completed, you can perform the following activity in the classroom.

### **Group Discussion**

Start a discussion on past tense and its types. Try to keep focus on the sentence structures, forms of verb and use of helping verbs in different kinds of past tense. Which kind of past tense is used in certain situations, framing ample sentences and understanding students the concept of past tense should be the goal of this discussion. Let students frame sentences, question each other and answer their own queries.

## **PROJECT TIME**

Once the lesson is completed, you can give the following project to the classroom.

### **Reports**

Newspapers have all the information on the past, present and future of the real world. Give this project as a home project where students will read newspapers and gather information on what has happened in the world during the past month. While reading they have to observe the past tense sentences and try to define the kind

of past tense in different texts.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Reading
- Sentence construction
- Analysing

### **Life Skills**

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”

—Dr. Seuss

Reading has a significant number of benefits. Some of them are:

- Gain knowledge
- Vocabulary expansion
- Improved focus and concentration
- Better writing skills
- Memory improvement
- Stronger analytical thinking skills

Reading newspaper, novels and story books is the best way to help students understand the use of past tense in describing the events that have already happened.

### **Tips for Teachers**

- Past tense has different verb form, make sure students learn these verb forms.
- Tell students that we use past continuous tense in conjunction with the simple past when talking about interruptions (I was doing my homework when my friend came to my place). As students should already be familiar with the present continuous, and the past of the verb to be, this tense usually doesn't pose

great difficulties, and students are able to naturally incorporate it into their speech.

- Tell students that “wasn't” and “weren't” are the short forms of “was not” and “were not”, respectively.
- Tell students that the past perfect tense is used to talk about an event or activity that was completed before another event, activity or time in the past.
- Give students some basic practice exercises so they can get used to changing sentences from one form of past tense into another.
- Teach students the sentence structure of all forms of past tense in affirmative, negative and interrogative form.
- Practice framing sentences after every new structure as much as possible.
- Maintain discipline during group discussion. Maintain the classroom cool by actively intervening during the discussion.
- Give textbook exercises as homework after discussing them in the classroom.
- Make sure they complete all the textbook exercises. You can also give them additional worksheets for more practice.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** The Future Tense

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 3**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Future tense
- Types of future tenses
- Verb position in future tenses
- Sentence structure for negation and interrogative sentences in future tenses

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Worksheet for practice as given below
- Flash cards with different topics written on them
- Bowl

### Warm Up

Before getting started, you can ask the following questions in class:

- What is a future tense and which verb form is used in simple future tense?
- When is future perfect tense used? Give some examples.
- What verb form and helping verb is used in future continuous tense?

You can also write few sentences in present tense on the board and ask students to convert them into future tense.

### Points to Discuss

- **Simple future** tense is used to express an action that will be going to happen in future.
- **Future continuous** tense is used to express an action that will

be going to happen in future.

- **Future perfect** tense is used to express an action which will be finished before a certain time in the future.
- **Future perfect continuous** tense is used to express an action which began before a definite moment in the future and it will continue up to that moment and will be in progress even at the moment.

## Classroom Activity

### *Change the Tense*

Write few sentences in any form of future tense on the board and call students one at a time and ask them to convert a sentence into another form (which can be mentioned with the sentence itself). Have other students verify whether the sentence is correct or not.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Accuracy				
Sentence formation				
Task completion				

## Classroom Activity

### *Question and Answer*

Divide the class into two groups. Ask each group to think and write at least 10 questions on a sheet of paper asking the questions in

future tense. For example:

- What will you do after going home?
- When will be our English test?

Now, ask them to exchange their questionnaire with the other group and answer the questions. Once the students have completed the questionnaire, they can exchange to cross-check each other's work. Allow students to discuss among themselves in the group before writing the answer.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Awareness				
Question formation				
Participation				
Task completion				
Team work				
Discipline				

### Classroom Activity

#### *Prepare Worksheet*

Let students prepare a worksheet on future tense by taking help from the textbook. They can also take help from the given layout. After this, distribute the worksheets randomly in the class and give time to complete it. Collect all the worksheets for assessment. The

questions can be as follows:

- Fill in the blanks with correct verb form
- Sentences to be converted into future tense

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Accuracy				
Task completion				

### PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

#### Presentation

Circulate the bowl of flash cards and let each student choose a topic for himself/herself. They will prepare a PowerPoint presentation on the topic and will submit the hard copy or printouts to the teacher. The presentation should not be more than 5 pages. Some of the topics are listed below. You can add more topics as per your choice.

#### Topics:

*Future of television  
of classrooms*

*Future of technology  
Future of education*

*Future*

### FUN TIME

Once the lesson is completed, you can perform the following activity in the classroom.



## Debate

You can organise a debate on the presentation topics students have made. They can go against each other over the same topic. For example, two students will have different opinion on the future of technology. Let students debate and put their arguments. The class can act as an audience and decide whose argument was stronger than the other.

## Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Sentence construction
- Public speaking
- Presentation
- Creativity
- Thinking
- Analysing
- Research
- Using the Internet
- Computer practical

## Life Skills

Reading newspaper is one of the best ways to keep yourself updated about the latest inventions and discoveries in various fields. Encourage students to make a habit of reading the newspaper on daily basis. Ask them to take out at least 30-40 minutes to read the latest news either in the newspaper or on the Internet.

## Tips for Teachers

- Begin the lesson by writing few sentences in simple present and ask students to convert them in simple future using 'will'.
- Tell the rules of forming negative and interrogative sentences in simple future tense.
- Make sure that the students complete all the textbook exercises.

- Student can submit a soft copy of their presentation through mail or pen drive.
- Discuss the presentation with the class. Analyse whose presentation was the most appropriate, which student lacked in the presentation, who handled the queries in a better way, etc.
- During debate, encourage each student to ask questions and take active participation. Deal with indiscipline during the debate, immediately.
- Ask students to keep themselves updated by reading news about latest inventions and discoveries in various fields.
- Make sure students are enjoying classroom activity and add some more if there is a scope for some more clarifications.

**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Active and Passive Voice**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Active voice
- Passive voice
- Conversion of voices in different tenses
- Conversion rules for verbs

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Newspapers

### Warm Up

Before getting started, you can ask the following questions in the class:

- What have you learned about active and passive voice so far?
- How do we convert active voice into passive voice?
- What changes are made in a sentence in conversion of voice in past tense?
- Can you give some examples of voice change in future tense?

### Points to Discuss

- A verb that shows that the action is done by the subject is said to be, in the **active voice**.
- When the subject is being acted upon by the verb, the sentence is in the **passive voice**.
- Only the transitive verbs can be changed into passive voice. The sentences with intransitive verbs cannot be changed into passive voice.

## Classroom Activity

### *Report*

Newspapers are flooded with reports of events. The entertainment section is widely popular among teenagers. Give each pair a newspaper and let them read a report from the entertainment section. Most of the reports in the newspaper are written in passive voice. Let students read different reports and define which report uses active voice and which report uses passive voice.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Knowledge				
Accuracy				
Task completion				

## Classroom Activity

### *Changing Voice*

The above activity can be extended in a worksheet. Ask each pair to pick a report and write it down on a piece. If the report is in passive voice it should be converted into active voice and vice versa. The worksheet will be passed on the next pair sitting behind the first pair. 10 minutes will be given to each pair to convert the text in the worksheet. Collect worksheet from each group for assessment.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Knowledge				
Participation				
Accuracy				
Task completion				

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Prepare a Chart

Discuss with the class on preparing different charts on the rules of converting voices in different tenses, expressions, etc. for the bulletin board. Divide the work by assigning different topics to different students and give it as a home project. Ask them to make the chart attractive by adding suitable pictures with the text and decorate the chart using attractive borders.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Reading
- Communication
- Creativity
- Sentence construction
- Imagination
- Team work

## Life Skills

Cleanliness is one of the tenets of hygiene. Teach your kid to keep themselves as well as their surroundings clean and tidy. This is part of their personal grooming and home management skills. Some of the basic things that the students should be able to do include:

- Dusting and vacuuming.
- Mopping floors and getting rid of cobwebs.
- Keeping bathrooms and toilets clean.
- Clearing garbage regularly.
- Eliminating clutter from time to time.

## Tips for Teachers

- Active and passive voice has certain rules for conversions, make sure students understand and then learn all these rules.
- After teaching a rule you make sure you provide examples and then ask students to give some examples.
- Each tense has its own sentence structure, do one tense at a time and provide examples.
- Make sure students understand each rule of conversion and complete the textbook exercises.

**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Direct and Indirect Speech**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Direct speech
- Indirect speech
- Conversion of one speech into another
- Rules for converting speeches

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Worksheet for practice as given below

### **Warm Up**

Before getting started, you can ask the following questions in the class:

- What is direct speech?
- What is indirect speech?
- Where can we read indirect speech most commonly?
- Can you give some examples of direct speeches?

### **Points to Discuss**

- Direct speech is a report of exact words used by a speaker or writer. It is placed inside quotation marks.
- We use indirect speech while we produce the message of the speaker in our own words.
- All the four types of sentences can be converted into indirect speech.

## Classroom Activity

### *Presentation*

Students will prepare a small PowerPoint presentation on direct and indirect speech. Topics can be divided among the students from the textbook. Students will submit both the hard copy and soft copy to the teacher through any possible means.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Presentation				
Creativity				
Task completion				

## Classroom Activity

Use the following worksheet for practice

### WORKSHEET

**A sentence has been given in direct speech. Out of the four alternatives suggested select the one which best expresses the same sentence in indirect speech.**

**1. Judge said, "No one is above law."**

- Judge exclaimed no one is above law.
- Judge told no one is above law.
- Judge ordered that no one is above law.
- Judge asked no one is above law.

**2. His father says, "Honesty is the best policy."**

- His father called honesty is the best policy.
- His father asked if honesty is the best policy.



- c. His father exclaimed that honesty is the best policy.
- d. His father says that honesty is the best policy.

**3. Rama said, "I am very busy now."**

- a. Rama said that he was very busy then.
- b. Rama said that he would be very busy now.
- c. Rama said that he is very busy then.
- d. Rama said that he is very busy now.

**4. He said to him, "Is not your name Khalid?"**

- a. He said that his name was Khalid.
- b. He inquired whether his name was not Khalid.
- c. He asked is his name was not Khalid.
- d. He asked why his name was Khalid.

**5. All said to the beggar, "I know you very well".**

- a. Ali recognized the beggar.
- b. Ali told the beggar that he knew him very well.
- c. Beggar knew Ali too.
- d. Beggar was recognized by Ali.

**6. He said, "Yes, I'll come and see you."**

- a. He accepted that he will come and see me.
- b. He said that he will come and see me.
- c. He agreed that he will come and see me.
- d. He said that he would come and see me.

**7. Ram remarked, "What a wonderful day!"**

- a. Ram exclaimed that it was a wonderful day.
- b. Ram asked if it was a wonderful day,
- c. Ram said what a wonderful day.
- d. Ram asked what a wonderful day.

**8. The monk said to the followers, "Anger kills intellect."**

- a. The monk said to the followers anger kills intellect.

- b. The monk told the followers that anger kills intellect.
  - c. The monk asked followers if anger kills intellect.
  - d. The monk told the followers that anger has killed intellect.
9. The poor beggar said, “O God, have mercy on my soul.”
- a. The poor beggar prayed to God to have mercy on his soul.
  - b. The poor beggar, invoking God, implored him to have mercy on his soul.
  - c. The poor beggar exclaimed that God, have mercy on his soul.
  - d. The poor beggar told God to have mercy on his soul.
10. John's father reminded him to take his umbrella.
- a. John's father said, “Remember your umbrella John?”
  - b. “Here, is your umbrella John,” said his father.
  - c. “Are you going to take your umbrella or not?” said John to his father.
  - d. “Don't forget to take your umbrella, John” said his father.

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

## FUN TIME

Once the lesson is completed, you can perform the following activity in the class.

### Exercises

The more students practice changing speeches into one another more they will understand the concept. Do the textbook exercises in classroom by giving each exercise few minutes. This way, it will be fun and students can work on their understanding skills.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Time management
- Computer practical
- Presentation
- Creativity

## Life Skills

The character of an individual shows in the way he or she behaves. Help the students build a strong personality by helping them develop healthy behaviour. Here are a few basic things you can teach them.

- Teach them to accept their mistake and take responsibility for their actions.
- Most teenagers have a problem apologizing. Teach them to say 'sorry' and not feel embarrassed about it.
- Teach them to be polite and say 'please' and 'thank you' when needed.
- Teach them to stay true to themselves and others. Honesty is a trait that teenagers should be encouraged to develop.
- Teach them to ask for help when needed. Explain to them that it is 'okay' to ask for help.

## Tips for Teachers

- Teaching students reported or indirect speech can be complicated by all the changes that are required when moving from direct speech into reported speech.
- Direct and indirect speeches in different tenses may confuse the students. Make sure that you practise enough sentences to get rid of any confusion.
- The textbook is loaded with different rules in tenses, time, persons, etc. Make sure students learn all the rules.
- Encourage your class to use and apply their knowledge and understanding of language concepts and socialize by playing games.
- For direct and indirect speeches, encourage students to read newspapers and watch interviews on television or Internet.

**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Transformation of Sentences**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Simple sentences
- Compound sentences
- Complex sentences
- Constructing simple, compound, and complex sentences
- Changing one sentence type into another
- Using multiple types of sentences in a single piece of writing

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Flash cards with some topics along with the sentence structure written on them
- Bowl
- Worksheet for practice as given below

### **Warm Up**

Before getting started, you can write the following sentences on the board and ask whether they are simple or compound.

- Mohit is a good boy.
- Nishant worked hard but he did not qualify.
- The sky is clear and the stars are twinkling.
- I have paid my dues.
- Smita is very intelligent yet she does not enjoy school.
- The boys are playing cricket.

### **Points to Discuss**

- A **simple sentence** is one which has only one subject and predicate or has only one finite verb. It has one clause.
- A **compound sentence** is made up of two or more principal or main clauses.
- A **complex sentence** consists of one main clause and one or more subordinate clauses.

## Classroom Activity

### *Introduction to Sentence Structure*

Start the lesson by writing a simple sentence on the board. For example:

The kids read books every night.

Now, ask students to add an independent clause to the sentence to make it a compound sentence. For example:

The kids read books every night and then they go to bed.

Finally, ask them to add a dependent clause to the sentence to make it a complex sentence. For example:

The kids read books at night before going to bed.

Now, explain to the students that each of these sentences gives similar information, but they are structured differently.

Repeat this activity for at least 10 sentences so that students can clearly understand the difference among the structure of three types of sentences.

**NOTE :** *This activity is only for teaching and no assessment can be performed while carrying it out.*

## Classroom Activity

### *Think and Write*

Divide the class into pairs. Circulate the bowl with flash cards around the class. Let each pair randomly pick up one card from the bowl. They will think and write a paragraph on the topic written on the flash card using the sentence structure written on the flash card. For example, if the pair gets the topic 'Pollution' and sentence structure 'complex', they will try to write a paragraph on the topic using the same sentence structure. For example:

Today, pollution is the most significant issue that concerns the

health of our environment. Pollution not only leads to global warming and unexpected climatic changes but also depleting natural resources.

**Assessment Rubrics**

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Sentence formation				
Accuracy				
Vocabulary				
Content and Ideas				

**Classroom Activity**

Use the following worksheet for practice.

**WORKSHEET**

1. Rewrite the following simple sentences as compound sentences.
- a. The old man being weak could not walk properly.  
\_\_\_\_\_
  - b. His father in spite of being poor is a contended man.  
\_\_\_\_\_
  - c. She must work hard to be successful in the examination.  
\_\_\_\_\_
  - d. Our teacher is popular among students for his diligence.  
\_\_\_\_\_

**2. Rewrite the following simple sentences as complex sentences.**

a. The purpose of his visit to this place is not known.

---

b. All the laborers set out for their homes at sunset.

---

c. On seeing the policeman, the thief fled away.

---

d. You cannot succeed without working hard.

---

**3. Rewrite the following complex sentences as compound sentences.**

a. I am confident that he is innocent in this matter.

---

b. Unless he works hard, he cannot pass the examination.

---

c. However hard work she may do she cannot pass the examination.

---

d. As the shopkeeper quarrels with every customer, nobody likes him.

---

**4. Rewrite the following compound sentences as complex sentences.**

a. Let me reach my office and then I shall talk to him.

---

b. The thief saw the police man, so he ran away.

---

c. She is feeling unwell so she cannot attend her office today.

---

d. The child felt hungry, so he started weeping.

---

**NOTE :** This activity is for assessment of the students on the basis of

*the answers they provide. They can be given marks accordingly.*

## **FUN TIME**

Once the lesson is completed, you can perform the following activity in the classroom.

### **Group Discussion**

Start a discussion over simple, compound and complex sentences. How one type of sentence is transformed into another and what rules should be of the discussion followed should be the key points.

## **PROJECT TIME**

Once the lesson is completed, you can give the following project to the class.

### **Presentation**

Divide the class into nine groups. These groups will prepare a PowerPoint presentation on the below listed topics. They can choose the topics randomly or can be allotted by the teacher.

### ***Topics :***

- a. simple sentences
- b. compound sentences
- c. complex sentences
- d. converting simple into compound
- e. converting simple into complex
- f. converting compound into complex
- g. converting compound into simple
- h. converting complex into simple
- i. converting complex into compound

Each group will teach the topic to the rest of the class using their presentation. Encourage other students to ask queries or raise their doubts about the topic.



### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Public speaking
- Sentence construction
- Presentation
- Creativity
- Writing

### **Life Skills**

There are some magical words that every student must learn. These are words like “please, thank you, sorry and excuse me”. These magical words show respect and consideration for people around us and every student must be taught these words in school as well as by parents.

### **Tips for Teachers**

- Explain the sentence structure of three types. Tell the difference by giving suitable examples.
- Encourage students to identify and construct different types of sentences.
- Explain the rules of transforming one sentence structure to another.
- Make sure that the students complete the textbook exercises either in the classroom or at home.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** Punctuations

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Punctuation marks
- Meaning and uses of punctuation marks in writing

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Worksheet for practice as given below
- Comic books

### Warm Up

Before getting started, write down some sentences from the text-book. Each sentence must contain a punctuation mark. Circle the first word with the capital letter and underline the punctuation marks and ask students what these symbols are and what are they used for?

### Points to Discuss

- Some punctuation marks are  
Full stop (.)  
Question mark (?)  
Comma (,)  
Exclamation mark (!)  
Semicolon (;)  
Apostrophe (')  
Colon (:)  
Hyphen (-)

## Quotation Mark (“.....”)

### Classroom Activity

#### *It's Comic Time!*

Students of this decade are less fortunate to not have interest in comic books. Comic books are some solid examples of dialogues and punctuations. Arrange some comic books from the library and ask students to read. They can observe the use of punctuations and how important it is for describing the emotion and expression of a sentence or a dialogue. After this, start a discussion on punctuations and its uses and importance.

**NOTE :** *This activity is only for teaching and no assessment can be performed while carrying it out.*

### Classroom Activity

#### *Create Your Own Comic Strip*

Divide the class into groups and assign one story to each group. They will have to prepare a comic strip showing conversation between the characters of the story using funny illustrations and dialogues. Creating comics may also help your children develop a love of reading and improve their handwriting. The topics could be:

- Conversation between two planets of our solar system
- Conversation between two aliens who visit a hill station on Earth
- Telling a fairy tale in a funny way

You can tell the following steps to the students for making an effective comic strip.

1. Think of an idea
2. Plan a story
3. Keep the drawing simple
4. Use speech bubbles/callouts

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Creativity				
Imagination				
Team work				
Dialogues and Punctuation				
Task completion				

### Classroom Activity

#### ***Colon vs Semicolon***

Colons and semicolons are two types of punctuation. Colons (:) are used in sentences to show that something is following, like a quotation, example, or list. Semicolons (;) are used to join two independent clauses, or two complete thoughts that could stand alone as complete sentences.

When the second clause expands on or explains the first, a colon is used. When the clauses are merely related, but the second does not follow from the first, a semicolon is used. For example,

Life is like a puzzle: half the fun is in trying to work it out.  
(colon)

I went to the grocery store today; I bought a ton of fruit.  
(semicolon)

**NOTE :** *This activity is only for teaching and no assessment can be performed while carrying it out..*

### Classroom Activity

Use the following worksheet for practice.

## WORKSHEET

**Punctuate the following sentences.**

1. He is not really nice looking and yet he has enormous charm
2. When I was a child I could watch TV whenever I wanted to
3. It is a fine idea let us hope that it is going to work
4. Mrs Solomon who was sitting behind the desk gave me a big smile
5. We were believe it or not in love with each other
6. I don't like this one bit said Julia
7. Have you met our handsome new financial director
8. If you are ever in London come and see you
9. Michael in the Ferrari was cornering superbly
10. Looking straight at her he said I can't help you

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

### FUN TIME

Once the lesson is completed, you can perform the following activity in the classroom.

### Punctuation Skit

Divide the class in different groups. Label each group with a punctuation mark. Each group will compose a skit on the allotted punctuation mark. The group with the most creative skit will win. Each skit should not be more than 5 minutes in performing time.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Creativity
- Imagination
- Team work

- Thinking
- Art work

## Life Skills

Family is the most important aspect in anyone's life. Respecting elders, spending time with them, listening to their stories and experiences, following their guidelines etc. are very important for a happy family. Family members are the first to help. They are the ones who will stay forever. Students must be taught family values and how to maintain good and healthy relations with each member. Encourage them to spend quality time with their grandparents and read bedtime story books with them.

## Tips for Teachers

- Start the activity with a little introduction through the warm up questions.
- Explain the use of each punctuation mark with the help of the textbook.
- Give students sufficient time to read and understand the layout of the comic books.
- Tell the steps to create their own comic books:
  - i. Choose an overall theme for the comic
  - ii. Sketch the characters
  - iii. Write the story
  - iv. Decorate the comic with attractive borders
- Encourage them to think funny and creative ideas about their comic book.
- Display all the comic strips on the bulletin board of the classroom top appreciate everyone's effort.
- Take in account of students who initiate more and those who does not.
- Equal participation should be encouraged in the classroom.

**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Figure of Speech**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Figures of speech used in the stories and poems

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Flash cards with different lines from various stories and poems written on them
- Some poems (can be from literature textbook, library or from Internet)

### Warm Up

Before getting started, you can ask students to open their literature book and read any poem in it. Ask them to underline all the rhyming words in the poem.

### Points to Discuss

- Figure of speech is a figurative language in the form of single word or phrase. These are mainly used in poetry, Literature etc.
- **Metaphor** is a figure of speech that is used to make an indirect comparison between two things which are not similar but do have something in common.
- **Simile** is a figure of speech that compares different things directly with the help of the words-like and as.
- **Alliteration** is the repetitions of the same first consonant sound occur close together in a series. It is used to emphasize or to make a sentence more pleasing.
- **Personification** is a literary device that gives human like characteristics to nonhuman objects.

- **Pun** is a figure of speech that produces a humorous effect. It is used mainly in jokes and witty remarks.
- **Onomatopoeia** refers to a word that resembles the sound of thing it describes. It makes the description more elaborate and interesting.
- **Oxymoron** is a figure of speech in which two opposite ideas are joined to create an effect.
- **Antithesis** is a figure of speech in which two opposite ideas are put together in order to achieve a contrasting effect.
- **Assonance** is used to refer to the repetition of the same vowel sound but it starts with different consonant sounds.
- **Hyperbole** is an idea that is exaggerated for the sake of emphasis.

### Classroom Activity

#### *Identify the Figure of Speech*

First, introduce the figures of speech to the class by giving suitable examples. Once the explanation is done, spread the flash cards on the table. Call one student at a time and ask him or her to pick one flash card. Read the sentence written on it loudly to the whole class and then try to identify the figure(s) of speech used in it. Rest of the students will tell whether the student has identified correct or not.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Attentiveness				
Knowledge				
Accuracy				
Task completion				



## Classroom Activity

### Group Poems

Divide students into groups of four to six. Begin by providing an opening line or theme for a poem and instruct students that they must take turns creating each line of the poem and must use one or more figures of speech in each line. At the end of each line they should indicate the figure of speech used. For example:

The bird flew like an arrow across the burning cold.

**Simile** : bird flew like an arrow

**Oxymoron** : burning cold

Later, discuss them in the class.

**NOTE** : This activity is only for teaching and no assessment can be performed while carrying it out.

## Classroom Activity

Use the following worksheet for practice.

### WORKSHEET

**Identify the figure of speech used in each sentence below.**

1. He has a heart of gold. \_\_\_\_\_
2. Dale's smile was as bright as the sun shine. \_\_\_\_\_
3. Life is a journey; travel it well. \_\_\_\_\_
4. A wicked whisper came and changed my life. \_\_\_\_\_
5. Men's words are bullets that their enemies take up and make use of \_\_\_\_\_ against them.
6. He roared with the force of a thousand lions. \_\_\_\_\_
7. The theater is his home. \_\_\_\_\_
8. After a good night sleep, I felt like a million dollars. \_\_\_\_\_
9. Everyone wanted Ken on the swim team because he could swim like a fish. \_\_\_\_\_
10. The righteous shall flourish as the palm tree. \_\_\_\_\_
11. Life is as tedious as a twice-told tale. \_\_\_\_\_

12. The camel is the ship of the desert. \_\_\_\_\_
13. Variety is the spice of life. \_\_\_\_\_
14. O Solitude! Where are the charms that sages have seen in thy face? \_\_\_\_\_

**NOTE :** This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.

## FUN TIME

Once the lesson is completed, you can play the following game in the classroom.

### Fill-In-the-Blank Stories

Break students into small groups of two to four and provide them with a story with blanks; instruct them to fill in the spaces with the indicated figure of speech. Use a timer and provide a small prize for the group who can complete the story first. At the end, students should be allowed to share their stories and discuss their choices. For example, you might give them something like this:

“Jack hopped \_\_\_\_\_ (simile) down the hill. He met Jill who \_\_\_\_\_ (hyperbole). The two of them loved to go to the park where \_\_\_\_\_ (personification).”

Students might answer: “Jack hopped like a frog down the hill. He met Jill who carried a ton of apples. The two of them loved to go to the park where the trees whispered and danced in the breeze.”

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Create a Chart

Ask students to write a short story or a poem on an A3 size sheet and identify and underline all the figures of speech used in it. Dec-

orate the chart with attractive borders. Give this as a home-based project. Paste the charts on the class bulletin board. They can take the help of the Internet.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Vocabulary
- Imagination
- Creativity
- Thinking
- Research
- Team work

### **Life Skills**

Keeping the environment neat and clean is one of the healthiest ways to live. Teach student the importance of cleanliness and ask them to inculcate a habit of cleaning the surroundings. Starting with the classroom they can clean their room, house, corridors of school, parks etc. In addition, they should also be taught about the important of personal hygiene and basic first aid. The students should know a few health basics so they don't have to call anyone else for every sniffle. This is the right time to teach them how to deal with a minor burn, or fever, or common cold. Discuss with them more serious symptoms when it may be appropriate to seek medical assistance.

### **Tips for Teachers**

- Start the lesson by writing few sentences on the board and underline the figure of speech used in it. You can also write few sentences in which two or more figures of speech have been used. Few examples are:
  - ★ All the world's a stage. (metaphor)
  - ★ Life is like a box of chocolates; you never know what you're going to get. (simile)
  - ★ His backpack must have weighed a ton! (hyperbole)

- ★ She sells sea shells on the sea shore. (alliteration)
- ★ The sun smiled at us. (personification)
- ★ An elephant's opinion carries a lot of weight. (pun)
- Discuss the use of each figure of speech by taking suitable examples from stories and poems.
- Encourage students to read novels and poems of famous authors and poets and try to identify various figures of speech used in them.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson : Vocabulary**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### Learning Objectives

At the end of this chapter, the students will be able to learn about:

- Same words being used as different parts of speech

### Teaching Resource Materials

- Textbook: Grammar Cloud 8
- Textbooks of other subjects
- Newspapers

### Warm Up

Before getting started, instruct students to open their Literature textbook and read a random paragraph from any lesson. Now, take out few words from that paragraph and ask them to frame more sentences with the same word posing different meaning. Also, ask them to think of other words that can be used in a sentence without changing its meaning.

### Points to Discuss

- There are words that behave differently in a sentence according to their placement and usage. Accordingly, the same word behaves as different parts of speech. For example:

**Even:** Eight is an **even** number. (adjective)

Let them **even** the ground. (verb)

Does she **even** suspect the danger? (adverb)

### Classroom Activity

***Find more!***

Make groups of students who will search for these kinds of words

from different subject textbooks. English, Science and Social Studies textbooks have ample content. Give each subject to one or two groups and also divide the lessons students wise. Bind the time limit to twenty minutes. Students have to copy the all sentences. After 20 minutes, 10 more minutes will be given to segregate the sentences and define the part of speech for the word. The work will then be collected for assessment.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Research				
Accuracy				
Task completion				

### Classroom Activity

#### *Prepare a Worksheet*

Let students prepare a worksheet in the given format (describe the format to students) and exchange the worksheets. Give 15 minutes to complete the worksheet and collect them after for assessment. Students can choose words from the textbook or from the previous activity depending on their own choice. Sentences should be new; students cannot repeat the sentences from the book.

#### FORMAT OF THE WORKSHEET

**Frame sentences with the given words.**

#### **WORD 1**

Noun:

Verb:

Adjective:

## WORD 2

Verb:

Adjective:

Adverb:

Preposition:

**NOTE :** *This activity is for assessment of the students on the basis of the answers they provide. They can be given marks accordingly.*

### FUN TIME

Once the lesson is complete, you can perform the following activity in the classroom.

#### Newspaper Activity

Distribute some newspapers in the class and divide students in pair. They will read the newspaper and find words that belong to the category of words they have learnt about in this lesson. They can discuss with each other on how one word is used differently in different sentences and contribute to the meaning of the sentence.

#### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Reading newspaper
- Vocabulary
- Creativity
- Sentence construction

#### Life Skills

Teach students the basic skills of coping with stress in their lives. It includes recognising the sources of stress in their lives, recognising how this affects them, and acting in ways that help them control their levels of stress; learning positive coping styles and replacing passive with active coping mechanisms—'this' may include changing their environment or lifestyle, and learning how to relax..

## **Tips for Teachers**

- Start the lesson by writing some common words on the board and tell students that the function or use of word determines which part of speech a particular word belongs to.
- Encourage student to read story books, novels and newspapers to enrich their vocabulary. Tell them to figure out how the meaning of a word changes with the context it is being used in.
- Vocabulary will always help them not only in their writing skills but also in their communications.
- Encourage students to maintain a personal dictionary of words.



**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Comprehension**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Reading and understanding comprehensions
- Solve the questions based on the comprehensions

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Cutouts of passages from newspapers, journals and books
- Flash cards of different scenarios or views

### **Warm Up**

Before getting started, you can ask the following questions in the class:

- What is a comprehension?
- What points should we keep in mind while doing a comprehension?
- How can a comprehension help us?
- What are the key points to comprehend anything?

### **Points to Discuss**

- A **comprehension** is an understanding of a text or a picture.
- After understanding a text or picture a reader can answer certain questions based on the text or picture.

### **Classroom Activity**

#### ***Prepare a Comprehension***

Let students choose a flash card. They will create a short story based

on the given scenario and prepare few questions about the story. The worksheets will be collected and then randomly distributed. 20 minutes will be given for this activity and another 10 minutes will be given for completing the comprehension.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Understanding				
Question formation				
Vocabulary				
Creativity				
Task completion				

### PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Newspaper Activity

Distribute cutouts of passages from newspapers, journals or magazines to the students. Ask them to read the text silently and carefully. Also provide them with ruled A4 size sheets and ask them to prepare questions based on the text they have been provided. Ask them to attach the cutout of the passage with the sheet. Ask them to write their name at the back of the sheet. Once they are done, collect their sheets, shuffle them and distribute to the class. Have students complete the comprehension and handover their worksheet

to the same student who has created the questions. The creators will assess the worksheets and give marks accordingly.

You can write the following instructions on the board for preparing the question paper.

1. Frame 5 questions which can be answered directly from the passage.
2. Frame 2 questions in which the student has to think and answer.
3. Frame 5 Fill in the blanks.
4. Pick out 5 words/phrases for making sentences.
5. Ask them to pick out the antonyms or synonyms of the given 5 words from the passage

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Reading
- Writing
- Understanding
- Vocabulary
- Analysing
- Observational

### **Life Skills**

Although there are many building blocks of effective reading, the ability to comprehend text is the crucial goal of reading instruction. Reading comprehension skills and strategies help students stay engaged and think about what they are reading. Comprehension ensures that the students are acquiring knowledge from the given texts. When students comprehend a text they can:

- Evaluate and discuss ideas, events, and information about the text
- Apply and extend these ideas to the real-life situations
- Determine and remember the most important points in the text
- Read "between the lines" to understand underlying meanings.

## Tips for Teachers

- While dealing with comprehension skills, it is the silent reading that matters. Ask students to silently read the comprehension and then answer the questions.
- It is also important that students can differentiate between “thin questions,” where the answer is directly stated in the text, versus “thick questions,” which are asking for an opinion that is supported with text evidence. The “thick questions” give students a better opportunity to participate in discussion, which should lead to a deeper understanding of the text.
- Vocabulary is important aspect in writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- Students should understand the textbook exercises before doing them.
- Make sure students complete all the textbook exercises either in the classroom or at home.
- It is the responsibility of the teacher to help students with poor understanding skills and encourage them.

**Class : 8**

**Subject : Grammar Cloud**

**Lesson : Dialogue Writing**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Writing dialogues/conversation between two persons based on a given situation

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Flash cards of situations such as talking to a hotel receptionist, calling a friend and asking him for the pending classwork, talking to shopkeeper, etc.

### **Warm Up**

Before getting started, you can ask the following questions in the class:

- What are dialogues?
- In which speech dialogues are written—direct or indirect speech?
- When you visit a grocery shop, how do you address the shopkeeper?
- How should we talk to a stranger on a phone call?
- What kind of difference in your conversation will be when you talk to a friend and a relative?

### **Points to Discuss**

- A dialogue is a conversation in which two or more people take part.
- To write a dialogue, keep the following points in mind:
  - ★ Know the subject well before you write.
  - ★ Arrange the words of the conversation of both the speak-

ers in such a way that it appears natural and real.

- ★ Use the words that are easy to understand and which are generally spoken.
- ★ Do not let any single speaker monopolise the conversation.
- ★ Use interjections appropriately, wherever required to denote the speaker's feelings of wonder, anger, disgust, appreciation, etc.
- ★ Remember to check the correct grammar usages.

### Classroom Activity

#### *Prepare the Dialogues*

Divide class in pairs. Let each pair choose a flash card, read and understand the plot text written on the flash card. They will have 5 minutes to create a scene based on that plot and form dialogues. After they have completed their activity, give five more minutes to revise and recheck their dialogues.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Participation				
Communication				
Vocabulary				
Sentence formation				
Imagination and Creativity				

### FUN TIME

Once the lesson is complete, you can perform the following activities in the classroom.

## **Performance**

This is the extended version of the previous activity. Invite each pair to perform the scene and use the dialogues they have created in front of the whole class. Make sure to inform students that the performing time should not exceed 2 minutes. This way students can understand and comprehend different emotions and life situations. They will also understand the concept of dialogue delivery and acting.

## **Imagine the Dialogues**

This can be a very creative and fun activity. If possible, play an animated or inspirational movie in the classroom, and mute its sound. Now, randomly call any two students and ask them to think and create their own dialogues for the scene. You can repeat this activity with any number of students for different scenes of the movie. The students can think of funny, serious, or emotional dialogues depending on the expressions of the characters.

## **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Communication
- Creative Thinking
- Sentence construction
- Public speaking
- Dialogue delivery
- Expressions and Emotions

## **Life Skills**

Movies are source of entertainment. Some movies are made for simple entertainment purposes but some movies are motivational and based on real life. Children should be encouraged to watch such movies and take inspirations from real life experiences of great people. They can also share their experience and discuss over the movie with their peers and parents.

## Tips for Teachers

- Classroom activities are meant for encouraging students to be more attentive and disciplined with fun environment.
- Textbook exercises are very important. Make sure students understand before doing them.
- Each pair will attach the flash card with the conversation before submitting it to the teacher.
- Ask students to be realistic in during dialogue delivery. They should try to incorporate the emotions and essence of the character.
- Give ample time to the students to write their dialogues.
- Explain students that a conversation may be formal or informal. Your dialogue therefore will depend on—the relationship between the speakers, the topic of conversation, the situation in which the speakers are placed.
- Tell students the effective way of conversation with people of different age groups.



**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** Diary Writing

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Diary Entry
- Format of diary entry
- Features of a good diary entry

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Blank paper slips
- A bowl

### **Warm Up**

Before getting started, you can ask the following questions in the class:

- What do you understand by the term diary entry?
- What things should be kept in mind during diary writing?
- Do you think that diary writing can sometimes help in relieving the stress?
- Does anyone in your family maintain his or her personal diary?
- Do you think we should read someone's personal diary?

### **Points to Discuss**

- Writing a diary means recording the most important events of the day that have influenced your mind and heart in some significant way.
- A diary entry is a mirror in which we see the soul of its writer.

## Classroom Activity

### *Diary Entry*

Give each student a paper slip and they will write a scenario or a situation in brief on it. Collect all the paper slips in a bowl and randomly distribute them in the class. Each student will pick a paper slip and write a diary entry on the situation. Give a few minutes for completing the activity and then discuss it in the class later.

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Task completion				
Creativity				
Imagination				

## PROJECT TIME

Once the lesson is completed, you can give the following project to the class.

### Express your Emotions

Students will write a diary entry based on any recent event that happened in their lives. It can be a happy occasion or an event that deeply moved them. From funny to inspirational, they can write about any feeling. They will do this on MS Word and bring the printout to the class and share it with their classmates.

### Anne Frank's Diary

Ask students to read the book "The Diary of a Young Girl" in their

free time at home during holidays. Tell students that Anne Frank was a Jewish teenager who reported her family's two years (1942–44) in hiding during the German occupation of the Netherlands during World War II in the form of a diary. Ask them to search Internet and read about the Anne Frank's life and her writing. Make a report and share your information with the rest of the class.

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Research
- Writing
- Vocabulary
- Creativity
- Computer practical

### **Life Skills**

While the relationships with adults and siblings are very important, friendships with other children often have a big effect on the child's social development. Friendships with other children can meet a lot of your child's needs including companionship and recreation, feeling comfortable and safe emotionally, a sense of belonging and feeling included, learning different ways of acting and getting along with others, for example, learning to give and take, how to deal with disagreement, how to respect others and how to respond to feelings, feeling good about themselves.

### **Tips for Teachers**

- For few students, writing their feelings can be tough, be supportive and appreciable towards such students.
- Even a diary entry has some rules and format, make students understand the type of language and the way in which they write a diary entry.
- Diary entry can provide a clear view towards each student's heart and mind, look for the students who can show any kind of emotional or mental instability.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson :** Notice Writing

**Date :** \_\_\_\_/\_\_\_\_/\_\_\_\_

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- The format of notice writing
- Writing notices for the school bulletin board

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Old newspapers

### **Warm Up**

Before getting started, ask students to go and read the various notices written on the school notice board. You can then ask the following questions from them:

- How many notices were there on the board?
- Who had written those notices?
- Do you find any similarities between them?
- How were the notices different from each other?

### **Points to Discuss**

- A notice, is a piece of written information, wherein you seek to inform the concerned people about what is being done or has been done, or is going to be done.

### **Classroom Activity**

#### ***Notice Writing***

Students should know the format of notice before actually writing them so that they do not miss on minor details. Students sitting in

pairs can give each other a topic for the notice and they will have a total of 15 minutes to write the notice on the given topic. Ask them to exchange their notebooks or sheets (whichever is used for writing) and cross-check each other's work.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Understanding				
Writing				
Spellings				
Vocabulary				
Task completion				

### FUN TIME

Once the lesson is completed, you can perform the following activity in the classroom.

### Group Discussion

Start a group discussion on what kind of notices students get to read in the school. Are notices only confined for school purposes? What kind of notices can be observed in the outside world? What are the other places where notices can be seen? You can give them a one day time to research on the topic and come prepared next day for the group discussion.

### Skills Developed

The mentioned activities aim to inculcate the following skills in students:

- Formal writing
- Imagination
- Logical thinking
- Research

## Life Skills

To have a successful relationship with the loved ones and society at large, it is important that the students at adolescent years, learn to understand and care about other peoples' needs, desires and feelings. Empathy is the ability to imagine what life is like for another person. Empathy can help children accept others who may be very different from them. This can improve their social interactions; not just in peer group interactions in classroom settings but also later in life, in situations of ethnic or cultural diversity.

## Tips for Teachers

- Tell students that notices are written updates that are posted on a notice board. It is an impersonal mode of communication, in contrary to the personal communication method that is sent to individual people. Notices are displayed in schools, offices, public areas, etc. to convey information like holidays, marks, examination dates, special events, etc.
- Tell them that having notices as a mode of communication has the following advantages:
  - ★ The message is conveyed to all the people in just one go.
  - ★ Since it is a written message that is displayed to the public, it acts a permanent record.
  - ★ It is written in clear and simple language, which clearly conveys the information to all the people.
- Give students the following tips for writing notices.
  - ★ Mention the Name and Place of the school.
  - ★ Always write the word NOTICE at the top.
  - ★ Include the date of issuing the notice.
  - ★ An appropriate heading is required.
  - ★ Stick to the specified word limit in the body of the notice.

- ★ State the target group clearly (for whom the notice is to be displayed).
- ★ Write the purpose of the notice.
- ★ Mention other relevant details like date, venue and time.
- ★ The signature, name and designation of the person who is issuing the notice should be there.
- Tell students that a good notice should be brief, complete, clear, and written in simple language.
- Vocabulary is important aspect in writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- Ask students to look for different types of notices in newspapers, offices or public places and understand their format. Find out how they are different from school notices.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson : Paragraph Writing**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Paragraph Writing
- Features of an effective paragraph

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Flash cards with some topics on social issues written on them such as environment pollution, child labour, impact of technology, cyber bullying, etc.
- Newspapers

### **Warm Up**

Before getting started, you can ask the following questions in the class:

- What is a paragraph?
- While writing a paragraph what tips we should keep in our mind?

### **Points to Discuss**

- A paragraph is a short composition with only one idea or theme.
- The sentences in a paragraph are connected to each other with the help of 'sentence linkers' to develop the main idea.
- Before writing a paragraph think about what you want to write in the paragraph.
- The beginning sentence is usually a key sentence.
- The final sentence usually concludes the paragraph.



## Classroom Activity

### *Write a Paragraph*

Place all the flash cards in a bowl and ask students to randomly choose one. Now, they have to write a paragraph about the selected topic. Tell them the following features of a good paragraph:

- Unity
- Order
- Organisation

## Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Vocabulary				
Content and Ideas				
Spellings				

## PROJECT TIME

Once the lesson is complete, you can give the following project to the class.

### From the Newspaper

Students will read few articles in the newspaper and write a paragraph on those articles. Things they should keep in mind while writing the paragraph are listed below:

- a. content of the articles

- b. language
- c. Topics covered (science, crime, literature, entertainment, etc.)
- d. authenticity of the news

### **Skills Developed**

The mentioned activities aim to inculcate the following skills in students:

- Reading newspaper
- Vocabulary
- Creativity
- Writing

### **Life Skills**

Writing is a complex skill which most students actually need in order to be successful in their lives. Because everything is based on writing during academic years, a student who possesses good writing skills will automatically do better at everything. Exams, essays, assignments, and so on. As a teacher, it is your duty to help each and every student improve themselves, acquire new skills, and become a better writer by the end of the year.

### **Tips for Teachers**

- A lot of practice equals better performance: Every human skill gets better with constant, repetitive practice. In your case, you could easily make a small change in your classroom routine, and organise brief writing sessions each and every day. Ask your students to write a relatively small amount of words on a specific subject every day. It may be painful for them at first, but the more they write, the better their writing will get.
- Ask students to watch English channels and documentary movies to unleash to grasping capability on new words. Encourage students to speak English in the classroom with their teachers and friends.
- Also, tell them to try to converse in English at home with their elders, if possible.

- Tell students that most successful writers are also keen readers. Try to make your students understand the importance of everyday reading, and the link between reading and writing. You can give them a list of books/articles/essays, and offer them specific and clear indications of how to study the sentences, the style, and so on. In doing so, they will see great improvements when it comes to their word choice, sentences structure, and the presentation of the whole content.

**Class : 8**  
**Subject : Grammar Cloud**

**Lesson : Advertisements**

**Date : \_\_\_\_/\_\_\_\_/\_\_\_\_**

**Total number of periods required: 2**

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### **Learning Objectives**

At the end of this chapter, the students will be able to learn about:

- Writing advertisements

### **Teaching Resource Materials**

- Textbook: Grammar Cloud 8
- Newspapers, magazines

### **Warm Up**

Ask the students the following question:

- What is an advertisements?
- What are the features of a good advertisement?
- Have you got influenced by the advertisements before buying the products?
- What are the different ways of giving advertisements?

### **Points to Discuss**

- An advertisement is a piece of information with pictures and is very important medium of giving and receiving specific kinds of information.

### **Classroom Activity**

#### ***PowerPoint Presentation***

Each student will prepare a PowerPoint presentation on 10 advertisements of his/her own choice. He/she can take help from the newspapers, magazines and/or Internet. Students will submit both hard copy and soft copy (through email or pen drive) to the teacher. Encourage students to show their presentation on a projector in

front of the whole class. Ask the audience students to ask queries related to their presentation.

### Assessment Rubrics

Each student can be graded on the basis of the following criteria:

Criteria	Excellent 5	Very good 4	Good 3	Average 2
Awareness				
Presentation				
Creativity				
Task completion				

### FUN TIME

Once the lesson is completed, you can perform the following activity in the classroom.

#### Group Discussion

Discuss the PowerPoint advertisements of the students in the class. What were the major drawbacks and impressive things you observed should be discussed in the group discussion.

### PROJECT TIME

Once the lesson is completed, you can assign the following projects to the class.

#### Newspaper

Newspaper is a medium of advertisement. Give students home project to read the advertisement section of newspapers and find out

what kind of advertisement a newspaper publishes. Ask them to cut different pieces of advertisements and paste them on a sheet of paper to create an attractive collage of advertisements.

### **Advertise your Product**

Divide the class into five groups. Provide them with rules A4 size sheets, coloured pens and markers (students can also bring the material from home). Write the name of few products on the board such as washing powder, chocolate, mobile phone, juice, etc. Each group will choose one topic and create an advertisement telling the unique features of their product. They can draw or paste relevant pictures to make their advertisement more attractive. Make this activity time based. The group who finishes the task on time and with accuracy wins. Paste the best advertisement on the class bulletin board.

### **Skills Developed**

**The mentioned activities aim to inculcate the following skills in students:**

- Public speaking
- Presentation
- Creativity and Imagination
- Observational

### **Life Skills**

Advertisement plays an important role in the modern world of trade and business. Even the smallest or the biggest traders use the techniques to advertise their goods and commodities. Advertisement is the main source of income for the newspapers, magazines and television. They are advantageous both for consumers and producers. Advertisements also have some drawbacks. They do not allow cheap and good articles to reach the market. They create artificial demand for things which we do not require. So teach students to always be careful while buying things from the market.

### **Tips for Teachers**

- Give tips to students for advertisements. It should be brief but information sufficient.
- Vocabulary is important aspect in writing. Encourage students to improve their vocabulary by learning 5-10 new words every day.
- Students should understand the textbook exercises before doing them.
- It is the responsibility of the teacher to help students with poor understanding skills and encourage them.
- Keep the classroom activities time based.