



مُعَلِّمُ الْكِتَابِ

مُتَوَسِّطَةُ سَالِ سَوْمِ انگلش

وفاق المدارس العربیہ پاکستان کے تحت درجہ متوسطہ سال سوم
(جماعت ہشتم) پڑھانے والے اساتذہ کے لئے راہ نما کتاب

شائع کردہ

وفاق المدارس العربیہ پاکستان

گارڈن ٹاؤن شیرشاہ روڈ ملتان



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Academic Calendar for Wifaq-ul-Madaris

Subject	Grade	Term	Textbook Pages
English	8	1	1-54

Lesson Plan No.	Instructional Objectives
Lesson Plan 1.	Orientation Day: Recognize and understand the terms <i>transliteration</i> and <i>typographical policies</i> .
Lesson Plan 2.	Orientation Day: Identify <i>transliteration</i> and <i>typographical policies</i> purpose and use in the textbook.
Unit 1: Patience of Ḥaḍrat Ibrāhim (A.S)	
Lesson Plan 3.	• Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) • Identify the theme of patience and explain its importance in daily life. • Describe the circumstances of the life of Ḥaḍrat Ibrāhim (A.S). • Comment on Ḥaḍrat Ibrāhim (A.S) breaking the idols. • Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly. • Read the first two paragraph of the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” with correct pronunciation and appropriate expression. • Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, apostrophe).
Lesson Plan 4.	• Read the remaining paragraphs of the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” with correct pronunciation and appropriate expression. • Learn about the patience and steadfastness of Ḥaḍrat Ibrāhim (A.S) in facing trials and tribulations. • To improve their character and actions in the light of Ḥaḍrat Ismā’il (A.S) behavior of obedience and submission. • Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions. • Recognise and rectify faulty punctuation in given passages and own work and correct others’ work. • Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
Lesson Plan 5.	• Determine the meaning of words or phrases as they are used in a text. • Memorize the vocabulary words from the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 6.	• Apply strategies to comprehend questions by marking keywords and verbs in a variety of textual questions. Understand and answer the given questions.
Lesson Plan 7.	• Apply strategies to comprehend higher-order questions by marking keywords and tenses in a variety of textual questions. Understand and answer the given questions.
Lesson Plan 8.	• Apply knowledge gained from listening to, viewing, and responding to texts for different purposes by reading and practicing the given dialogue with appropriate expression and understanding. • Demonstrate effective communication skills by participating in group discussions on the importance of patience in everyday life, listening attentively to classmates, waiting for one’s turn, and responding confidently to peers. Let’s Have a Chat

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Lesson Plan 9.	Use a dictionary effectively by locating guide words and entry words, selecting appropriate definitions according to context, identifying pronunciation through pronunciation keys, recognizing syllable division, and determining the part of speech of a word using abbreviations.
Lesson Plan 10.	- Recognize main verbs and their types (transitive and intransitive) in speech and writing. - Use main verbs and their types (transitive and intransitive) in writing.
Lesson Plan 11.	- Recognize helping verbs and their types (primary auxiliaries and modal auxiliaries) in speech and writing. - Identify and apply main verbs and their types (transitive and intransitive) correctly in speech and writing. - Identify and apply helping verbs and their types (primary auxiliaries and modal auxiliaries) correctly in speech and writing.
Lesson Plan 12.	Apply the rules and correct usage of articles (indefinite, definite, and zero articles) accurately in reading, speech, and writing.
Lesson Plan 13.	- Recognize, understand, and apply pronouns in their proper cases (subjective, objective, and possessive). - Construct sentences using the different cases of personal pronouns.
Lesson Plan 14.	Recognize, analyze, and construct sentences using sentence patterns such as SVO (subject–verb [transitive]–object), SVA (subject–verb–adjective), and other structures learned in earlier classes.
Lesson Plan 15.	- Recognize, understand, and use the simple present tense accurately in speech and writing. - Apply different usages of the simple present tense (habits, routines, general truths, etc.) Correctly in speech and writing.
Lesson Plan 16.	- Recall and use the simple present tense accurately in speech and writing. - Convert simple present tense sentences into negative and interrogative forms in both speech and writing.
Lesson Plan 17.	Punctuate the given paragraph correctly using capitalisation, full stops, exclamation marks and commas.
Lesson Plan 18.	Use knowledge of letter sound correspondences, syllabification patterns to accurately spell unfamiliar multisyllabic words in context and out of context.
Lesson Plan 19.	Write a paragraph on the given topic using correct punctuation and incorporating multisyllabic words appropriately. Creative Writing
Unit 2: Trust in Allah (S.W.T)	
Lesson Plan 20.	- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches. (Pre - Reading) - Describe the importance of fulfilling a promise and support your ideas with reasons or examples. - Explore a high-interest text of the story (three paragraphs); make word meaning guesses. - Use critical thinking and intensive reading strategies (While-Reading) to locate and scan specific information in a text to answer short questions.
Lesson Plan 21.	- Read the remaining paragraphs of the story with correct pronunciation. - Commenting on the incident mentioned in the Ḥadith, explain the importance of fulfilling a promise and Trusting in Allah (S.W.T). - Learn from this incident and become those who keep their promises and commitments. - Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses). - Recognise and rectify faulty punctuation in given passages and correct them.
Lesson Plan 22.	Determine what words and phrases mean based on the surrounding text.

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	Memorize the vocabulary words from the lesson “Trust in Allah (S.W.T)” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 23.	Apply strategies to comprehend questions by marking keywords and verbs in a variety of textual questions. Understand and answer the given questions.
Lesson Plan 24.	Generate and answer both simple and complex questions to enhance and assess understanding of a text.
Lesson Plan 25.	- Demonstrate ‘attentive listening’ skills towards others and be sensitive to the rules of turn-taking and discourse. - Collaborate in group activities by brainstorming, sharing ideas, listening actively, and respecting others’ contributions. Have a Chat
Lesson Plan 26.	Recall syllables and use knowledge of syllable patterns, roots, affixes, prefixes, and suffixes to construct multisyllabic words and pronounce them with correct stress.
Lesson Plan 27.	Use modals correctly in speech and writing to create an effect and impact on the reader.
Lesson Plan 28.	Recognize reflexive pronouns, understand their uses, and identify them in sentences.
Lesson Plan 29.	Recognize intensive pronouns, understand their uses, and identify them in sentences.
Lesson Plan 30.	Analyze and construct sentences using the sentence patterns: SVN, SVOO.
Lesson Plan 31.	Use simple past tense correctly in speech and writing.
Lesson Plan 32.	Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, free writing, note-taking.
Lesson Plan 33.	Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
Lesson Plan 34.	Write a short story using the process approach in which dialogue occurs between two characters. Add narration or background in brackets following the conventions of director’s notes. Ensure that vocabulary, tone, and style are appropriate to the context and relationship between the speakers. Creative Writing
Unit 3: If You Think You Can!	
Lesson Plan 35.	- Apply knowledge from listening to, viewing and responding to texts for different purposes for example, in the context of enjoyment and understanding of other areas of language learning. (Pre - Reading) - Read the poem fluently with accuracy and expression.
Lesson Plan 36.	- Read the poem aloud and independently with rhythm. - Learn about the importance of strong determination for a Muslim student. - Complete every task with trust in Allah (SWT). - Save yourself from weak willpower and wavering determination. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems.
Lesson Plan 37.	- Explain the meaning of words or phrases by analyzing their use in a passage. - Memorize the vocabulary words from the lesson “If You Think You Can!” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 38.	Discuss their own and others’ reading, taking account of others’ views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts. Understand the questions and answers them.

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Lesson Plan 39.	Develop and respond to a range of questions, from basic to advanced, to aid and evaluate reading comprehension.
Lesson Plan 40.	- Ask and answer questions of personal relevance, information and variety of communicative purposes. - Discuss role models by explaining admired qualities, sharing how to adopt them, and practising active listening with classmates. Have a Chat
Lesson Plan 41.	Understand and utilize similes, metaphor, personification, imagery.
Lesson Plan 42.	- Understand and utilize scheme, alliteration. - Analyse and create analogies correctly in tasks.
Lesson Plan 43.	- Analyze and use adjectives while reading and listening to texts. - Understand the use degrees of adjectives (positive, comparative, superlative).
Lesson Plan 44.	Apply adjectives correctly in writing, including their degrees (positive, comparative, superlative).
Lesson Plan 45.	- Recall the concept of preposition. - Recognize, identify and use compound preposition in writing.
Lesson Plan 46.	Recognise and correct inappropriate shifts in pronoun number and person.
Lesson Plan 47.	Use simple future tense correctly in speech and writing.
Lesson Plan 48.	- Identify, apply and use apostrophe/contractions with nouns in readings and extensive writing. - Recognize and understand paraphrasing in order to paraphrase stanzas of a poem.
Lesson Plan 49.	Use paraphrasing skills to paraphrase stanzas in a given poem. Creative Writing
Unit 4: Let's Make our Roads Safer	
Lesson Plan 50.	- Explain the importance of following the country's laws in daily matters. - Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) - Read the beginning of the lesson (Page 41 and page 42 half) and watch age-appropriate, engaging nonfiction from print sources; infer word meanings. - Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. - Recognise features of an effective topic sentence using specific words and vivid verbs. - Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through evidence, cause and effect, and/or comparison and contrast. - Identify key ideas and details while reading the text.
Lesson Plan 51.	- Read the remaining paragraphs accurately and expressively; confidently express thoughts and preferences. - Become someone who follows the etiquettes of travel. - Considerate of others while walking on roads and streets. - Analyse organizational patterns in a text: list/sequence of ideas/ events comparison-contrast; cause-effect; problem-solution; reasons/conclusion. - Locate and scan specific information in the text to answer questions. (While reading)
Lesson Plan 52.	- Figure out the meaning of words and phrases from the way they are used in a passage. - Memorize the vocabulary words from the lesson "Let's Make our Roads Safer" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 53.	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of factual questions that require interpretation, inference and personal response.

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Lesson Plan 54.	Ask and answer questions of varying complexity to support and monitor text understanding.
Lesson Plan 55.	- Develop the ability to pose rhetorical questions for a range of audiences. - Discuss the given topic and share viewpoints with the class while practising active listening and confident speaking. Have a Chat
Lesson Plan 56.	- Use a thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing. - Identify phrases through keywords. Use abbreviations and acronyms correctly.
Lesson Plan 57.	Recognise, distinguish and use action verbs, linking verbs, and verbs of possession.
Lesson Plan 58.	Recognize and use of adverbs.
Lesson Plan 59.	Identify and use degrees of comparison of adverbs.
Lesson Plan 60.	Identify and use prepositional phrases in writing.
Lesson Plan 61.	Identify and differentiate between a phrases and clauses.
Lesson Plan 62.	Use present continuous tense correctly in speech and writing.
Lesson Plan 63.	Learn how to write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.
Lesson Plan 64.	- Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee. - Apply editing and proofreading skills to a range of different texts and contexts. Creative Writing
Lesson Plan 65.	Revision and Review 1
Lesson Plan 66.	Revision and Review 1
Assessment Week	

Subject	Grade	Term	Textbook Pages
English	8	1	55-99

Lesson Plan No.	Instructional Objectives
Unit 5: Justice of Muslim Qādis	
Lesson Plan 1.	- Narrate the instances of justice and fairness by Muslim judges. - Take the behavior of Muslim judges as a role model for oneself. - Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading) - Enjoy the reading of an informational text, the first three paragraphs. - Use intensive reading strategies to identify key information and answer questions during reading. (While-reading)
Lesson Plan 2.	Read the remaining lesson aloud and independently with accuracy and character expression; voice your opinions.
Lesson Plan 3.	- Discover the intended meaning of words or expressions within the context of a text. - Memorize the vocabulary words from the lesson "Justice of Muslim Qādis" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.

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Lesson Plan 4.	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual.
Lesson Plan 5.	Create and respond to lower- and higher-level questions to deepen and measure comprehension of reading material.
Lesson Plan 6.	- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures and movements. - Work in groups to create and perform a role-play script using evidence, witnesses, and clues to build suspense while practising active listening and turn-taking. Have a Chat
Lesson Plan 7.	- Use homographs in writing. - Keep a record of words (e.g., word wall, word bank, word journal).
Lesson Plan 8.	Identify the varying position of adjectives in sentences and apply in their writing.
Lesson Plan 9.	Recognise and identify the use adverb phrases in their speech and writing.
Lesson Plan 10.	Recognize different types of phrases and identify the features of noun phrases and prepositional phrases.
Lesson Plan 11.	Recall and use noun phrases and prepositional phrases correctly in sentences.
Lesson Plan 12.	Use past continuous tense correctly in speech and writing.
Lesson Plan 13.	Learn and write a descriptive composition about a person, object, or place, moving from general to specific, with correct punctuation and spelling, by following the process approach (brainstorming, mind mapping, drafting).
Lesson Plan 14.	- Write a descriptive composition (giving physical description and characteristics/traits of a person from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft. - Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.
Unit 6: Ḥaḍrat Umm Salamah (R.A)	
Lesson Plan 15.	- Discuss the role of women in an Islamic society. - Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). (Pre - Reading) - Read the first three paragraphs of the lesson correctly. - Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.
Lesson Plan 16.	- Read the remaining text of the lesson and improve reading flow and expression through practice. - Discuss the role of women in an Islamic society in light of the character of Ḥaḍrat Umm Salamah (R.A). - Shape your own morals and character in light of the character of Ḥaḍrat Umm Salamah (R.A).
Lesson Plan 17.	- Identify how the author's choice of words shapes meaning in the passage. - Memorize the vocabulary words from the lesson "Ḥaḍrat Umm Salamah (R.A)" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 18.	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of open-ended questions that require interpretation, inference and personal response.
Lesson Plan 19.	Use questioning techniques, from straightforward to analytical, to improve and assess your grasp of a text.
Lesson Plan 20.	Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.

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Lesson Plan 21.	• Speak confidently and fluently in a wide range of contexts to fulfil different purposes. • Participate in a group discussion about given topics by listening carefully and speaking confidently in turn. Have a Chat
Lesson Plan 22.	• Understand the difference between capitonym words such as Turkey/turkey, May/may. • Take dictation of paragraph/ text of grade level.
Lesson Plan 23.	• Use adjectival phrases in speech and writing.
Lesson Plan 24.	• Identify and differentiate between a variety of phrases (adjective phrase, adverb phrase).
Lesson Plan 25.	• Use and recognise adverb clauses as needed in their speech and writing.
Lesson Plan 26.	• Use future continuous tense correctly in speech and writing.
Lesson Plan 27.	• Learn and identify the features of a narrative story, including characters, setting, events, dialogue, and conclusion, and use them in writing.
Lesson Plan 28.	• Write narratives that introduce characters, develop events with dialogue and description, use transitions for sequence, apply sensory details, and provide a logical conclusion.
Lesson Plan 29.	• Plan and write narratives with clear characters, logical events, descriptive details, and appropriate conclusions. • Proofread and edit texts for errors of sentence structure, subject/verb agreement, noun/pronoun agreement, transitional devices and punctuation and spelling. Creative Writing
Unit 7: Faith and the Afterlife	
Lesson Plan 30.	• Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Pre - Reading) • Recite the poem with correct pronunciation.
Lesson Plan 31.	• Reading to identify, analyse and structure a biography (First three paragraphs of the lesson). • Explain the importance of the afterlife in light of the conduct of Ḥaḍrat Al-Khansā' (R.A).
Lesson Plan 32.	• Reading to structure and analyse descriptive/argumentative/persuasive essays. (remaining text of the lesson). • Comment on the patience and perseverance of Ḥaḍrat Al-Khansā' (R.A).
Lesson Plan 33.	• Work out the meaning of words and phrases by examining the surrounding sentences. • Memorize the vocabulary words from the lesson "Faith and the Afterlife" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 34.	• Give an informed personal response to a text and provide some textual reference in support.
Lesson Plan 35.	• Engage with both foundational and critical thinking questions to support and assess reading comprehension.
Lesson Plan 36.	• Engage in collaborative discussions on grade-level topics by following rules, building on others' ideas, and expressing own ideas clearly. • Work in groups to discuss ways of solving problems, share ideas confidently, and listen carefully to others. Have a Chat
Lesson Plan 37.	• Determine a central idea of poem and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. • Use summary skills to:

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	✓ extract salient points and develop a mind map to summarize a variety of informational texts. ✓ transfer the written text to a table, diagram, flowchart or work plan.
Lesson Plan 38.	• Understand and utilize hyperbole, oxymoron, and mood given in the text. Use these devices in writing tasks also.
Lesson Plan 39.	• Understand and utilize meter, assonance and consonance given in the text. Use these devices in writing tasks also.
Lesson Plan 40.	• Demonstrate use of pronoun antecedent agreement recognizing their relationship.
Lesson Plan 41.	• Examine and interpret the use of transitional devices (addition, sequence) in speech and writing to create the effect.
Lesson Plan 42.	• Identify and differentiate between independent and dependent clauses.
Lesson Plan 43.	• Recognize types of dependent clauses (noun, adjective, adverb) and explain their functions in sentences.
Lesson Plan 44.	• Recall and use types of dependent clauses (noun, adjective, adverb) in sentences.
Lesson Plan 45.	• Use present perfect tense correctly in speech and writing.
Lesson Plan 46.	• Recognise and use hyphens correctly in compound words, with prefixes, in word breaks, and to avoid confusion in meaning.
Lesson Plan 47.	• Use hyphens in letter string –ough words.
Lesson Plan 48.	• Understand ‘i’ before ‘e’, except after ‘c’ rule with exceptions.
Lesson Plan 49.	• Use summary skills to write an objective summary of the given text and poems.
Creative Writing	
Unit 8: Settling the Quarrel	
Lesson Plan 50.	• Explain the importance of forgiving each other in daily matters. • Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) • Read the starting two paragraphs aloud smoothly, with correct speed and tone. • Analyse how an author develops and contrasts the points of view of different characters in a text. • Criticise the plot development with respect to different aspects of the story. • Analyse how elements of a story or drama interact (e.g., how setting shapes the characters or plot). • Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)
Lesson Plan 51.	• Clarify the importance of forgiving others in the light of the Qur’ān and Sunnah. • Read the remaining lesson text with proper rate, accuracy, and voice. • Read and use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. • Use while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
Lesson Plan 52.	• Analyze how words or phrases contribute to the meaning of the text. • Memorize the vocabulary words from the lesson “Settling the Quarrel” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 53.	• Read and answer literary and textual questions with accuracy.
Lesson Plan 54.	• Formulate and respond to both basic and higher-order questions to support and evaluate reading comprehension.
Lesson Plan 55.	• Engage in extended discussions and debates taking into account other speakers’ viewpoints and presenting one’s own with clarity and coherence.

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	Participate in a group discussion by sharing ideas, listening carefully, and taking turns to speak. Have a Chat
Lesson Plan 56.	Comprehend and use contemporary idioms in the different texts and in their speech. Keep a record of words (e.g., word wall, word bank, word journal).
Lesson Plan 57.	- Comprehend and use contemporary proverbs in the different texts and in their speech. - Keep a record of words (e.g., word wall, word bank, word journal).
Lesson Plan 58.	Recognize vague pronouns and identify their use in sentences.
Lesson Plan 59.	Examine and interpret the use of transitional devices (contrast and reason, cause and effect) in speech and writing to create the effect.
Lesson Plan 60.	Understand and identify relative clauses in sentences and use them correctly to add information about a noun or pronoun.
Lesson Plan 61.	Use past perfect tense for an event correctly in speech and writing.
Lesson Plan 62.	Apply the past perfect tense to show the order of two past actions.
Lesson Plan 63.	Plan and write multi-paragraph compositions (essays) using the writing process, correct grammar, punctuation, vocabulary, transitions, supporting details, and logical organization with clear conclusions.
Lesson Plan 64.	- Plan and write essay using the writing process with correct grammar, punctuation, vocabulary, details, and clear organization. - Write the final draft after complete editing and proofreading. Creative Writing
Lesson Plan 65.	Revision and Review 2
Lesson Plan 66.	Revision and Review 2
Assessment Week	

Subject	Grade	Term	Textbook Pages
English	8	1	100-144

Lesson Plan No.	Instructional Objectives
Unit 9: The World of Trees	
Lesson Plan 1.	- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading) - Engage with reading of the first four paragraphs of the lesson; use context to understand new words. - Explain the importance of planting trees. - Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts.
Lesson Plan 2.	- Practice fluent, expressive reading and openly share your views on the remaining paragraphs. - Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary. (While reading)
Lesson Plan 3.	- Use context to understand the meaning of unfamiliar words or expressions. - Memorize the vocabulary words from the lesson "The World of Trees" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.

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Lesson Plan 4.	Interpret literary and textual questions and provide precise answers.
Lesson Plan 5.	Analyze, evaluate, and create responses to higher-order questions that require critical thinking and reasoning.
Lesson Plan 6.	- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. - Perform a role-play on a given topic by presenting facts and opinions through dialogue, speaking confidently, and listening carefully to partners. Have a Chat
Lesson Plan 7.	Explain the meaning of words by understanding how they are used in different contexts, both familiar and unfamiliar settings.
Lesson Plan 8.	Form adjectives correctly from nouns by using common suffixes.
Lesson Plan 9.	Form adjectives correctly from verbs by using common suffixes.
Lesson Plan 10.	Examine and interpret the use of conjunctions and transitional devices (purpose, condition) in speech and writing to create the effect.
Lesson Plan 11.	Identify comparative clauses in sentences and use them correctly to show comparison between people, objects, or actions.
Lesson Plan 12.	Use future perfect tense correctly in speech and writing.
Lesson Plan 13.	Understand informative texts by presenting a topic, organizing ideas with facts and examples, using transitions and precise vocabulary, and providing a clear conclusion.
Lesson Plan 14.	Write informative texts by introducing a topic, organizing ideas, using facts and examples, applying transitions, precise vocabulary, and giving a clear conclusion.
Lesson Plan 15.	Write informative texts that introduce and organize a topic, use facts and examples, apply transitions, include precise vocabulary, and end with a clear conclusion. Creative Writing
Unit 10: The Right Way to Earn	
Lesson Plan 16.	- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Pre - Reading) - Identify different points of view (e.g., first person, third-person narrative) - Read the first three paragraphs of the lesson fluently and with expression, both aloud and silently; share opinions freely.
Lesson Plan 17.	- Read the remaining paragraphs of the lesson fluently; share opinions. - Explain the importance of earning hālāl (lawful) livelihood in the light of Islāmī teachings. - Recognize main ideas and supporting details during reading to understand the text better. (While- reading)
Lesson Plan 18.	- Interpret the meaning of vocabulary as it appears in reading material. - Memorize the vocabulary words from the lesson "The Right Way to Earn" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 19.	Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.
Lesson Plan 20.	Comprehend and respond correctly to questions.
Lesson Plan 21.	Understand the meaning of literary and textual questions and answer them correctly.
Lesson Plan 22.	Evaluate the literary techniques (e.g., music/sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.

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Lesson Plan 23.	- Engage in collaborative discussions by coming prepared, building on others' ideas, and expressing own views clearly with evidence. - Share fact-based views in group discussions, listen attentively, and speak confidently and audibly when it is your turn. Have a Chat
Lesson Plan 24.	Distinguish between the connotative and denotative meaning of words denotations and their appropriate use in a variety of writing and texts.
Lesson Plan 25.	Recognize and use correctly nouns that have only plural forms (e.g., trousers, spectacles) and singular nouns that look plural (e.g., news, mathematics).
Lesson Plan 26.	Recognise and use correlative conjunctions including pairs such as both/and, either/or, etc.
Lesson Plan 27.	Distinguish and write four types of sentences i.e. Declarative, exclamatory, interrogative and imperative.
Lesson Plan 28.	Use present perfect continuous tense correctly in speech and writing.
Lesson Plan 29.	Use past perfect continuous tense correctly in speech and writing.
Lesson Plan 30.	Recall the features of informal letters and learn the features of formal in terms of tone, style, and purpose.
Lesson Plan 31.	Write formal letters and emails (applications, complaints acceptances/rejections, condolences), letters to the editor, and police reports using appropriate vocabulary, tone, and style for the context and audience.
Lesson Plan 32.	Write formal letters for different social and academic purposes. Creative Writing
Unit 11: Alarm for a Wise Muslim	
Lesson Plan 33.	- Explain the importance of using intellect and reasoning in human life. - Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading) - Recite the poem (Seven stanzas) with correct rhythm and pronunciation. - Structure, transitional devices, own words and relevant punctuation marks.
Lesson Plan 34.	- Recite the poem (remaining stanzas) with correct rhythm and pronunciation. - Develop the habit of self-accountability every day.
Lesson Plan 35.	- Understand how specific words or phrases are used within a text. - Memorize the vocabulary words from the lesson "Alarm for a Wise Muslim" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 36.	- Accurately comprehend and respond to questions based on literary texts. - Summarise complex concepts, processes, or information by paraphrasing them using correct language.
Lesson Plan 37.	- Make inferences to draw conclusions from, contextual information, writer's viewpoint, implied information. - Demonstrate an understanding of interpreting and integrating information from a variety of sources. Accurately comprehend and respond to higher order questions.
Lesson Plan 38.	- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence. - Deliver dialogues confidently while listening carefully to your partner and taking turns to speak. Have a Chat
Lesson Plan 39.	Recall mood, meter, assonance and consonance given in the text. Use these devices in writing tasks also.
Lesson Plan 40.	Distinguish and use mental and thinking verbs.
Lesson Plan 41.	Identify subordinating conjunctions in sentences and use them correctly to connect main and subordinate clauses.
Lesson Plan 42.	Identify and differentiate between simple and compound sentences.
Lesson Plan 43.	Identify and differentiate between simple, compound, and complex sentences.

Academic Calendar for Wifaq-ul-Madaris

Lesson Plan 44.	Construct complex sentences using main and subordinate clauses with correct transitional devices and punctuation.
Lesson Plan 45.	- Recognize and understand direct and indirect speech. - Learn rules (1-5) to change sentences from direct speech to indirect speech correctly.
Lesson Plan 46.	- Apply rules (6-7) to change sentences from direct speech to indirect speech correctly. - Change tense in indirect speech (present, past and perfect tenses, future tense) in speech and writing.
Lesson Plan 47.	Recognize and apply the technique of using hooks in sentences to capture the reader's attention and introduce the topic.
Lesson Plan 48.	Practice and develop the flow of thought in writing by organizing ideas with effective hooks and lead-in sentences.
Lesson Plan 49.	Write a poem narrating an event or a story. Creative Writing
Unit 12: A Thrilling Rescue in Clouds	
Lesson Plan 50.	- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) - Read and view a variety of reading-age appropriate and high interest books and texts from print and nonprint sources: factual recount. - Analyze the text during reading critically to understand ideas. Share your point of view. (While-reading)
Lesson Plan 51.	- Read an extensive range of nonfiction text and guess the meaning of the words and phrases in the remaining paragraphs of the lesson and share your thoughts on the text. - Become someone who believes that life and death are in the hands of Allah (SWT).
Lesson Plan 52.	- Identify the meaning of words or expressions in the context of a passage. - Memorize the vocabulary words from the lesson "A Thrilling Rescue in Clouds" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.
Lesson Plan 53.	Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.
Lesson Plan 54.	- Understand explicit meanings, through literal and vocabulary questions. - Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft.
Lesson Plan 55.	Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.
Lesson Plan 56.	- Ask and answer questions of personal relevance, information and variety of communicative purposes. - Participate in a class discussion on mountaineering by sharing experiences, listening carefully, and speaking in turn. Have a Chat
Lesson Plan 57.	Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.
Lesson Plan 58.	Distinguish and use sensing and feeling verbs.
Lesson Plan 59.	Understand and use gerunds.
Lesson Plan 60.	Construct complex sentences and paragraphs using main and subordinate clauses with correct transitional devices and punctuation.
Lesson Plan 61.	Learn rules for changing the tense correctly in indirect speech for questions, orders, requests, suggestions, and advice in writing.
Lesson Plan 62.	Change the tense correctly in indirect speech for questions, orders, requests, suggestions, and advice in writing.

Academic Calendar for Wifaq-ul-Madaris

Lesson Plan 63.	Learn to develop arguments by introducing claims, organizing reasons and evidence logically in sentences for flow.
Lesson Plan 64.	Compose and finalize argumentative texts on given topic with credible evidence, cohesion, formal style, and clear conclusions after editing and proofreading. Creative Writing
Lesson Plan 65.	Revision and Review
Lesson Plan 66.	Revision and Review
Assessment Week	

Assessment for Grade 8 - Wifaq-ul-Madaris

Name: _____

Section: _____

Roll No.: _____

Date: _____

Subject	Grade	Term	Total Time
English	8	1	90 min

Type	Objective	Subjective	Total
Total Marks	20	30	50
Marks Obtained			

Class Teacher's Signature: _____

Paper Checker's Signature: _____

Examination Controller's Signature: _____

Assessment for Grade 8 - Wifaq-ul-Madaris

Objective Type

Time: 20 min

Name: _____ Section: _____ Roll No.: _____ Date: _____

Type	Objective
Total Marks	20
Marks Obtained	

1. Tick (✓) the correct options.

(/5)

a) Ḥaḍrat Ibrāhīm عليه السلام left Iraq with his wife:

i) Ḥaḍrat Hājar عليها السلام

ii) Ḥaḍrat Sārā عليها السلام

iii) Ḥaḍrat Al-Khansā عليها السلام

iv) Ḥaḍrat Umm Salamah عليها السلام

b) Which of the following is a metaphor?

i) His smile brightened the room.

ii) His mind is a computer.

iii) Her eyes sparkled with excitement.

iv) The scent of roses filled the air

c) The word 'grinning' means:

i) praise

ii) sad

iii) laugh

iv) smile widely

d) Which of the following is a reflexive pronoun?

i) us

ii) you

iii) itself

iv) mine

e) Acronym of ROM is:

i) Run On Memory

ii) Read Only Memory

iii) Read on Machine

iv) Random Only Memory

2. Select true (T) and false (F), if the statements are correct write (T) and if not then write (F) in the given boxes. (/3)

a. Articles are required in general truths.

b. Prefixes are added at the beginning of a root word.

c. A clause expresses a complete thought.

3. Read the sentences below and encircle the compound prepositions in them. (/3)

a. There is a park in front of my house.

b. Saba' brought her sister along with her in the school farewell.

c. Zaid reached the school late because of a traffic jam.

Assessment for Grade 8 - Wifaq-ul-Madaris

4. Write the degrees of adjectives for the given words. (/2)

Positive	Comparative	Superlative
old		
		best

5. Read the sentences and underline the adjectives. (/3)

- a. I saw a scary lion in the zoo.
- b. One should always eat healthy food.
- c. You ate a large pizza.

6. Write the abbreviations for the given words. (/2)

Friday _____ Limited _____ Senior _____ Mister _____

7. Read the sentences below and write the personal pronouns in the given blanks. (/2)

- a. He is studying for the exam. _____
- b. They are playing basketball in the park. _____

Assessment for Grade 8 - Wifaq-ul-Madaris

Subjective Type

Time: 70 min

Name: _____ Section: _____ Roll No.: _____ Date: _____

Type	Subjective
Total Marks	30
Marks Obtained	

8. What did Ḥaḍrat Ibrāhim (عليه السلام) do when the people of Babylon left the city for a festival? (/3)

9. What lesson do we learn from this story about honesty and trust in Allah (ﷻ)? (/3)

10. What challenges in life is the poet referring to in the poem 'If You Think You Can!'? (/3)

Assessment for Grade 8 - Wifaq-ul-Madaris

11. Write the synonyms and antonyms of the given words and write them in their respective columns. (/3)

Words	Synonyms	Antonyms
distractions		
prioritise		
pedestrians		

12. Rewrite the sentences using the correct modal verbs. (/2)

a. It is necessary to have an entry ticket.

_____.

b. I suggest you see a dentist.

_____.

13. Write a sentence for each of the given sentence patterns. (/3)

SVN	
SVA	
SVAdv	

14. Paraphrase the given sentences. (/2)

a. The internet has revolutionised how we communicate.

b. The science project required a lot of research and effort.

15. Make one sentence for each literary device. (/3)

Simile: _____

Assessment for Grade 8 - Wifaq-ul-Madaris

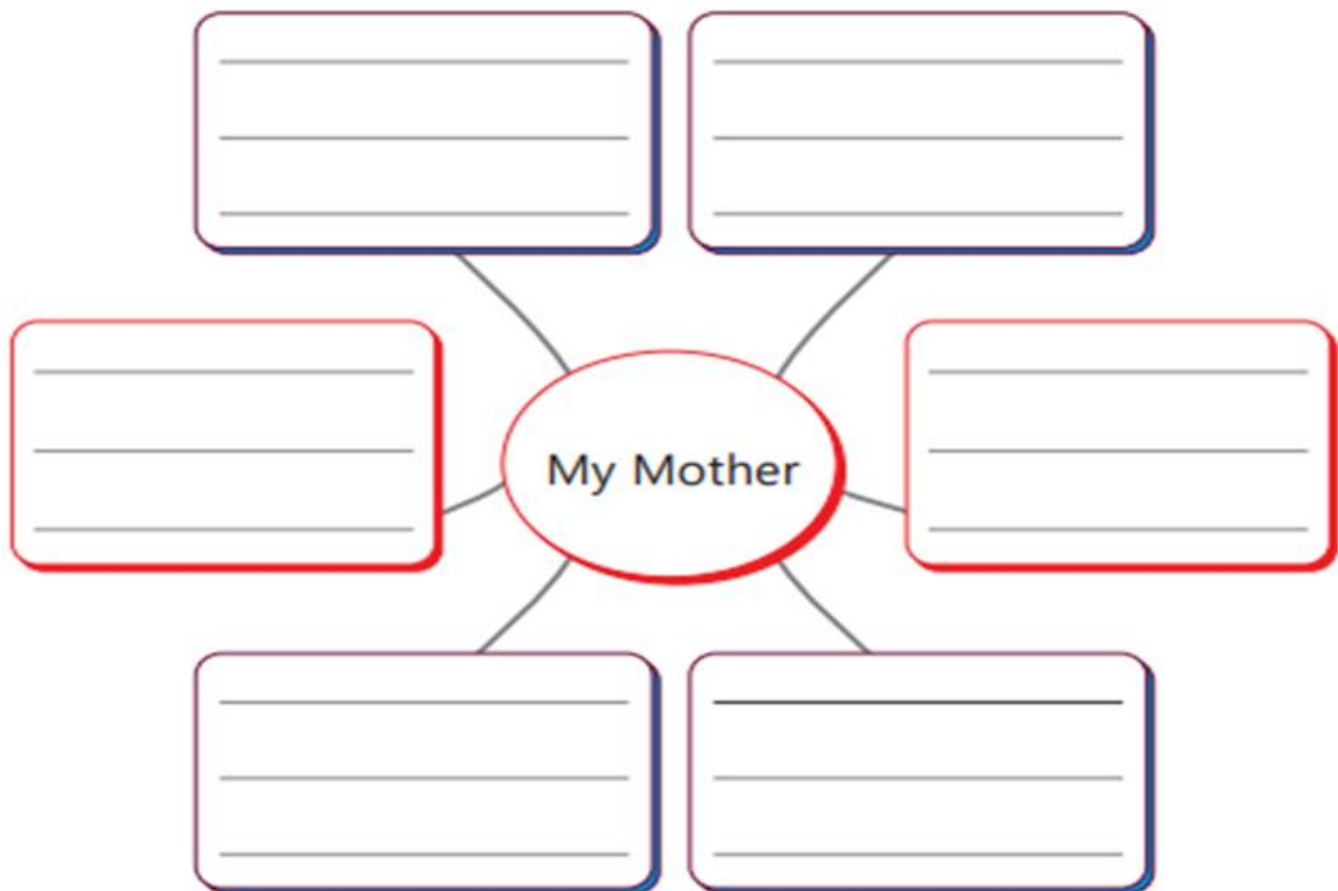
Metaphor: _____

Personification: _____

16. Make new words by adding suffixes or prefixes to the root words. (/2)

Root Words	Prefixes	Suffixes	New Words
believe			
kind			

17. Think of a story of your own. Fill in the following mind map once you have brainstormed your ideas. (/6)



Assessment for Grade 8 - Wifaq-ul-Madaris

Name: _____

Section: _____

Roll No.: _____

Date: _____

Subject	Grade	Term	Total Time
English	8	2	90 min

Type	Objective	Subjective	Total
Total Marks	20	30	50
Marks Obtained			

Class Teacher's Signature: _____

Paper Checker's Signature: _____

Examination Controller's Signature: _____

Assessment for Grade 8 - Wifaq-ul-Madaris

Objective Type

Time: 20 min

Name: _____ Section: _____ Roll No.: _____ Date: _____

Type	Objective
Total Marks	20
Marks Obtained	

1. Tick (✓) the correct options. (/5)

a) Who appointed Qāḍi Shuraiḥ ibn-ul-Ḥārith as the judge of Kufa?

i) Ḥaḍrat Abū Bakr رضي الله عنه

ii) Ḥaḍrat ‘Umar رضي الله عنه

iii) Ḥaḍrat ‘Uthmān رضي الله عنه

iv) Ḥaḍrat ‘Ali رضي الله عنه

b) How many Aḥādith did Ḥaḍrat Umm Salamah رضي الله عنها narrate?

i) Over 100

ii) Over 200

iii) Over 300

iv) Over 400

c) In which battle did Ḥaḍrat Al-Khansā’ رضي الله عنها demonstrate her strong faith and brave character?

i) Battle of Qādisiyyah

ii) Battle of Khaybar

iii) Battle of Tabūk

iv) Battle of Uḥud

d) What event did Mr. Ja’far announce for the students?

i) Sports day

ii) Debating competition

iii) Science exhibition

iv) Cultural fair

e) The meaning of “furious” is:

i) Very sad

ii) Very happy

iii) Very excited

iv) Very angry

2. Select true (T) and false (F), if the statements are correct write (T) and if not then write (F) in the given boxes. (/3)

a. Homographs are words that are spelled the same but are different in meanings.

b. Attributive adjectives are written before an adjective.

c. An adverbial clause is a dependent clause.

d. Clauses do not express a complete thought.

e. A relative clause is a type of dependent clause.

f. Oxymoron refers to two words that mean the opposite of each other and are put together to make a new idea.

Assessment for Grade 8 - Wifaq-ul-Madaris

3. Read the given sentences and write the type of dependent clause in the given blanks. (/3)

- a. He left before the guests arrived. _____
- b. The book that you recommended is excellent. _____
- c. They made him the leader, which surprised us all. _____

4. Fill in the blanks with correct pronouns. (/2)

- a. Ṭariq and Faizān are not doing _____ homework.
- b. Fāṭimah is writing a letter to _____ friend.
- c. My mother helps _____ in my project.
- d. The team is celebrating _____ victory.

5. Read the sentences and encircle the adjectives. (/2)

- a. Your team is energetic.
- b. Zahrā' is an honest girl.
- c. It is the best option available.
- d. The story was horror and suspenseful.

6. Read the sentences and underline the prepositional phrases. (/2)

- a. Raindrops were falling down from the leaves.
- b. The cat is sitting under the table.

7. Read the sentences and identify as hyperbole or oxymoron. Write your answer in the given blanks. (/3)

- a. He runs faster than the speed of light. _____
- b. I saw a tiny giant in the backyard. _____
- c. I have told you a million of times. _____

Assessment for Grade 8 - Wifaq-ul-Madaris

Subjective Type

Time: 70 min

Name: _____ Section: _____ Roll No.: _____ Date: _____

Type	Subjective
Total Marks	30
Marks Obtained	

8. What did the king say about Qāḍi Muḥammad bin Bashir's integrity? (/3)

9. How did Ḥaḍrat Umm Salamah (رضي الله عنها) help Ḥaḍrat Muḥammad (ﷺ) during the Treaty of Ḥudaibiyah? (/3)

10. Who was Ḥaḍrat Al-Khansā' (رضي الله عنها) and why is she famous in Islāmic history? (/3)

11. How did Mr. Ja'far resolve the disagreement? (/3)

Assessment for Grade 8 - Wifaq-ul-Madaris

- 12. Make sentences by using the given homographs and also write their meanings. (/4)**

Homographs	Meanings	Sentences
Park		
Tear		

- 13. Write two sentences of your own using the past continuous tense. (/2)**

a. _____

b. _____

- 14. Write two sentences for hyperbole and oxymoron each. (/4)**

Hyperbole	
Oxymoron	

- 15. Rewrite the paragraph by adding transitional devices of addition and sequence. (/3)**

‘Ali is a doctor. He is also good at playing badminton. He wakes up early and takes his breakfast. He goes to the hospital and attends his patients.

Assessment for Grade 8 - Wifaq-ul-Madaris

Being a doctor is a tough job but he still finds time for his favourite sport.
He is best with his profession and sport.

16. Write the summary of the poem 'Faith and the Afterlife' in your own words. (/5)

Assessment for Grade 8 - Wifaq-ul-Madaris

Name: _____

Section: _____

Roll No.: _____

Date: _____

Subject	Grade	Term	Total Time
English	8	3	90 min

Type	Objective	Subjective	Total
Total Marks	20	30	50
Marks Obtained			

Class Teacher's Signature: _____

Paper Checker's Signature: _____

Examination Controller's Signature: _____

Assessment for Grade 8 - Wifaq-ul-Madaris

Objective Type

Time: 20 min

Name: _____ Section: _____ Roll No.: _____ Date: _____

Type	Objective
Total Marks	20
Marks Obtained	

1. Tick (✓) the correct options.

(/5)

- a) What do trees prevent by holding the soil together?
- i) Floods and soil erosion ii) Pollution and dust
- iii) Sunlight and rain iv) Heat and humidity
- b) Imām Abū Ḥanīfa (رحمه الله) was a:
- i) King ii) Merchant and scholar
- iii) Soldier iv) Farmer
- c) How did the man feel when he heard Death's voice?
- i) Calm and relaxed ii) Angry and rude
- iii) Afraid and shivering iv) Happy and smiling
- d) In which province is Allai Valley found?
- i) Punjab ii) Sindh
- iii) Khyber Pakhtunkhwa iv) Balochistan
- e) What method did rescuers finally use to save the others?
- i) Rope bridge ii) Zip line
- iii) Ladder iv) Boat

2. Circle the nouns that have only plurals and underline the nouns that look plural.

(/5)

- a. He got measles in childhood.
- b. Eyeglasses are broken by her baby.
- c. Your dues are to be paid.
- d. I need scissors to design my dress.
- e. Politics is not a piece of cake.

3. Read the given sentences and write the type of sentence in the given blanks.

(/2)

a. She will come soon.

b. Congratulations on your success!

4. Read the given sentences. Underline the phrases and write their types in

Assessment for Grade 8 - Wifaq-ul-Madaris

the given blanks.

(/3)

- a. 'Ali completed the assignment in a few hours. _____
- b. The girl next to him is his sister. _____
- c. He walked to the store. _____

5. Fill in the blanks with the correct gerunds.

(/3)

- a. Don't sit idle as _____ idly is a bad habit.
- b. My mother baked a cake for us. Her _____ skills are amazing.
- c. Grandfather loves to plant trees. _____ connects him to nature.

6. Read the sentences carefully. Underline the mental verbs and circle the thinking verbs.

(/2)

- a. I believe him because he always speaks the truth.
- b. My siblings always consider my suggestions.

Assessment for Grade 8 - Wifaq-ul-Madaris

Subjective Type

Time: 30 min

Name: _____ Section: _____ Roll No.: _____ Date: _____

Type	Subjective
Total Marks	30
Marks Obtained	

1. What are some benefits of trees mentioned in the lesson? (/3)

2. What did Imam Abū Hanifa (رحمة الله) do when his business partner sold a defective piece of cloth by mistake? (/3)

3. How does the man react when he realises death is near? (/3)

4. How many people were in the cable car and what problem did they face?
(/3)

Assessment for Grade 8 - Wifaq-ul-Madaris

5. Rewrite the direct speech into indirect speech. (/3)

a. Mother said, "Clean your room immediately."

b. The doctor advised, "You should drink more water."

c. She suggested, "Why don't we go for a walk after dinner?"

6. Write the connotative and denotative meanings of the given words. (/3)

Words	Connotative	Denotative
Cold		
Sweet		
Home		

7. Change the nouns and verbs into adjectives. (/3)

Words	Suffix/Prefix	Adjective
Satisfy		
Need		
Tradition		

8. Make new words by adding suffixes or prefixes to the root words. (/3)

Prepositional	Adjectival	Adverbial

Assessment for Grade 8 - Wifaq-ul-Madaris

9. Write an informal letter to your friend telling him/her about your trip to Murree. (/6)

Assessment for Grade 8 - Wifaq-ul-Madaris

Key - Objective Type

1. Tick (✓) the correct options.

(/5)

a) Ḥaḍrat Ibrāhim عليه السلام left Iraq with his wife:

i) Ḥaḍrat Hājar رضي الله عنها

ii) Ḥaḍrat Sārā رضي الله عنها

iii) Ḥaḍrat Al-Khansā رضي الله عنها

iv) Ḥaḍrat Umm Salamah رضي الله عنها

b) Which of the following is a metaphor?

i) His smile brightened the room.

ii) His mind is a computer.

iii) Her eyes sparkled with excitement.

iv) The scent of roses filled the air

c) The word 'grinning' means:

i) praise

ii) sad

iii) laugh

iv) smile widely

d) Which of the following is a reflexive pronoun?

i) us

ii) you

iii) itself

iv) mine

e) Acronym ROM is:

i) Read Only Memory

ii) Run On Memory

iii) Read On Machine

iv) Random Only Memory

2. Select true (T) and false (F), if the statements are correct write (T) and if not then write (F) in the given boxes.

(/3)

a. Articles are required in general truths.

F

b. Prefixes are added at the beginning of a root word.

T

c. A clause expresses a complete thought.

F

3. Read the sentences below and encircle the compound prepositions in them.

(/3)

a. There is a park **in front** of my house.

b. Saba' brought her sister **along with** her in the school farewell.

c. Zaid reached the school late **because of** a traffic jam.

Assessment for Grade 8 - Wifaq-ul-Madaris

4. Write the degrees of adjectives for the given words. (/2)

Positive	Comparative	Superlative
old	Older	oldest
good	better	best

5. Read the sentences and underline the adjectives. (/3)

- a. I saw a scary lion in the zoo.
- b. One should always eat healthy food.
- c. You ate a large pizza.

6. Write the abbreviations for the given words. (/2)

Friday Fri. Limited Ltd. Senior Sr. Mister Mr.

7. Read the sentences below and write the personal pronouns in the given blanks. (/2)

- a. He is studying for the exam.

He

- b. They are playing basketball in the park.

They

Assessment for Grade 8 - Wifaq-ul-Madaris

Key - Objective Type

1. Tick (✓) the correct options. (/5)

a) Who appointed Qāḍī Shuraiḥ ibn-ul-Ḥārith as the judge of Kufa?

i) Ḥaḍrat Abū Bakr رضي الله عنه

ii) Ḥaḍrat 'Umar رضي الله عنه

iii) Ḥaḍrat 'Uthmān رضي الله عنه

iv) Ḥaḍrat 'Alī رضي الله عنه

b) How many Aḥādith did Ḥaḍrat Umm Salamah رضي الله عنها narrate?

i) Over 100

ii) Over 200

iii) Over 300

iv) Over 400

c) In which battle did Ḥaḍrat Al-Khansā' رضي الله عنها demonstrate her strong faith and brave character?

i) Battle of Qādisiyyah

ii) Battle of Khaybar

iii) Battle of Tabūk

iv) Battle of Uḥud

d) What event did Mr. Ja'far announce for the students?

i) Sports day

ii) Debating competition

iii) Science exhibition

iv) Cultural fair

e) The meaning of "furious" is:

i) Very sad

ii) Very happy

iii) Very excited

iv) Very angry

2. Select true (T) and false (F), if the statements are correct write (T) and if not then write (F) in the given boxes. (/3)

a. Homographs are words that are spelled the same but are different in meanings.

T

b. Attributive adjectives are written before an adjective.

F

c. An adverbial clause is a dependent clause.

T

d. Clauses do not express a complete thought.

F

e. A relative clause is a type of dependent clause.

T

f. Oxymoron refers to two words that mean the opposite of each other and are put together to make a new idea.

T

3. Read the given sentences and write the type of dependent clause in the given blanks. (/3)

a. He left before the guests arrived.

Adverbial clause

b. The book that you recommended is excellent.

Adjectival Clause

Assessment for Grade 8 - Wifaq-ul-Madaris

c. They made him the leader, which surprised us all. Noun clause

4. Fill in the blanks with correct pronouns. (/2)

a. Ṭariq and Faizān are not doing their homework.

b. Fāṭimah is writing a letter to her friend.

c. My mother helps me in my project.

d. The team is celebrating its victory.

5. Read the sentences and encircle the adjectives. (/2)

a. Your team is energetic.

b. Zahrā' is an honest girl.

c. It is the best option available.

d. The story was horror.

6. Read the sentences and underline the prepositional phrases. (/2)

a. Raindrops were falling down from the leaves.

b. The cat is sitting under the table.

7. Read the sentences and identify as hyperbole or oxymoron. Write your answer in the given blanks. (/3)

a. He runs faster than the speed of light.

hyperbole

b. I saw a tiny giant in the backyard.

oxymoron

c. I have told you a million of times.

hyperbole

Assessment for Grade 8 - Wifaq-ul-Madaris

Key - Objective Type

1. Tick (✓) the correct options.

(/5)

- a) What do trees prevent by holding the soil together?
i) **Floods and soil erosion** ii) Pollution and dust
iii) Sunlight and rain iv) Heat and humidity
- b) Imām Abū Ḥanīfa (رحمه الله) was a:
i) King ii) **Merchant and scholar**
iii) Soldier iv) Farmer
- c) How did the man feel when he heard Death's voice?
i) Calm and relaxed ii) Angry and rude
iii) **Afraid and shivering** iv) Happy and smiling
- d) In which province is Allai Valley found?
i) Punjab ii) Sindh
iii) **Khyber Pakhtunkhwa** iv) Balochistan
- e) What method did rescuers finally use to save the others?
i) Rope bridge ii) **Zip line**
iii) Ladder iv) Boat

2. Circle the nouns that have only plurals and underline the nouns that look plural.

(/5)

- a. He got measles in childhood.
b. Eyeglasses are broken by her baby.
c. Your dues are to be paid.
d. I need scissors to design my dress.
e. Politics is not a piece of cake.

3. Read the given sentences and write the type of sentence in the given blanks.

(/2)

- a. She will come soon. **Declarative sentence**
b. Congratulations on your success! **Exclamatory sentence**

4. Read the given sentences. Underline the phrases and write their types in the given blanks.

(/3)

- a. 'Ali completed the assignment in a few hours. **Adverbial Phrase**
b. The girl next to him is his sister. **Adjectival Phrase**
c. He walked to the store. **Adverbial Phrase**

Assessment for Grade 8 - Wifaq-ul-Madaris

5. Fill in the blanks with the correct gerunds. (/3)

- a. Don't sit idle as sitting idly is a bad habit.
- b. My mother baked a cake for us. Her baking skills are amazing.
- c. Grandfather loves to plant trees. Planting connects him to nature.

6. Read the sentences carefully. Underline the mental verbs and circle the thinking verbs. (/2)

- a. I believe him because he always speaks the truth.
- b. My siblings always consider my suggestions.

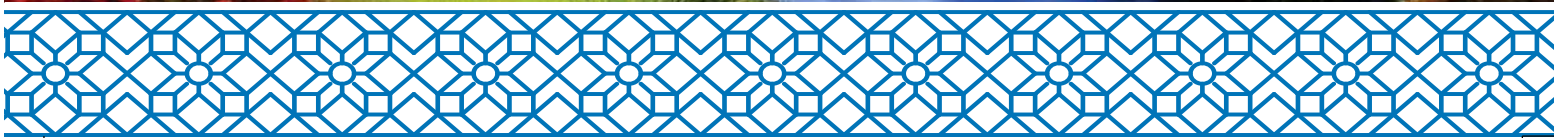
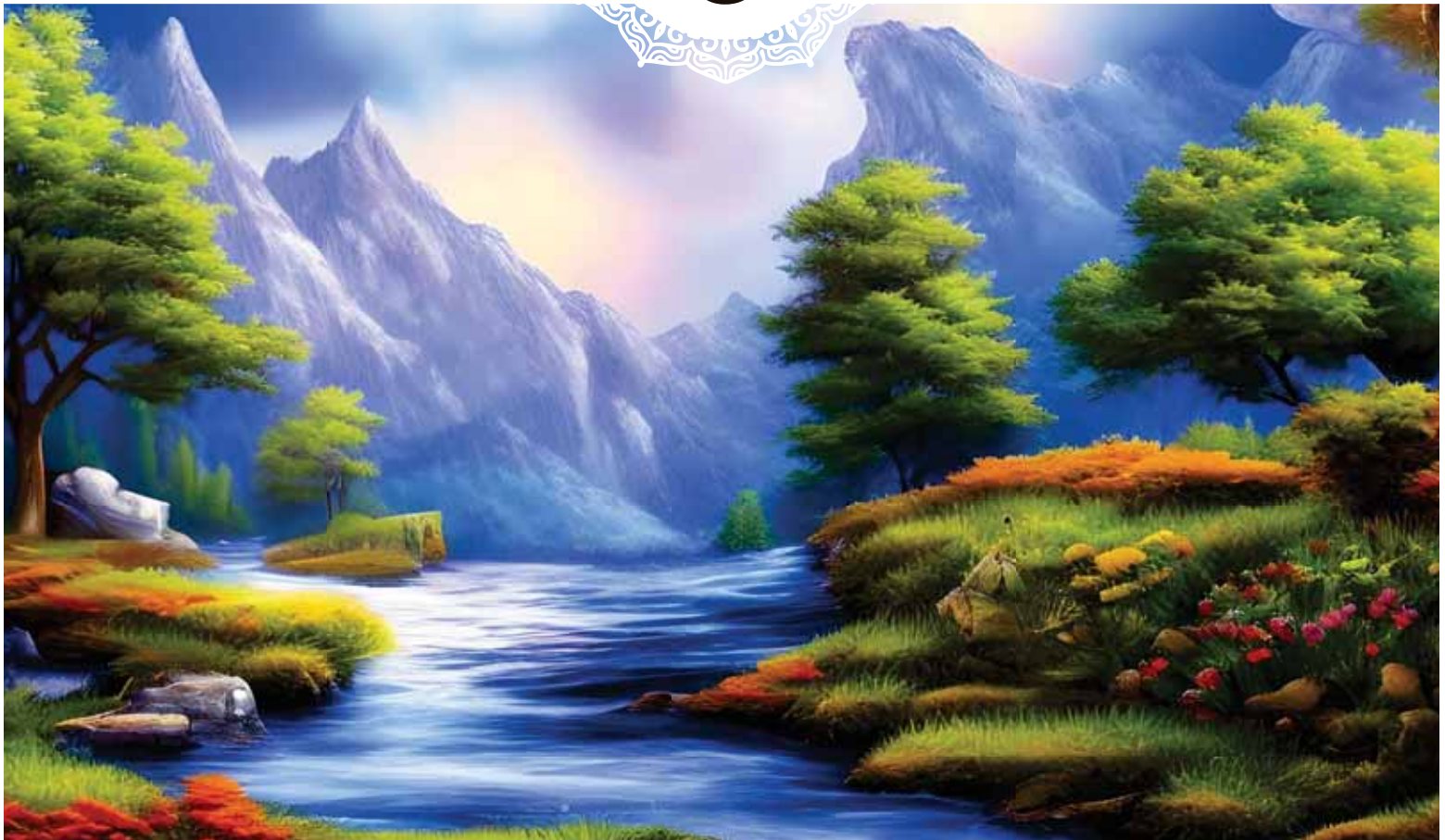
Principals Resource Pack



English

GRADE

8



Principal's Resource Pack

TERM 1			ENGLISH (G8)	Pages: 1 – 54		
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 1	1	<u>Instructional Objectives</u> • Orientation Day: Recognize and understand the terms transliteration and typographical policies.			
		2	• Orientation Day: Identify <i>transliteration</i> and <i>typographical policies</i> purpose and use in the textbook.			
		3	<u>Unit 1: Patience of Hadrat Ibrāhim (A.S)</u> • Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) • Identify the theme of patience and explain its importance in daily life. • Describe the circumstances of the life of Ḥaḍrat Ibrāhim (A.S). • Comment on Ḥaḍrat Ibrāhim (A.S) breaking the idols. • Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly. • Read the first two paragraph of the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” with correct pronunciation and appropriate expression. • Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, apostrophe).			
		4	• Read the remaining paragraphs of the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” with correct pronunciation and appropriate expression. • Learn about the patience and steadfastness of Ḥaḍrat Ibrāhim (A.S) in facing trials and tribulations. • To improve their character and actions in the light of Ḥaḍrat Ismā’il (A.S) behavior of obedience and submission. • Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions. • Recognise and rectify faulty punctuation in given passages and own work and correct others’ work. • Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.			
		5	• Determine the meaning of words or phrases as they are used in a text. • Memorize the vocabulary words from the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		6	• Apply strategies to comprehend questions by marking keywords and verbs in a variety of textual questions. Understand and answer the given questions.			

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Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 2	7	Apply strategies to comprehend higher-order questions by marking keywords and tenses in a variety of textual questions. Understand and answer the given questions.			
		8	- Apply knowledge gained from listening to, viewing, and responding to texts for different purposes by reading and practicing the given dialogue with appropriate expression and understanding. - Demonstrate effective communication skills by participating in group discussions on the importance of patience in everyday life, listening attentively to classmates, waiting for one's turn, and responding confidently to peers. Let's Have a Chat			
		9	Use a dictionary effectively by locating guide words and entry words, selecting appropriate definitions according to context, identifying pronunciation through pronunciation keys, recognizing syllable division, and determining the part of speech of a word using abbreviations.			
		10	- Recognize main verbs and their types (transitive and intransitive) in speech and writing. - Use main verbs and their types (transitive and intransitive) in writing.			
		11	- Recognize helping verbs and their types (primary auxiliaries and modal auxiliaries) in speech and writing. - Identify and apply main verbs and their types (transitive and intransitive) correctly in speech and writing. - Identify and apply helping verbs and their types (primary auxiliaries and modal auxiliaries) correctly in speech and writing.			
		12	Apply the rules and correct usage of articles (indefinite, definite, and zero articles) accurately in reading, speech, and writing.			

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TERM 1			ENGLISH (G8)		Pages: 1 – 54	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 3	13	- Recognize, understand, and apply pronouns in their proper cases (subjective, objective, and possessive). - Construct sentences using the different cases of personal pronouns.			
		14	Recognize, analyze, and construct sentences using sentence patterns such as SVO (subject–verb [transitive]–object), SVA (subject–verb–adjective), and other structures learned in earlier classes.			
		15	- Recognize, understand, and use the simple present tense accurately in speech and writing. - Apply different usages of the simple present tense (habits, routines, general truths, etc.) Correctly in speech and writing.			
		16	- Recall and use the simple present tense accurately in speech and writing. - Convert simple present tense sentences into negative and interrogative forms in both speech and writing.			
		17	Punctuate the given paragraph correctly using capitalisation, full stops, exclamation marks and commas.			
		18	Use knowledge of letter sound correspondences, syllabification patterns to accurately spell unfamiliar multisyllabic words in context and out of context.			

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TERM 1			ENGLISH (G8)		Pages: 1 – 54	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 4	19	Write a paragraph on the given topic using correct punctuation and incorporating multisyllabic words appropriately. Creative Writing			
		20	<u>Unit 2: Trust in Allah (S.W.T)</u> - Explore complex ideas and issues in drama, establish roles and apply dramatic approaches. (Pre - Reading) - Describe the importance of fulfilling a promise and support your ideas with reasons or examples. - Explore a high-interest text of the story (three paragraphs); make word meaning guesses. - Use critical thinking and intensive reading strategies (While-Reading) to locate and scan specific information in a text to answer short questions.			
		21	- Read the remaining paragraphs of the story with correct pronunciation. - Commenting on the incident mentioned in the Hadith, explain the importance of fulfilling a promise and Trusting in Allah (S.W.T). - Learn from this incident and become those who keep their promises and commitments. - Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, colon, dash, parenthesis, slash, ellipses). - Recognise and rectify faulty punctuation in given passages and correct them.			
		22	- Determine what words and phrases mean based on the surrounding text. - Memorize the vocabulary words from the lesson "Trust in Allah (S.W.T)" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		23	Apply strategies to comprehend questions by marking keywords and verbs in a variety of textual questions. Understand and answer the given questions.			
		24	Generate and answer both simple and complex questions to enhance and assess understanding of a text.			

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TERM 1			ENGLISH (G8)		Pages: 1 – 54	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 5	25	- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse. - Collaborate in group activities by brainstorming, sharing ideas, listening actively, and respecting others' contributions. Have a Chat			
		26	Recall syllables and use knowledge of syllable patterns, roots, affixes, prefixes, and suffixes to construct multisyllabic words and pronounce them with correct stress.			
		27	Use modals correctly in speech and writing to create an effect and impact on the reader.			
		28	Recognize reflexive pronouns, understand their uses, and identify them in sentences.			
		29	Recognize intensive pronouns, understand their uses, and identify them in sentences.			
		30	Analyze and construct sentences using the sentence patterns: SVN, SVOO.			
	Week 6	31	Use simple past tense correctly in speech and writing.			
		32	Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, free writing, note-taking.			
		33	Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.			
		34	Write a short story using the process approach in which dialogue occurs between two characters. Add narration or background in brackets following the conventions of director's notes. Ensure that vocabulary, tone, and style are appropriate to the context and relationship between the speakers. Creative Writing			
		35	Unit 3: If You Think You Can! - Apply knowledge from listening to, viewing and responding to texts for different purposes for example, in the context of enjoyment and understanding of other areas of language learning. (Pre - Reading) - Read the poem fluently with accuracy and expression.			
		36	- Read the poem aloud and independently with rhythm. - Learn about the importance of strong determination for a Muslim student. - Complete every task with trust in Allah (SWT). - Save yourself from weak willpower and wavering determination. - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Identify rhyme, rhythm, rhyme scheme, figurative language, and imagery in poems.			

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TERM 1			ENGLISH (G8)		Pages: 1 – 54	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 7	37	- Explain the meaning of words or phrases by analyzing their use in a passage. - Memorize the vocabulary words from the lesson "If You Think You Can!" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		38	Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts. Understand the questions and answers them.			
		39	Develop and respond to a range of questions, from basic to advanced, to aid and evaluate reading comprehension.			
		40	- Ask and answer questions of personal relevance, information and variety of communicative purposes. - Discuss role models by explaining admired qualities, sharing how to adopt them, and practising active listening with classmates. Have a Chat			
		41	Understand and utilize similes, metaphor, personification, imagery.			
		42	- Understand and utilize scheme, alliteration. - Analyse and create analogies correctly in tasks.			
	Week 8	43	- Analyze and use adjectives while reading and listening to texts. - Understand the use degrees of adjectives (positive, comparative, superlative).			
		44	Apply adjectives correctly in writing, including their degrees (positive, comparative, superlative).			
		45	- Recall the concept of preposition. - Recognize, identify and use compound preposition in writing.			
		46	Recognise and correct inappropriate shifts in pronoun number and person.			
		47	Use simple future tense correctly in speech and writing.			
		48	- Identify, apply and use apostrophe/contractions with nouns in readings and extensive writing. - Recognize and understand paraphrasing in order to paraphrase stanzas of a poem.			

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TERM 1			ENGLISH (G8)		Pages: 1 – 54	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 9	49	Use paraphrasing skills to paraphrase stanzas in a given poem. Creative Writing			
		50	<u>Unit 4: Let's Make our Roads Safer</u> - Explain the importance of following the country's laws in daily matters. - Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) - Read the beginning of the lesson (Page 41 and page 42 half) and watch age-appropriate, engaging nonfiction from print sources; infer word meanings. - Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text. - Recognise features of an effective topic sentence using specific words and vivid verbs. - Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through evidence, cause and effect, and/or comparison and contrast. - Identify key ideas and details while reading the text.			
		51	- Read the remaining paragraphs accurately and expressively; confidently express thoughts and preferences. - Become someone who follows the etiquettes of travel. - Considerate of others while walking on roads and streets. - Analyse organizational patterns in a text: list/sequence of ideas/ events comparison-contrast; cause-effect; problem-solution; reasons/conclusion. - Locate and scan specific information in the text to answer questions. (While reading)			
		52	- Figure out the meaning of words and phrases from the way they are used in a passage. - Memorize the vocabulary words from the lesson "Let's Make our Roads Safer" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		53	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of factual questions that require interpretation, inference and personal response.			
		54	Ask and answer questions of varying complexity to support and monitor text understanding.			

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TERM 1			ENGLISH (G8)		Pages: 1 – 54	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 10	55	- Develop the ability to pose rhetorical questions for a range of audiences. - Discuss the given topic and share viewpoints with the class while practising active listening and confident speaking. Have a Chat			
		56	- Use a thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing. - Identify phrases through keywords. Use abbreviations and acronyms correctly.			
		57	Recognise, distinguish and use action verbs, linking verbs, and verbs of possession.			
		58	Recognize and use of adverbs.			
		59	Identify and use degrees of comparison of adverbs.			
		60	Identify and use prepositional phrases in writing.			
	Week 11	61	Identify and differentiate between a phrases and clauses.			
		62	Use present continuous tense correctly in speech and writing.			
		63	Learn how to write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.			
		64	- Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee. - Apply editing and proofreading skills to a range of different texts and contexts. Creative Writing			
		65	Revision and Review 1			
		66	Revision and Review 1			
			Assessment Week			

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TERM 2			ENGLISH (G8)		Pages: 55 – 99	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 1	1	Unit 5: Justice of Muslim Qādis - Narrate the instances of justice and fairness by Muslim judges. - Take the behavior of Muslim judges as a role model for oneself. - Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre-Reading) - Enjoy the reading of an informational text, the first three paragraphs. - Use intensive reading strategies to identify key information and answer questions during reading. (While-reading)			
		2	Read the remaining lesson aloud and independently with accuracy and character expression; voice your opinions.			
		3	- Discover the intended meaning of words or expressions within the context of a text. - Memorize the vocabulary words from the lesson “Justice of Muslim Qādis” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		4	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/ textual.			
		5	Create and respond to lower- and higher-level questions to deepen and measure comprehension of reading material.			
		6	- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures and movements. - Work in groups to create and perform a role-play script using evidence, witnesses, and clues to build suspense while practising active listening and turn-taking. Have a Chat			
	Week 2	7	- Use homographs in writing. - Keep a record of words (e.g., word wall, word bank, word journal).			
		8	Identify the varying position of adjectives in sentences and apply in their writing.			
		9	Recognise and identify the use adverb phrases in their speech and writing.			
		10	Recognize different types of phrases and identify the features of noun phrases and prepositional phrases.			
		11	Recall and use noun phrases and prepositional phrases correctly in sentences.			
		12	Use past continuous tense correctly in speech and writing.			

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TERM 2			ENGLISH (G8)		Pages: 55 – 99	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 3	13	Learn and write a descriptive composition about a person, object, or place, moving from general to specific, with correct punctuation and spelling, by following the process approach (brainstorming, mind mapping, drafting).			
		14	- Write a descriptive composition (giving physical description and characteristics/traits of a person from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft. - Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.			
		15	<u>Unit 6: Hadrat Umm Salamah (R.A)</u> - Discuss the role of women in an Islamic society. - Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). (Pre - Reading) - Read the first three paragraphs of the lesson correctly. - Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.			
		16	- Read the remaining text of the lesson and improve reading flow and expression through practice. - Discuss the role of women in an Islamic society in light of the character of Hadrat Umm Salamah (R.A). - Shape your own morals and character in light of the character of Hadrat Umm Salamah (R.A).			
		17	- Identify how the author's choice of words shapes meaning in the passage. - Memorize the vocabulary words from the lesson "Hadrat Umm Salamah (R.A)" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		18	Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of open-ended questions that require interpretation, inference and personal response.			

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TERM 2			ENGLISH (G8)		Pages: 55 – 99	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 4	19	Use questioning techniques, from straightforward to analytical, to improve and assess your grasp of a text.			
		20	Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.			
		21	- Speak confidently and fluently in a wide range of contexts to fulfil different purposes. - Participate in a group discussion about given topics by listening carefully and speaking confidently in turn. Have a Chat			
		22	- Understand the difference between captonym words such as Turkey/turkey, May/may. - Take dictation of paragraph/ text of grade level.			
		23	Use adjectival phrases in speech and writing.			
		24	Identify and differentiate between a variety of phrases (adjective phrase, adverb phrase).			
	Week 5	25	Use and recognise adverb clauses as needed in their speech and writing.			
		26	Use future continuous tense correctly in speech and writing.			
		27	Learn and identify the features of a narrative story, including characters, setting, events, dialogue, and conclusion, and use them in writing.			
		28	Write narratives that introduce characters, develop events with dialogue and description, use transitions for sequence, apply sensory details, and provide a logical conclusion.			
		29	- Plan and write narratives with clear characters, logical events, descriptive details, and appropriate conclusions. - Proofread and edit texts for errors of sentence structure, subject/verb agreement, noun/pronoun agreement, transitional devices and punctuation and spelling. Creative Writing			
		30	<u>Unit 7: Faith and the Afterlife</u> - Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Pre - Reading) - Recite the poem with correct pronunciation.			

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TERM 2			ENGLISH (G8)		Pages: 55 – 99	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 6	31	- Reading to identify, analyse and structure a biography (First three paragraphs of the lesson). - Explain the importance of the afterlife in light of the conduct of Ḥaḍrat Al-Khansā' (R.A).			
		32	- Reading to structure and analyse descriptive/argumentative/persuasive essays. (remaining text of the lesson). - Comment on the patience and perseverance of Ḥaḍrat Al-Khansā' (R.A).			
		33	- Work out the meaning of words and phrases by examining the surrounding sentences. - Memorize the vocabulary words from the lesson "Faith and the Afterlife" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		34	Give an informed personal response to a text and provide some textual reference in support.			
		35	Engage with both foundational and critical thinking questions to support and assess reading comprehension.			
		36	- Engage in collaborative discussions on grade-level topics by following rules, building on others' ideas, and expressing own ideas clearly. - Work in groups to discuss ways of solving problems, share ideas confidently, and listen carefully to others. Have a Chat			
	Week 7	37	- Determine a central idea of poem and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. - Use summary skills to: ✓ extract salient points and develop a mind map to summarize a variety of informational texts. - transfer the written text to a table, diagram, flowchart or work plan.			
		38	Understand and utilize hyperbole, oxymoron, and mood given in the text. Use these devices in writing tasks also.			
		39	Understand and utilize meter, assonance and consonance given in the text. Use these devices in writing tasks also.			
		40	Demonstrate use of pronoun antecedent agreement recognizing their relationship.			
		41	Examine and interpret the use of transitional devices (addition, sequence) in speech and writing to create the effect.			
		42	Identify and differentiate between independent and dependent clauses.			

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TERM 2			ENGLISH (G8)		Pages: 55 – 99	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 8	43	Recognize types of dependent clauses (noun, adjective, adverb) and explain their functions in sentences.			
		44	Recall and use types of dependent clauses (noun, adjective, adverb) in sentences.			
		45	Use present perfect tense correctly in speech and writing.			
		46	Recognise and use hyphens correctly in compound words, with prefixes, in word breaks, and to avoid confusion in meaning.			
		47	Use hyphens in letter string –ough words.			
		48	Understand 'i' before 'e', except after 'c' rule with exceptions.			
	Week 9	49	Use summary skills to write an objective summary of the given text and poems. Creative Writing			
		50	Unit 8: Settling the Quarrel - Explain the importance of forgiving each other in daily matters. - Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) - Read the starting two paragraphs aloud smoothly, with correct speed and tone. - Analyse how an author develops and contrasts the points of view of different characters in a text. - Criticise the plot development with respect to different aspects of the story. - Analyse how elements of a story or drama interact (e.g., how setting shapes the characters or plot). - Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)			
		51	- Clarify the importance of forgiving others in the light of the Qur'ān and Sunnah. - Read the remaining lesson text with proper rate, accuracy, and voice. - Read and use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. - Use while reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.			
		52	- Analyze how words or phrases contribute to the meaning of the text. - Memorize the vocabulary words from the lesson "Settling the Quarrel" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		53	Read and answer literary and textual questions with accuracy.			
		54	Formulate and respond to both basic and higher-order questions to support and evaluate reading comprehension.			

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TERM 2			ENGLISH (G8)		Pages: 55 – 99	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 10	55	- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence. - Participate in a group discussion by sharing ideas, listening carefully, and taking turns to speak. Have a Chat			
		56	- Comprehend and use contemporary idioms in the different texts and in their speech. - Keep a record of words (e.g., word wall, word bank, word journal).			
		57	- Comprehend and use contemporary proverbs in the different texts and in their speech. - Keep a record of words (e.g., word wall, word bank, word journal).			
		58	Recognize vague pronouns and identify their use in sentences.			
		59	Examine and interpret the use of transitional devices (contrast and reason, cause and effect) in speech and writing to create the effect.			
		60	Understand and identify relative clauses in sentences and use them correctly to add information about a noun or pronoun.			
	Week 11	61	Use past perfect tense for an event correctly in speech and writing.			
		62	Apply the past perfect tense to show the order of two past actions.			
		63	Plan and write multi-paragraph compositions (essays) using the writing process, correct grammar, punctuation, vocabulary, transitions, supporting details, and logical organization with clear conclusions.			
		64	- Plan and write essay using the writing process with correct grammar, punctuation, vocabulary, details, and clear organization. - Write the final draft after complete editing and proofreading. Creative Writing			
		65	Revision and Review 2			
		66	Revision and Review 2			
			Assessment Week			

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TERM 3			ENGLISH (G8)		Pages: 100 – 144	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 1	1	Unit 9: The World of Trees - Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading) - Engage with reading of the first four paragraphs of the lesson; use context to understand new words. - Explain the importance of planting trees. - Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts.			
		2	- Practice fluent, expressive reading and openly share your views on the remaining paragraphs. - Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary. (While reading)			
		3	- Use context to understand the meaning of unfamiliar words or expressions. - Memorize the vocabulary words from the lesson "The World of Trees" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		4	Interpret literary and textual questions and provide precise answers.			
		5	Analyze, evaluate, and create responses to higher-order questions that require critical thinking and reasoning.			
		6	- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. - Perform a role-play on a given topic by presenting facts and opinions through dialogue, speaking confidently, and listening carefully to partners. Have a Chat			
	Week 2	7	Explain the meaning of words by understanding how they are used in different contexts, both familiar and unfamiliar settings.			
		8	Form adjectives correctly from nouns by using common suffixes.			
		9	Form adjectives correctly from verbs by using common suffixes.			
		10	Examine and interpret the use of conjunctions and transitional devices (purpose, condition) in speech and writing to create the effect.			
		11	Identify comparative clauses in sentences and use them correctly to show comparison between people, objects, or actions.			
		12	Use future perfect tense correctly in speech and writing.			

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TERM 3			ENGLISH (G8)		Pages: 100 – 144	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 3	13	Understand informative texts by presenting a topic, organizing ideas with facts and examples, using transitions and precise vocabulary, and providing a clear conclusion.			
		14	Write informative texts by introducing a topic, organizing ideas, using facts and examples, applying transitions, precise vocabulary, and giving a clear conclusion.			
		15	Write informative texts that introduce and organize a topic, use facts and examples, apply transitions, include precise vocabulary, and end with a clear conclusion. Creative Writing			
		16	<u>Unit 10: The Right Way to Earn</u> - Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. (Pre - Reading) - Identify different points of view (e.g., first person, third-person narrative) - Read the first three paragraphs of the lesson fluently and with expression, both aloud and silently; share opinions freely.			
		17	- Read the remaining paragraphs of the lesson fluently; share opinions. - Explain the importance of earning hālāl (lawful) livelihood in the light of Islāmic teachings. - Recognize main ideas and supporting details during reading to understand the text better. (While- reading)			
		18	- Interpret the meaning of vocabulary as it appears in reading material. - Memorize the vocabulary words from the lesson “The Right Way to Earn” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			

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TERM 3			ENGLISH (G8)		Pages: 100 – 144	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 4	19	Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.			
		20	Comprehend and respond correctly to questions.			
		21	Understand the meaning of literary and textual questions and answer them correctly.			
		22	Evaluate the literary techniques (e.g., music/sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.			
		23	- Engage in collaborative discussions by coming prepared, building on others' ideas, and expressing own views clearly with evidence. - Share fact-based views in group discussions, listen attentively, and speak confidently and audibly when it is your turn. Have a Chat			
		24	Distinguish between the connotative and denotative meaning of words denotations and their appropriate use in a variety of writing and texts.			
	Week 5	25	Recognize and use correctly nouns that have only plural forms (e.g., trousers, spectacles) and singular nouns that look plural (e.g., news, mathematics).			
		26	Recognise and use correlative conjunctions including pairs such as both/and, either/or, etc.			
		27	Distinguish and write four types of sentences i.e. Declarative, exclamatory, interrogative and imperative.			
		28	Use present perfect continuous tense correctly in speech and writing.			
		29	Use past perfect continuous tense correctly in speech and writing.			
		30	Recall the features of informal letters and learn the features of formal in terms of tone, style, and purpose.			

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TERM 3			ENGLISH (G8)		Pages: 100 – 144	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 6	31	Write formal letters and emails (applications, complaints acceptances/ rejections, condolences), letters to the editor, and police reports using appropriate vocabulary, tone, and style for the context and audience.			
		32	Write formal letters for different social and academic purposes. Creative Writing			
		33	<u>Unit 11: Alarm for a Wise Muslim</u> - Explain the importance of using intellect and reasoning in human life. - Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. (Pre - Reading) - Recite the poem (Seven stanzas) with correct rhythm and pronunciation. - Structure, transitional devices, own words and relevant punctuation marks.			
		34	- Recite the poem (remaining stanzas) with correct rhythm and pronunciation. - Develop the habit of self-accountability every day.			
		35	- Understand how specific words or phrases are used within a text. - Memorize the vocabulary words from the lesson “Alarm for a Wise Muslim” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		36	- Accurately comprehend and respond to questions based on literary texts. - Summarise complex concepts, processes, or information by paraphrasing them using correct language.			
	Week 7	37	- Make inferences to draw conclusions from, contextual information, writer’s viewpoint, implied information. - Demonstrate an understanding of interpreting and integrating information from a variety of sources. Accurately comprehend and respond to higher order questions.			
		38	- Engage in extended discussions and debates taking into account other speakers’ viewpoints and presenting one's own with clarity and coherence. - Deliver dialogues confidently while listening carefully to your partner and taking turns to speak. Have a Chat			
		39	Recall mood, meter, assonance and consonance given in the text. Use these devices in writing tasks also.			
		40	Distinguish and use mental and thinking verbs.			
		41	Identify subordinating conjunctions in sentences and use them correctly to connect main and subordinate clauses.			
		42	Identify and differentiate between simple and compound sentences.			

Principal's Resource Pack

TERM 3		ENGLISH (G8)			Pages: 100 – 144	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 8	43	Identify and differentiate between simple, compound, and complex sentences.			
		44	Construct complex sentences using main and subordinate clauses with correct transitional devices and punctuation.			
		45	- Recognize and understand direct and indirect speech. - Learn rules (1-5) to change sentences from direct speech to indirect speech correctly.			
		46	- Apply rules (6-7) to change sentences from direct speech to indirect speech correctly. - Change tense in indirect speech (present, past and perfect tenses, future tense) in speech and writing.			
		47	Recognize and apply the technique of using hooks in sentences to capture the reader's attention and introduce the topic.			
		48	Practice and develop the flow of thought in writing by organizing ideas with effective hooks and lead-in sentences.			

Principal's Resource Pack

TERM 3			ENGLISH (G8)		Pages: 100 – 144	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 9	49	Write a poem narrating an event or a story. Creative Writing			
		50	Unit 12: A Thrilling Rescue in Clouds - Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading) - Read and view a variety of reading-age appropriate and high interest books and texts from print and nonprint sources: factual recount. - Analyze the text during reading critically to understand ideas. Share your point of view. (While-reading)			
		51	- Read an extensive range of nonfiction text and guess the meaning of the words and phrases in the remaining paragraphs of the lesson and share your thoughts on the text. - Become someone who believes that life and death are in the hands of Allah (SWT).			
		52	- Identify the meaning of words or expressions in the context of a passage. - Memorize the vocabulary words from the lesson “A Thrilling Rescue in Clouds” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
		53	Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.			
		54	- Understand explicit meanings, through literal and vocabulary questions. - Understand implicit meanings and nuances of language, through inferential questions and questions on writer’s craft.			
	Week 10	55	Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.			
		56	- Ask and answer questions of personal relevance, information and variety of communicative purposes. - Participate in a class discussion on mountaineering by sharing experiences, listening carefully, and speaking in turn. Have a Chat			
		57	Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.			
		58	Distinguish and use sensing and feeling verbs.			
		59	Understand and use gerunds.			
		60	Construct complex sentences and paragraphs using main and subordinate clauses with correct transitional devices and punctuation.			

Principal's Resource Pack

TERM 3			ENGLISH (G8)		Pages: 100 – 144	
Date	Weeks	Lesson Plan	Student Learning Outcome	Teaching Method / Material	Assessment	Teacher Sign
	Week 11	61	Learn rules for changing the tense correctly in indirect speech for questions, orders, requests, suggestions, and advice in writing.			
		62	Change the tense correctly in indirect speech for questions, orders, requests, suggestions, and advice in writing.			
		63	Learn to develop arguments by introducing claims, organizing reasons and evidence logically in sentences for flow.			
		64	Compose and finalize argumentative texts on given topic with credible evidence, cohesion, formal style, and clear conclusions after editing and proofreading. Creative Writing			
		65	Revision and Review			
		66	Revision and Review			
			Assessment Week			

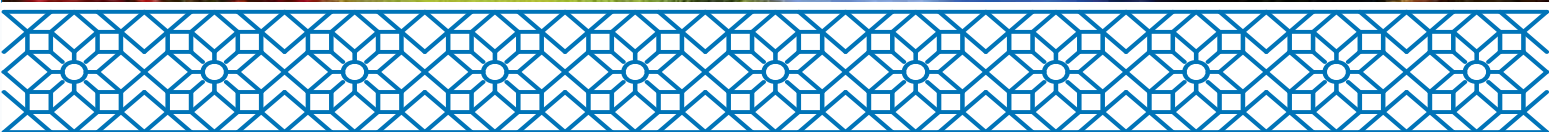
Teacher's Resource Pack



English

GRADE

8



Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhīm (A.S)
Grade	8	Topic	Transliteration
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	1



Objective(s)

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

Recognize and understand the terms transliteration and typographical policies.



Resource Material

Chalk/Marker, White/Blackboard, textbook page ix-x



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by telling students that today they are going to learn two important terms often used in writing and language studies. Ask them if they have ever seen words from another language written using English letters (for example, *Quran, Hazrat, Ibrahim, or Ramazan*). If they say yes, invite them to share the spellings they have seen. Write their responses on the board (e.g., *Quran, Ḥaḍrat, Ibrāhīm, or Ramadan*). Next, write the same words again but with different common spellings (e.g., *Quran, Hazrat, Ibrahim, or Ramazan*) and underline the changes in spelling. Explain that today they will understand why the same words can look different in spelling but sound similar, depending on how sounds from one language are represented in another.



Concept Building (33 min)

Write the word “Transliteration” on the board and explain: it means representing the sounds of words from one language using the letters of another language.

For example, the Arabic word “رَمَضَان” is written as “Ramadan.” In English, the sound of “ض” is represented as “d” (Ramadan), not as “z” (Ramazan). Emphasize that transliteration is about sounds, not meanings.

Similarly, the word “حَضْرَت” is written as “Ḥaḍrat” in transliteration. In English, the sound of “ض” is shown as “ḍ” (Ḥaḍrat), not as “z” (Hazrat).

Tell the students that in this book, all Arabic words and phrases have been transliterated according to Arabic grammar and their phonetically accurate pronunciation. Provide 3–4 more examples for clarity, such as:

سلام → Salām

محمد → Muḥammad

قُرْآن → Qur’ān

إِبْرَاهِيم → Ibrāhīm

Activity 1:

Ask the students to open their textbooks to page ix, titled “*Transliteration and Typographical Policies*.”

Explain that the table shown there provides the basics of the transliteration scheme used in this book. Read each **Arabic letter**, share its **name**, and then tell the students its **English transliteration**. After going through all the letters, ask the students to read the first page with correct pronunciation. Then, select a student at

Lesson Plans for Wifaq-ul-Madaris

random to read aloud, and gently correct any mistakes he or she makes. Make sure all students get a chance to participate in active reading. Encourage them by appreciating their efforts and lead the class in clapping to celebrate good responses.

Activity 2:

Divide the class into pairs. Give each pair 4–5 Arabic words and ask them to write transliterations in English. For example: “مدرسه → Madrasa.” After 5 minutes, invite a few pairs to share their answers on the board. Correct and appreciate their efforts.



Sum Up (3 min)

Summarize: Transliteration is about writing words of one language with the letters of another language. Appreciate students' work and remind them to apply these concepts in their future writing tasks.



Assessment (5 min)

Ask students to pick five Islamic words and write their English transliterations.



Assignment (2 min)

Read the textbook first page (ix) with title Transliteration and Typographical Policies.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Transliteration and Typographical policies
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	2



Objective(s)

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

- Identify transliteration and typographical policies purpose and use in the textbook.



Resource Material

Chalk/Marker, White/Blackboard, textbook page ix-x



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin by recalling the transliteration used when writing Arabic words in English. Ask students if they have noticed different spellings for the same Arabic words in English (e.g., Ramadan/Ramazan, Al-Shams/Ash-Shams). Note their answers on the board. Explain that the lesson will show them how these spellings follow certain rules to match Arabic pronunciation and grammar.



Concept Building (32 min)

Tell students that today they are going to learn about transliteration rules and typographical policies used when writing Arabic words in English. Write “**Typographical Policies**” on the board. Tell them that transliteration is about writing words of one language with the letters of another language, while typographical policies are the rules that guide how we write and format text properly. Explain that these are the rules we follow when writing or printing text to make it clear, neat, and consistent. These include capitalization, italicizing, bold fonts, and punctuation marks. Show examples on the board such as:

- Capitalization: ‘Quran’ not ‘quran’
- Italics: *Ta'ālā*

Activity 1:

Ask the students to open their textbooks to page x. Explain all rules one by one in detail.

Rule 1 – Transliteration of “Al” with Sun Letters:

Explain that earlier, Arabic words like “Al-Shams” were written with “Al” joined, but according to correct pronunciation, it should be Ash-Shams. Write both versions on the board and underline the difference. Ask students to repeat the correct form aloud.

Rule 2 – Alif with Hamzah:

Explain that when a word begins with Alif having a short vowel, it becomes Hamzah. Sometimes, for ease in printing, this is not fully transliterated. Show an example and explain why this exception is made.

- The Arabic word إسلام is properly pronounced ‘Islām (with a Hamzah at the beginning).

But in many printed texts, for simplicity, it is just written as Islam without the Hamzah.

Rule 3 – Italicisation:

Tell students that non-English words are usually written in italics unless they are part of titles, subtitles, or proper nouns. Examples: Imam, Ramadan (not italicized because they are now common in English).

Lesson Plans for Wifaq-ul-Madaris

Rule 4 – Special Cases:

The word Ta'ālā (meaning the Exalted) is not italicized even when following "Allah." Names of real people, places, and books in Arabic are transliterated but not italicized.

Rule 5 – Rasūl and Rasūlullāh:

Explain why Muslims prefer the Arabic words Rasūl and Rasūlullāh instead of "prophet." Emphasize that this preserves the unique status of the Messenger of Allah (ﷺ).

Ask students why these rules are important. Guide them to understand that typographical policies make text easy to read and professional. Remind them to apply these concepts in their future writing tasks.



Sum Up (3 min)

Summarize the key rules:

Correct transliteration follows Arabic pronunciation.

Non-English words are italicized unless they are common in English or proper nouns.

Certain religious terms like Rasūl, Rasūlullāh, and Ta'ālā are treated with special respect in writing.

Encourage students to apply these rules whenever they encounter Arabic-origin words in English texts.



Assessment (5 min)

Ask students to pick five Islamic words and write their English transliterations.



Assignment (2 min)

Read the textbook page (x) with title Transliteration and Typographical Policies.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Reading
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	3



Objective(s)

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

- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. (Pre - Reading)
- Identify the theme of patience and explain its importance in daily life.
- Describe the circumstances of the life of Ḥaḍrat Ibrāhim (A.S).
- Comment on Ḥaḍrat Ibrāhim (A.S) breaking the idols.
- Read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently. Express preferences and opinions openly.
- Read the first two paragraph of the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” with correct pronunciation and appropriate expression.
- Use common punctuation cues to aid comprehension when reading (e.g., comma, full stop, exclamation mark, apostrophe).



Resource Material

Chalk/Marker, White/Blackboard, textbook pages 1, 2



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Write the word patience on the board. Ask students:

- Define the word ‘patience’ in your own words.
- Can you give an example of patience in your daily life?
- Who was Ḥaḍrat Ibrāhim (A.S)?

Show the title of the unit and explain what it means. Briefly explain that Ḥaḍrat Ibrāhim (A.S) was a Prophet of Allah known for his patience, faith, and struggle against idol worship. Ask students to carefully look at the picture (given in textbook front page) and share what they observe.



Concept Building (35 min)

Tell Students that they are going to read unit 1: Patience of Ḥaḍrat Ibrāhim (A.S). Ask students to open textbook page at 1. Ask: What do you already know about Ḥaḍrat Ibrāhim (A.S)? Engage in a short discussion on his life and challenges. Introduce the theme: Patience is one of the greatest virtues taught by Allah. Ask students to open the textbook page 2 to the lesson. Read the first two paragraphs aloud with correct pauses, intonation, and expression. Guide them to notice punctuation (commas, full stops, exclamation marks, apostrophe) and how it changes expression when reading. Explain difficult words and write them on the board with meanings. Ask whether they like it interesting and informative. Tell them that

Lesson Plans for Wifaq-ul-Madaris

it is an informative text. Explain to them briefly, an informative text is a type of writing that gives facts, details, or information about a topic. Its main purpose is to teach or explain something to the reader.

Highlight key points:

- Circumstances of the life of Ḥaḍrat Ibrāhim (A.S)
- His breaking of the idols and standing firm against false beliefs
- Importance of patience in those situations

Activity 1:

Get students into pairs. Ask them to read aloud to each other with correct pronunciation and expression. After reading, ask them to say 4–5 sentences on the theme of patience and why it matters in daily life.



Sum Up (3 min)

Summarize the lesson:

- Who was Ḥaḍrat Ibrāhim (A.S)?
- What is patience and why is it important?
- What lesson do we learn from his breaking the idols?



Assessment (5 min)

- Call students randomly to read a few lines from the first two paragraphs.
- Ask 2–3 quick oral questions (e.g., “What is patience?” / “Why was Ḥaḍrat Ibrāhim (A.S) patient?”).



Assignment (2 min)

Read the first two paragraphs (textbook pages 1-2) again at home.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Reading
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	4



Objective(s)

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

- Read the remaining paragraphs of the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” with correct pronunciation and appropriate expression.
- Learn about the patience and steadfastness of Ḥaḍrat Ibrāhim (A.S) in facing trials and tribulations.
- To improve their character and actions in the light of Ḥaḍrat Ismā’il (A.S) behavior of obedience and submission.
- Apply critical thinking to interact with text using intensive reading strategies (while reading) to locate/scan specific information to answer short questions.
- Recognise and rectify faulty punctuation in given passages and own work and correct others’ work.
- Use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.



Resource Material

Chalk/Marker, White/Blackboard, textbook pages 2,3



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Briefly recall the last lesson. Ask students:

- Who was Ḥaḍrat Ibrāhim (A.S)?
- What do we mean by patience?
- What did we read yesterday about his patience?
- What challenges did he face?”

Tell them that today they will continue reading the remaining paragraphs and learn about the role of both Ḥaḍrat Ibrāhim (A.S) and his son, Ḥaḍrat Ismā’il (A.S), in showing patience, obedience, and submission to Allah’s will.



Concept Building (33 min)

Ask students to open the lesson to the remaining paragraphs. Read aloud with correct pauses, intonation, and expression. Call individual students to read a few lines each. Guide them to use punctuation cues (full stops, commas, question marks, exclamation marks) correctly. Write a few tricky words with silent letters on the board (e.g., honest, lamb, debt, knee). Revise the rules of silent letters and ask students to identify any such words in the lesson text.

Ask students to locate specific information through scanning (e.g., “What did Ḥaḍrat Ismā’il (A.S) say when his father told him about Allah’s command?”). Pose short answer questions that check deep understanding, e.g.:

- What lesson do we learn from the patience of Ḥaḍrat Ibrāhim (A.S)?

Lesson Plans for Wifaq-ul-Madaris

- How did Ḥaḍrat Ismā'il (A.S) show obedience?

Activity 1:

Provide students with a short passage from the text written on the board but with faulty punctuation. For Example:

ibrahim as was commanded by Allah to sacrifice his son ismail as he shared this
with his son ismail replied o my father do as you are commanded you will find
me patient in sha Allah

Ask students to correct the passage using commas, full stops, and capital letters. Let them also exchange notebooks to peer-check.

Activity 1:

Ask students in pairs to read aloud one paragraph each with expression. Then, let each pair share a 2–3 sentence reflection on the theme of patience and obedience.



Sum Up (3 min)

Review key ideas:

- Patience and steadfastness of Ḥaḍrat Ibrāhim (A.S).
- Obedience and submission of Ḥaḍrat Ismā'il (A.S).
- Importance of patience and obedience in our daily lives.



Assessment (5 min)

Call 2–3 students to read a short passage aloud with proper expression and punctuation.

Ask 2–3 oral comprehension questions:

- What did Ismā'il (A.S) teach us through his obedience?
- What lesson do we learn from the patience of Ḥaḍrat Ibrāhim (A.S)?



Assignment (2 min)

- Read the textbook pages 1-3.
- Make a list of 8 words with silent letters.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	5
 Objective(s)			
At the end of this period, the students will be able to: - Determine the meaning of words or phrases as they are used in a text. - Memorize the vocabulary words from the lesson “Patience of Ḥaḍrat Ibrāhim (A.S)” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
 Resource Material			
Chalk/Marker, White/Blackboard, textbook page 4			
 Warm-up (8 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Write some difficult words from the unit 1 “Patience of Ḥaḍrat Ibrāhim (A.S)” on the board. Ask students at random to read the words aloud and try to guess their meanings. Encourage them to raise their hands one by one to share their answers. Praise them for correct responses to build confidence.			
 Concept Building (32 min)			
Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 4. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice. Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context. Activity: Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.			
 Sum Up (3 min)			
Review the vocabulary words and their meanings together with the class.			
 Assessment (5 min)			
Ask students at random to share the meaning of any word taught in the lesson.			
 Assignment (2 min)			
Learn the vocabulary words with their meanings and write them in your notebooks.			

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhīm (A.S)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	6



Objective(s)

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

Apply strategies to comprehend questions by marking keywords and verbs in a variety of textual questions.
Understand and answer the given questions.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 4



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’
Recall the unit “Patience of Ḥaḍrat Ibrāhīm (A.S)” with students. Make pairs and ask each pair to share what they have learned from the unit. Encourage them to also share the main message of the lesson with their fellow students by taking turns. Then, ask random students to share some important event they remember from the lesson. Invite them to explain why patience is important and how it can resolve problems. Note their responses and make sure all students are actively involved in the discussion.



Concept Building (35 min)

Tell students that today they will practice answering different questions related to the unit. Write a few sample questions on the board to guide them, such as:

- What is the main message of the unit “*Patience of Ḥaḍrat Ibrāhīm (A.S.)*”?
- What did Ḥaḍrat Ibrāhīm (A.S.) do when the people of Babylon left the city for a festival?

Ask students to open their textbooks to page 4 and read statement (2) from the *Reading Comprehension* section. Read the first question aloud and ask them to listen carefully. Encourage students to think of the answer on their own and raise their hands to respond one by one. If an incorrect answer is given, guide them politely and share the correct response. Write the correct answer on the board for everyone to see. Then, ask students to copy the answer into their notebooks. Provide help where needed and praise those who complete their work quickly to build confidence.

Repeat this process for the next three questions. Make sure students clearly understand each question and encourage them to work out the answers independently. Appreciate their participation and efforts throughout the activity.



Sum Up (3 min)

Revise all the questions along with their answers.



Assessment (5 min)

Ask random students questions from the Reading Comprehension section to assess their understanding.

Lesson Plans for Wifaq-ul-Madaris



Assignment (2 min)

Instruct students to learn the questions and their answers from the Comprehension section.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	7



Objective(s)

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

Apply strategies to comprehend higher-order questions by marking keywords and tenses in a variety of textual questions. Understand and answer the given questions.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 4



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Start the lesson by reviewing the previous day’s work on comprehension questions. Remind students of what they learned and then ask: “How did the people of Babylon react when they discovered their idols had been broken?”

Invite a few students to share their answers as a warm-up to refresh their memory and encourage critical thinking.



Concept Building (35 min)

Begin by telling the students that today they will practice answering higher-order questions from the unit “Patience of Ḥaḍrat Ibrāhim (A.S).” Explain that such questions encourage deeper thinking and help us apply what we have learned to real-life situations. Write a few examples on the board to guide them:

- Why do you think Ḥaḍrat Ibrāhim (A.S) chose patience and trust in Allah instead of anger or revenge in difficult situations?
- In what ways did Ḥaḍrat Ibrāhim’s (A.S) trials strengthen his character and faith?
- Do you think the patience of Ḥaḍrat Ibrāhim (A.S) is more important than his bravery? Why or why not?

Encourage students to reflect carefully on these questions and share their ideas with the class.

Next, ask the students to open their textbooks to page 4. Read aloud the 5th question from the Reading Comprehension section and explain that they should listen attentively and think critically before answering. Pose the question: “What special test did Allah (SWT) have Ḥaḍrat Ibrāhim (A.S) undergo involving his son?” Give students time to think and invite them to raise their hands and answer one by one. If an answer is incorrect, gently guide the student toward the correct response. Then, write the accurate answer on the board for everyone to note. Ask students to copy the answer into their notebooks, offering support where needed, and praise those who complete their work correctly and quickly to build confidence.

Afterward, continue with the remaining higher-order questions, tackling one at a time. Read each question aloud, lead a short discussion, and record the key points on the board. Once the discussion is complete, instruct students to write their own answers in their notebooks. Move around the classroom to provide assistance, corrections, and encouragement. Recognize and praise the efforts of students who think deeply and work diligently, motivating others to stay engaged.



Sum Up (3 min)

Lesson Plans for Wifaq-ul-Madaris

Recap by asking: What new things did we learn today about patience?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.



Assignment (2 min)

Learn the answers written in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Listen and respond
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	8



Objective(s)

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

- Apply knowledge gained from listening to, viewing, and responding to texts for different purposes by reading and practicing the given dialogue with appropriate expression and understanding.
- Demonstrate effective communication skills by participating in group discussions on the importance of patience in everyday life, listening attentively to classmates, waiting for one's turn, and responding confidently to peers. **Let's Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, textbook page 5



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Invite a few students at random to come to the front of the class and share their views about patience. Ask guiding questions such as:

- Why do you think patience is important in life?
- Why should everyone keep calm?

Note their responses and appreciate their active participation.



Concept Building (33 min)

Begin by telling students that today they will learn how to listen to, view, and respond to texts for different purposes by reading and practicing a dialogue with appropriate expression and understanding. Explain how they are used in communication to make speech more engaging and thought-provoking.

Ask students to open their textbooks to page 5 and read the statement from the Listening and Speaking section. Read the dialogue aloud with proper pronunciation and expression, then ask students to practice it in pairs, paying attention to tone, clarity, and expression. Emphasize that listening, viewing, and responding to texts is an important skill that helps us communicate effectively.

Explain to students that effective communication requires more than just giving answers. It involves sharing relevant information, listening carefully, showing good manners, and taking turns. Point out how the dialogue models clarity, respect, and active participation in conversation.

Activity: “Let’s Have a Chat”

Tell students that they will now take part in a classroom activity called “Let’s Have a Chat.” Divide the class into small groups. Ask them to discuss the topic: “Why is it important to show patience in everyday life?” Instruct students to:

- Listen attentively to their classmates.
- Wait for their turn to speak.
- Respond confidently and politely.

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Encourage pairs to take turns, ensuring everyone has a chance to share their ideas. Walk around the classroom to monitor discussions, provide guidance where needed, and encourage shy students to participate. Conclude the activity by inviting a few groups to share their points with the whole class.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students some random questions and ask them to answer properly.



Assignment (2 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Use a dictionary
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	9



Objective(s)

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

- Use a dictionary effectively by locating guide words and entry words, selecting appropriate definitions according to context, identifying pronunciation through pronunciation keys, recognizing syllable division, and determining the part of speech of a word using abbreviations.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 6, dictionaries



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by telling students: “Today we are going to play a game to practice pronunciation.” Write some random words on the board with different sounds and call on students at random to say them aloud with correct pronunciation and intonation. Encourage everyone to focus on accurate pronunciation, as it is essential for better understanding. Assist students who struggle by modeling the correct sound.

Next, divide the class into two groups. Ask each group to write a word on the board, and let the other group pronounce it correctly. Repeat the process three to four times, making sure all students get involved. Provide support where needed and appreciate their efforts.



Concept Building (37 min)

Tell students that today they will also learn how to use a dictionary to find syllable divisions and pronunciation keys. Explain that a syllable is a unit of a word that contains one vowel and may include consonants. Words can have one or more syllables (e.g., book = 1 syllable, apple = 2 syllables).

Tell them that a dictionary is a reference book where words are arranged alphabetically. It provides meanings, pronunciation, usage, and syllable division of words. Show students the alphabetical arrangement of words.

Explain that entry words are the words listed in bold in the dictionary. They are organized alphabetically, and each entry provides meaning, pronunciation, and sometimes usage. Open a dictionary and show students examples of different entry words.

Tell students that guide words are printed at the top of each dictionary page. They show the first and last entry words on that page, helping users find words quickly. Demonstrate this with a dictionary page.

Activity 1

Ask students to open their textbooks to page 6. Read aloud the section on using a dictionary. Tell them to notice the word, its meanings, abbreviations, syllables, pronunciation, and stress patterns. Encourage them to check other difficult words in a dictionary for practice. Explain that abbreviations in dictionaries show the part of speech of a word (e.g., n. for noun, v. for verb). Now, ask students to look at the given words in their

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dictionaries and fill in the table by writing: Part of speech, Meanings, Synonyms (second meaning). Call on a few students to share their completed tables with the class for better understanding.

Activity 2

Divide the class into four groups. Write a set of words on the board in four columns. Assign each group one column of words. Ask them to use dictionaries to find the part of speech and meaning of each word. Provide help where necessary and encourage teamwork.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Assess your students by asking random questions about syllables and use of dictionary.



Assignment (0 min)

N/A

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Main verbs, Transitive and Intransitive Verbs
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	10



Objective(s)

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

- Recognize main verbs and their types (transitive and intransitive) in speech and writing.
- Use main verbs and their types (transitive and intransitive) in writing.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 7



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

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

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

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (30 min)

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

Activity:

Ask students to open their books at page 7 of the grammar section. Ask students read the given sentences in the statement 1 and notice the use of main verbs. For example, in the sentence "Ali studies in his room daily," the main verb is "studies." A main verb is the verb in a sentence that carries the primary meaning or action. In this sentence, "studies" is the main verb because it expresses the action that the subject "Ali" performs. It indicates the habitual action of studying daily. The verb "studies" is in the present simple tense, indicating a habitual or repeated action. In the same fashion, notice other main verbs in the remaining sentences.

Begin the lesson by telling students that today they are going to learn about main verbs. Explain that the main verb is the most important verb in a sentence because it shows the action or state of being.

Activity 1:

Ask students to open their textbooks at page 7 of the grammar section. Instruct them to read the sentences given in Statement (1) and pay attention to the use of main verbs. For instance, in the sentence "Ali studies in his room daily," the main verb is "studies." A main verb is the verb in a sentence that carries the primary meaning or action. In this sentence, "studies" is the main verb because it expresses the action that the subject "Ali" performs. It indicates the

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habitual action of studying daily. The verb "studies" is in the present simple tense, indicating a habitual or repeated action. In the same fashion, notice other main verbs in the remaining sentences.

Activity 2:

Tell students that main verbs can be further divided into two types: transitive verbs and intransitive verbs. Explain to them that transitive verbs are verbs that need an object to complete their meaning. For example: She plays football. Here, 'plays' is a transitive verb because it has an object, football.

Ask students to open their textbooks at page 7 of the grammar section. Instruct them to read the sentences given in Statement (2) and pay attention to the use of transitive verbs.

Further explain that intransitive verbs are verbs that do not need an object to complete their meaning. For example: He sleeps peacefully. Here, 'sleeps' is an intransitive verb because it expresses a complete idea without an object.

Ask students to open their textbooks at page 7 of the grammar section. Instruct them to read the sentences given in Statement (2) and notice the use of intransitive verbs in them.

Activity 3:

Discuss with students how some main verbs in the exercise take an object (transitive) while others do not (intransitive). Work through a few examples (write on the board) together, underlining the main verb and identifying whether it is transitive or intransitive. Encourage students to share their own sentences aloud using both types of verbs, and write a few on the board for class discussion.



Sum Up (3 min)

Summarise the concept of verbs.



Assessment (8 min)

Provide students with a worksheet for main verb identification.



Assignment (2 min)

Write six sentences and underline main verbs in them.

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Worksheet

Name: _____ Date: _____

Read each sentence carefully. Identify the main verb and write it in the space provided. Then, label it as Transitive (T) or Intransitive (I).

1. The cat sleeps peacefully on the windowsill.

• Main verb: _____ Type: _____

2. Ali kicked the football across the field.

• Main verb: _____ Type: _____

3. The children laughed loudly at the joke.

• Main verb: _____ Type: _____

4. She writes letters to her grandmother every week.

• Main verb: _____ Type: _____

5. The sun rises in the east.

• Main verb: _____ Type: _____

6. Hina bought a new dress from the market.

• Main verb: _____ Type: _____

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Helping verbs and Types
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	11



Objective(s)

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

- Recognize helping verbs and their types (primary auxiliaries and modal auxiliaries) in speech and writing.
- Identify and apply main verbs and their types (transitive and intransitive) correctly in speech and writing.
- Identify and apply helping verbs and their types (primary auxiliaries and modal auxiliaries) correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 8



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students randomly what verbs are. Note their replies and Explain that verbs are words that express action or state of being. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (33 min)

Tell students that today they are going to learn about helping verbs. Write these simple sentences on the board:

- She writing.
- She “is” writing.

Ask students which one is correct and why. Introduce the idea that “helping verbs support the main verb” to complete the meaning. Tell them that helping verbs, also known as auxiliary verbs, are verbs that accompany the main verb in a sentence to express various tenses, moods, aspects, and voices. Helping verbs do not convey the main action or state of being; instead, they provide additional information about the main verb, such as tense, possibility, obligation, or emphasis.

Activity 1:

Ask students to open their books at page 8. Ask them read the given sentences and notice the use of helping verbs in the statement 4. In the sentence "They have completed their assignments." the helping verb is "have" in this sentence, "have" is the helping verb because it works together with the main verb "completed" to indicate the present perfect tense. Involve students to read the remaining sentences in the same fashion.

Activity 2:

Tell them there are two types of helping verbs: Primary Auxiliaries and Modal Auxiliaries.

Share with them Primary auxiliary verbs are also known as primary auxiliaries or simply helping verbs. The three primary auxiliary verbs are ‘be’, ‘do’ and ‘have’.

Primary Auxiliaries:

Common helping verbs in English include:

To be: am, is, are, was, were, being, been.

Example: She is reading a book.

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To have: have, has, had.

Example: They have finished their homework.

To do: do, does, did.

Example: He did his homework yesterday.

Ask students to open their books at page 8. Ask them read the given sentences and notice the use of Primary Auxiliaries verbs in the statement 5. Involve students to read the sentences.

Activity 3:

Tell them that nodal auxiliary verbs, also known as modals, are used to express necessity, possibility, permission, ability, and other conditions.

Modal Auxiliaries: The most common primary modal auxiliary verbs are: can, could, may, might, must, shall, should, will, would, and ought to.

Give examples on the board:

Example: We can go to the park tomorrow.

Activity 4:

Now encourage students to open their textbooks at page 8 and read statement 7. Encourage students to circle the modal auxiliary verbs and underline the main verbs in the given sentences. Appreciate them to complete their work quickly. The first student to complete this activity wins. Appreciate them all for their correct answers.

Activity 5:

Ask students to open their books at page 8 and read statement 8. Ask them read the given sentences and choose the most suitable modal auxiliary verbs for the following sentences. Involve all students in this activity. Appreciate them to complete their work quickly.



Sum Up (3 min)

Summarise the concept of main and helping verbs.



Assessment (7 min)

Provide sentences and ask students to underline helping verbs and state whether they are "Primary" or "Modal":

1. Ali "is" reading a book.
2. We "have" completed our homework.
3. You "must" obey your parents.
4. She "can" sing beautifully.
5. They "were" playing football.



Assignment (2 min)

Do the exercise # 9. Choose the correct primary auxiliary verbs for the given sentences.

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Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Articles
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	12



Objective(s)

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

- Apply the rules and correct usage of articles (indefinite, definite, and zero articles) accurately in reading, speech, and writing.



Resource Material

Chalk/Marker, White/Blackboard, textbook pages 9-10



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students randomly if they know what articles are. Discuss their prior knowledge and write down any responses on the board. Explain that articles are words that we use before nouns to show whether we are talking about something specific or something general. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (30 min)

Tell students that today they are going to learn the usage of articles. Tell them that an article is a word that comes before a noun and modifies a noun. It has multiple uses. Also tell them that there are two types of articles: definite (the) and indefinite articles (a, an). 'The' is are definite article used before a noun to indicate that the noun's identity is known to the reader. A is used before a singular noun beginning with a consonant sound. An is used before a singular noun beginning with a vowel sound.

Activity 1:

Write sentences with and without articles, and discuss the differences in meaning. Example: "I have cat" vs. "I have a cat." Discuss how the second sentence with the article "a" specifies that the speaker has one cat. Discuss the rules for using "a" and "an" before nouns: Use "a" before words that begin with a consonant sound. Use "an" before words that begin with a vowel sound. Provide examples for clarification (e.g., "a doll," "an apple," "a book," "an umbrella"). Clarify any questions students may have about using "a" and "an" correctly.

Activity 2:

Ask students to open their books at page 9 -10 of the grammar section. Ask them read the given sentences and notice the use of articles under the heading indefinite (a, an) and definite (the) from the book. Explain them these uses. Encourage them to read the text again and understand articles uses. Circulate in the class. Help them if they need be.

Activity 3:

Tell students that the “zero article” rule refers to situations where no article (neither "a/an" nor "the") is used before a noun. Explain that the **Zero Article** is used in the following cases:

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- Articles are not placed before proper nouns (people, places, languages, countries, titles or occupations). Examples:
 - ✓ She speaks Urdu and English.
 - ✓ Math is difficult for me.
 - ✓ He goes to school every day.
 - ✓ She is in prison.
 - ✓ We traveled by bus.
- Articles are not required in general truths. Examples:
 - ✓ Books are useful.
 - ✓ Milk is healthy.
 - ✓ Honesty is the best policy.
 - ✓ Love is powerful.

Activity 4:

Ask students to open their books at page 10 of the grammar section. Ask them read the given sentences and notice the use of articles under the heading Zero Article Rule from the book. Explain them these uses. Encourage them to read the text again and understand articles uses. Circulate in the class. Help them if they need be.



Sum Up (3 min)

Summarise the concept of articles and zero articles.



Assessment (7 min)

Write a few sentences on the board with missing articles. Ask students to fill in the blanks and discuss answers. Example:

- She goes to ___ school by bus.
- I usually have ___ lunch at 2 p.m.
- ___ honesty is a great quality.
- ___ books on the table belong to me.



Assignment (2 min)

Solve exercise 10. Read the given paragraph and add articles where required.

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Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	13



Objective(s)

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

- Recognize, understand, and apply pronouns in their proper cases (subjective, objective, and possessive).
- Construct sentences using the different cases of personal pronouns.



Resource Material

Chalk/Marker, White/Blackboard, textbook pages 11-12



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students randomly to revise what pronouns are. Encourage them to give examples. Then explain that pronouns are words that replace nouns in sentences to avoid repetition. Write the following sentences on the board and ask students to identify the pronouns:

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

Discuss their answers briefly.



Concept Building (30 min)

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

- **He** (subjective) went to the store.
- I saw **her** (objective) at the park.
- This book is **mine** (possessive).

Explain each sentence clearly, identifying the pronouns and their cases. Discuss why each pronoun is used in that case.

Activity 1:

Ask students open their books at page 8. Read the given sentences showing the use of subjective pronouns, objective pronouns and possessive pronouns. Ask students to notice the highlighted words and understand cases of pronouns. Write examples of sentences on the board containing personal pronouns in different cases. For instance: He (subjective) went to the store. I (objective) saw her at the park. She (possessive) lost her book.

Discuss why each pronoun is used in a particular case in the given sentence. Ask students to identify the pronouns and their cases one by one. Engage the class in discussion about why the pronouns are used in that particular way.

Activity 2:

Ask students open their books at page 8. Read statement (ii) from the ‘Grammar’ section. Read the given sentences. Write the given sentences on board. Call students at random to circle the pronoun in each sentence and determine

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whether it functions as a subjective, objective or possessive case. Correct them if needed. Make sure to involve all the students in this activity. Ask students to take out their textbooks and ask students to circle the pronoun in each sentence and determine whether it functions as a subjective, objective or possessive case. Take rounds of class and help students if need be.



Sum Up (3 min)

Summarize the key concepts:

- Pronouns replace nouns to avoid repetition.
- Personal pronouns can be used in subjective, objective, and possessive cases.



Assessment (8 min)

Distribute printed worksheets with sentences containing personal pronouns. Instruct students to:

- Identify the pronouns in each sentence.
- Label them as subjective, objective, or possessive



Assignment (2 min)

Assign students to write **three original sentences**, each containing a personal pronoun in a different case (subjective, objective, and possessive).

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Worksheet

Name: _____

Date: _____

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

1. **They** are going to visit the museum tomorrow.
 - Pronoun case: _____
2. The coach called **us** after the match.
 - Pronoun case: _____
3. This pen is **mine**, not yours.
 - Pronoun case: _____
4. **We** enjoyed the picnic by the lake.
 - Pronoun case: _____
5. Ali saw **her** at the library yesterday.
 - Pronoun case: _____
6. The cat played **its** ball happily.
 - Pronoun case: _____
7. My uncle invited **them** to dinner.
 - Pronoun case: _____
8. **She** likes to read before bedtime.
 - Pronoun case: _____
9. The red bag is **ours**.
 - Pronoun case: _____
10. The teacher asked **me** to solve the problem on the board.
 - Pronoun case: _____

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Sentence Patterns
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	14



Objective(s)

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

- Recognize, analyze, and construct sentences using sentence patterns such as SVO (subject–verb [transitive]–object), SVA (subject–verb–adjective), and other structures learned in earlier classes.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 12



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask student the definition of subject, verb and object. Then, Write the definitions on the board. Subject: The person, place, thing, or idea that performs the action or is described in the sentence. Verb: The action word in the sentence that tells what the subject is doing. Object: The person, place, thing, or idea that receives the action of the verb. Then, ask them the order of subject verb and object in the sentence. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (32 min)

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

Tell them there are several common sentence patterns in English, each serving a different purpose. Here are some of the most common sentence patterns.

Subject + Verb + Object (SVO): Amir eats apples. Explain that in some sentences, instead of an object, we may have an adjective describing the subject. This is known as the Subject-Verb-Adjective (SVA) pattern.

Present examples of sentences with SV, SVO and SVA patterns, and discuss the differences between them. Example of SV: "The cat sleeps." (Subject: The cat; Verb: sleeps). SVO: "The cat chased the ball." (Subject: The cat; Verb: chased; Object: the ball). Example of SVA: "The cat is fluffy." (Subject: The cat; Verb: is; Adjective: fluffy).

Activity 1:

Ask students to open their books at page 12 of the grammar section Under heading ‘Sentence Patterns’. Ask them to read the given sentence patterns refer to the structures that sentences follow. Also ask them to notice the highlighted words (Subject, Verb, Object and Adjective). Explain once again all sentence patterns given with examples.

Activity 2:

Divide the class into pairs or small groups. Distribute sentence strips with different subjects, verbs, objects, and adjectives to each group. Have students arrange the sentence strips to create each SV, SVO and SVA sentences. Encourage students to read their sentences aloud to the class and identify whether they follow the SV, SVO or SVA pattern.



Sum Up (3 min)

Summarise the concept of Sentence Patterns.

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Assessment (8 min)

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



Assignment (2 min)

Write six simple sentences using the given sentence patterns.

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Worksheet

Name: _____

Date: _____

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

1. The rabbit is hopping quickly.
Pattern: _____
2. Ali kicked the football.
Pattern: _____
3. The flowers look beautiful.
Pattern: _____
4. She reads storybooks every night.
Pattern: _____
5. The soup tastes delicious.
Pattern: _____
6. My father bought a new car.
Pattern: _____
7. The sky is clear.
Pattern: _____
8. They painted the walls blue.
Pattern: _____
9. The students solved the exercise.
Pattern: _____
10. The baby seems happy.
Pattern: _____

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Simple present tense
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	15



Objective(s)

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

- Recognize, understand, and use the simple present tense accurately in speech and writing.
- Apply different usages of the simple present tense (habits, routines, general truths, etc.) Correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 12



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the sentence patterns. Write following sentences on board and ask students randomly to read them. Ask them underline the verbs.

- Ali plays cricket.
- ‘Ali reads a book.
- You went to the doctor.

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (32 min)

Tell students that today they are going to learn about a new tense: Simple Present Tense.

Then write another sentence:

- Ali plays cricket.

Tell students that this is called the ‘Simple Present Tense’. It is used to describe actions that happen regularly. It is also used to state facts, general truths, and habits. Write the structure on the board:

Subject + base -s/-es form of verb + object.

- Example: She reads a book.

Now explain that 1st form of verbs (base form of verb) used in the simple present tense. Also tell that we use -s/-es with singular nouns and three-person pronouns.

Ask students to give more examples aloud and write 2–3 of their correct examples on the board. Tell students that habitual actions and general truths always written in simple present tense.

Activity 1:

Ask students to open their books at page 12 of grammar section. Explain the structure of sentences in simple present tense: Affirmative: Subject + Verb (base form) + Object. Negative: Subject + Auxiliary Verb (do/does) + Not + Verb (base form) + Object. Interrogative: Auxiliary Verb (do/does) + Subject + Verb (base form) + Object? Provide examples from the book for each type of sentence structure and ask students to

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identify the subject, verb, and object in each sentence. Explain habitual actions and general truths with examples.

Activity 2:

Divide the class into pairs or small groups. Distribute flashcards with verbs related to daily routines (e.g., eat, sleep, study, play) to each group. Have students take turns using the verbs on their flashcards to create sentences in simple present tense. Encourage them to form affirmative, negative, and interrogative sentences. Walk around the classroom to provide assistance and monitor students' progress.



Sum Up (3 min)

Summarise the concept by saying that simple present tense is used to describe actions that happen regularly. It is also used to state facts, general truths, and habits.



Assessment (8 min)

Ask random student to make sentences of their own using the simple present tense.



Assignment (2 min)

Write five sentences of your own using the simple present tense.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhīm (A.S)
Grade	8	Topic	Simple Present Tense
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	16



Objective(s)

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

- Recall and use the simple present tense accurately in speech and writing.
- Convert simple present tense sentences into negative and interrogative forms in both speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 13



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask them recall simple present tense what they have learned in previous classes. Ask them what form of verb we use in this tense. Ask them randomly to make one sentence. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (32 min)

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

Activity 1:

Ask students to open their books at page 13 of grammar section. Revise the structure of sentences in simple present tense: Affirmative: Subject + Verb (base form) + Object. Negative: Subject + Auxiliary Verb (do/does) + Not + Verb (base form) + Object. Interrogative: Auxiliary Verb (do/does) + Subject + Verb (base form) + Object?

Ask the students to recall the concept of simple present tense. Write a few sentences with blanks on the board. Ask the random students to fill in the blanks by adding verb correctly. Applause the students who write correct answer. Now ask them to solve exercise 14 and fill in the blanks with the correct form of the verb in parentheses.

Activity 2:

Tell students that today they are going to convert simple present tense sentences to negative and interrogative forms. Explain how to change sentences to negative and interrogative forms with examples. Now ask them to solve exercise 15 and convert the given sentences to negative and interrogative forms. Circulate in the class. Help them in converting the sentences if they need be. Appraise the students who come up with the correct sentences within the given time.



Sum Up (3 min)

Summarise the concept by saying that simple present tense is used to describe actions that happen regularly. It is also used to state facts, general truths, and habits.

Lesson Plans for Wifaq-ul-Madaris



Assessment (8 min)

Ask random student to make sentences of their own using the simple present tense.



Assignment (2 min)

Write five sentences of your own using the simple present tense.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Punctuation marks
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	17



Objective(s)

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

Punctuate the given paragraph correctly using capitalisation, full stops, exclamation marks and commas.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 13



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask the students to write three questions they want to ask from their classmates on a page. Instruct the students to share their questions with their classmates. Ask the students to write answers to the questions their classmates have asked. After this, instruct the students to return their question papers. Ask the students to share both the questions they asked and also the answers they received from their classmates.



Concept Building (35 min)

Tell students that today they are going to talk about punctuation marks. Tell students that today they are going to learn about **punctuation marks**, specifically: **capital letters, full stops, exclamation marks, and commas**. Explain them

- **Capitalisation:** Using a capital letter at the beginning of a sentence, names of people, places, days, and months.
- **Full stop (.):** Used at the end of a sentence to show a complete thought.
- **Exclamation mark (!):** Used to show strong feelings such as surprise, excitement, or anger.
- **Comma (,):** Used to separate words, ideas, or items in a list, and to pause slightly in a sentence.

Next, ask the students to open their textbooks to page 13. Read the given paragraph aloud and explain that it is difficult to understand because it is missing proper punctuation. Then, tell the students to rewrite the paragraph using correct punctuation marks (capitalisation, full stops, exclamation marks, and commas). Instruct them to do this work neatly in their notebooks and to complete it within the given time. Finally, appreciate and applaud the students who punctuate the sentences correctly to encourage confidence and active learning.

Activity 1:

Divide the students into groups. Ask the students to make 10 sentences which have not been discussed before with correct punctuation marks (capitalisation, full stops, exclamation marks and commas). Instruct the groups to make these sentences in 5 minutes. After 5 minutes ask them to stop writing. Call each member from each group to bring their sentences. Ask the member to read their sentences aloud in the class. Check their use of punctuation marks (capitalisation, full stops, exclamation marks and commas). Applause the winning group which comes up with the correct sentences within the given time. Appraise them with appreciation and clapping.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (3 min)

Summarise the concept again.



Assessment (5 min)

Ask students to explain the use of full stops, exclamation marks and commas.



Assignment (0 min)

N/A

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Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	18



Objective(s)

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

- Use knowledge of letter sound correspondences, syllabification patterns to accurately spell unfamiliar multisyllabic words in context and out of context.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 14



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students to tell what they have learnt from this unit. Encourage them to share their thoughts and feelings about the unit. Note their responses. Ask them to discuss the incidents of patience Ḥaḍrat Ibrāhim (A.S) with their fellow students. Ask students randomly to tell what are the multisyllabic words. Note their responses. Tell them that multisyllabic words have more than one syllable. Ask them to share some multisyllabic word with fellow students. Appreciate them all for their correct answers to boost their confidence.



Concept Building (35 min)

Tell the students that today they are going to learn about multisyllabic words and their use in sentences. Tell them that some words have more than one syllable. These words can look long and difficult to read. Write some monosyllabic and multisyllabic words on the board for their better understanding. Make two columns on the board and labeled them as monosyllabic words and multisyllabic words.

Activity 1: Ask students randomly to tell some words. Write these words in each column e.g., cat, doll, car, sky are monosyllabic words whereas poem, chorus, hotel, ambulance, ambitions act, are multisyllabic words. Ask students to open their textbook at page 14. Ask them to read the statement (2) form the writing section aloud. Read the paragraph and pronounce the highlighted words correctly. Also identify the number of syllables in them. Help them if they need.

Activity 2: Ask students to re-read the text of the unit “Patience Ḥaḍrat Ibrāhim (A.S)” and try to find 10 multisyllabic words. Ask students to open their notebooks and write these multisyllabic words in their notebooks. Ask them to use these words in their own sentences. Take rounds while they are doing their work. Help them if they need it. Appreciate them by clapping.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students at random to share more multisyllabic words from their surroundings with class.

Lesson Plans for Wifaq-ul-Madaris



Assignment (2 min)

Solve exercise 3. Write a paragraph using multisyllabic words in your notebook.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Patience of Ḥaḍrat Ibrāhim (A.S)
Grade	8	Topic	Paragraph Writing
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	19
 Objective(s)			
At the end of this period, the students will be able to: Write a paragraph on the given topic using correct punctuation and incorporating multisyllabic words appropriately. Creative Writing			
 Resource Material			
Chalk/Marker, White/Blackboard, textbook page 14			
 Warm-up (5 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell the students that they are going to play an interesting game. Divide the students into groups and explain the game rules. Each group will be given an object name e.g. chair, stapler, camera, phone, classroom etc. The group will have 60 seconds to come up with 3 to 4 lines related to the given word. The lines should be accurate and relevant to the prompt word. Encourage the groups to be creative. Repeat the same for other groups. The group which will speak more accurate lines in less time will be the winner. Appraise the winner.			
 Concept Building (35 min)			
Tell students that today they are going to write a paragraph on the given topic. Tell them a paragraph on the given topic provides a vibrant experience for the reader through vivid language and descriptions of something or some event. Ask the students to open their textbook page no. 14. Activity 1: Ask the students to open their notebooks. Instruct them to write a 10 lines paragraph about “Ḥaḍrat Ibrāhim’s (A.S) journey of faith”. Punctuate the text properly and remember to use multisyllabic words. Make sure to use multisyllabic words. Before this, discuss about Ḥaḍrat Ibrāhim’s (A.S) journey of faith. Give them some time to complete their task. Encourage them to be creative. Circulate in the class. Help them in constructing the sentences if they need be. Appraise the students who come up with the correct sentences within the given time.			
 Sum Up (3 min)			
Summarise the key concepts with your students.			
 Assessment (5 min)			
Ask random questions to the students about paragraph writing.			
 Assignment (2 min)			
Complete the task, if not completed yet.			

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Reading
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	20



Objective(s)

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

- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches. **(Pre - Reading)**
- Describe the importance of fulfilling a promise and support your ideas with reasons or examples.
- Explore a high-interest text of the story (three paragraphs); make word meaning guesses.
- Use critical thinking and intensive reading strategies (While-Reading) to locate and scan specific information in a text to answer short questions.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 15-16



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students to sit attentively. Tell students that today they are going to have a discussion about complex ideas and issues in a story/drama. Ask students at random to tell what do they know about a story/drama. Ask them to share information and discuss issues in story/drama. Encourage them to share their thoughts confidently. Note their responses. Tell them that Story/drama is literary genre of works intended for the theater. Write the title of the unit on the board and important features of a drama as well. Ask them to read the written features aloud.



Concept Building (32 min)

Tell students that today they are going to read a new unit titled “**Trust in Allah (S.W.T).**” Ask them to open their textbooks at **page 15**. Instruct students to read the title of the unit and share what they understand by it. Explain that today’s lesson is about the good deeds and trust in Allah rewards us.

Direct students’ attention to the picture on page 15 and ask them what is in it. Encourage them to describe what they observe in the picture. Ask questions such as: Read the title of the story aloud and share your views about it. Describe the picture given in the unit in a few words. Have you ever faced a difficult situation in your life? How did you overcome it?

Lesson Plans for Wifaq-ul-Madaris

Ask students to open their textbooks at page 16. Ask them to open the page 15. Tell them that today we are going to read a story, in small it is preform as drama. Tell them that today they are going to read the text of first three paragraphs with correct pronunciation and intonation. Ask them to read the text on their own. Ask them different while-reading questions to involve them in discussion. Ask students at random to read the text. Tell correct pronunciation of words if needed. Explain them the importance of kindness, education and generosity.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students at random to share some road safety tips aloud with fellow students.



Assignment (2 min)

Read the textbook pages 40-42.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Reading
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	21



Objective(s)

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

- Read the remaining paragraphs accurately and expressively; confidently express thoughts and preferences.
- Become someone who follows the etiquettes of travel.
- Considerate of others while walking on roads and streets.
- Analyse organizational patterns in a text: list/sequence of ideas/ events comparison-contrast; cause-effect; problem-solution; reasons/conclusion.
- Locate and scan specific information in the text to answer questions. **(While reading)**



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 15-17



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by having a short recap discussion. Ask students what they read in the previous class and invite a few of them to share one important point about story. Show the picture on page 16 again and ask students what they remember about it. Next, engage them in a quick Think-Pair-Share activity by asking: “What did the first man put inside the piece of wood? What was the second man’s reaction when he found the money inside the wood?” Give them a moment to discuss in pairs and then share their responses with the class. Appreciate their answers by clapping together.



Concept Building (33 min)

Tell students that today they are going to complete the unit “Trust in Allah (S.W.T).” Ask them to open their textbooks at **page 17**. Ask students at random to read the text of next paragraphs with correct pronunciation and intonation. Encourage them to do active reading by understanding the concepts and meaning as well. Ask students to underline circle pronunciation marks used in the text. Explain the use of punctuation marks such as the comma, full stop, exclamation mark, dash, colon etc. Tell them that the pace of reading changes when we use these marks for example, full stop refers to take a pause in reading. Ask students to underline the difficult words. Tell them the meaning of these words. After that read the text aloud with correct pronunciation. Also share that this lesson story is taken from a hadith.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (3 min)

Discuss and recap the key concepts of the lesson with your students.



Assessment (5 min)

Ask a few students at random to tell some road safety tips to their classmates.



Assignment (2 min)

Read the textbook pages 15-17.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Words meanings
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	22



Objective(s)

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

- Determine what words and phrases mean based on the surrounding text.
- Memorize the vocabulary words from the lesson “Trust in Allah (S.W.T)” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 18



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Write a few challenging words from the unit on the board. Invite students, one at a time, to read the words aloud and attempt to guess their meanings. Encourage them to raise their hands before responding, and appreciate correct answers to boost their confidence.



Concept Building (32 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 18. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

Activity:

Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (3 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (2 min)

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

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	23



Objective(s)

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

- Apply strategies to comprehend questions by marking keywords and verbs in a variety of textual questions. Understand and answer the given questions.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 18



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Recall the unit “Trust in Allah (S.W.T)” with the students. Divide them into pairs and ask each pair to discuss what they have learned from the unit. Encourage them to share the main message of the lesson with their classmates by taking turns. Then, invite a few students at random to explain the importance of trusting in Allah as highlighted in the lesson. Ask them to reflect on why we believe in Allah. Note their responses and ensure that all students remain actively engaged in the discussion.



Concept Building (35 min)

Tell students that today they are going to practice answering different questions related to the unit. Explain then textual questions are the questions that are directly based on the text or lesson students have read. They are designed to check comprehension, understanding, and recall of what is written in the text.

Explanation:

- Textual questions are taken from within the lesson.
- They often begin with words like *what, who, where, when, why, how*.
- They require students to refer back to the text to find correct answers.
- Answers are usually short and to the point, based on the wording or ideas in the lesson.

Write a few example questions on the board for their better understanding such as:

- What is the main message of the unit “Trust in Allah (S.W.T)”?
- What lesson do we learn from this story about honesty and trust in Allah (SWT)?

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Ask students to open their textbooks at page 18 and read statement (2) from the Reading Comprehension section. Read the first question aloud and ask students to listen carefully. Encourage them to find the answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they write and praise those who complete their work quickly to build confidence.

Repeat the same process for the next three questions. Help students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.



Sum Up (3 min)

Revise all the questions along with their answers.



Assessment (5 min)

Ask random students questions from the Reading Comprehension section to assess their understanding.



Assignment (2 min)

Instruct students to learn the questions and their answers from the Comprehension section.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	24



Objective(s)

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

- Generate and answer both simple and complex questions to enhance and assess understanding of a text.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 18



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Make 4-5 group of students. Ask them to share their thoughts and feelings about the unit “Trust in Allah (S.W.T)”. Ask them to tell the theme of the story. Encourage them to share their answers confidently with fellow students. Tell them that generosity is a great virtue which is portrayed by the characters in the unit. Ask them to share their personal experiences with generosity. Encourage them to share examples when they have witnessed generosity in others. This could help them to see positive impact of generosity on themselves and others. Appreciate them all for correct answers and active participation in group discussion.



Concept Building (35 min)

Tell students that today they are going to practice answering higher-order questions related to the unit “Trust in Allah (S.W.T).” Write some questions on the board for their better understanding. Ask them to open their textbooks at page 18. Read the statement from the “Reading Comprehension” section. Read question 5 from the section aloud. Ask them to listen carefully. Encourage them to find answers on their own and raise hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that ask students to write the answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence. Read other questions as well. Help them to understand the question from question section and encourage them to find the answers of these questions on their own. Appreciate them for their responses.

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Sum Up (3 min)

Recap by asking: What did the first man put inside the piece of wood?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.



Assignment (2 min)

Learn the answers written in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Attentive Listening Have a Chat
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	25



Objective(s)

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

- Demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- Collaborate in group activities by brainstorming, sharing ideas, listening actively, and respecting others' contributions. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 18,19



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.' The teacher will tell students that today we are going to play an interesting game "**Pass the Secret**". Explain a simple listening game to the students. One student whispers a short sentence into the ear of the next student (e.g., My cat loves climbing trees, The ice cream melted in the sun, The monkey stole a banana etc). The sentence is passed around the group until it reaches the last student, who says it aloud. The class will compare the original sentence with the final version to see how much it changed. Repeat the game for 3-4 sentences

The teacher will then ask: "Why did the message change?" and guide students to realize that **attentive listening** is important to keep meaning clear. The teacher will connect this directly to the lesson aim by saying: "In the same way, when we listen carefully and wait for our turn in a chat, we understand better and respect others' ideas."



Concept Building (30 min)

The teacher will explain that conversations have certain rules: listening actively, not interrupting, waiting for one's turn, and responding politely. The teacher will model a short dialogue with a student to show how turn-taking works. For example:

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Teacher: “What do you enjoy doing after school?”

Student: “I like playing cricket.”

Teacher: “That sounds fun! I enjoy reading after school.”

The teacher will point out how each person spoke one at a time and responded politely to the other’s idea.

Activity: Students will be divided into small groups of 4–5. Each group will be given a simple discussion topic such as “*Our favorite game*,” “*Best holiday memory*,” or “*How we can keep our school clean*” etc. One student will start the discussion, while others will listen attentively, wait for their turn, and then share their ideas. The teacher will circulate among groups, ensuring that students follow the rules of attentive listening and turn-taking. At the end of the discussion, each group will share one idea that came from their chat with the whole class. Teacher will appreciate students for their active participation.



Sum Up (5 min)

Summarise the concept of rules of turn-taking and active listening.



Assessment (5 min)

- How can we show respect during a group discussion?
- What should you do if two people start speaking at the same time?
- How does listening carefully help us share better ideas?



Assignment (5 min)

Listen to a story told by an elder. Write three things you remembered from the story to show you listened attentively.

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Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Multisyllabic words
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	26



Objective(s)

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

- Recall syllables and use knowledge of syllable patterns, roots, affixes, prefixes, and suffixes to construct multisyllabic words and pronounce them with correct stress.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 19,20,21



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Recall the students by asking that:

- Have they ever heard a word ‘syllable’?
- What do they know about division of words?

Make them share their views about syllable division. After their answers, discuss with students that **syllable** is a unit of a word containing one word and usually one or more consonants. A word can have one or more syllables. Tell them how to say syllables with the clap by saying some syllables of words. How they can divide a word into syllables or break the words into parts. Now write two words (e.g., circulate, specific etc.) on the board and read the words aloud. Divide the words into parts firstly by saying the words with clap. Then write the number of syllables and underline the syllables of the words on the board as (e.g., **circulate 3 syllables, specific 3 syllables** etc.). Now write some words (e.g., pillar, water, umbrella, banana) on the board and ask students to come on the board and divide the given words into syllables. Encourage them to participate. Clap for their answers.



Concept Building (30 min)

Enquire students about their prior knowledge of roots, suffixes and prefixes. Ask some questions related to these terms.

- What can we add at the **beginning** of word happy to change its meaning?
- What is added at the **end** of *teach* to show the person who teaches?
- Which word part gives the **basic meaning** of a word?

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Now after asking the questions note the response of students. Write their answers on the board. Relate their answers with the topic and discuss the terms with students as if we add 'un' at the beginning of 'happy' it will become a new word 'unhappy' and now it has a different meaning. So, **prefixes** are added at the beginning of a root word. Now what a root word is? A root word is the main part of a word that carries the primary meaning of the word. Here 'Happy' is the root word and for the second question if we add 'er' at the end of teach it will become 'teacher'. It is a suffix. Suffixes are added at the end of a root word. Explain them that in these examples **un** and **er** are affixes. Because these are additional elements added to the root word to create a new word or change its meaning. For the better understanding draw a table on the board. Ask them to read textbook page 19,20 for their better understanding and ask questions if they have any. Wait for 5 minutes while they are reading and take a round in the class.

Multisyllabic Words	Root Words	Prefixes	Suffixes
misunderstood	understood	mis	--
carelessness	care	--	-lessness
unhappiness	happy	un-	-ness
disrespectful	respect	dis-	-ful

Now tell the students today they will learn about how to construct multisyllabic words by using the affixes, roots, prefixes and suffixes. Explain them that **Multisyllabic words** have more than one syllable. Syllables are the units of sound in a word, typically consisting of a vowel and surrounding consonants. Constructing multisyllabic words involves combining a root word with one or more affixes. Also tell that "Stress means we make one syllable stronger.

- Now write the root word **act** on the board.
- Say: "This is the root. Let us add something to it."
- Add **-ion** to make *action*. Divide it into syllables: /ac/-/tion/.
- Underline the stressed syllable and pronounce it slowly for the class with claps.
- Repeat the process with /com/-/pose/ → /com/-/pos/-/er/ → /com/-/po/-/si/-/tion/.
- Show how syllable count changes and sometimes the stress moves.
- Do the same with **photograph** → **photography** → **photographic**.
- Each time, write the word, divide it into syllables, mark the stressed syllable, and pronounce it clearly.
- Ask the students to repeat after you three times.

Activity: Hand out flash cards with roots and affixes. (e.g., play, move, nation with re-, un-, -ful, -er, -less. etc) Now ask students to "Choose two roots. Add affixes to make two multisyllabic words." And instruct them that "Divide your word into syllables. Use a vertical line (|) and underline the stressed syllable." Give them an example on board as following:

- Example: na | tion | al (3), stress on NA.

Call three students to the front. Ask them to write their answers on the board and pronounce the word aloud. Correct stress if necessary. Appreciate students for their participation.



Sum Up (5 min)

Summarise the concept of multisyllabic words by telling its definition with examples.



Assessment (5 min)

- What do we call a word that has more than one syllable?
- Which syllable is stressed in the word *happy*?

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- Divide the word *computer* into syllables.



Assignment (5 min)

Learn the definition of multisyllabic words.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	27



Objective(s)

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

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



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 22,23.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by writing three to four simple sentences on the board such as:

- You finish the homework
- She come to school on time. etc

Ask the students to suggest ways of changing these sentences by adding small helper words such as **must**, **should**, or **could**. Demonstrate first sentence with one example: You must finish the homework. You should finish the homework. Could you finish the homework? Stress the modal in each sentence and explain: “These are called modals. They change the meaning and tone of the sentence.” Allow students two minutes to try one substitution each and share how the meaning changes.



Concept Building (30 min)

Introduce the list of common modals (can, could, may, might, would, should, must, have to, has to, dare not, need not). Explain that modals are always followed by the base form of the verb. Describe the definition of modal verbs and say that Modal verbs are used to express ability, possibility, wish, advice, necessity, permission and more. They are also called auxiliary primary words. Group them briefly by function: (Can/Could) - Expression of ability and possibility. (Could/would) - Expression of request. (Should/Must) - Expression of advice. (May/might) - Expression of possibility. (Have to/Has to) - Expression of obligation. (May) - Expression of asking permission. (Dare not/need not) - Expression of prohibition and no obligation. After explanation give an example how a sentence changed by adding the modal verbs. Stress the modal verbs and discuss its function in the sentence.

- *You must wear a helmet* (strong obligation).
- *You should wear a helmet* (advice).
- *You might wear a helmet* (possibility).

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After the example, ask students to open book page 22 and read the text with examples so they could better understand the concept. Now ask students to read it on their own. Give them some time. After reading by students ask them to fill in the blanks by suitable modal verbs on book page 22. Take a round and observe if each student is doing right if not correct them. Appreciate the ones with correct answers.

Activity 1: Divide the students in pairs. Give them different situations where they have to role play the dialogues by making use of can/cannot, may/may not appropriately on the topics (e.g., Seeking permission from parents to go on a trip. Unable to attend a birthday party of a friend. Unable to perform any task for example unable to play hockey because of leg injury. Able to ride a bicycle etc.) Encourage students to participate in this activity and appreciate their responses. Monitor the use of can/cannot, may/may not.

Activity 2 – Individual Practice: Give students three prompts (asking permission, giving advice, making a strong command etc). Instruct each student to write one sentence per prompt using an appropriate modal and label its function in brackets. Explain them with an example on board. e.g., You must not run on the road (obligation). Collect responses to check if they have done right Appreciate them for correct responses.



Sum Up (5 min)

Summarise the key concepts of modals by telling the examples.



Assessment (5 min)

- What is a modal verb?
- Name three common modals.
- Which form of the verb follows a modal?



Assignment (5 min)

Solve statement 3 on textbook page 23.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Reflexive Pronouns
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	28



Objective(s)

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

- Recognize reflexive pronouns, understand their uses, and identify them in sentences.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 23.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students at random about pronouns (e.g., what are pronouns? Or what do you know about pronouns? Give some examples of pronouns etc.) Check their knowledge about pronouns. Now write three short, familiar sentences on the board and ask students to read them silently and then aloud: “Romaisha cut her hair,” “Zarah blame herself,” and “The cat cleaned itself.” Invite students on the board to note any differences they hear or notice in meaning. Tell them to share their answers with the class. Discuss their response. Now tell them that today they will focus on a special group of pronouns called **reflexive pronouns**.



Concept Building (30 min)

Recall the concept of pronouns that these are substitution words and used instead of nouns to avoid repetition. (e.g., he, she, it, they, you, we). Now come towards the topic and tell them that today they are going to learn about reflexive pronouns. Explain that when the subject of a sentence performs an action on itself, it is called a **reflexive pronoun**. It ends in ‘self’ in singular form, e.g. myself, himself, herself, itself, yourself and ‘selves’ in plural form, e.g. themselves, ourselves, yourselves. Explain it with examples (e.g., They painted the house themselves. The cat licked itself clean. I taught myself to play the piano. etc). Write the examples on the board and underline subject and object with different colors for the better understanding. Now explain that in these examples they, the cat, and I are subjects of the sentences and if we observe the subjects are doing tasks on their own that’s why we add reflexive pronoun at the end to tell how the task has been done. Ask students to open book page 23. Read the definition and examples of reflexive pronoun aloud. Discuss the examples with students Now ask students to read the examples on their own and ask if they have any question.

Activity 1: Write mixed list of words on the board, (for example: myself, teacher, himself, cat, herself, book, ourselves, ball, themselves, friend, yourself, it, herself, dog, itself etc.) Tell the students that some of these words are **reflexive pronouns** while others are just ordinary nouns or pronouns. Give the clear instruction: “Read each word carefully. If the word is a reflexive pronoun, write it in the first column labeled Reflexive Pronouns. If it is not a reflexive

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pronoun, place it in the second column labeled noun or pronouns. Ask them to come on the board and write the words in their relevant columns. Repeat the activity for 4-5 students. Appreciate the students for their responses. After students finish sorting, review the answers together as a class and explain why each chosen word belongs in its category.

Activity 2: Ask students to open book page 23. Read statement 5 aloud. 'Choose the most suitable reflexive pronouns and fill in the sentences.' Read the sentences for students once. Ask them to complete the sentences on their own. Give them 5 minutes. Take a round while they are doing their work. Correct them if needed. Discuss the answers with the class when every student has done the work. Appreciate them for the correct answers.



Sum Up (5 min)

Summarise the key concepts of reflexive pronoun with the students.



Assessment (5 min)

1. True or False: Reflexive pronouns always end with **-self** or **-selves**.
2. Which reflexive pronoun matches with the subject *we*?
3. Which reflexive pronoun is used for *she*?



Assignment (5 min)

Solve the worksheet.

Reflexive Pronouns

Date: _____

- Sana looked at _____ in the mirror before leaving.
a) herself b) himself
- We introduced _____ to the new neighbors.
a) ourselves b) yourself
- The baby can't feed _____ without help.
a) itself b) myself
- I told _____ to stay calm during the test.
a) myself b) ourselves
- The boys painted the classroom walls _____.
a) themselves b) himself

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Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Intensive Pronouns
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	29



Objective(s)

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

- Recognize intensive pronouns, understand their uses, and identify them in sentences.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 30



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Recalling with students what a **pronoun** is. Ask students: “Which word do we use instead of a noun to avoid repetition?” (*Expected answer: pronoun, e.g., he, she, it, they*). Next, recall **reflexive pronouns** by asking: “Which pronouns end in –self or –selves and show that the subject does something to itself?” (*Expected answers: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*). Appreciate students for their correct answers. Encourage other students to participate.



Concept Building (30 min)

Start the lesson by writing two sentences on the board:

- Aafia cut herself while cooking.
- Salma herself baked the cake. etc

Ask students: “What is the difference between these two sentences?”. After their responses relate the answers to the topic and tell the students today they are going to learn about a new type of pronoun that is **intensive pronouns**.

Explain clearly that **Intensive pronouns** are very similar to reflexive pronouns but they do not function like reflexive pronouns. They are used for emphasis on a noun or pronoun of the sentence. They end in ‘self’ in singular form, e.g. myself, himself, herself, itself, yourself and ‘selves’ in plural form, e.g. themselves, ourselves, yourselves. Importantly, if the intensive pronoun is removed, the sentence still makes sense. Now write some examples on the board.

Example:

- I **myself** finished the project. (emphasis)
- She **herself** solved the puzzle. (emphasis)
- The president **himself** attended the meeting. (emphasis)

Explain them that here the pronouns are used to emphasize on the noun or the subject. Write some examples that Contrast with reflexive examples to avoid confusion:

- I taught myself to play chess. (reflexive — action returns to subject)
- She looked at herself in the mirror. (reflexive — subject = object)

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After the explanation read aloud some sentences of reflexive and intensive pronouns one by one and ask students to tell whether the pronoun used is intensive or reflexive. Ask students to open their book page 24 and read the definition and examples on their own. Take a round if they have any query.

Activity: Ask students to complete the sentences by using appropriate intensive pronouns. Provide half-written sentences on the board such as:

- The teacher _____ explained the rule.
- The players _____ celebrated their victory.
- I _____ cleaned my desk today. etc

Praise them for quick and correct answers.



Sum Up (5 min)

Summarise the concepts of intensive pronoun by recalling the definition.



Assessment (5 min)

- Write two examples of intensive pronouns.
- Identify the intensive pronoun in this sentence: The principal himself greeted the guests.



Assignment (5 min)

Write **five sentences** using intensive pronouns in your notebooks.

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Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Sentence Patterns
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	30



Objective(s)

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

- Analyze and construct sentences using the sentence patterns: SVN, SVOC, SVA, SVAdv.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 24,25, Paper slips.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Tell students that today we are going to play an interesting game “Sentence Puzzle”. Write two or three sets of jumbled words on the board and ask students to rearrange them into meaningful sentences. (e.g., doctor my is father a, Fiza her friend a gave book, spoke politely teacher the, tired children are the etc.) Call them on the board and ask them to rearrange these sentences. After their response. Check if they have done right and appreciate them by clapping.



Concept Building (30 min)

Begin the lesson by asking students to recall what a **sentence** is and why it needs a subject and a verb. Now relate their answer to the topic by writing a sentence on the board (e.g., Ali runs.) Ask: “Whom is the sentence about?” (**Ali – subject**) and “What does he do?” (**runs – verb**). Tell students that today they will learn about sentence patterns that show how words are arranged to make meaning clear. Explain that a **sentence pattern** is the structure or order in which words appear. Explain the patterns (**SVN, SVOO, SVOC, SVA, SVAdv**) with examples of each. While explaining, underline the subject, verb, and other parts in each pattern to make the structure clear. Highlight or underline only one example and ask students to tell you the pattern in rest of the examples.

1. Subject + Verb+ Object + Complement (SVOC)

- We (S) painted (V) the wall (O) blue (C).
- The class (S) made (V) Sara (O) monitor (C).
- She (S) called (V) the movie (O) boring (C). etc

2. Subject + Linking Verb + Noun (SVN)

- Ali (S) is (V) a student (N).
- My father (S) is (V) a doctor (N).

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- The cat (S) is (V) a pet (N). etc

3. Subject + Verb + Adjective (SVA)

- The soup (S) tastes (V) delicious (A).
- My brother (S) looks (V) happy (A).
- The children (S) are (V) tired (A). etc

4. Subject + Verb + Adverb (SVAdv)

- Ali (S) ran (V) quickly (Adv).
- The teacher (S) explained (V) clearly (Adv).
- The birds (S) sang (V) sweetly (Adv). Etc

After explaining each pattern ask them to open book page 24,25 and read the statement along with all the given examples on their own. Give them some time for reading. Now ask random students by asking the sentence pattern to construct a sentence on the board.

Activity: Distribute slips of paper with sentences written on them (mixed SVN, SVOO, SVOC, SVA, SVAdv).

Ask students to recognize the sentences according to the correct pattern. After identifying the sentence write its pattern name on the slip and read aloud the sentence and tell its pattern to the class. Praise them for active participation. Engage as many students as you can.



Sum Up (5 min)

Summarise the sentence pattern by asking examples from students.



Assessment (5 min)

1. Identify the pattern: The garden looks beautiful.
2. Rearrange: book her a Sara gave friend.
3. Make a sentence in the SVOC pattern.



Assignment (5 min)

Read and solve statement 9 on textbook page 25.

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Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Simple Past Tense
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	31



Objective(s)

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

- Use simple past tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 30



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Bring a small bag with a few objects inside, such as a pencil or a ball. Show the students one object and say, “Yesterday, I wrote with this pencil,” or “Yesterday, I played with this ball.” Then invite random students, one by one, to pick an object and make their own sentence in the simple past tense. If no objects are available, you can ask students to imagine holding something and describe what they did with it yesterday. After they told you write their responses on the board and encircle the past verbs or time if they have mentioned like yesterday. Tell students that these are examples of sentences in the **simple past tense**, and explain that today they will learn how to use this tense correctly in both speech and writing.



Concept Building (30 min)

Introduce the concept by explaining that the **Simple Past Tense** is a verb tense which is used to describe an action that was completed in the past. **-Ed** is added to the base form of the verb in the simple past tense. The base form of the verb with **-ed** is also called the past form of the verb. Regular and irregular past forms of the verb are used in the simple past tense. Regular verbs form the past tense by adding **-ed** (play → played), while irregular verbs change in different ways or stay the same (go → went, cut → cut). Regular verbs follow a rule, but irregular verbs must be **memorized**. Now give examples such as (I watched TV last night, She went to school yesterday, and They played football in the evening etc.)

Highlight common time expressions like **yesterday, last night, last week, and ago**, which are often used with the past tense. Draw a table of all the three forms of past positive, negative and interrogative and then explain the sentence structure with examples. Ask students to open book page 25 and read the

SIMPLE SENTENCES (+)	NEGATIVE SENTENCE (-)	INTERROGATIVE SENTENCE (?)
Sub. + V2 + Obj.	Sub. + Did not + V1 + Obj	Did + Sub. + V1 + Obj. + ?
They give us a gift	She/ He did not tell a lie	Why did he insult you?
You invited me to tea	He did not obey his parents	Why did he tear the book?
Hameed won a prize	They did not push me aside	Whom did you consult?

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statement aloud. Now read the text and given examples and relate to the explanation you have given to them. Now ask them to read own their own. Ask if they find any difficulty.

Activity: Conduct a **game activity** called “**Past Tense Race.**” Divide the class into two teams. Say a verb in the present tense, (such as *go, eat, play, run etc.*) The first team to call out the correct past tense form (*went, ate, played, ran*) wins a point. Continue with several verbs to keep the pace lively and make sure both regular and irregular verbs are practiced. Appreciate them on their correct responses.



Sum Up (5 min)

Summarise the key concepts of simple past tense with past form of verbs.



Assessment (5 min)

(Use the correct past tense form of the verb in brackets.)

- I _____ (watch) a movie yesterday.
- She _____ (buy) a new dress last week.
- They _____ (not visit) the museum on Sunday.



Assignment (5 min)

Solve the worksheet and attached it into your notebooks.

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Worksheet

Simple Past Tense

Change each sentence into the simple past tense as directed in brackets.

1. She plays the piano every evening. (positive)

2. They go to the park every Sunday. (negative)

3. I eat an apple every morning. (interrogative)

4. He runs fast in the race. (positive)

5. We buy fruit from the market. (negative)

6. She writes a letter. (interrogative)

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Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	32



Objective(s)

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

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



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 29



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

The teacher will begin by asking students a simple question: “What comes to your mind when you hear the word ‘school’?” Students will share ideas aloud. The teacher will write their responses on the board to show how brainstorming generates many thoughts before writing.



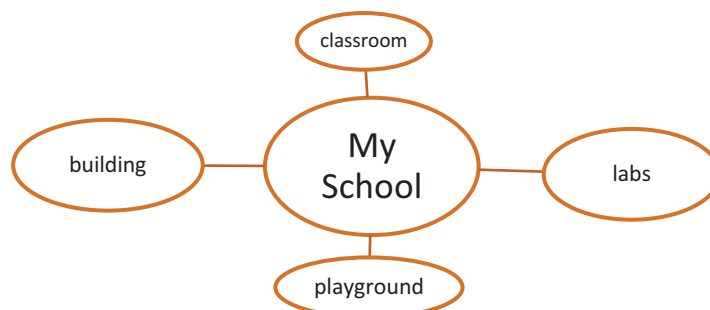
Concept Building (30 min)

The teacher will explain that writing is not done in one step; it requires planning. Explain that writing includes three main steps that are: **Prewriting, Structuring, and Proofreading**. Tell students that these terms are also divided into further parts. Such as,

Prewriting:

Brainstorming: It is a technique for gathering ideas using one’s existing knowledge. Additionally, it involves conducting further research on the topic.

Mind Mapping: A mind map is a visual way to organise and connect ideas. It starts with a central topic and branches out into related thoughts and concepts, helping to see relationships and generate creative thinking.



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Explain the concept by drawing a mind map on any topic on the board and ask students to tell what come to their mind after listening the topic name. Now explain the term structuring.

Structuring: It involves organising and arranging ideas and writing an initial draft

Elaboration: It involves details, examples, and descriptive language to make writing more engaging and vivid.

Revision: It involves reviewing and revising the initial draft. This involves evaluating the overall structure, coherence, and clarity of the writing.

Proofreading

Editing: It involves reviewing the draft for grammar, spelling, and punctuation errors using tools like dictionaries and grammar checkers. It emphasises the importance of self-editing.

Finalising the Draft: The final and the most crucial stage involves proofreading and editing. After editing, it is essential to carefully review the writing to ensure it is free of errors. This includes checking for punctuation accuracy, subject-verb agreement, effective use of transitional devices, and correct spellings, among other considerations.

After explaining all the steps of a process writing. Ask students to open book page 26. Ask them to read the details carefully. Give them 5-7 minutes for reading on their own. Call random 3-4 students to come in front of the and ask them to read aloud. Explain all the terms according to the textbook.

Activity:

- Students will **brainstorm** ideas on the topic “My Favorite Hobby.”
- They will then **structure** the ideas into categories such as: *What is my hobby? Why do I like it? How do I do it?*
- Each student will draw a **mind map** using a graphic organizer provided (e.g., central circle with branches).
- Students will do a short **free writing** exercise of five minutes on the same topic without worrying about spelling or grammar.
- Finally, students will **take notes** from their free writing draft to prepare for a neat and organized paragraph in the next class.



Sum Up (5 min)

Summarise the topic by writing all the steps of guided writing on the board ask tell the key point to students.



Assessment (5 min)

- Why do we brainstorm before writing?
- How does a mind map help us in writing?



Assignment (5 min)

Write a paragraph on the topic ‘My Mother’.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	33



Objective(s)

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

- Write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.



Resource Material

Chalk/Marker, White/Blackboard.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

The teacher will begin by recalling the previous lesson on the **process approach to writing**. The teacher will ask students guiding questions such as: “*What did we do first before writing?*” (Brainstorming), “*How did we organize our ideas?*” (Structuring), “*What picture or diagram helped us connect our thoughts?*” (Mind Mapping), and “*What is note-taking used for?*” Students will respond, and the teacher will write these steps quickly on the board as a revision. After recalling, the teacher will say: “*Today, we are going to practice one of the most fun steps—free writing. This is where we write freely and let our creativity flow.*”



Concept Building (30 min)

The teacher will explain that free writing helps build fluency, creativity, and confidence in writing. It is not about perfection or grammar but about letting ideas flow without stopping. The teacher will model a short free writing paragraph on the board, for example: “If I had a magic door, I would open it and go anywhere I wanted. I could visit the stars or dive into the sea. My magic door would take me to amazing places.” etc

Activity: Students will now take part in **The 5-Minute Free Writing Challenge**. The teacher will give a fun topic such as “If I could talk to animals” or “My dream adventure.” etc Students will be instructed to write continuously for five minutes without erasing or worrying about mistakes. After finishing, each student will underline their favorite sentence. A few volunteers will read their lines aloud, while the teacher and classmates encourage them for their creativity.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (5 min)

Summarise the key concepts with the students by recalling the free writing



Assessment (5 min)

How does free writing help us?

Why do we not correct mistakes during free writing?



Assignment (5 min)

Write a paragraph on the topic “My aim in life”.

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Subject	English	Unit Name	Trust in Allah (S.W.T)
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	34



Objective(s)

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

- Write a short story using the process approach in which dialogue occurs between two characters. Add narration or background in brackets following the conventions of director's notes. Ensure that vocabulary, tone, and style are appropriate to the context and relationship between the speakers. **Creative Writing.**



Resource Material

Chalk/Marker, White/Blackboard.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

The teacher will begin the lesson by recalling the process approach to writing. The teacher will ask: “What steps do we follow before writing a story?” and encourage students to name them: brainstorming, structuring, mind mapping, free writing, and note-taking. Appreciate them for their correct responses. The teacher will then connect this to the topic by saying: “Today, we will use these steps to a dialogue. it will include dialogue between characters and short notes in brackets to show the setting, mood, or actions—just like a play or a director’s script.”



Concept Building (30 min)

The teacher will explain that a short story has three parts: a beginning, middle, and ending. To make it more interesting, writers often add **dialogue** (characters talking) and **narration or notes in brackets** (showing what is happening in the background, for example: *[It is a rainy evening. Ali enters the room slowly.]*). The teacher will write a simple model example on the board:

Ali: “Why are you sitting in the dark?”

Ayesha: “I was thinking about the storm.”

[Thunder is heard outside. Ayesha hugs her blanket tightly.]

The teacher will stress that vocabulary and tone must match the situation and relationship between the speakers (e.g., friends talk casually, teachers use polite and formal words).

After the example teacher will ask students to come on the board and read the examples with proper vocabulary and tone.

Activity:

- Students will suggest topics for a short story (e.g., two friends solving a mystery, siblings having a quarrel, a student and a teacher in a classroom). The teacher will write ideas on the board.

Lesson Plans for Wifaq-ul-Madaris

- Students will choose one topic and outline the beginning, middle, and end in their notebooks.
- Each student will create a small mind map showing characters, setting, and problem.
- Students will write a quick draft of their story with dialogue included. They will add narration or stage directions in brackets.
- Students will select their best sentences and polish them into a short, complete story.



Sum Up (5 min)

Summarise the key concepts of creative writing with the students.



Assessment (5 min)

- “Why do we use brackets in a story with dialogue?”
- “How does dialogue make a story more interesting?”



Assignment (5 min)

Write a story about a community that comes together to create a community garden, where each member contributes not only with plants but also their unique skills and resources to help others flourish.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Reading
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	35



Objective(s)

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

- Apply knowledge from listening to, viewing and responding to texts for different purposes for example, in the context of enjoyment and understanding of other areas of language learning. **(Pre - Reading)**
- Read the poem fluently with accuracy and expression.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 28,29



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell students about your experience when you rode bicycle for the first time it took you hours of effort to ride it properly. Ask students to share their real-life experiences that are difficult at first but then they thought they can do it (like riding a bicycle, solving a math sum, speaking in front of class, playing cricket.) Note their keywords on the board (e.g., tried, believed, succeeded). Now relate the experiences to the poem title and tell students that the poem we will read today is about our thoughts.



Concept Building (30 min)

Tell students that today they are going to learn about a very inspiring poem called ‘If You Think You Can.’ Explain that this poem teaches us the power of our thoughts. It tells us that success or failure begins in our mind. If we believe we cannot do something, we will surely fail. But if we believe we can, we will succeed with effort. Discuss the importance of determination, to trust ourselves and to keep trying, no matter how difficult the challenge may be. Read the poem aloud once with proper intonation. Explain poet’s thoughts stanza by stanza with students. Ask students to repeat stanza by stanza. Ask students to focus on accuracy and expression.

Activity 1: Divide the class into small groups. Give each group a different scenario such as preparing for a difficult test, losing a sports match, speaking in front of the class, to try something new like swimming. Ask students to discuss in their groups what would happen if the person in the scenario thought, “I can’t do this,” and what would happen if the person believed, “I can do this.” After discussing, each group will present their scenario and both outcomes to the class. By using their outcomes explain how positive thinking help us to succeed.



Sum Up (5 min)

- What challenges in life is the poet referring to?
- What would happen if you think you are beaten?

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Assessment (7 min)

Call 2-3 students randomly in front of and ask them to read the poem aloud. Check their accuracy and pronunciation.



Assignment (3 min)

Read the poem with proper intonation.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Strong Determination Figurative Language
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	36



Objective(s)

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

- Read the poem aloud and independently with rhythm.
- Learn about the importance of strong determination for a Muslim student.
- Complete every task with trust in Allah (SWT).
- Save yourself from weak willpower and wavering determination.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Identify rhyme, rhythm, rhyme scheme, in poems.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 29, Sticky notes, Chart Papers.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell the students about your life goal (e.g. getting highest grades in school, learn new skills like computer coding, build confidence and overcome shyness, eat healthy and take care of personal hygiene, learn patience and self-control, dream about future careers teacher etc.) and tell them that you have a strong belief in Allah and you have to do it. A few persons around you said you that it is tough for you. But with your strong determination you have achieved it. Ask the students about their life goals and ask them do you think you can achieve these goals. Today, as we read the poem aloud with rhythm, we will also notice how the poet uses rhythmic patterns in the poem.



Concept Building (30 min)

Ask students have you ever faced a situation where you felt worried or unsure, but after praying and trusting Allah (SWT), things became easier for you? Discuss their answers by saying that as Muslims, we believe that when we put our trust in Allah, He helps us find strength and courage. Today, we will see how trust in Allah (SWT) is important in our lives and how it is also reflected in the poem we are going to read. Read the poem once with proper intonation and stress the rhythmic patterns. Ask students to repeat stanza by stanza. Ask them to observe the rhythmic patterns of the poem. Describe students when we speak or write, sometimes we use words in a special way to make our ideas stronger. Explain these terms to the students (rhyme, rhyme scheme, rhythm). **Rhyme** is a literary device in which similar syllables at the end of different words are repeated. It is mostly used at the end of poetic lines. For example,

- **If you think you are beaten, you are;**
- **If you think you dare not, you don't. B**
- **If you'd like to win, but think you can't,**

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- It's almost certain you won't. B

don't and **won't** in the first stanza make the lines rhyme. A **rhyme scheme** is the pattern of rhymes at the end of each line in a poem. This poem has a rhyme scheme **BB** because every stanza has second and fourth line rhyme. **Rhythm** is a literary device that uses long and short patterns through stressed and unstressed syllables. For example:

- The cat ran up the tree,
As fast as it could be.

Activity 1: Divide students into two groups and ask them to sit in the form of circle for the activity. Give students some sticky notes with single words (e.g., cat, hat, sun, run, tree, bee) and a chart paper for each group. Ask them to pair up the rhyming words and paste them on their chart paper. Through this activity students will understand the concept of rhyme. At the end of the activity paste both chart papers on the board and appreciate students on their active participation.

Activity 2: Provide 2–3 short poetic lines on slips to random students, written with different numbers of syllables. Example:

- "The little cat is fast." (6 syllables)
- "It sleeps upon the mat." (6 syllables)
- "The bird is flying high in the blue sky." (10 syllables)

Ask students to **sort the lines by syllable count**. This helps them see which lines have matching rhythm. So, they will better understand the concept of rhythm. Once they sorted the lines. Appraise them by clapping.



Sum Up (5 min)

Summarise the key concepts with the students.



Assessment (5 min)

Write a stanza of the poem and ask students to find the rhyming words.



Assignment (5 min)

Solve the worksheet.

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Worksheet

Name: _____

Date: _____

Circle the words that rhyme in each set.

1. cat – hat – sun – run
2. tree – bee – ball – tall
3. night – bright – cold – gold
4. play – stay – fast – last

The lines below are mixed up. Rearrange them so the poem makes sense and the rhymes match. Write 1–4 in order.

- The stars are shining bright. (____)
- The moon is high above. (____)
- The sky is full of light. (____)
- The world is full of love. (____)

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	37



Objective(s)

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

- Explain the meaning of words or phrases by analyzing their use in a passage.
- Memorize the vocabulary words from the lesson “If You Think You Can!” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 30



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Write some difficult words from the unit on the board. Ask students at random to read the given words and try to guess their meanings. Encourage them to raise their hands one by one to share the meaning. Praise them for their correct responses. Repeat the process two to three times until most of the students get the opportunity to participate.



Concept Building (25 min)

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

Activity: Ask students to underline any difficult word that they find difficult to understand from the unit. When they find the words write these words on the board ask random students if they know the meaning of these words and discuss their response with the class. Now tell the meanings of these words by writing on the board. After discussing all the meaning ask students to use these difficult words in sentence of their own. Ask them to share their sentences with fellow students one by one. Help them if need to be to make correct sentences. Appreciate students on their active participation.



Sum Up (5 min)

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



Assessment (5 min)

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



Assignment (8 min)

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

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Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Question Answer
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	38



Objective(s)

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

- Discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts. Understand the questions and answers them.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 30



Warm-up (3 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.' Recall the unit 'If You Think You Can!' with students. Ask students at random to share what they have learnt from the unit. Encourage them to share the message of the unit 'If You Think You Can!' with their fellow students by taking turns. Ask students at random to tell what do they like the most about this unit. Ask them to share the reason of their likeness as well. Note their responses. Make sure to involve all students in the conversation.



Concept Building (35 min)

Tell students that today they are going to learn different questions related to the unit. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions. Ask students to open their textbooks at page 30. Read the statement from 'Reading Comprehension' section. Ask them to listen carefully. Now read the question 1 aloud. Encourage them to find the answers on their own and raise their hands one by one to give the answer to the given questions. Correct them if they give wrong answer. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Repeat this activity with next 3 questions. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.



Sum Up (4 min)

Summarise by asking: What message do you get from today's lesson?



Assessment (3 min)

Assess your students by asking random questions which they done in class.



Assignment (5 min)

Learn classwork at home.

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Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	39



Objective(s)

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

- Develop and respond to a range of questions, from basic to advanced, to aid and evaluate reading comprehension.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 30



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students at random to tell what have learnt from the unit ‘If You Think You Can! Encourage them to share the message of the unit ‘If You Think You Can! with their fellow students. Ask them to share an experience when they feel worried, but after praying and trusting Allah (SWT), they felt more at peace? Tell them that how we should trust Allah (SWT) in difficult times and remain hopeful, because with patience and faith, challenges become easier to face. Appreciate them for their correct answers.



Concept Building (32 min)

Recall the previous question answers from the “Reading Comprehension” section. Ask random students to assess if they have learnt the previous classwork. Make sure most of students will participate. Appreciate them on their correct answers. Also call 2-3 students on board to write the answers. Now ask students to open their textbooks at page 30. Read the statement from ‘Reading Comprehension’ section. Ask them to listen carefully. Read the statement of open ended questions and tell students they have to think about the answers. Encourage them to find the answers on their own and raise their hands one by one to give the answers to the given questions. Correct them if they give wrong answers. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.

Activity: Teacher will read the poem aloud once and then ask students a range of questions to check their understanding. The teacher will begin with basic questions, such as “What is the poet talking about?” and “What is the main idea of the stanza?” After this, the teacher will ask higher-level questions, such as “Why do you think the poet used this expression?” or “How does this stanza show trust in Allah (SWT)?” Students will answer orally and then write short responses in their notebooks. This activity will help students develop comprehension skills and respond to questions at different levels of thinking.



Sum Up (5 min)

Summarise the key concepts by reading the question answers once again and give a short brief on the theme of the poem.

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Assessment (5 min)

- What is the relation between a mindset and success?
- What is the central idea of the poem



Assignment (3 min)

How does the poem show the importance of trust in Allah (SWT)? Write in your own words in notebook.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Listening and Speaking
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	40



Objective(s)

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

- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Discuss role models by explaining admired qualities, sharing how to adopt them, and practising active listening with classmates. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 30,31



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students at random to tell if they felt nervous or afraid of doing something and they have negative thoughts before doing a task such as participating in a debate etc. Note their responses. Tell them that sometimes we all felt nervous or having negative thoughts like I can’t present in front of whole class. What if I explain something wrong. Tell them that it all depends on our thoughts. If we think positively we can do anything. We just have to make our mind before doing any task. Explain them the importance of positivity in life.



Concept Building (32 min)

Tell students that today they are going to read a dialogue about enjoyment and understanding. Ask students to open their textbooks at page 5. Read statement from the ‘Listening and Speaking’ section. Ask them to practise the given dialogue to understand the manners and patterns and variety of contexts. Explain that we should not lose hope when we face challenges in life. Every person experience problems, but a positive attitude helps us remain strong and patient. When we think positively, we can find better solutions, learn from our struggles, and move forward with courage. It also reminds us to trust Allah (SWT), because He is always with us and helps us in our hard times. By staying positive, we turn difficulties into opportunities for success. Make pairs of students and ask them to practise the given dialogue with correct pronunciation.

Activity: Call two students in front of class and ask them to role play the dialogue on textbook page 30,31. Ask them to read aloud their dialogues with expressions (angry, happy, surprised). After they have done praise them with clapping. Now as 2- 3 pairs of students to repeat the same process. This activity will enhance their reading skills and they will know more about how to perform a dialogue. The rest of the class will actively participate and listens carefully.



Sum Up (5 min)

Summarise by telling the key points about dialogue writing and tell its importance.



Assessment (5 min)

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Ask students to create a 3-4-line dialogue and perform in front of class.



Assignment (3 min)

Practice the given dialogue at home with parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Figurative Devices
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	41



Objective(s)

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

- Understand and utilize similes, metaphor, personification, imagery.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 31,32, flash cards, worksheet.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell students that today we are going to play an amazing game ‘run to the board’. Divide students into 2 teams. Tell them that to think about the objects and animals that have attributes like human e.g.,

- The boy ran **like the wind**.
- The bag is **as light as a feather**. etc.

Give them 2.5 minutes to think. After the given time call random member from both teams at same time and ask them to write the sentence on the board in 30 seconds. The member who will write the sentence in given time his team will be rewarded a star. Repeat the process the for 4 to 5 times. At the end the team who will have more stars will be the winner. Appraise the winning team to boost their confidence.



Concept Building (35 min)

Tell students that today they are going to learn four figurative devices: simile, metaphor, personification, and imagery. Tell them to listen attentively. Write the names of the terms on the board and explain each one with examples:

Simile: A simile is a figure of speech that compares two different things using the words “like” or “as.”

- (e.g., She is as bright **as the sun**, The cat was **as quiet as a mouse**, His hands were **as cold as ice**.)

Metaphor: A metaphor is a figure of speech that directly compares two unlike things by stating that one thing is another, without using “like” or “as.”

- (e.g., Life is a journey, The world is a **stage**, My brother is a **night owl**, The river was a **silver ribbon**.)

Personification: Personification is a figure of speech in which human like qualities are given to a non-human or inanimate object.

- (e.g., The flowers danced in the wind, The clock **stared** at me all night, The stars **winked** at the travelers, The car **coughed** before starting.)

Imagery: Imagery is a writing tool that uses descriptive words to help readers imagine things. It creates a picture in the reader’s mind by using details that appeal to the five senses: sight, sound, touch, taste, and smell.

- (e.g., The warm bread smelled sweet and fresh, The juicy mango was bursting with sweetness, The kitten’s fur was as soft as silk.)

Lesson Plans for Wifaq-ul-Madaris

Ask students to open page in the textbook (31,32). Read the text aloud with examples and highlight figurative language in it. Ask students to identify which device is being used. Write their answers on the board and guide them if they are confused. Discuss with students how these devices make poems and stories more interesting and meaningful. Now ask them to solve page 32 on their own. Take a round to check if they are doing right.

Activity: The teacher will prepare two sets of flashcards. **Set A:** Sentences with figurative devices (e.g., “The stars are like diamonds” / “The river ran quickly” / “Life is a journey”). **Set B:** Labels of figurative devices (Simile, Metaphor, Personification, Imagery). Students will work in pairs or small groups. Each group will pick a card from Set A and then match it with the correct label from Set B. After matching, they will read their example aloud and explain why it belongs to that figurative device. This activity will make learning interactive, help with recall, and encourage students to explain in their own words.

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



Sum Up (4 min)

Summarise the key concepts by asking examples of simile, metaphor.



Assessment (3 min)

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



Assignment (3 min)

Solve the worksheet and attached it into your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Name: _____

Date: _____

Choose the correct answer.

1. A comparison using like 'or as' is called:

a) Metaphor b) Imagery c) Simile d) Personification
2. "The leaves danced in the wind." This is an example of:

a) Personification b) Imagery c) Simile d) Metaphor
3. "Her smile is as bright as the sun." This is an example of:

a) Metaphor b) Simile c) Imagery d) Personification
4. Language that appeals to the senses (sight, sound, touch, taste, smell) is called:

a) Simile b) Imagery c) Personification d) Metaphor
5. "Time is a thief" is an example of:

a) Metaphor b) Simile c) Personification d) Imagery

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Figurative Devices
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	42



Objective(s)

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

- Understand and utilize scheme, alliteration.
- Analyse and create analogies correctly in tasks.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 33



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students “Have you heard a tongue twister like ‘She sells sea shells on the sea shore’? How does it sound? Discuss their answers and ask students “Do you think that poets use special sounds or word pairs instead of simple sentences?” Let them discuss briefly with fellows and now ask them to share the answers with the class.



Concept Building (32 min)

Tell students that today they will learn how poets use **alliteration** and **rhyme schemes** to make poems interesting, and how we can also understand and create **analogies** to show relationships between ideas. First explain the terms to students and write them on board with the examples.

Rhyme Scheme: Rhyme scheme is the pattern of rhyming words at the end of lines in a poem.

Example:

- Twinkle, twinkle, little star (A)
- How I wonder what you are (A)
- Up above the world so high (B)
- Like a diamond in the sky (B)

Tell them that (AABB) is the rhyming scheme in this example.

Alliteration: Alliteration is the repetition of the same consonant sound at the beginning of words.

Write this example on the board, “**B**rave **b**irds **b**oldly **b**attled the **b**reeze.” Now circle the letter ‘b’ and explain students the concepts of Alliteration.

Analogies: Analogy shows how two pairs of words are related. (e.g., Hand is to glove as foot is to sock.) Write simple analogy forms on board:

- Cat : Kitten :: Lion : Cub
- Teacher : School :: Doctor : Hospital

Ask students to open page (33) in the textbook. Read the examples of textbook and highlight figurative language in it. Ask students to identify which device is being used. Write their answers on the board and guide them if they are confused.

Lesson Plans for Wifaq-ul-Madaris

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



Sum Up (5 min)

Summarize the key concepts by recalling the definitions with examples of alliteration and analogies.



Assessment (3 min)

Give examples of alliteration.

Complete this analogy: Bird: Nest:: Fish : _____



Assignment (5 min)

Write a short 4-line poem and mark its rhyme scheme.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Adjectives
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	43



Objective(s)

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

- Analyze and use adjectives while reading and listening to texts.
- Understand the use degrees of adjectives (positive, comparative, superlative).



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 34,35, Flash cards.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask simple questions to engage students:

- Describe the qualities of your best friend.
- How’s today’s weather?
- Can you describe your favorite fruit in one word?

Write their answers on the board (e.g., kind, tall, hot, pleasant) and relate it to the topic by saying that these describing words are called **adjectives**.



Concept Building (30 min)

Tell students that today we are going to learn about adjectives and degrees of adjectives. Ask students at random that what they know about adjective. Note their responses. Now explain them that **Adjectives** are the words which describe and modify the nouns and pronouns and explain the concept by referring to examples:

- Apples are very juicy.
- Najm room is very airy.

Write these examples on board and underline the adjectives. Now write a short passage on board and ask students to identify adjectives in it.

Activity 1:

Now explain that adjectives can show different degrees: **Positive Degree, Comparative Degree and Superlative Degree**. The **positive degree** of adjective is used to describe one or more things without any comparison. e.g., long, hot, etc. The **comparative degree** of adjective is used to compare one or more things. It is usually formed by adding -er to the adjective or adding ‘more’ before the adjective and follows the word ‘than’. e.g., longer, hotter, etc. The **superlative degree** of adjective is used to compare among a group of people/ objects. It is usually formed by adding -est to the adjective or adding ‘most’ before the adjective and follows the article ‘the’. e.g., longest, hottest, etc. Now ask students to open their textbook page no. 34,35. Read the heading ‘degrees of adjectives’ aloud. Read the given examples from the book and explain to them the degrees and examples for their better understanding.

Lesson Plans for Wifaq-ul-Madaris

Activity 1: Show some flashcards with adjectives (e.g., big, small, good, bright). Ask students to use them in three sentences (positive, comparative, superlative). Example: *This box is big. This box is bigger than that one. This is the biggest box.*

Activity 2: Tell students that now we are going to perform an activity. Divide the students into two teams. Write some adjective words on the board e.g., bright, beautiful, adventurous, nice, good, etc. Now call random member of any team on the board. Give them 1 minute to think. Ask them to write a sentence of any adjective in 2 minutes. Now call the other team member and ask to do same. Repeat the process for 4-5 times. At the end the team who will come up with correct sentences in the given time will be the winner. Applause the winning team with clapping.



Sum Up (5 min)

Summaries the key concepts with the students.



Assessment (5 min)

- What is an adjective?
- Give an example of a comparative degree of “happy.”
- Which is correct: “He is more tall” or “He is taller”?



Assignment (5 min)

- Write five sentences using adjectives of your choice.
- Rewrite each sentence in comparative and superlative form.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Degrees of Adjective
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	44



Objective(s)

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

- Apply adjectives correctly in writing, including their degrees (positive, comparative, superlative).



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 34, 35, colourful sheets (A4).



Warm-up (3 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students to recall the concept of adjectives and degrees of adjectives. The teacher will begin by showing three pictures of animals, such as a small cat, a bigger zebra, and the biggest elephant etc. The teacher will ask: “Which one is small? Which one is smaller? Which one is the smallest?” Students will respond, and the teacher will highlight that these describing words are called **adjectives** and can change in form to show degrees. This activity will capture interest and lead directly into the concept of positive, comparative, and superlative adjectives.



Concept Building (30 min)

The teacher will explain that **adjectives describe nouns** and can show comparison in three degrees:

- **Positive Degree:** Describes one noun (e.g., tall, smart, fast).
- **Comparative Degree:** Compares two nouns, usually ending in *-er* or using *more* (e.g., taller, smarter, more beautiful).
- **Superlative Degree:** Compares more than two nouns, usually ending in *-est* or using *most* (e.g., tallest, smartest, most beautiful).

Examples will be written on the board for clarity:

- *Ali is tall.* (Positive)
- *Ali is taller than Ahmed.* (Comparative)
- *Ali is the tallest in the class.* (Superlative)

Ask students to open book page 35 and read the statement 5 aloud for once. Now ask students to solve the statement 5 on textbook page 35 by using the concept of degrees of adjectives. Take a round while they are doing the task. Appreciate students on their correct answers.

Lesson Plans for Wifaq-ul-Madaris

Activity: Students will work in pairs for a “**Degree of Comparison Challenge.**” Each pair will be given a set of describing words (e.g., happy, strong, interesting, big, careful etc) written on colorful paper. They will write three sentences for each word showing positive, comparative, and superlative forms. After writing, pairs will share one example with the class.

To make it engaging, the teacher will conduct a quick **Adjective Race:** the teacher says a word like *fast* or *bright*, and groups must quickly say its comparative and superlative forms aloud.



Sum Up (5 min)

Summaries the key concepts by recalling the degrees of adjectives.



Assessment (7 min)

Fill in the blanks with the correct form of the adjective in brackets.

1. This road is _____ than the other one. (wide)
2. My bag is _____, but Ali’s bag is the _____. (heavy)
3. This question is _____ than the first one. (easy)
4. Sara is _____ at singing than her sister. (good)
5. Today is the _____ day of the year. (hot)



Assignment (5 min)

Solve statement 6 on textbook page 35.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Compound PrepositionS
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	45



Objective(s)

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

- Recall the concept of preposition.
- Recognize, identify and use compound preposition in writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 35, 36, Worksheet, Chart paper.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ The teacher will begin by placing a book **on** the table, then moving it **under** the table, **near** the chair, and **between** two objects. Students will be asked: Where is the book now? Their answers will highlight that words like **on, under, near, between** show the relation of the book to other objects. The teacher will explain that these words are called **prepositions**. This activity will recall the concept of preposition.



Concept Building (32 min)

The teacher will remind students that a **preposition** shows the relationship between a noun/pronoun and another word in a sentence. Examples: The cat is under the chair. / The boy is behind the door etc. Next, the teacher will introduce **compound prepositions**. The teacher will explain: “Sometimes prepositions are made up of more than one word. These are called compound prepositions.” Examples will be given on the board: **because of, instead of, in front of, according to, out of, due to, along with etc.**

- The match was postponed **because of** the rain.
- Ali sat **in front of** the class.
- She went **out of** the room quickly etc.

After explanation ask students to open book page 35,36 and read the definition along with examples of compound preposition for better understanding.

Activity: Students will work in pairs for a “**Spot the Preposition.**”

- Each pair will be given 5 sentences on chart paper, some with simple prepositions and some with compound prepositions.
(Example: She could not come because of illness. / The cat is under the table etc.)
- Students will underline all the prepositions and circle the compound ones.
- Afterward, each pair will write 2 new sentences using any compound prepositions from the list provided.

For a fun challenge, the teacher can say a compound preposition aloud (e.g., *instead of near to etc*) and groups must quickly create a sentence orally within 10 seconds.

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Sum Up (3 min)

Summarizes the key concepts by recalling the definitions of compound preposition.



Assessment (5 min)

- Define a preposition in your own words and give one example.
- Underline the prepositions in this sentence: *The dog is sleeping under the bed.*
- Identify the compound preposition in this sentence: *He stayed at home because of the storm.*



Assignment (5 min)

Solve the worksheet.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Compound Preposition

Name: _____

Date: _____

Use each compound preposition in a complete sentence. Write clearly and make sure your sentences are meaningful.

1. because of: _____

2. in front of: _____

3. out of: _____

4. along with: _____

5. in spite of: _____

6. according to: _____

7. on account of: _____

8. in addition to: _____

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Pronoun (Number and person)
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	46



Objective(s)

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

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



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 36,37, worksheet



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell students that today they are going to make an interesting “Pronoun chain story”. Write a sentence on the board. “I saw a kitten in the street.” Now ask random students to connect a sentence by using pronoun. Repeat the process for 5-6 students and write their responses on the board in the form of a story. Now ask other students to identify pronouns from the sentences. Underline the answers on the board. Discuss that a **pronoun** is a word that is used in place of a noun to avoid repetition. It refers to a person, place, thing, or idea already mentioned or understood in the context. e.g.,

- Ali is my friend. **He** is very kind.
- This is my book. That one is **yours**.



Concept Building (30 min)

Tell students that today they are going to learn personal pronouns. Ask them if they have any idea related to the topic or if they want to share something about personal pronouns. Note their responses. Appreciate them on the correct response. Now explain that **Personal pronouns** are words used to replace nouns and indicate the person speaking, the person spoken to, or the person or thing being spoken about. Understanding personal pronouns involves knowing their number (singular or plural) and person (first, second, or third). Tell them that

- **First Person:** Refers to the speaker. (**I** am going to the park. **We** are having a picnic.)
- **Second Person:** Refers to the person being spoken to. (**You** should study for the test.)
- **Third Person:** Refers to the person or thing being spoken about. (**He** is reading a book. **They** are playing football.)

After explaining with examples draw a personal pronouns chart on the board for more clarity. Explain the concept of singular and plural of personal pronouns. Tell them that **Singular pronouns** represent one person or thing, while **plural pronouns** represent

more than one. For example, in the first person, the singular pronoun is **I** and the plural form is **we**. In the second person, **you** is used for both singular and plural. In the third person, the singular pronouns are **he**,

		Subject	Object
Singular	1 st person	I	Me
	2 nd person	You	You
	3 rd person	He She It	Him Her It
Plural	1 st person	We	Us
	2 nd person	You	You
	3 rd person	They	Them

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she, and **it**, whereas the plural form is **they**. Correct use of singular and plural personal pronouns ensures clarity and consistency in both speech and writing. Now tell them the inappropriate use of personal pronouns in sentences cause confusion. Discuss with the following examples:

- 1. Incorrect:** Her is my best friend.
Correct: She is my best friend.
- 2. Incorrect:** Me went to the park yesterday.
Correct: I went to the park yesterday.

Activity: Ask students to open book page 36,37 and ask students at random to read the text aloud. Give them some time to understand the concept. If anyone has any question solve their query. Ask them to solve the exercise on page 37. After they have finished their work gives a round in class and check if they have solved it right. Appreciate them for the correct answers. Now write 4-5 incorrect sentences of pronouns on board and asked students at random to come on board and correct the sentences with appropriate pronouns. Make sure to appreciate them on their effort.



Sum Up (5 min)

Summarise the topic by revising the pronoun, personal pronoun and their usage in sentences.



Assessment (5 min)

Fill in the blanks with the correct personal pronoun.

1. Ali is my brother. ____ plays cricket.
2. This is my cat. ____ is very cute.
3. Sara and I are friends. ____ love reading books.
4. Where are my parents? Have you seen ____?
5. Ahmed is a student. ____ goes to school every day.



Assignment (5 min)

Solve the worksheet.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Personal Pronouns

Name: _____

Date: _____

Each sentence has a wrong pronoun. Rewrite it correctly.

1. Me am very happy today.

_____.

2. Him is reading a storybook.

_____.

3. They gave the prize to we.

_____.

4. This is between you and I.

_____.

5. Her is my best friend.

_____.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Simple future tense
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	47



Objective(s)

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

- Use simple future tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 37



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell students that today we are going to play an amazing game. Divide the students into the groups. Now write a topic on the board e.g., what do you want to become in your future, if you become the President of Pakistan what 3 three changes you will do, etc. Ask them to discuss in group for 2 minutes. After the given time call random member of any group and ask them to share what they have discussed in 40 seconds. Repeat the process for other groups also. Play the game for 5 minutes. Praise the group who will give answer in the given time. Appreciate the whole class for their active participation.



Concept Building (30 min)

Tell students that today we are going to learn about the simple future tense. Ask the students that what the simple future tense is. Note their responses. Link their responses to start the topic. Now tell them that the simple future tense, also called the future indefinite tense, refers to an action that will take place in the coming future. The simple future tense is used to describe an action that will happen in future. ‘Will’/‘Shall’ is added to the base form of the verb in the simple future tense. ‘Shall’ is used with to I and we and ‘will’ is added to he, she, it, they, you. e.g.,

- He will play tennis tomorrow,
- She will be happy with her exam result, etc.

Now ask the students to open their textbook page no. 37. Read the statement aloud. Ask students at random to read the text and sentences aloud for their better understanding. Also explain them the sentence structure of simple future tense. Tell them how to use the sentences in negative and interrogative forms by writing sentence structure on board with example.



S + will + V(Base form) + object...

I will go to Thailand.

Activity 1:

Tell students that today we are going to perform an activity Ask them to go on page no. 37 of their textbook. Read the text and examples aloud. Ask them to look at the future sentences on their



S + will not/won't + V(Base form) + object...

I will not go to Thailand.



Will + S + V(Base form) + ...?

Will you go to Thailand?

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textbook and write 5 new sentences by using the formula of simple future tense. Encourage them to use good handwriting and decent vocabulary words. Give them some time to do this task. Circulate in the class when they are doing their work. Help them if they need be. After the given time students who will come up correct sentences in the given time will be the winner. Ask them to share their sentences with other students also. Applause the winners with clapping.



Sum Up (5 min)

Summarise the simple future tense in all forms affirmative, negative and interrogative.



Assessment (5 min)

Assess your students by asking (True/False):

She will cook dinner tonight. (True/False)

They are playing cricket now. (True/False)

He will not forget your kindness. (True/False)



Assignment (5 min)

Write 5 sentences of simple future tense in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Apostrophe/Contractions, Paraphrasing
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	48



Objective(s)

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

- Identify, apply and use apostrophe/contractions with nouns in readings and extensive writing.
- Recognize and understand paraphrasing in order to paraphrase stanzas of a poem.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 38,39, flash cards.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Tell students that today we are going to play an interesting game. Now write some words on the board e.g., they will, we shall, I will, he has, etc. give them 1 minute to think about how to do the omission of these words or how to make short form of these words. After the given time call random students on the board. Ask them to do the omission of these words by using the (') e.g. they’ll, I’ll, etc. Repeat the process for other students. At the end, students who come up with correct answers will be the winner. Applause the winners with clapping.



Concept Building (34 min)

Tell students that today we are going to learn about that how to identify, apply and use apostrophe with nouns and how to do paraphrasing. Ask students at random that what the apostrophe is. Note their responses. Now discuss with them that an apostrophe is a punctuation mark (') used after a noun. Explain that an apostrophe (') is used to indicate possession or ownership followed by ‘s’. But in plurals, an apostrophe is added after the “s”. It also indicates the omission of letters in a word or between two words. Apostrophes (') are also used to make contractions. **Contractions** are shortened forms of words or phrases created by combining two words and omitting one or more letters, often with an apostrophe to signify the missing letters. e.g.,

- **I’m** planning to write a book someday,
- **You’re** going to have a lot of fun with your new kitten, etc.

Now ask them to open their textbook page no.38. Read the statement “Read the given sentences and observe contractions and apostrophes” aloud. Read the examples aloud and ask the students to repeat after you. After that ask students at random to read the examples aloud for their better understanding. Now write some examples e.g.,

- The book of Ali
- the dress of the girl
- The pen of the teacher
- The playground of the boys

Call random students one by one on the board and ask them to use apostrophe in the given examples.

Appreciate them by giving stars and encourage other students to participate.

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Activity: Tell students they are going to do an amazing activity. The teacher prepares flashcards in two sets. On one set of cards, the full forms of words are written, such as *do not*, *I am*, *you are*, and *we have*. On the other set, the corresponding contractions are written, such as *don't*, *I'm*, *you're*, and *we've*. The teacher mixes all the cards and distributes them randomly among the students. Each student then walks around the classroom to find the classmate who holds the correct matching card. For example, the student with *do not* must find the student with *don't*. Once a correct pair is formed, the students stand together and read their contraction aloud to the class. This activity encourages movement, collaboration, and practice in recognizing and using contractions correctly.

Now tell them that the other topic of today is paraphrasing. It is a technique to write something already said or written in a simpler and shorter form that makes the original meaning easy to understand e.g.,

- Aliza **likes** her cat to Aliza **adores** her cat,
- This the **fake** news to this is a **false** news etc.

Make sure to convey the concept to students. Engage them well in discussion.



Sum Up (5 min)

Summarise the concept of apostrophe and paraphrasing by revising the definition.



Assessment (3 min)

1. Why do we use apostrophe?
2. What are contractions?



Assignment (3 min)

Revise classwork.

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Subject	English	Unit Name	If You Think You Can!
Grade	8	Topic	Paraphrasing
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	49



Objective(s)

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

- Use paraphrasing skills to paraphrase stanzas in a given poem. **Creative Writing**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 39



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell students that today we are going to play an interesting game. Divide the students into the groups. Write some sentences on the board and underline the word in the sentence that have synonyms e.g., she is feeling good, he is a confident student, etc. Now ask them to read the sentences and think for 1 minute. After the given time call random member of any group on the board. Ask them write the synonyms of underlined words and give a new look to the sentence in 40 seconds. Repeat the process for other groups also. At the end the group who come up with correct synonyms in the given time will be the winner. Applause the winning group with clapping.



Concept Building (32 min)

Recall the previous concept of paraphrasing and ask students’ questions about it. Discuss the concept of creative writing by telling that Creative writing is about using your imagination to make writing more meaningful and enjoyable. Tell students that today’s lesson is about **paraphrasing**. Begin by asking a few students what they understand by the term **paraphrasing** and listen to their answers. After that, explain to them that paraphrasing is the skill of expressing someone else’s idea in different words while keeping the original meaning the same. It helps us make sentences simpler, clearer, or shorter. Give them an example of stanza writing on the board and practice with them how to paraphrase it. For example:

**“The sun is shining bright,
It fills the world with light.
The flowers bloom and sway,
Welcoming a brand-new day.”**

Paraphrasing: The sun shines strongly and spreads light everywhere. Flowers are open and are moving gently in the breeze, showing that a new day has started.

Ask students to come in front of class and tell them a different paraphrasing of the same stanza. Appreciate them for the participation.

Activity: Ask them to open their textbook page no. 39. “Read the statement with given sentences aloud and ask them to paraphrase the given examples in your textbook. Remember to use simple words to convey its meaning. Ask them to paraphrase the sentences in simple words. Instruct them to use good handwriting,

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decent vocabulary words and help their fellows also. Give them some time to do this task. Take a round in the class when they are doing their work. Help them if they need be. After the given time check their work and appreciate them for the effort.



Sum Up (5 min)

Summarise the topic by sharing main concept of paraphrasing.



Assessment (3 min)

- What is the definition of paraphrasing?
- Why do we use paraphrasing?



Assignment (5 min)

Paraphrase the second and third stanzas of the poem 'If You Think You Can!' in your notebook.

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Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Reading
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	50



Objective(s)

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

- Explain the importance of following the country's laws in daily matters.
 - Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. **(Pre - Reading)**
- Read the beginning of the lesson (Page 41 and page 42 half) and watch age-appropriate, engaging nonfiction from print sources; infer word meanings.
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text.
- Recognise features of an effective topic sentence using specific words and vivid verbs.
- Analyse larger paragraphs with abstract concepts to identify sentences that support the main idea through evidence, cause and effect, and/or comparison and contrast.
- Identify key ideas and details **while reading** the text.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 40-42



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Tell students that today they are going to have a discussion about any incident they have seen or observed on the road. Ask them to share details of their experience, such as: Where and when did the incident happen? Was there any casualty? How many people got injured? Who was at fault or made the mistake that caused the incident? Note down their responses on the board.

Encourage students to also share their feelings and reactions upon witnessing such an incident in real life. Make sure all students get a chance to participate in the discussion. Appreciate their efforts and active participation by clapping for them.



Concept Building (32 min)

Tell students that today they are going to read a new unit titled “**Let's Make Our Roads Safer.**” Ask them to open their textbooks at **page 40**. Instruct students to read the title of the unit and share what they understand by it. Explain that today's lesson is about the **importance of road safety**.

Direct students' attention to the picture on page 40 and ask them what is happening on the road. Encourage them to describe what they observe in the picture. Ask questions such as: Read the title of the story aloud and share your views about it. What are the students doing in the picture? What do you already know about road safety? How can we help others on the road? Invite them to share tips or rules that people should follow on the road. Ask if they themselves follow road safety rules.

Tell students that road safety rules are made for our **own protection**. Ask them: How can we make our roads safer? What should be done to ensure the safety of travellers and pedestrians? Note their responses. Emphasize that it is

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our **moral duty** to follow road rules and make sure they are observed by everyone. Explain that by ensuring proper law and order, we can make our roads much safer.

Next, ask students to open their textbooks at **page 41**. Invite different students at random to read aloud from page 41 to halfway through page 42 with correct pronunciation and intonation. Tell them that this text is **fiction**—a made-up story created from the writer’s imagination. Remind them that fiction includes stories such as fairy tales, novels, and short stories.

Instruct students to underline any difficult words for later discussion of meanings. Explain that the **main idea of a dialogue or paragraph is called the topic sentence**. The other sentences that explain or support it are called **supporting details**. Ask them to notice the highlighted lines in the dialogue to better understand the difference between topic sentences and supporting details.

Ensure that all students take part in active reading. While reading, ask different questions to keep students attentively involved in the reading activity such as:

- What were the father and son talking about?
- How can driving on the road be considered teamwork?

Appreciate their efforts and good responses by clapping for them.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students at random to share some road safety tips aloud with fellow students.



Assignment (2 min)

Read the textbook pages 40-42.

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Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Reading
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	51



Objective(s)

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

- Read the remaining paragraphs accurately and expressively; confidently express thoughts and preferences.
- Become someone who follows the etiquettes of travel.
- Considerate of others while walking on roads and streets.
- Analyse organizational patterns in a text: list/sequence of ideas/ events comparison-contrast; cause-effect; problem-solution; reasons/conclusion.
- Locate and scan specific information in the text to answer questions. **(While reading)**



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 40-43



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin the lesson by having a short recap discussion. Ask students what they read in the previous class and invite a few of them to share one important point about road safety. Show the picture on page 40 again and ask students what they remember about it, such as what is happening on the road and which safety rules are being followed or ignored. Next, engage them in a quick Think-Pair-Share activity by asking: "What is one road safety rule that you and your family follow every day?" Give them a moment to discuss in pairs and then share their responses with the class. Appreciate their answers by clapping together and then tell them: "Now let's continue our reading to find out more about how we can make our roads safer."



Concept Building (33 min)

Tell students that today they are going to complete the unit "Let's Make Our Roads Safer." Ask them to open their textbooks at **page 42**. Instruct students to read the unit aloud with correct pronunciation and intonation, and underline any difficult words for later discussion of meanings.

Explain that **cause and effect** is a relationship between events or actions, where one happens because of the other. It is the link between **action and reaction**. Point out that words like so, because, since, that is, and why often show cause-and-effect relationships. Give an example: If people don't follow road safety rules, the cause will be carelessness, and the effect will be accidents. Such accidents can be catastrophic, which is why we must follow traffic rules.

Next, explain that **comparison in writing** shows similarities, while **contrast** shows differences. Ask students to identify examples of comparison and contrast in the unit for a better understanding. Encourage them to also find the problems mentioned in the unit and suggest possible solutions.

Ask random students: What can we do to avoid accidents? What rules should we follow to make our roads safer? Note down their responses and guide them where needed. Appreciate their participation, involve all students actively in reading and discussion, and encourage them by clapping together for their good responses.

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Sum Up (3 min)

Discuss and recap the key concepts of the lesson with your students.



Assessment (5 min)

Ask a few students at random to tell some road safety tips to their classmates.



Assignment (2 min)

Read the textbook pages 40-43.

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Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Words meanings
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	52



Objective(s)

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

- Figure out the meaning of words and phrases from the way they are used in a passage.
- Memorize the vocabulary words from the lesson "Let's Make our Roads Safer" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 44



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

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



Concept Building (32 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 44. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice. Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

Activity:

Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.



Sum Up (3 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (2 min)

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

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	53



Objective(s)

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

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of factual questions that require interpretation, inference and personal response.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 44



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Recall the unit “Let’s Make Our Roads Safer” with students. Make pairs and ask each pair to share what they have learned from the unit. Encourage them to also share the main message of the lesson with their fellow students by taking turns. Then, ask random students to share some important road safety rules they remember from the lesson. Invite them to explain why these rules are important and how following them can prevent accidents. Note their responses and make sure all students are actively involved in the discussion.



Concept Building (35 min)

Tell students that today they are going to practice answering different questions related to the unit. Write a few example questions on the board for their better understanding such as:

- What is the main message of the unit “Let’s Make Our Roads Safer”?
- Why is it important to follow traffic rules?
- How do road safety rules help pedestrians and drivers?

Ask students to open their textbooks at page 44 and read statement (2) from the Reading Comprehension section. Read the first question aloud and ask students to listen carefully. Encourage them to find the answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they write and praise those who complete their work quickly to build confidence.

Repeat the same process for the next three questions. Help students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.



Sum Up (3 min)

Revise all the questions along with their answers.

Lesson Plans for Wifaq-ul-Madaris



Assessment (5 min)

Ask random students questions from the Reading Comprehension section to assess their understanding.



Assignment (2 min)

Instruct students to learn the questions and their answers from the Comprehension section.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	54



Objective(s)

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

- Ask and answer questions of varying complexity to support and monitor text understanding.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 44



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the previous day’s work on comprehension questions. Remind them of what they discussed and then ask: “Why do you think road safety is important for everyone, not just drivers?”

Allow a few students to share their ideas to warm up and activate their critical thinking.



Concept Building (35 min)

Tell students that today they are going to practice answering higher-order questions related to the unit “Let’s Make Our Roads Safer.” Explain that these types of questions help us think more deeply and apply what we have learned to real-life situations. Write a few sample questions on the board to guide them, such as:

- Why do you think some people ignore traffic rules even though they know the dangers?
- If you were responsible for road safety in your city, what steps would you take to reduce accidents?

Encourage students to think carefully about these questions and share their ideas with the class.

Next, ask students to open their textbooks to page 44. Read aloud the 5th question from the Reading Comprehension section. Instruct students to listen carefully and reflect critically before answering. Ask them: “What should you do when you see an ambulance with its siren on?” Encourage them to think independently, raise their hands, and respond one by one. If a student gives an incorrect answer, guide them toward the correct response. Then, write the correct answer on the board for everyone to note. Afterward, ask students to write the answer in their notebooks. Provide support to those who need help, and praise students who complete their work quickly and accurately to boost their confidence.

Proceed with the remaining three higher-order questions, one at a time. Read each question aloud, then discuss possible answers with the class, noting key points on the board. After the guided discussion, instruct students to write their own answers in their notebooks. Walk around the classroom to provide help, corrections, and encouragement. Praise students who put genuine effort into their work to motivate others.



Sum Up (3 min)

Recap by asking: What new things did we learn today about road safety?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.

Lesson Plans for Wifaq-ul-Madaris



Assignment (2 min)

Learn the answers written in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	55



Objective(s)

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

- Develop the ability to pose rhetorical questions for a range of audiences.
 - Discuss the given topic and share viewpoints with the class while practising active listening and confident speaking.
- Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 44-45



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Invite a few students at random to come to the front of the class and share their views about road safety rules. Ask guiding questions such as:

- Why do you think road safety rules are important?
- Why should everyone follow traffic rules?

Note their responses and appreciate their active participation.



Concept Building (33 min)

Tell students that today they are going to learn about rhetorical questions and how to use them in communication. Explain that a rhetorical question is a question asked to make a point rather than to get an actual answer. Ask students to open their textbooks to page 44 and read the statement from the ‘Listening and Speaking’ section. Read the dialogue aloud, then ask students to practice it in pairs, focusing on correct pronunciation and expression. Highlight that rhetorical questions are often used to emphasize ideas, provoke thought, or encourage reflection.

Explain to students that effective communication requires not only answering questions clearly but also giving relevant information. Encourage them to notice how the dialogue models good manners, clarity, and taking turns in contexts.

Activity:

Tell students they will now take part in an informative classroom activity “**Let's Have a Chat**”. Pair up the students and ask each pair to share with one another "Why is it important to use seatbelts while driving?" Listen to each other carefully and wait for your turn. After discussion, share your points of view with the class. Speak with confidence and be audible. Ask them to discuss both the cause and the effect of the use of seatbelts while driving. Encourage pairs to take turns speaking and listening carefully to each other. Move around the classroom to ensure all students are actively participating.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students some random questions and ask them to answer properly.



Assignment (2 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Use of Thesaurus
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	56



Objective(s)

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

- Use a thesaurus to locate synonyms/ antonyms according to the context and use in writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 45 – 47, thesaurus



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Tell students that today they are going to play a fun learning game using the dictionary. Write a few challenging words on the board. Ask students to open their dictionaries, locate words in the dictionary. Encourage them to also note the meanings each word. Praise students for their effort and active participation.



Concept Building (36 min)

Write some words on the board. Ask random students to guess their synonyms and antonyms. Remind them that **synonyms** are words with the same or nearly the same meaning (e.g., *happy* and *joyful*), while **antonyms** are words with opposite meanings (e.g., *hot* and *cold*). Encourage students to guess meanings using both synonyms and antonyms. Involve as many students as possible and praise them for correct responses.

Activity 1: Using a Thesaurus

Tell students that today they are going to learn about the usage of a thesaurus. Explain that a thesaurus improves vocabulary by listing words with similar meanings (synonyms) and opposite meanings (antonyms). Unlike a dictionary, it does not give detailed meanings. Ask students to open their textbooks to page 45 and observe the section about the use of a thesaurus. Show students the second picture on page 45, which is taken from a thesaurus. Ask them to carefully observe the word, its synonyms, and antonyms listed below.

Activity 2: Group Work with Thesaurus

Read statement (1) aloud and ask students to repeat the words with correct pronunciation. Divide the class into 5–6 small groups and provide each group with a thesaurus. Assign words to groups and ask them to find synonyms and antonyms, writing them in the given spaces. Appreciate their teamwork and correct usage. Distribute worksheets with two words of your choice written on the board, and ask students to complete the synonyms and antonyms neatly in their worksheets. Praise their effort and good work.



Sum Up (2 min)

Summarise the key concepts with your students.

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Assessment (7 min)

Divide the class into four groups. Write a list of words on the board in four separate columns. Assign one column to each group. Ask students to use the dictionary to identify the syllable divisions, synonyms, antonyms, and parts of speech of the given words. Instruct them to record their answers in their notebooks. Move around the class to provide guidance and support where needed. Appreciate their teamwork and accuracy.



Assignment (0 min)

N/A

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Use of dictionary
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	56



Objective(s)

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

- Use a thesaurus and dictionary to locate synonyms/ antonyms according to the context and use in writing.
- Identify phrases through keywords. Use abbreviations and acronyms correctly.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 45 – 47, dictionaries



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Tell students that today they are going to play a fun learning game using the dictionary. Write a few challenging words on the board. Ask students to open their dictionaries, find the meanings of these words, and write them in their notebooks. Encourage them to also note the part of speech of each word. Praise students for their effort and active participation.



Concept Building (36 min)

Ask students to open their textbooks to page 45 and observe the section about the use of a dictionary. Ask them to see first picture carefully. Highlight that a dictionary not only provides word meanings but also shows important details such as abbreviations, syllables, pronunciation, and stress patterns. Explain that this information helps us understand words more deeply. Ask students to read the section on dictionary use from their textbooks and pay attention to examples of word meanings, syllables, pronunciation, and stress patterns. Encourage them to look up a few other difficult words in their dictionaries for practice.

Activity 1: Identifying Phrases through Keywords

Ask students to open their textbooks to page 46. Invite a random student to read the step under the heading “*Identify Phrases Through Keywords.*” After the reading, explain the concept further with the help of a dictionary. Then, ask students to read statement (2), solve the activity, and label the different segments.

Activity 2: Abbreviations and Acronyms

Tell students that they are now going to learn how to use a dictionary to find abbreviations and acronyms. Explain that an **abbreviation** is a shortened form of a word or phrase, usually made of the first few letters (e.g., *adj.* for adjective, *Feb.* for February). Ask students to open their textbooks to page 47 and observe the list of words and their abbreviations. Then, have them use a dictionary to find abbreviations for the words given under statement (4).

Explain that an **acronym** is formed by using the first letters of words in a phrase, where each letter stands for one word (e.g., *UNESCO* = United Nations Educational, Scientific, and Cultural Organization). Read statement (1) aloud and ask students to practice reading the acronyms given. Share a few more examples

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with them. Then, ask students to find the acronyms for the words under statement (6) using their dictionaries.



Sum Up (2 min)

Summarise the key concepts with your students.



Assessment (7 min)

Divide the class into four groups. Write a list of words on the board in four separate columns. Assign one column to each group. Ask students to use the dictionary to identify the syllable divisions, synonyms, antonyms, and parts of speech of the given words. Instruct them to record their answers in their notebooks. Move around the class to provide guidance and support where needed. Appreciate their teamwork and accuracy.



Assignment (0 min)

N/A

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Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Type of Verbs
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	58



Objective(s)

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

- Recognise, distinguish and use action verbs, linking verbs, and verbs of possession.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 47-48



Warm-up (10 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Start by asking students at random to explain what a verb is. Then, ask them to share examples of verbs with their classmates and encourage others to use those verbs in their own sentences.

Divide the class into two groups. Instruct each group to write five sentences on a sheet of paper using both main verbs and helping verbs. Once done, have the groups exchange their papers. Each group will now underline the main verbs and circle the helping verbs in the sentences written by the other group. The group that completes the task first with correct answers will be the winner. Appreciate the efforts of all groups by clapping together to boost their confidence.



Concept Building (30 min)

Tell the students that today they are going to learn about different kinds of verbs. Explain that verbs are not all the same—they can be action verbs, linking verbs, or verbs of possession.

Write two sentences on the board, such as:

- Ali runs fast.
- The soup smells good.

Ask students to identify which word shows an action and which word links the subject with more information. From this activity, introduce the three types of verbs: action, linking, and possession.

Explain each type with simple examples. Tell students that action verbs show what someone does (*run, eat, jump, write*), linking verbs connect the subject with more information without showing action (*is, am, feel, seem*), and verbs of possession show ownership (*have, has, own, belong*). Write the following sentences on the board as examples:

- The boy plays football.
- She is happy.
- I have a new pen.

Encourage students to identify the verbs in these examples to ensure they understand the distinctions.

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Ask students to open their textbooks to pages 47–48. Instruct them to carefully read about action, linking, and possession verbs along with the example sentences. Remind them to notice how the highlighted words are used.

Activity 1

Write a list of verbs on the board and ask students to sort them under three headings: action, linking, and possession. Then, play a quick oral game: say a few sentences aloud, and students must identify which kind of verb is used. These activities will reinforce their recognition of the different verb types.

Activity 2

Divide the class into three groups. Ask each group to write six sentences on chart paper or in their notebooks within 8 minutes: two with action verbs, two with linking verbs, and two with verbs of possession. Afterward, groups should exchange their work and identify each other's verbs by underlining action verbs, circling linking verbs, and putting boxes around verbs of possession. The group that uses the verbs correctly and identifies them accurately will be declared the winner.



Sum Up (3 min)

Summarizes the key idea: action verbs show doing, linking verbs show connection, and verbs of possession show ownership.



Assessment (5 min)

Check students understanding by asking question:

- Which type of verb tells us about ownership?
- Can a verb show both action and linking in the same sentence?



Assignment (2 min)

Write one short paragraph (5–6 sentences) using at least 2 action verbs, 2 linking verbs and 2 possession verbs.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Adverbs
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	59



Objective(s)

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

- Recognize and use of adverbs.
-



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 48-49, worksheet



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Write following two sentences on the board.

She runs quickly.

Ask students at random to tell the parts of speech (Noun, verb) of each sentence one by one. If they commit mistake assist them in guessing the correct parts of speech of these sentences. Appreciate the ones who tells correctly. Repeat the process if you think they still cannot tell the right answer.



Concept Building (28 min)

Tell students that the adverb describes how the action is done. It tells us more about the verb and makes the sentence more interesting. For example: "She sings beautifully (adverb)." Also tell them that an adverb is a word or a group of words that modifies or provides additional information about verbs, adjectives, other adverbs, or entire sentences. Adverbs typically answer questions such as "how," "when," "where," "why," and "to what extent" in relation to the action described by a verb or the quality described by an adjective. They help provide a clearer understanding of the circumstances or manner in which an action occurs. Here are some examples of adverbs in sentences: She sings beautifully. (The adverb "beautifully" modifies the verb "sings" and tells us how she sings.) He arrived late for the meeting. (The adverb "late" modifies the verb "arrived" and tells us when he arrived.)

Activity 1:

Ask students to open their books at page 47-48. Ask them to read the given sentences and notice the use of adverbs in the statement 5. Explain use of adverb in each sentence. Now ask students to read the sentences given under statement 6 and circle the adverbs in them. Appreciate them for their good work to boost their confidence.

Activity 2:

Divide the students into two teams. Write a simple sentence on the board e.g. She eats an apple. Ali plays cricket. They reached the bus station. Cat jumped out the window. etc. Ask each member from each team

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to come on the board and add adverbs in the given sentences. Reward a star to the team on giving correct answer. Play five to six rounds and count the stars in the end. Applause the winning team with clapping.



Sum Up (3 min)

Summarizes the key idea: adverbs are the words which are used to modify or describe verbs and adjectives. They provide extra information on how, when, where, and to what extent an action is performed.



Assessment (10 min)

Bring worksheets in the class and give it to students. Ask them to solve it.



Assignment (2 min)

Make three sentences using adverbs.

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Worksheet

Name: _____

Date: _____

Read each sentence and underline the adverb(s) in the sentence.

- 1) The cat quietly sleeps under the tree.
- 2) She laughed loudly during her class.
- 3) He quickly finished his math homework.
- 4) The sun shines brightly in the morning.
- 5) The bird chirped happily in the garden.
- 6) She spoke softly to her sleeping baby.
- 7) The chef prepared the meal skillfully.
- 8) The students answered the questions correctly.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Degrees of Adverbs
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	60



Objective(s)

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

- Identify and use degrees of comparison of adverbs.
-



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 49, worksheet



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin by asking students to recall what they learned earlier about the degrees of adjectives. Ask individual students how to form the comparative degree of adjectives with one syllable and two syllables, and then ask how to form the superlative degree. Appreciate and encourage students for their active participation. If they are unable to recall the correct answers, repeat the process and guide them with examples until they understand.



Concept Building (27 min)

Tell students that today they are going to study the degrees of adverbs, just as they previously studied the degrees of adjectives. Explain that adverbs also have three degrees:

- The positive degree (basic form),
- The comparative degree (used to compare two actions), and
- The superlative degree (used to compare three or more actions).

Ask students to open their textbooks to page 49 (Grammar section). Call on students at random to read the examples under heading ‘*Degrees of Adverbs*’ and notice the highlighted degrees of adverbs. Point out that the degrees of adverbs are very similar to adjectives.

Explain further that degrees of adverbs are used to modify verbs, adjectives, or other adverbs to show the intensity, manner, or extent of an action or state.

- The comparative degree is used when comparing the intensity or manner of an action between two things. It is usually formed by adding more or less before the adverb.
She plays more **energetically** than he does.
- The superlative degree is used when comparing the intensity or manner of an action among three or more things. It is usually formed by adding most or least before the adverb.
He speaks least **loudly** of all the candidates.

Encourage students to notice these patterns and practice identifying and forming the degrees of adverbs in different contexts.

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Activity:

Ask them to read the statement (7) in “Grammar” section. Ask students to read the sentences and complete the sentences with the most suitable given adverbs. Encourage them to do their work independently. Note their responses. Help them if need be. Appreciate them all for their good work by clapping for them.



Sum Up (3 min)

Summarise the concept of



Assessment (10 min)

Provide worksheet to students for assessment.



Assignment (2 min)

Write sentences of your own using different adverbs.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Name: _____

Date: _____

Circle the correct degree of the adverb in each sentence.

1. She paints a picture **beautifully**.

- a) more beautifully
- b) beautifully
- c) most beautifully

2. He runs **fast**.

- a) fastest
- b) fastly
- c) more fast

3. The watchman shout **loudly**.

- a) most loudly
- b) loudly
- c) more loudly

4. They arrived **late**.

- a) later
- b) late
- c) latest

Rewrite the adverb in parentheses in its correct degree.

1) She paints (beautiful) _____ than anyone else in the choir.

2) The cat purrs (soft) _____ when you pet her gently.

3) They worked (hard) _____ to finish the project on time.

4) The bird chirped (sweet) _____ in the morning.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Phrases and clauses
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	61



Objective(s)

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

- Identify and differentiate between a phrases and clauses.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 50



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by recalling their prior knowledge of sentences. Write these sentences on the board:

- Waqas jumped in the pool.
- Asad came to meet me.

Ask students, “What is needed to make a complete sentence?” Guide students to recall that a sentence needs a ‘subject’ and a ‘predicate’.



Concept Building (32 min)

Tell students that today, they will learn about ‘phrases’ and ‘clauses’—two important parts that help us build sentences. Write the words ‘Phrase’ and ‘Clause’ on the board.

Explain to students that a phrase is a group of words that works together but does not have both a subject and a verb.

Example: “in the park,” “running fast,” “a beautiful garden”

Then explain to them that a clause is a group of words that has both a subject and a verb.

Example: “She is reading,” “Ali plays football,” “because it was raining”

Write examples on the board. Underline subjects and verbs in clauses to highlight the difference.

Activity 1:

Ask students to open their textbooks page 50. Read aloud examples of phrases and clauses for textbook and explain them one by one. Ask students to notice the use of highlighted words for their better understanding. Now write a group of words on the board. Ask students at random to identify whether the given group of words is a phrase or a clause, and explain why. Provide guidance and correction where necessary.

Activity 2:

Divide students into pairs. Give each pair a list of 6–8 groups of words (a mix of phrases and clauses).

Instruct them to sort the list into two categories: Phrases and Clauses. After sorting, ask pairs to share one example aloud with the class. Correct any mistakes and encourage applause for active participation.

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Activity 3:

Read the statement (10) of 'Grammar' section. Ask students to read the given sentences. Then instruct them to find the phrases and clauses and write them in their respective columns. Write sentences in their textbook in neat hand writing. Encourage them to complete their work on their own. Appreciate them for their good work.



Sum Up (3 min)

Summarise that a phrase is a group of words without a subject and verb, while a clause has both a subject and verb. Clauses can stand alone or be part of a sentence, but phrases cannot."



Assessment (5 min)

Give a quick oral quiz: Say 3–4 groups of words aloud and ask the class to quickly respond whether each is a phrase or a clause.



Assignment (2 min)

Ask students to write 5 phrases and 5 clauses in their notebooks. Encourage them to underline subjects and verbs in clauses to reinforce the difference.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Present Continuous Tense
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	62



Objective(s)

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

- Use present continuous tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 51, worksheet



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the simple present tense. Write following sentences on board and ask students randomly to read them. Ask them guess the tense of the sentences (Affirmative, negative or Interrogative).

- Ali plays cricket.
- What is Ali doing now?
- Is he playing right now?

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (32 min)

Tell students that today they are going to learn about a new tense: Present Continuous Tense.

Then write another sentence:

- Ali is playing cricket.

Tell students that this is called the ‘Present Continuous Tense’. It shows an action that is happening now or around the present time. Write the structure on the board:

Subject + is/are/am + verb + ing.

- Example: She is reading a book.

Now explain that ‘is, am, are’ are helping verbs used in the present continuous tense.

- I am writing.
- She is cooking.
- They are playing.

After that highlight that the verb always ends in -ing. Ask students to give more examples aloud and write 2–3 of their correct examples on the board.

Activity 1:

Ask students to open their textbook at page 51. Ask them to read the statement (11) form the “Grammar” section aloud. Tell students that the present continuous tense

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is used to describe an action that is happening at the present moment. It can be structured as follows:

Affirmative:

Subject + is/am/are + ing form of verb + object.

- I **am reading** a book.

Explain them that the subject is "I," the verb is "am reading" and the object is "a book." Tell them note negative sentence structure:

Subject + is/am/are + not + ing form of verb + object.

- I **am not reading** a book.

The subject is "I," "am not reading" is the negation, and the object is "a book." Ask the keep in mind that the structure of interrogative:

Is/Am/Are + subject + ing form of verb + object?

- **Am I reading** a book?

Describe that here, "is/am/are" is placed at the beginning to form a question, and the subject is "I.". After this explanation, ask them randomly to make one sentence each of three forms of present continuous tense. Ask them to read the statement (12) form the "Grammar" section aloud. Ask students randomly to read the given sentences with correct pronunciation. Ask them to note each highlighted word from each sentence.

Activity 2:

Ask students to read the statement (12) form the "Grammar" section. Ask students randomly to read each sentence one by one taking turns. Ask them to try to guess the correct option from the given word bank. Encourage them to do their work on their own. Appreciate students to boost their confidence. After that write the correct options on the board and ask them to note on their books.

Activity 3:

Make pairs of students. Ask each pair to look at the picture and make eight sentences using the present continuous tense. Once they have done. Invite pairs to share their sentences aloud. Correct mistakes gently and appreciate their efforts. Give a quick oral exercise: Say 3–4 subjects (e.g., "He," "I," "They," "She") and ask students to quickly make a sentence in present continuous tense.



Sum Up (3 min)

Summarise the concept by saying that Present continuous tense shows actions happening right now. We use is, am, are with verb + ing.



Assessment (8 min)

Provide the students given worksheet.



Assignment (2 min)

Write five sentences in the present continuous tense in their notebooks: two about themselves, two about their family members and one about their class.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Name: _____

Date: _____

Fill in the blanks to complete the sentences in the present continuous tense.

Change the form of the verb given in the parenthesis.

1. Hussan _____ biology since high school. (study)
2. Safiyyah _____ novels after school. (read)
3. My grandmother _____ ten hours already. (sleep)
4. Dawood _____ a sheep. (have)
5. Her parents _____ Italian food before. (eat)
6. Someone _____ my bicycle. (take)
7. Foziyah _____ her leg. (brake)
8. They _____ safely. (reach)

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Dialogue Writing
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	63



Objective(s)

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

- Learn how to write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 52



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Bring some children short dialogues printouts in the classroom and give it to students to read. Ask students to read the dialogue carefully to explain it later. After the completion of the task, ask students at random to come in front of the class and re-tell the dialogues in their own words but first mention main characters of the dialogues. Encourage them to use their own words to tell the dialogues to their fellow students.

Appreciate them all for telling the dialogues accurately in their own words.



Concept Building (32 min)

Tell students that today, they are going to learn about dialogue writing. Tell students that dialogue writing means creating or writing a conversation between characters in a story or play to convey information and emotions through their interactions with each other. It helps in narrating the story more interactively. Ask students to open their textbooks at page 52. Tell students that there are different elements of dialogue writing which include while characters, purpose, realism, conflict, formatting, and punctuation. Read the elements of dialogue aloud for students. Tell them that first, we should read the text carefully three to four times so that we can fully understand the text and its meanings.

Tell them that when writing a dialogue, remember to include different characters with unique personalities to make the conversation interesting. Explain them that each dialogue should have a clear purpose and give useful information. Further explain that the words spoken should feel realistic and natural, not too formal unless the situation demands it. Tell them that a good dialogue often has a bit of conflict or tension to keep it engaging and move the story forward. Always begin a new paragraph whenever a new character speaks so it is easy to follow. Don't forget to use correct punctuation marks such as quotation marks, commas, full stops, and question marks in the sentences. Encourage students to learn the elements for better understanding.

Lesson Plans for Wifaq-ul-Madaris

Activity:

Make pair of students. Ask them to discuss road accident that happened right in front of them. Give 3 minutes for it. One they have done, ask them to write a dialogue between two friends, the conversation about what they witnessed during the accident. Ask them write it using conversation did with the friend. Ask them to use proper punctuation marks and ensure the dialogue is properly paragraphed. Encourage them to be creative in illustrating their reactions and emotions as they talk about the event. Appreciate them all for their good work.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

What are the elements of writing a dialogue?



Assignment (2 min)

Complete your dialogue if anything is remaining, and revise it to make it better.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Dialogue Writing
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	64



Objective(s)

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

- Write a short dialogue between two people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.
- Apply editing and proofreading skills to a range of different texts and contexts. **Creative Writing**



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 52



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.' Ask students individually to recall different elements of dialogue writing. Ask them different parts of the dialogue characters, purpose, realism, conflict, formatting, punctuation etc. Appreciate and encourage students for their active participation. Repeat the process if you think they still cannot tell the right answer. Guide and help them if they have difficulty in explaining.



Concept Building (35 min)

Tell students that today they are going to learn how to write a develop a dialogue. Tell students that a dialogue writing means creating or writing a conversation between characters in a story or play to convey information and emotions through their interactions with each other. It helps in narrating the story more interactively. Tell them that we need to engage the reader by introducing characters; organise events in sequence.

Activity:

Ask students to open their books at page 52 and notice points to remember before writing any piece of writing. Ask them write a dialogue between a man and his nephew who are discussing how technology can improve road safety. Here are some steps to help you craft a meaningful and engaging dialogue on the topic how technology can improve road safety:

1. **Assign Characters:** Decide who will speak in the dialogue (e.g., a man and his nephew).
2. **Opening of a dialogue:** Begin with a simple opening, e.g., Do you think technology can help reduce accidents?
3. **Share Ideas:** List possible ways technology helps road safety, such as:
 - Traffic cameras to monitor violations.
 - Navigation apps warning about traffic jams or accidents.
 - Automatic braking systems in cars.
 - Seatbelt and speed alarms.
 - Mobile apps discouraging phone use while driving.

Lesson Plans for Wifaq-ul-Madaris

4. **Develop Exchanges:** Write short question–answer turns (3–5 lines each).
 - Keep the conversation natural, e.g., “Do you think speed cameras are effective?” – “Yes, they make drivers more careful.”
5. **Add Examples:** Support ideas with simple real-life examples, e.g., “My uncle’s car has a sensor that stops it from hitting another vehicle.”
6. **End with a Positive Note:** Conclude with an agreement or solution, e.g., “Yes, if we use technology wisely, our roads will be safer for everyone.”

Ask students to use the elements of dialogue writing and correct punctuation.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

What are the elements of writing a dialogue?



Assignment (2 min)

Complete your dialogue if anything is remaining, and revise it to make it better.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Revision and Review 1
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	65



Objective(s)

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

Revision and Review 1

- Revise the key concepts and passages from **Units 1–4** to strengthen comprehension skills.
- Practice and demonstrate oral communication skills learned in **Units 1–4** through discussions.
- Review and apply vocabulary from **Units 1–4** in reading, speaking.
- Solve **Review 1** exercises from Reading, Oral Communication, and Vocabulary sections to consolidate learning from **Units 1–4**.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 1-53



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students to sit attentively. Tell students that today they are going to have a discussion about any incident they have seen or observed on the road. Ask them to share details of their experience for example, where, when the incident happened? Was there any casualty? How many people got injured, who was making the mistake that caused the incident? etc. note their responses. Ask students to share their feelings upon seeing an incident in real life. Make sure to involve all students in the discussion appreciate them all for their active participation by clapping for them.



Concept Building (37 min)

Tell the students that today they are going to revise the texts and stories from Units 1–4. Ask four random students to come to the front of the class, and invite each of them to share the summary of one unit in their own words. If they miss any point or share something incorrectly, guide and correct them. Afterward, recall the main summary of each unit with the class.

Next, ask another four students at random to come forward and share the summary of any unit with their classmates. Appreciate all students for their efforts and correct answers.

Encourage the class to recall the meanings of difficult words given in the textbook. Then, read aloud a statement for reading comprehension and ask the students to recall and respond to the related questions. Finally, write a few sentences on the board for further practice and discussion.

Activity 1:

Recall the concept of vocabulary section such as: Use of a Dictionary, Abbreviation and Acronyms, Phrases through Keywords, Multisyllable Words, Simile, Metaphor, Personification, and Analogy with students. ask students to read the example of given concepts in their textbooks for their better understanding. Recall the

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concept of parts of speech and syllable division in dictionaries, etc. Recall the concept of thesaurus with students. Ask students to find the antonym or synonym of any word of your choice using a thesaurus. Recall other concepts as well. Make pairs of students and ask them to practice the 4 dialogues given in textbook in first four units.

Activity 2:

Tell students that today they are going to complete the review 1. Ask students to open page 53. Read the statement aloud and ask students to write the meanings of the words in the given space. Encourage them to complete their work independently in neat hand writing. Appreciate them for correct answers. Read the statement and ask questions from students at random. Note their responses. Ask students to write the answers of the questions in their notebook in neat hand writing.

Activity 3:

At the end of the lesson, divide the students into groups and give them the topic: 'Why We Shouldn't Use Phones While Driving'. Allow 4 minutes for group discussion. After the discussion, ask each group to prepare a short dialogue and perform it in front of the class. Within the groups, students should assign roles to each member. While one group is performing, the rest of the class should listen carefully and wait for their turn. Remind students to perform with confidence and speak clearly so their voices are audible.



Sum Up (3 min)

Summarise the key concepts discussed in the Reading Comprehension and Vocabulary sections of Units 1–4 with your students.



Assessment (5 min)

Ask students to share a sentence using simile, metaphor or personification.



Assignment (0 min)

N/A

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Subject	English	Unit Name	Let's Make our Roads Safer
Grade	8	Topic	Revision and Review 1
Time Duration	50 Min	Term	1
Date		Lesson Plan No.	66



Objective(s)

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

Revision and Review 1

- Revise the grammar topics from **Units 1–4** and apply the learned rules in speaking and writing.
- Review the writing tasks from **Units 1–4** and practice structured writing based on the given guidelines.
- Solve **Review 1** activities from Grammar and Writing sections to reinforce concepts from **Units 1–4**.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 1-54



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by asking students to recall what main verbs and helping verbs are. Give a few quick examples on the board (e.g., She is playing football. / Ali has eaten lunch.). Ask students to share their own examples orally to check understanding. Call any two random students to the board. Give them a set of words (for example: run, eat, write, is, are, was, has, have). In 2 minutes, each student has to make as many sentences as possible using both main and helping verbs together.

Example: She is running. / They have eaten lunch.

The student who writes more correct sentences within the time limit will be declared the winner. Encourage the class to clap for the winner and appreciate both students for their effort.



Concept Building (37 min)

Tell students that today they are going to *revise all the grammar topics we have studied so far*. Write a list of topics on the board (Cases of Pronouns, Verbs, Articles, Sentence Patterns, Tenses, Adjectives, Prepositions, Process Writing, etc.). Ask students: “Which of these topics was easiest for you? Which was difficult?” to activate prior knowledge.

Activity 1

Divide the class into two teams. Ask short recall questions from different topics, e.g.: *make a sentence with a helping verb, change “She eats mangoes” into simple past tense, what is the comparative degree of “happy”?* Award 1 point for each correct answer. Keep the energy high!

Activity 2

Write helping verbs, modals, and main verbs on slips of paper. Call 3–4 students in front and ask each to pick a slip and make a sentence using the given verb. Do the same for articles, adjectives, prepositions, and pronouns. Example slips: *is, has, must, a, the, quickly, him, on the table*. Students must make grammatically correct sentences on the spot.

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Activity 3:

Divide students into small groups (4–5 each). Assign each group a mini writing task (link to Process Writing & Sentence Patterns):

- Write 4–5 sentences using *Present Continuous Tense*.
- Write a short paragraph describing your best friend using *adjectives & degrees of adjectives*.
- Make 3 sentences showing *apostrophe (possession & contraction)*.

Groups share their work with the class. Teacher corrects & appreciates.

Activity 4:

Tell students that today they are going to complete the review 1. Ask students to open page 54. Read the statement 1 aloud and ask students to make two sentences for each literary device, e.g. simile, metaphor and personification. Encourage them to complete their work independently in neat hand writing. Appreciate them for correct answers. Read the statement 2 and ask make new words by adding suffixes or prefixes to the root words Note their responses. Ask students to write the correct words in the table in neat hand writing. Now ask them to recall the compound propositions and instruct them to underline the compound prepositions given in the sentences. Ask random students what are linking or possession verbs? After quick revision ask them to fill the most suitable verb, e.g. a linking or possession verb, in the blanks in their notebooks.

Activity 5:

Ask the students to open their notebooks. Instruct the students to write a moral story of their own choice by using mind map technique. Ask them to brainstorm their ideas and fill in the mind map. Remind them to punctuate and proofread the text properly. Give them some time to complete their task. Tell them to use neat handwriting. Encourage them to be creative. Circulate in the classroom. Help them in constructing the sentences if they need. Appraise the students who come up with the correct use of a mind map to boost their confidence.



Sum Up (3 min)

Recap quickly pronouns, verbs, tenses, articles, adjectives, prepositions, sentence patterns, and process writing.



Assessment (5 min)

Ask students to share a sentence using present continuous tense.



Assignment (0 min)

N/A

Teacher's Resource Pack

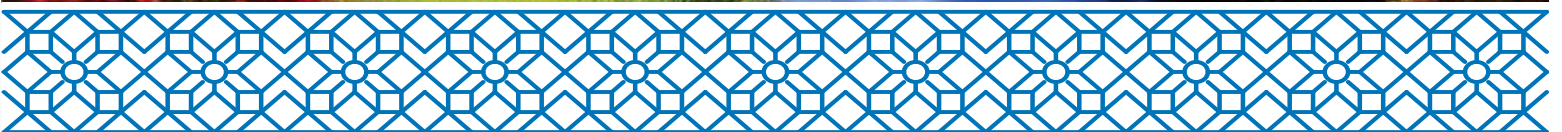


English

Term 2

GRADE

8



Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	1



Objective(s)

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

- Narrate the instances of justice and fairness by Muslim judges.
- Take the behavior of Muslim judges as a role model for oneself.
- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. **(Pre - Reading)**
- Enjoy the reading of an informational text, the first three paragraphs.
- Use intensive reading strategies to identify key information and answer questions during reading. **(While-reading)**



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 55,56



Warm-up (8 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by engaging students through thought-provoking questions such as: How did Ḥaḍrat Muḥammad (ﷺ) demonstrate fairness and justice in his decisions? What does the word justice mean to you? Can you recall a situation where someone was treated unfairly? Why is fairness and law important in our daily lives? Note down their responses on the board.

Encourage students to also share their feelings and reactions upon witnessing any injustice in real life. Make sure all students get a chance to participate in the discussion. Appreciate their efforts and active participation by clapping for them.



Concept Building (32 min)

Tell students that today they are going to read a new unit titled “**Justice of Muslim Qādis**”. Ask them to open their textbooks at **page 55**.

Lesson Plans for Wifaq-ul-Madaris

Direct students' attention to the picture on page 55 and ask them to look at the picture and guess what these placards are representing. Ask them: Have you ever seen a situation where people are holding placards like these or any banners? Have you seen any show presenting the scene like this picture? What do the words on the placards mean? Note down their responses. Discuss their answers and relate the meaning of terms **Rights, Law, Fairness, Peace**. Explain the main idea of the lesson as **Justice** is one of the most important values in human life and society. It means treating people fairly, giving everyone their due rights, and making decisions without bias or favoritism. Justice ensures that truth is upheld and wrongdoers are held accountable for their actions. We should always follow the examples of justice prophets and qadis. We should always be just and fair in our matters.

Tell them how Prophets and Muslim Judges practice **law and peace** in society with their **fair and just** decisions. Ask them if they know about term drama. Discuss with them that **Drama** is a form of literature and performance that presents a story through dialogue and action. For the better understanding instruct them to open **page 56** of textbook and read first three paragraphs. Give them 5-10 minutes to read. After that ask random students to stand and read the text aloud with proper pronunciation and intonation. During reading ask questions like: Who was Shuraih Ibn ul-Harith? With whom did Ḥaḍrat 'Alī (R.A) find his lost shield? Who appointed Qāḍī Shuraih ibn-ul-Ḥārith as the judge of Kufa? Appreciate them on their correct responses.

Activity: Students will be divided into small groups and assigned a theme such as justice and fairness, honesty and dishonesty, or cooperation and conflict. Each group will brainstorm situations related to the theme and assign roles among themselves (e.g., a judge, a teacher, a friend, or a family member etc.) They will then prepare short role-plays, applying dramatic approaches like dialogue delivery, body language, and expressions with confidence. The teacher will supervise and guide the groups, ensuring that every student participates and understands the moral or social issue being dramatized.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students at random to share any event of fairness and justice aloud with fellow students.



Assignment (2 min)

Read the textbook pages 56.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	2



Objective(s)

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

- Read the remaining lesson aloud and independently with accuracy and character expression; voice your opinions.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 55,56, Placards



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by having a short recap discussion. Ask students what they read in the previous class and invite a few of them to share one important point about justice of Muslim Judges. Show them some placards with words (fairness, law, justice, impartiality etc.) written on them and ask students what they remember about these terms, such as: have you seen anything like this before? What comes to your mind when you saw these placards? Discuss their answers with the class.

Next, engage them in a **Justice Bell** (Pass the placard) activity. A placard will be passed around the class. The student who receives the placard will be required to answer the question: “What is one thing you remember about the justice of Muslim Judges?” After responding, the student will pass the placard to another classmate. This process will continue until five to six students have shared their answers. Appreciate their answers by clapping together and then tell them: “Now let’s continue our reading to find out more about Justice of Muslim Qādis.

Lesson Plans for Wifaq-ul-Madaris



Concept Building (33 min)

Tell students that today they are going to complete the unit “Justice of Muslim Qāḍis.” Ask them to open their textbooks at **page 56,57**. Instruct students to read the unit aloud with correct pronunciation and intonation. Underline any difficult words for later discussion of meanings.

Now after reading by students invite random students to read aloud. Note their pronunciation and accuracy. Ask students at random that: When the Qāḍi received the king’s testimony, he did not accept it what’s your point of view on this. Was the judge, right? Discuss their responses. Now explain that In Islam, Muslim judges were known for being fair in this way. They gave **justice** even if it was against someone close to them, showing that real **fairness** is standing with the truth, no matter who is confronting you. Being fair means treating everyone equally, without favoritism or bias. It requires making decisions based on truth and justice, regardless of whether the person is rich or poor, strong or weak. True fairness is standing with what is right.

Activity: Assign different characters from the lesson to students. Each student will read the dialogue or narration of their character with expression. This helps them practice tone, intonation, and emotion while reading. Appreciate them for proper pronunciation, involve all students actively in reading and discussion, and encourage them by clapping together for their good responses.



Sum Up (3 min)

Discuss and recap the key concepts of the lesson with your students.



Assessment (5 min)

Ask a few students at random to tell the main idea of the lesson.



Assignment (2 min)

Read the textbook pages 56-57.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	3



Objective(s)

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

- Discover the intended meaning of words or expressions within the context of a text.
- Memorize the vocabulary words from the lesson “Justice of Muslim Qādis” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 40-43



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

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



Concept Building (33 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at **page 58**. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

Activity: Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words

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in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.



Sum Up (3 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (2 min)

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

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	4



Objective(s)

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

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of literal/textual.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 58, Sticky Notes.



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Engage students in a quick **Think-Pair-Share** activity. Make pairs of students. Distribute sticky notes among the class. Now ask one student to tell the other student to share some points about how can they practice justice in their daily lives and the other student will write the points on the sticky note. Involve all students in the activity. After that, call some pairs in front of the class and encourage them to share what they have written on the sticky notes. Appreciate them for their correct responses.



Concept Building (33 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding such as:

- Who were the Muslim Judges known for their fairness and honesty?
- What does justice mean in the teachings of Islam?
- Can you name an instance where a Muslim Judge gave a fair decision?

Write a simple question on the board, such as: What was the decision of the judge? Ask students to underline the most important word (keyword), circle the verb, and identify the tense. Next, Explain that:

- **Keywords** help us focus on what the question is asking.
- **Verbs** show the action or requirement.

Lesson Plans for Wifaq-ul-Madaris

- **Tenses** indicate the time (past, present, future) which helps to frame correct answers.

Examples will be demonstrated on the board with color-coded highlighting. Ask students to open their textbooks at **page 58** and read statement (2) from the Reading Comprehension section. Read the first question aloud and ask students to listen carefully. Tell them that some questions are contextual. Discuss that **Literal/textual** questions are those questions that can be answered using information directly stated from the text. These questions do not require information from personal opinions or interpretations. Encourage them to find the answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they write and praise those who complete their work quickly to build confidence.

Repeat the same process for the next three questions. Help students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.



Sum Up (3 min)

Revise all the questions along with their answers.



Assessment (5 min)

Ask random students questions from the Reading Comprehension section to assess their understanding.



Assignment (2 min)

Instruct students to learn the questions and their answers from the Comprehension section.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qāḍis
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	5



Objective(s)

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

- Create and respond to lower- and higher-level questions to deepen and measure comprehension of reading material.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 40-43



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the previous day’s work on comprehension questions. Remind them of what they discussed and then ask: Why do you think the Qur’ān emphasises justice, even if it is against oneself or family? Allow a few students to share their ideas to warm up and activate their critical thinking.



Concept Building (33 min)

Tell students that today they are going to practice answering higher-order questions related to the unit “Justice of Muslim Qāḍis.” Explain that these types of questions help us think more deeply and apply what we have learned to real-life situations. Write a few sample questions on the board to guide them, such as:

- If your best friend and another classmate had a fight, how would you decide fairly without taking sides?
- Imagine a shopkeeper gives you extra money by mistake. What would a fair and just decision be in this case?

Encourage students to think carefully about these questions and share their ideas with the class.

Lesson Plans for Wifaq-ul-Madaris

Next, ask students to open their textbooks to **page 58**. Read aloud the question from the Reading Comprehension section. Instruct students to listen carefully and reflect critically before answering. Ask them: “What lesson can we learn from the examples of Qāḍi Shuraiḥ (R.A) and Qāḍi Muḥammad bin Bashir about justice in our own lives?” Encourage them to think independently, raise their hands, and respond one by one. If a student gives an incorrect answer, guide them toward the correct response. Then, write the correct answer on the board for everyone to note. Afterward, ask students to write the answer in their notebooks. Provide support to those who need help, and praise students who complete their work quickly and accurately to boost their confidence.

Proceed with the remaining three higher-order questions, one at a time. Read each question aloud, then discuss possible answers with the class, noting key points on the board. After the guided discussion, instruct students to write their own answers in their notebooks. Walk around the classroom to provide help, corrections, and encouragement. Praise students who put genuine effort into their work to motivate others.



Sum Up (3 min)

Recap by asking: What might happen in society if judges are not fair in their decisions?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.



Assignment (2 min)

Learn the answers written in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qāḍis
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	6



Objective(s)

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

- Perform a drama/playscript showing different roles and scenarios through deliberate choice of dialogues/speech, gestures and movements.
- Work in groups to create and perform a role-play script using evidence, witnesses, and clues to build suspense while practising active listening and turn-taking. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 59-60



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Invite a few students at random to come to the front of the class and share their views about **justice and fairness**. Ask guiding questions such as:

- Why do you think justice is important in Islām?
- How can fairness make our daily lives better?
- Can you give an example of showing justice in school or at home?

Note their responses on the board and appreciate their active participation. Connect their answers to the lesson by highlighting that today they will explore justice through **dialogue and role-play**, practising clear expression, turn-taking, and active listening.



Concept Building (33 min)

Tell students that today they are going to learn about the importance of justice in Islām by reading and practising a dialogue. Ask students to open their textbooks to page 59,60 and read the statement from the

Lesson Plans for Wifaq-ul-Madaris

'Listening and Speaking' section. Read the dialogue aloud, then ask students to practice it in pairs, focusing on correct pronunciation and expression. Explain that this dialogue highlights how justice is not just a legal matter but also a principle of fairness in everyday life. Emphasize that justice is a core value in Islām and that Ḥaḍrat Muḥammad (ﷺ) set the best example of fairness and equality in all aspects of life. Encourage students to notice how the dialogue reflects respect, clarity, and turn-taking while discussing a serious topic. Point out that effective communication requires both listening carefully and responding thoughtfully. Explain to students that effective communication requires not only answering questions clearly but also giving relevant information.

Activity: Tell students they will now take part in an informative classroom activity **"Let's Have a Chat."** Pair up the students and ask each pair to share with one another **"Why is it important to be fair and just in our daily lives?"** Listen to each other carefully and wait for your turn. After discussion, share your points of view with the class. Speak with confidence and be audible. Encourage pairs to take turns speaking and listening carefully to each other. Move around the classroom to ensure all students are actively participating.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask a few students at random to give the answers properly.

- Give one example of showing justice at school or at home.
- How can justice make our community peaceful and balanced?



Assignment (2 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Homographs
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	7



Objective(s)

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

- Use homographs in writing.
- Keep a record of words (e.g., word wall, word bank, word journal).



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 60-61



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by writing the word “**match**” on the board. Ask students:

- What comes to your mind when you see this word?
- Can “match” have more than one meaning?

Listen to a few responses. Appreciate them for the responses. Invite two students at random to come to the front of the class. Ask one to make a sentence with match (the sports meaning) and the other to make a sentence with match (join meaning). Appreciate their effort and connect this to the topic of the day: “Today we are going to learn about homographs and how to use them in writing.”



Concept Building (33 min)

Tell students that today they are going to learn about **homographs**. Explain that homographs are words that are spelled the same but have different meanings. Sometimes, they are also pronounced differently. Give simple examples, such as:

Bank: An edge of the river
We live on the bank of the river.
Bank: Official building for money protection
I have to get a loan from the bank.

Back: Support
Always back yourself.
Back: Back of vertebrate
I am feeling pain in my back.

Watch: view
We watched television yesterday.
Watch: device to check the time
I love my watch.

Lesson Plans for Wifaq-ul-Madaris

Emphasize that understanding homographs helps in improving both vocabulary and writing skills. Ask students to open their textbooks to pages 60-61. Instruct them to carefully read about homographs with the given examples for better understanding. Remind them to notice how the highlighted words are used.

Activity 1: Tell students they will now take part in an exciting activity called “Homograph Charades.” Write a list of homographs on the board (e.g., **bat**, **park**, **well**, **close**, **spring**). Divide the class into small groups. One student from each group will come forward, pick a homograph, and act out one meaning without speaking. The rest of the group must guess the word. After they guess correctly, the same student (or another from the group) must use the word in a sentence showing the *other* meaning.

For example:

- Acting: Pretend to swing a **bat** in cricket → Group guesses “bat.”
- Sentence: A bat flies at night.

Activity 2: Tell students they we are going to start a new learning habit called a **Word Journal**. Explain that this is a small notebook where you will collect new and interesting words. Each time we learn a new word, you will write it in your journal, add its meanings, and use it in sentences. Together, we will also build a **Class Word Bank** on the soft board, where everyone will contribute one word. This way, we can see all our words in one place and use them again in future lessons. Let’s begin by writing the word **close** in our journals with its two meanings: ‘**to be near**’ and ‘**to shut.**’ Then, you will try the same with other words we learn today.



Sum Up (3 min)

Summarizes the key idea: homographs are words that are spelled the same but have different meanings.



Assessment (5 min)

- What is a homograph? Give one example.
- Why is it important to keep a class Word Bank or Word Journal?



Assignment (2 min)

Make sentences by using the given homographs and also write their meanings. (park, live, tear, minute)

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Position of Adjectives
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	8



Objective(s)

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

- Identify the varying position of adjectives in sentences and apply in their writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 61-62.



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing two sentences on the board: (“The smart boy answered quickly” and “The boy is smart”; “The shiny stars filled the sky” and “The stars are shiny.”) Ask students:

- What do you notice about the describing words in these sentences?
- Are they always placed in the same position?

Listen to a few responses and appreciate their participation. Invite students at random to come to the front of the class. Ask them to underline the adjective in the first sentence of each pair and to underline the adjective in the second sentence. Appreciate their effort and connect this to the topic of the day. Tell them that today we are going to learn about the varying positions of adjectives in sentences and how to apply them in our own writing.”



Concept Building (33 min)

Tell students that **Adjectives** are placed in different positions in sentences. There are **three** main positions of adjectives, i.e. **attributive, predicative and postpositive**. Explain these terms by writing the examples on the board. Attributive adjectives are written before a noun (e.g., The **red** apple is on the table, She wore a **beautiful** dress. Here in these examples **red and beautiful** describes a noun.) Predicative adjectives are written after a linking verb and provide more information about the subject (e.g., The apple is **red**. The adjective is written after the linking verb ‘is’) Postpositive adjectives that come immediately after the

Lesson Plans for Wifaq-ul-Madaris

noun/pronoun that they modify. (e.g., The apple, **red and fresh**, was delicious. The adjectives came immediately after noun.)

Activity 1: Ask students to open their books at page 61-62. Ask them to read the given statement 1 of “Grammar Section”. Ask them to read the given sentences and notice the positions of adjectives. Explain position of verbs in each sentence. Now ask students to read the sentences given under statement 2 and underline the adjectives and write their types in the given blanks. Appreciate them for their good work to boost their confidence.

Activity 2: Students will work in pairs to practise rewriting sentences by changing the position of adjectives. For example, the sentence “The delicious cake was served” can be rewritten as “The cake, delicious and fresh, was served.” After working together, each pair will share one rewritten sentence with the class to demonstrate their understanding. Appreciate them for their good work to boost their confidence.



Sum Up (3 min)

Discuss and recap the key concepts: Adjectives are placed in different positions in sentences.

- **green** field (**attributive**)
- It looks **green**. (**predicative**)
- the best seats **available** (**postpositive**)



Assessment (5 min)

Ask a few students at random to tell:

- Write one sentence with an adjective after a linking verb.
- Why is it important to use adjectives in different positions?



Assignment (2 min)

Solve the worksheet.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Name: _____

Date: _____

Read each sentence and underline the adjectives and write their types in the given blanks

1. The tall building touched the clouds. _____

2. The building is tall. _____

3. The tasty mangoes were eaten quickly. _____

4. The mangoes are tasty. _____

5. The bright sun rose in the morning. _____

6. The sun is bright. _____

7. The clever student answered the question. _____

8. The student is clever. _____

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Adverb phrases
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	9



Objective(s)

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

- Recognise and identify the use adverb phrases in their speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 62



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing two sentences on the board: “He spoke loudly.” and “He spoke in a loud voice.” Ask students to read both sentences aloud. Then ask: “Which words tell us how he spoke?” Listen to their responses and guide them to notice that in the first sentence, the adverb ‘loudly’ is used, while in the second, the adverb phrase ‘in a loud voice’ is used. Tell students that today they will learn about **adverb phrases**.



Concept Building (33 min)

Explain to students that an **adverb phrase** is a group of words that works together to describe a verb, just like an adverb. It tells how, when, where, or why an action happens. Give clear examples:

- She ran quickly.* (adverb) → *She ran with great speed.* (adverb phrase). Here word ‘quickly’ is an adverb because it tells us ‘how’ she ran. In the second sentence, instead of using just one word, a group of words (with great speed) is used to describe how she ran.
- They will meet tomorrow.* (adverb) → *They will meet in the morning.* (adverb phrase). In the first sentence, *tomorrow* is a single-word **adverb of time**, telling us *when* they will meet. In the second sentence, the phrase *in the morning* also tells us *when* they will meet, but it uses more than one word. Since this group of words functions like an adverb, it is called an **adverb phrase**.

Lesson Plans for Wifaq-ul-Madaris

Activity 1: Write several examples on the board and ask students to identify the adverb phrase in each. Encourage them to explain whether the phrase tells us how, when, where, *or* why. Ask students to open book page 62, read the statement 4 aloud from “Grammar Section”. Ask students to read the text along with the given examples of adverbial phrases.

Activity 2: Ask students to open book page 62, read the statement 5 aloud from “Grammar Section”. Ask students to read the paragraph and circle the adverbial phrases. Walk around the classroom to provide guidance and support. Appreciate them for the correct answers.



Sum Up (3 min)

Conclude the lesson by asking: “What is an adverb phrase? How is it different from an adverb?” Encourage students to respond in their own words.



Assessment (5 min)

Ask a few students at random:

- Why is it important to use adverb phrases in writing?
- Rewrite the sentence by replacing the adverb with an adverb phrase: *He answered politely.*



Assignment (2 min)

Write **four sentences** of your own, each containing an adverb phrase.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	10



Objective(s)

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

- Recognize different types of phrases and identify the features of noun phrases and prepositional phrases.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 62.



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Show students a lively picture, such as a park or a classroom, and ask: “What do you see here?” When a student answers “a girl,” guide them further by saying: “Can we add more words? For example, ‘a little girl with a red bag’” etc. Appreciate their effort and invite another student to expand on a different object in the picture. Then, point to something else and ask: “How can we describe where it is? For example, ‘under the tree’ or ‘near the desk’” etc. Encourage students to notice how we can build richer and clearer ideas by adding more words.



Concept Building (33 min)

Tell students that today they are going to learn about prepositional phrases and noun phrases. Ask them if they have any idea about the topic. Encourage them to answer one by one by raising hands. After their responses ask them randomly about the prepositions and nouns. After discussing their point of views recall that a **phrase** is a group of words that works together but does not make a complete sentence e.g., “in the park,” “running fast,” Introduce and explain the two types of phrases step by step:

- Noun Phrase:** A noun phrase is a group of words which functions as a noun in the sentence. It consists of a noun and its modifiers. Example: “The beautiful garden,” “A group of students.”

Lesson Plans for Wifaq-ul-Madaris

Noun Phrase = Modifier (s) + Noun

Ask students to look at the sentence: “All the students in the class passed the exam.” Here, the words “All the students in the class” come together as one group and make a **noun phrase** because they tell us *who* passed the exam. A noun phrase is built around a main noun, but it can have other words with it to give more detail.

- **Prepositional Phrase** A prepositional phrase is a group of words which starts with a preposition and ends at a noun or pronoun in the sentence. Example: “In the park,” “On the table,” “With a smile.” (It shows relationships of place, time, direction, or manner.)

Prepositional Phrase = Preposition + Noun Phrase/Pronoun

e.g., In the sentence “She walked through the park,” the words “through the park” form a **prepositional phrase**. It begins with the preposition *through* and ends with the noun *park*. This phrase tells us **where** she walked, giving more detail about the action.

Write several examples of each type on the board and underline the nouns and prepositional phrases for better understanding.

Activity: Ask students to open book at page 62. Ask them to look carefully on statement 6, 7. Read aloud the statements. Ask students to read the examples on their own and ask if they have any question. Walk around the classroom to provide guidance and support.



Sum Up (3 min)

Conclude the lesson by asking: “What is a noun phrase? What is a prepositional phrase? How can you tell the difference between the two?” Emphasize that a noun phrase is built around a noun, while a prepositional phrase begins with a preposition and adds extra detail.



Assessment (5 min)

Identify whether the phrase is a **noun phrase** or a **prepositional phrase**:

- a) The tall boy
- b) On the bus
- c) My favorite book
- d) In the classroom



Assignment (2 min)

Make three sentences for each type of phrase. Write down in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qāḍis
Grade	8	Topic	Noun phrase Prepositional phrase
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	11



Objective(s)

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

- Recall and use noun phrases and prepositional phrases correctly in sentences.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 63.



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by reminding students of what they learned in the last lesson. Ask: “Who can give me an example of a noun?” Take a few responses such as “book,” “teacher,” or “cat.” Then say: “Now, how can we make these nouns more descriptive? For example: ‘the old book,’ ‘a kind teacher,’ or ‘the black cat.’ These are noun phrases.” Next, recall prepositions by asking: “Who remembers some prepositions we studied before?”

Allow students to answer with words like “in, on, under, near.” Write their answers on the board and recall by saying: “When we use these words with nouns, like ‘on the table’ or ‘near the school,’ we make prepositional phrases.”



Concept Building (33 min)

Recall students: “A noun phrase is built around a noun and gives more details about it. *For example:* ‘The big red ball.’ A prepositional phrase begins with a preposition and shows relation, like: ‘on the table’ or ‘under the chair.’” Write some sentences on the board and ask students to identify which are noun phrases and which are prepositional phrases. Provide more examples and allow students to respond orally.

Activity 1: Divide students into pairs. Give each pair 4–5 short sentences. Ask them to underline the **noun phrases** and circle the **prepositional phrases**. Afterward, invite a few pairs to read their answers aloud.

Lesson Plans for Wifaq-ul-Madaris

Then, instruct students to open book page 63 and read the statement 8 form “Grammar Section”: Read the lesson and find the phrases in the text. Write these phrases in your notebook. Check whether they are doing right or not. Correct them if needed. Appreciate them on their effort.

Activity 2: Divide the class into small groups. Tell them they are going to play an interesting game: **Phrase Building Challenge**. Provide each group with a simple noun (e.g., *cat*, *school*, *chair*). Instruct them to expand it into a **noun phrase** by adding adjectives or determiners, for example: “the playful brown cat.” Next, ask them to add a **prepositional phrase** to form a complete idea, such as “The playful brown cat is under the tree.” Each group will then share one phrase with the class. This activity encourages creativity and collaboration. Appraise them for the correct answers to boost up their confidence.



Sum Up (3 min)

Discuss and recap the key concepts of noun and prepositional phrases with your students.



Assessment (5 min)

Ask students individually: “Write one example of a noun phrase and one example of a prepositional phrase?” on the board.



Assignment (2 min)

Solve the worksheet.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Name: _____

Date: _____

1. Rewrite these sentences by expanding them with a noun phrase and a prepositional phrase.

a. The boy is running.

b. The cat is sitting.

c. The children are playing.

d. The book is lying.

e. The flowers are blooming.

2. Read each sentence carefully. Underline the noun phrases and circle the prepositional phrases.

a. The little boy with a red cap is my brother.

b. The tall building near the market is very old.

c. A group of students in the classroom is preparing for the test.

d. She placed the basket on the wooden table.

e. The shiny stars in the sky looked beautiful.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Past continuous tense
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	12



Objective(s)

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

- Use past continuous tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 40-43



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the simple past tense. Write following sentences on board and ask students randomly to read them. Ask them guess the tense of the sentences (Affirmative, negative or Interrogative).

- Salma **visited** the museum last week.
- Salma **did not visit** the museum last week.
- **Did** Salma **visit** the museum last week?

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (33 min)

Tell students that today they are going to learn about a new tense: Past Continuous Tense. Then write another sentence:

- They **were playing** football in the park.

Tell students that this is called the ‘Past Continuous Tense’. Explain that the past continuous tense is used to expresses an action continuing at a specific point in the past. Write the structure on the board:

Subject + was/were + verb + ing.

Lesson Plans for Wifaq-ul-Madaris

- Example: She was reading a book.

Now explain that 'was/we are helping verbs used in the past continuous tense.

- I was writing.
- She was cooking.
- They were playing.

After that highlight that the verb always ends in **-ing**. Ask students to give more examples aloud and write 2–3 of their correct examples on the board.

Activity 1:

Ask students to open their textbook at page 63. Ask them to read the statement 10 form the “Grammar” section aloud. Tell students that the past continuous tense can be structured as follows:

- Positive/Affirmative
- Negative
- Interrogative

Describe the three-sentence structure with the help of this picture write the sentence structure on the board with examples. After this explanation, ask them randomly to make one sentence each of three forms of past continuous tense. Ask them to read the statement (12) form the “Grammar” section aloud. Ask students randomly to read the given sentences with correct pronunciation. Ask them to note each highlighted word from each sentence.



Activity 2:

Ask students to read the statement 11 form the “Grammar” section. Ask students randomly to read the sentences and notice the use of the past continuous tense. Read each sentence one by one taking turns.



Sum Up (3 min)

Summarise the concept by saying that Past continuous tense showing an action continuing at a specific point in the past. We use was/were with verb + ing.



Assessment (5 min)

Provide the students given worksheet.



Assignment (2 min)

Write six sentences of your own using the past continuous tense.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Name: _____

Date: _____

a. Complete the sentences with the correct form of the verb in Past Continuous Tense.

1. She _____ (read) a storybook when I called her.
2. They _____ (play) cricket in the ground yesterday.
3. I _____ (write) in my notebook at that time.
4. The teacher _____ (explain) the lesson clearly.
5. We _____ (watch) television when the lights went out.

b. Rewrite the sentences in negative form.

1. He was mending his shoes.

2. They were helping their friends.

3. I was cleaning my room.

c. Rewrite the sentences in interrogative form

1. She was drawing a picture.

2. They were playing football.

3. The children were shouting loudly.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Descriptive Writing
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	13



Objective(s)

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

- Learn and write a descriptive composition about a person, object, or place, moving from general to specific, with correct punctuation and spelling, by following the process approach (brainstorming, mind mapping, drafting).



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 63-64, Picture of famous personality.



Warm-up (7 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Bring some pictures of famous personalities in class. Begin the lesson showing students a picture of a **famous personality**, such as: sports player, or fictional character, National heroes etc. ask students some guiding questions like, “What do you notice first about this person?” followed by “Can you describe his or her appearance in one word?” and “What qualities or traits might this person have?” This activity will engage students actively and help to activate their prior knowledge about describing people, preparing them for the upcoming concept of writing detailed descriptions. Encourage them to be creative in their point of views as they talk about the person. Appreciate them all for their good work.



Concept Building (33 min)

Tell students that today they are going to learn about the descriptive writing. Ask them if they came to know about the topic by listening its name. Connect their answers towards the topic and discuss with them as the name of topic shows it must be related to describing something. Explain that **descriptive writing** is a piece of writing where you describe an object, a person or a place by giving lots of detail. It moves from general to specific details. Explain this with example. Write two examples on the board:

Lesson Plans for Wifaq-ul-Madaris

1. **General:** "The man was tall."
2. **Specific:** "The tall man with gray hair wore a neat black suit and spoke gently."

Highlight how adding physical traits, clothing, and personal characteristics makes the writing richer. Then ask students to open book page 63 and look at the definition of descriptive writing. Ask them to have a look on the **Steps Involved in Descriptive Writing**.

- Generate ideas and develop a mind-map.
- Create a first draft with sufficient details in chronological order.
- Apply correct punctuation while writing the draft.
- Review the draft to identify and correct any errors or mistakes.
- Make any necessary adjustments to refine and complete the text, ensuring it is polished and ready for presentation.

Read aloud the steps one by one and explain them to students.

Activity:

1. **Brainstorming:** The teacher will ask students to choose a person they want to describe (a friend, family member, teacher, or a character). Students will list words about features and personality traits.
2. **Mind Mapping:** The teacher will guide students to draw a mind map with branches such as *appearance, personality, habits, clothing, special qualities*.
3. **Draft Writing:** Students will write a short composition (8–10 sentences) describing the person from general to specific details.
4. **Proofreading and Editing:** Students will exchange drafts with partners to check punctuation, spelling, and missing details. They will then revise their own work.

Appreciate and encourage students who actively participate in this activity.



Sum Up (3 min)

The teacher will invite 2–3 students to read their final drafts aloud. The teacher will reinforce the importance of moving from **general to specific**, using correct punctuation, and following the process approach.



Assessment (5 min)

What are the steps involved in descriptive writing?



Assignment (2 min)

Write a short descriptive composition of 8–10 sentences about your favorite fruit.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Justice of Muslim Qādis
Grade	8	Topic	Descriptive composition
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	14



Objective(s)

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

- Write a descriptive composition (giving physical description and characteristics/traits of a person from general to specific), using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.
- Follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 64, Mystery bag.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

The teacher will bring a mystery bag with small objects inside (for example: a pair of glasses, a scarf, a small toy, or a photograph). Invite one student at random to pick an item without showing it to the class. The student must describe the item in 2–3 sentences, starting generally (e.g., “It is something you can wear”) and then adding specific details (e.g., “It is made of wool and has blue stripes”). The class will listen carefully and try to guess what the object is. The teacher will then explain that in the same way we describe objects, we can also describe people—moving from general to specific details to make the description clearer and richer.

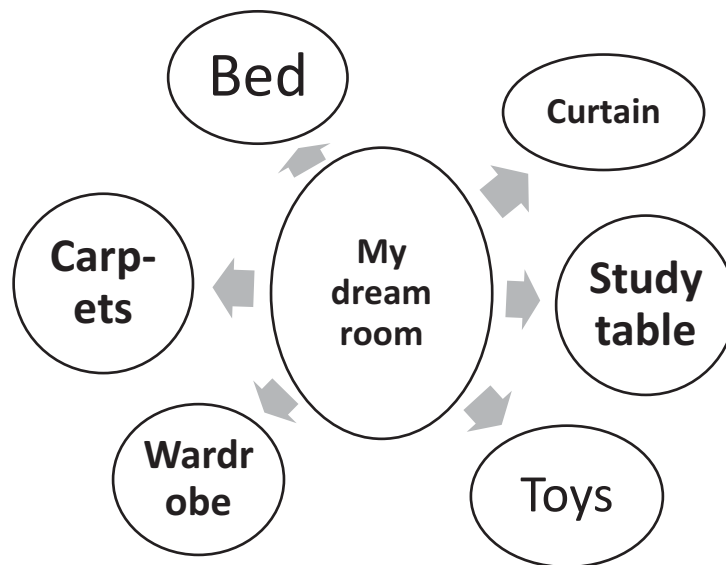


Concept Building (35 min)

Ask students to recall the steps involved in a descriptive writing. Now recall the main concepts with them. **Descriptive writing** is a piece of writing where you describe an object, a person or a place by giving lots of detail. It moves from general to specific details. Ask students to open book page 64 and recall all the steps

Lesson Plans for Wifaq-ul-Madaris

involved in a descriptive approach. Now draw a mind map on the board and ask students to write a composition by using the map.



After they wrote check the punctuation and all the details. Invite 3-4 students on the board to create their composition. Appreciate them on their efforts.

Activity: Assign students a task. Ask them to open book page 64 and look at the 'creative writing' section. Ask them to write a descriptive essay about the personality of your friend. Make a description including his or her appearance, traits, qualities and achievements. Remember to use correct punctuation and other descriptive writing elements. Walk around in the class and check students working.



Sum Up (3 min)

Discuss and recap the key concepts of the lesson with your students.



Assessment (5 min)

What do you think the most important step of a descriptive writing?



Assignment (2 min)

Complete your writing task if anything is remaining, and revise it to make it better.

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Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	15



Objective(s)

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

- Discuss the role of women in an Islamic society.
- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). **(Pre - Reading)**
- Read the first three paragraphs of the lesson correctly.
- Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g., writer's viewpoint, relationships between characters etc. Explain whether predictions about the content of a text are acceptable or should be modified and why.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 65,66, flash cards



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by engaging students through guiding questions such as:

- *Who takes care of the family at home?*
- *Who teaches children good manners and values?*
- *Do you know about Ḥaḍrat Khadijah (R.A), the first wife of Ḥaḍrat Muḥammad (S.A.W)?*
- *Have you heard about Ḥaḍrat Aisha (R.A), who was a great teacher and scholar of Islam?*
- *Can Muslim women also serve society today as doctors, teachers, or leaders?*

Note down their responses on the board. Encourage students to also share their thoughts about how Muslim women, both in history and today, play important roles in building families and serving the community. Make sure all students get a chance to participate in the discussion. Appreciate their efforts and active participation by clapping for them.



Concept Building (30 min)

Tell students that today they are going to read a new unit titled “Ḥaḍrat Umm Salamah (R.A)”. Ask them to open their textbooks at page 65. Direct students’ attention to the picture on page 65 and ask them to look at the pre-reading questions.

- Look at the given title and guess what the lesson is about.
- What do you know about ‘Ḥaḍrat Umm Salamah (R.A)’?

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Encourage them to share their point of views on the topic. Discuss with them the roles of Muslim women, Introduce the main concept by telling students about Ḥaḍrat Umm-e-Salamah (R.A), one of the most respected wives of Ḥaḍrat Muḥammad (S.A.W). Explain that she was known for her wisdom, patience, and courage. She supported the Ḥaḍrat Muḥammad (S.A.W) during difficult times, such as the migration to Abyssinia and later to Madinah. She also gave valuable advice to the Prophet (ﷺ) and the companions, showing that Muslim women played an active role in shaping the early Muslim community. Relating this to the warm-up, highlight that just like a mother, teacher, doctor, or leader, Ḥaḍrat Umm-e-Salamah (R.A) showed how women in Islam can guide, teach, and strengthen society. Encourage students to reflect on her qualities of faith, sacrifice, and leadership, and discuss how these qualities can inspire them in their own lives. Ask them to predict the end of the story. Note down their responses. Ask them if their predictions about the story were correct or not. Also explain why their predictions were correct or not. After the discussion for the better understanding instruct them to open page 66 of textbook and read first three paragraphs. Give them 5-10 minutes to read. After that ask random students to stand and read the text aloud with proper pronunciation and intonation. During reading ask questions like:

- What was the real name of Ḥaḍrat Umm Salamah (R.A), and to which tribe did she belong?
- What difficulties did she face after accepting Islam?

Activity:

Divide the class into small groups and provide each group with a prompt written on flash cards about Ḥaḍrat Umm Salamah (R.A), such as her real name, qualities, hardships, advice during the Treaty of Ḥudaibiyah, or lessons from her life. Ask groups to discuss their prompt briefly and prepare a short response. One student from each group will present the answer to the class. Appreciate all responses and highlight how these points reflect her wisdom, courage, and leadership in Islam.



Sum Up (5 min)

Summarize key points about the role of women in an Islamic society.



Assessment (5 min)

Ask students at random to share aloud any event from the life of Ḥaḍrat Umm Salamah (R.A) that shows her wisdom, courage, or leadership.



Assignment (5 min)

Read the textbook pages 66.

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Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	16



Objective(s)

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

- Read the remaining text of the lesson and improve reading flow and expression through practice.
- Discuss the role of women in an Islamic society in light of the character of Ḥaḍrat Umm Salamah (R.A).
- Shape your own morals and character in light of the character of Ḥaḍrat Umm Salamah (R.A).



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 66,67, Flashcards.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by having a short recap discussion. Ask students what they learned in the previous class about Muslim women or their roles in society and invite a few of them to share at least one important point. Show them some flashcards with words such as wisdom, courage, patience, leadership written on them and ask students what they remember about these qualities, such as: Have you heard about these qualities before? What comes to your mind when you see these flashcards? Discuss their answers with the class, linking their ideas to the life and contributions of Ḥaḍrat Umm Salamah (R.A). Appreciate their answers by clapping together



Concept Building (30 min)

Tell students that today they are going to complete the unit “Ḥaḍrat Umm Salamah (R.A).” Ask them to open their textbooks at page 66,67. Instruct students to read the unit aloud with correct pronunciation and intonation. Underline any difficult words for later discussion of meanings. Now after reading by students invite random students to read aloud. Note their pronunciation and accuracy. Ask students at random that: What was the question she raised? What verse of the Qur’ān was revealed in response to her question? Discuss their responses. Now explain that In Islam, Men and women are equally responsible for their faith. Both genders are rewarded equally for their good deeds. Women are just as spiritually significant as men in Islām. Righteousness is the standard for honor in Islām, not gender. Relate this to real life by asking students to think of women they know: mothers, teachers, doctors, community helpers (who show honesty, kindness, and dedication). Emphasize that just like Ḥaḍrat Umm Salamah (R.A), these women contribute positively to society and serve as role models, demonstrating that wisdom, courage, and leadership are qualities for everyone, regardless of gender.

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Activity:

Ask students to write or share aloud one example of a woman in their life or community who demonstrates faith, wisdom, or leadership. Then, have a few students explain why they admire her and what qualities they can learn from her. Conclude by highlighting that following these qualities in daily life reflects the teachings of Islam, just as Ḥaḍrat Umm Salamah (R.A) exemplified in her life.



Sum Up (5 min)

Discuss and recap the key concepts of the lesson with your students.



Assessment (5 min)

Ask a few students at random to tell the main idea of the lesson.



Assignment (5 min)

Read the textbook pages 66-67.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Vocabulary words
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	17



Objective(s)

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

- Identify how the author's choice of words shapes meaning in the passage.
- Memorize the vocabulary words from the lesson "Ḥaḍrat Umm Salamah (R.A)" along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 67



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.' Begin the lesson by writing the words *wise, patient, courageous, influential* on the board. Ask students: *How do these words make you feel about a person?* Gather a few responses and link them to the lesson. Tell students that authors use strong words to shape meaning and guide readers' opinions. Explain that today they will look closely at how the author's words describe Ḥaḍrat Umm Salamah (R.A). Now ask students to read a selected paragraph aloud. Instruct them to underline or highlight words that describe her character (e.g., *loving, wise, adviser, patient*). Ask some guiding questions:

- Which words did the author use to show respect for Ḥaḍrat Umm Salamah (R.A)?
- How do words like *strong* or *wise* affect your opinion of her?
- Would the passage feel different if the author had used weaker words?

Note down their responses and discuss with them that the choice of words in a writing is very important as it decides the opinion of the reader and it makes the visualization more accurate.



Concept Building (30 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at **page 67**. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

Activity:

Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own

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sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.



Sum Up (5 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (5 min)

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

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Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Questions/Answers
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	18



Objective(s)

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

- Apply strategies to comprehend questions by marking keywords, verbs and tenses in a variety of open-ended questions that require interpretation, inference and personal response.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 67,68



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by writing two questions on the board: Who was Ḥaḍrat Umm Salamah (R.A)? and Why do you think patience is important in life? Ask students to identify which question is asking for a fact and which one requires their own opinion or interpretation. Guide them to see that the first question is based on factual knowledge, while the second is open-ended and encourages personal thinking. Explain that in today’s lesson, they will practice strategies to understand and answer such open-ended questions by focusing on keywords, verbs, and tenses.



Concept Building (30 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding such as:

- What difficulties did Umm Salamah (RA) face after accepting Islam?
- Why were the companions sad and disappointed at the Treaty of Ḥudaibiyah?
- What lesson about wisdom and leadership can we learn from this incident?

Discuss their answers verbally and relate to the warm up discussion which question is factual or which is open-ended. Encourage students to participate in discussion. Appraise them on the correct answers. Ask students to open their textbooks at page 67 and read statement (2) from the Reading Comprehension section. Read the first question aloud and ask students to listen carefully. Encourage them to find the answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Recall that literal/textual questions are those questions that can be answered using information directly stated from the text. These questions do not require information from personal opinions or interpretations. Now write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they write and praise those who complete their work quickly to build confidence. Repeat the same process for the next three questions. Help

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students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.



Sum Up (5 min)

Revise all the questions along with their answers.



Assessment (5 min)

Ask random students questions from the Reading Comprehension section to assess their understanding.



Assignment (5 min)

Instruct students to learn the questions and their answers from the Comprehension section.

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Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Questions/Answers
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	19



Objective(s)

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

- Use questioning techniques, from straightforward to analytical, to improve and assess your grasp of a text.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 68



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by recalling the previous day’s work on comprehension questions. Remind them of what they discussed and then ask: How did Ḥaḍrat Umm Salamah (R.A) help Ḥaḍrat Muḥammad (S.A.W) during the Treaty of Ḥudaibiyah? After asking this question gradually move to interpretive and analytical ones (e.g., *Why do you think her advice during the Treaty of Ḥudaibiyah was important? What does this tell us about her character?*). Encourage students to mark keywords in the questions to guide their answers. Allow a few students to share their ideas to warm up and activate their critical thinking.



Concept Building (30 min)

Tell students that today they are going to practice answering higher-order questions related to the unit “Ḥaḍrat Umm Salamah (R.A).” Explain that these types of questions help us think more deeply and apply what we have learned to real-life situations. Write a few sample questions on the board to guide them, such as:

- Why do you think the companions hesitated to follow the Ḥaḍrat Muḥammad (S.A.W) command at Ḥudaibiyah?
- Do you agree that her wisdom helped strengthen the unity of Muslims at that time? Why or why not?

Encourage students to think carefully about these questions and share their ideas with the class.

Next, ask students to open their textbooks to page 68. Read aloud the question from the Reading Comprehension section. Instruct students to listen carefully and reflect critically before answering. Ask them: “What lesson can Muslim women learn from the wisdom of Ḥaḍrat Umm Salamah (R.A)?” Encourage them to think independently, raise their hands, and respond one by one. If a student gives an incorrect answer, guide them toward the correct response. Then, write the correct answer on the board for everyone to note.

Afterward, ask students to write the answer in their notebooks. Provide support to those who need help, and praise students who complete their work quickly and accurately to boost their confidence.

Proceed with the remaining three higher-order questions, one at a time. Read each question aloud, then discuss possible answers with the class, noting key points on the board. After the guided discussion, instruct

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students to write their own answers in their notebooks. Walk around the classroom to provide help, corrections, and encouragement. Praise students who put genuine effort into their work to motivate others.



Sum Up (5 min)

Recap by asking: How did Ḥaḍrat Umm Salamah (ؓ) contribute to the early Islāmic community?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.



Assignment (5 min)

Learn the answers written in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Theme or Central idea
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	20



Objective(s)

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

- Determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg.68, Flash cards.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by telling a fable “Once, a wise bird lived in the forest. One day, the animals argued about where to find food. They could not agree, and everyone grew upset. The bird calmly advised them to follow the river, where food would surely be found. The animals listened, and soon they were happy and united.” After narrating, ask: What do you think is the main lesson of this story? What message does this story give us? Allow a few students to respond with answers. Students may answer wisdom, patience, listening to advice, or unity. Appreciate their responses and explain: This short story, like all fables, has one main idea or message. When we read a longer text, it also has one central idea supported by details and examples.



Concept Building (30 min)

Tell students to look at the title “Ḥaḍrat Umm Salamah (R.A)” and recall what they have read in this story. Ask them to tell the keywords of the story. Note their responses on the board. Appreciate them for the answers. Now tell them that today’s topic is about the central idea of a story. Explain that the main idea of the text is the most important message that a writer wants to convey. It tells us what the text is mostly about. It is supported by details and examples. Instruct students to read the passage silently. Then invite a few students to read aloud with correct pronunciation. Encourage students to underline key words and phrases that show important details.

While reading by students write supporting details such as her wisdom, her patience, her advice at Ḥudaibiyah , her care for women on the board. Guide students to see how these details connect to the central idea. Ask students to look at book page 68. Read aloud the statement (3) from comprehension section. Ask students at random to come in front of class and read the central idea aloud with proper accuracy and intonation. Now give 5 minutes to students and ask them to read the main idea individually.

Activity:

Bring flashcards with short narrations or key incidents written on them. Pair up the students and hand one flashcard to each pair. Instruct them to first read the narration carefully together. Then, guide them to think

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critically about the central theme or lesson of the narration. Each pair should write down the main idea of their narration in one clear sentence. Afterward, invite pairs to share their sentences with the class. Conclude the activity by highlighting how different events in the life of Ḥaḍrat Umm Salamah (R.A) all point to her wisdom, patience, and her contributions in Islamic history.



Sum Up (5 min)

Summarise the central idea of the text with the class: *The wisdom and courage of Ḥaḍrat Umm Salamah (R.A) demonstrate the important role of Muslim women in early Islam.* Her life teaches us about patience, and standing up for what is right.



Assessment (5 min)

Assess your students by asking: Which quality of *Ḥaḍrat Umm Salamah (R.A)* do you admire the most, and why?



Assignment (5 min)

Write a 3–4 sentence central idea of the lesson. Write in your own words in notebooks.

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Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	21



Objective(s)

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

- Speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- Participate in a group discussion about given topics by listening carefully and speaking confidently in turn.

Have a Chat



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 68,69



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Invite a few students at random to come to the front of the class and share their views about their favorite sport. Ask guiding questions such as:

- What skills do you learn from this sport?
- Do you prefer playing it alone or in a team? Why?
- Who is your favorite player in this sport?
- How does playing this sport make you feel?

Note their responses on the board and appreciate their active participation. Connect their answers to the lesson by highlighting that today they will explore the importance of sports through dialogue and role-play, practising clear expression, turn-taking, and active listening.



Concept Building (30 min)

Tell students that today they are going to learn about the importance of sports by reading and practising a dialogue. Ask students to open their textbooks to page 68 and read the statement from the ‘Oral Communication’ section. Read the dialogue aloud on book page 68,69, then ask students to practice it in pairs, focusing on correct pronunciation and expression. Explain that this dialogue highlights how sports are essential for maintaining good health and an active lifestyle, while relying only on video games can harm health, especially eyesight, and cause laziness. Through the conversation, Faizān convinces Ṭariq that engaging in sports not only keeps the body and mind strong but also helps in making friends, learning new skills, and living a balanced life. Encourage students to notice how the dialogue reflects respect, clarity, and turn-taking while discussing a serious topic. Point out that effective communication requires both listening carefully and responding thoughtfully.

Lesson Plans for Wifaq-ul-Madaris

Explain to students that effective communication requires not only answering questions clearly but also giving relevant information.

Activity:

Tell students they will now take part in an informative classroom activity “Let’s Have a Chat.” Pair up the students and ask each pair to share with one another “Why is it important to save water and keep our environment clean?” Listen to each other carefully and wait for your turn. After discussion, share your points of view with the class. Speak with confidence and be audible. Encourage pairs to take turns speaking and listening carefully to each other. Move around the classroom to ensure all students are actively participating.



Sum Up (5 min)

Summarise the key concepts with the students.



Assessment (5 min)

Ask a few students at random to give the answers properly.

- How can patience and courage of Ḥaḍrat Umm Salamah (R.A) inspire us in our daily lives?
- In your opinion, why is it important to recognize the role of women like Ḥaḍrat Umm Salamah (R.A) in Islamic history?



Assignment (5 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Hadrat Umm Salamah (R.A)
Grade	8	Topic	Capitonym Words
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	22



Objective(s)

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

- Understand the difference between capitonym words such as Turkey/turkey, May/may.
- Take dictation of paragraph/ text of grade level.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 69,70



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson with a quick word game to capture students’ interest. Write the word May on the board and ask the class, “What does this word mean to you?” Encourage students to share their ideas, such as identifying it as the name of a month or as a word used for permission. After listening to their responses, write both may (with small m) and May (with capital M) in different sentences on the board (e.g., May is the fifth month of the year. You may go outside after finishing your homework.) Guide the students to notice how the meaning changes with capitalization.



Concept Building (30 min)

Tell students that today they are going to learn about an interesting topic “**Capitonyms**”. Ask students at random if they have any idea about the topic by knowing the title or can they guess what the topic is about. Encourage them to participate in active discussion. Now write some words on the board (e.g., turkey, Turkey-march, March- earth, Earth). Ask students to notice the difference between these words. Wait for their response. Now after having their answers appreciate them. Connect with their answer the only difference is the capitalisation of first letter. Explain that Capitonyms are words that change their meanings when the first letter is capitalised. Words look almost the same, but with different meanings. Write a few examples on the board to make it clear: *Turkey* (a country) vs. *turkey* (a bird), *May* (a month) vs. *may* (permission), and *March* (a month) vs. *march* (to walk in step). Discuss the meanings by giving short, simple sentences, such as: “I live in **Turkey**. We ate roasted **turkey** at dinner.” “Our exams will start in **May**. You **may** go outside after lunch.” “**March** is the third month of the year. Soldiers **march** in a parade.” Make sure every student will understand the concept.

After the explanation ask students to open book page 69,70 and read the statement 1 aloud. Now ask students to read all the examples given on the book carefully and ask question if they found any difficulty.

Activity: Distribute flashcards to the students, each containing sentences with missing words. Ask the students to work in pairs and decide whether the word should be written with a capital letter or not, based

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on the context of the sentence. Write the word bank (e.g., china, polish, august) on the board and ask students to write the correct answer. Examples:

- She is a _____ citizen.
- Please _____ your shoes before the party.
- "She traveled to _____ last year.
- "Be careful, the _____ plates are very delicate.
- My birthday is in _____.
- The king entered with an _____ presence

After the pairs complete their flashcards, invite them to share their answers aloud. Discuss the correct use with the class to make sure everyone understands how capitalization changes the meaning of words. Appraise them for the correct answers by clapping.



Sum Up (5 min)

Summarise that Capitonyms are words that change their meanings when the first letter is capitalised. Words look almost the same, but with different meanings. These words may look like homographs.



Assessment (5 min)

Assess your students by taking dictation of a paragraph.



Assignment (5 min)

Use the given capitonyms in your sentences.

- | | | |
|------------------|----------------|--------------------|
| 1. Nice/nice | 2. Earth/earth | 3. Mercury/mercury |
| 4. French/french | 5. Lima/lima | |

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Adjectival phrases
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	23



Objective(s)

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

- Use adjectival phrases in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 70,71, Strips of paper



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson with a quick **description game** to capture students’ attention. Show the class a picture of a park with several children. Point to one boy in the picture and ask: *Can you describe the boy in the picture? Can you tell what the boy is doing?* Allow students to give different answers such as: “*The boy is wearing a red shirt,*” “*The boy is playing on the swing,*” or “*The boy is near the tree.*” Write some of their responses on the board. Appreciate the students for their active participation.



Concept Building (30 min)

Tell students that today they are going to learn about **Adjectival Phrases**. Explain that these are not just ordinary words. Relate to their answers written on the board “*The boy is playing on the swing,*” or “*The boy is near the tree.*” Discuss with them that these are phrases and because each phrase gives more information about the noun “boy” means each phrase contains an adjective for the noun or each phrase is describing the boy. So, it is an adjectival phrase. An adjectival phrase is a group of words that functions as an adjective in a sentence. It modifies a noun or pronoun by providing additional information about it. Highlight that instead of using a single adjective like *tall* or *happy*, we can use a whole phrase to describe the noun in more detail, such as “*the boy with the red shirt*”. This makes our language richer and more interesting. Now tell students that today they will learn how to use adjectival phrases in both their speaking and writing. Ask students to open book page 70 and read the statement aloud from the Grammar section. Ask students to read the text along with examples. Guide them if they need any help in understanding.

Activity: Distribute strips of paper among the students, each containing different adjectival phrases.

Write a set of nouns on the board, for example *cat, bag, book, children*. Instruct students to work in groups and match the given phrases with the nouns to form complete sentences, such as: *The cat with blue eyes, The bag on the table, The book about history, The children in the park etc.*

After completing the task, invite each group to read their sentences aloud to the class. Appreciate them for

With blue eyes

In the park

About history

On the table

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quick responses and active participation. Conclude the activity by highlighting how each adjectival phrase provides additional detail about the noun and enriches the meaning of the sentence.



Sum Up (5 min)

Summarise that **adjectival phrase** is a group of words that describes a noun or pronoun by providing additional information about it.



Assessment (5 min)

Solve the worksheet.



Assignment (5 min)

Write five sentences about your school using adjectival phrases. Underline the adjectival phrase in each sentence.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Adjectival Phrases

Name: _____

Date: _____

1. Underline the adjectival phrase in each sentence.

- a. The girl with curly hair is my cousin.
- b. I bought a book about space travel.
- c. The house on the hill looks beautiful.
- d. He met a man with a kind smile.
- e. The children in the playground are very happy.

2. Match the nouns in Column A with the adjectival phrases in Column B.

Column A
Lion
Pen
Car
Teacher
Shoes

Column B
with blue ink
with brown fur
with high heels
with a kind voice
with a flat tire

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Subject	English	Unit Name	Hadrat Umm Salamah (R.A)
Grade	8	Topic	Adjective phrase, Adverb phrase
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	24



Objective(s)

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

- Identify and differentiate between a variety of phrases (adjective phrase, adverb phrase).



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 71



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students to recall the previous lesson about adjectival phrases. Assess them by asking random questions:

- In the sentence “The girl with long hair is my cousin,” what is the adjectival phrase?
- Which part of speech does the phrase “covered in dust” describe in the sentence “The old book covered in dust lay on the table”?
- Identify the adjectival phrase in: “I saw a goat with brown spots.”

Appreciate them for their correct answers. Now ask students about the adverbs by a quick game. Call random students to the front and ask them to perform an action in a specific way (e.g., *walk slowly, laugh loudly, write neatly*) while the rest of the class observes and identifies the correct adverb. Now recall the concept of adverbs with them.



Concept Building (30 min)

Tell students that today they are going to learn about the adverbial phrases. Write two to three sentences on the board such as: *The boy with the red cap is my friend* and *She run with great speed*. Invite students on the board to read the sentences aloud and carefully observe the underlined portions. Then ask some guiding questions such as:

- What does the phrase ‘with the red cap’ tell us about?
- What does the phrase ‘with great speed’ describe?
-

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Students will share their answers, and through discussion, they will recognize that the first phrase gives more information about the noun *boy*, while the second phrase adds detail to the verb *run*. Based on their responses, explain that when a phrase describes a noun, it is called an adjective phrase, and when a phrase describes a verb, adjective, or another adverb, it is called an adverb phrase. Explain that Adverbial phrases provide additional information about **how, when, where, why, or to what** extent something happens. Show them with the help of different examples by writing on the board.

Now ask students to open book page at 71 and read aloud the statement 2 from 'Grammar Section'. Ask students to read the text along with examples given and observe the use of adverbial phrases very carefully.

Activity: Ask students to look at page 71 and read aloud the statement: Read the given sentences. Underline the adjectival phrases and circle the adverbial phrases and write them in their respective columns. Ask them to solve it on their own. Move around the classroom to ensure all students are actively participating.



Sum Up (5 min)

Summarise the key concepts with the students that adjectival phrases describe a **noun**, while the adverbial phrase describes a **verb, adjective, or another adverb**.



Assessment (5 min)

Assess your students by inviting them on the board and asking questions:

- Rewrite the sentence: 'The man is kind' by adding an adjectival phrase.
- Add an adverbial phrase to this sentence: He worked hard _____.



Assignment (5 min)

Write four sentences using adjectival and adverbial phrases each.

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Subject	English	Unit Name	Hadrat Umm Salamah (R.A)
Grade	8	Topic	Adverb clauses
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	25



Objective(s)

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

- Use and recognise adverb clauses as needed in their speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 72



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by writing two incomplete sentences on the board:

1. *I will call you _____*
2. *She was happy _____*

Ask students to recall the adverbs and then ask them about adverbial and adjectival phrases. After their oral responses. Ask students to complete these sentences written on the board. For example:

- *I will call you when I reach home.*
- *She was happy because she won the prize.*

Invite random students to share their responses. Appreciate them for their efforts. Ask more examples orally and make sure everyone will participate.



Concept Building (30 min)

Tell students that today they are going to learn about adverb clause. Recall the concept of clause with them. Discuss that a clause is a group of words that contains a subject (who or what the sentence is about) and a predicate/verb (what the subject does). Unlike a phrase, a clause always has both a subject and a verb. Now Highlight that the added part in the sentences written on the board (when I reach home, because she won the prize) makes the sentence more meaningful and these are adverb clauses. Explain that an adverbial clause is a dependent clause that functions as an adverb within a sentence. It provides more information about time, place, manner, condition, reason, purpose, or contrast. Example:

- *“I will wait here until you finish your work.” (tells when)*
- *“She runs faster than he does.” (tells how)*

Write examples on the board and underline the adverb clauses. Engage students by asking: “Does this clause tell us when, why, or how?” Ask students to open book page 72 and look at the statement of adverbial clause and the read the given examples on their own.

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Activity: Conduct a **Story Chain Activity**. Give instructions of the activity to students. Ask one student to say a random sentence. For example, *"I saw a cat on the road."* The next student will then add a dependent clause, such as *"which was chasing a mouse."* Ask students to choose and think about adverbial clauses and then add it to their sentences to make story more interesting. The story will continue around the class, with students alternating between independent and dependent clauses, gradually building a complete mini-story together. Write their story on the board and call some other random students and ask them to identify and highlight adverbial clause. Repeat the same for 3-4 random students. Appreciate all students on their participation.

"I saw a cat on the road, which was chasing a mouse. The mouse ran quickly into a hole **because it was afraid of the cat**. The cat waited outside the hole **until it became dark**, but the mouse stayed inside **so that it could be safe**."



Sum Up (5 min)

Summarise that an adverbial clause usually begins with a subordinating conjunction that connects it to the main clause and modifies the verb, adjective, or adverb in the main clause. It provides more information about time, place, manner, condition, reason, purpose, or contrast.



Assessment (5 min)

Assess your students by asking:

- I did not go to school because _____. (*Reason*)
- She speaks loudly so _____. (*Purpose*)
- We kept playing when _____. (*Time*)



Assignment (5 min)

Solve the worksheet.

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Worksheet

Adverbial Clauses

Name: _____

Date: _____

Read the questions carefully and write your answer accordingly.

Q1. Underline the adverbial clause in the sentence below and write in the given space:

- She stayed at home because she was feeling sick.

Answer: _____

Q2. Identify the type of adverbial clause (Time, Reason, Purpose, or Condition):

- I will wait here until you come back.

Answer: _____

Q3. Which part of the sentence is the adverbial clause?

- He whispered so that no one could hear him.

Answer: _____

Q4. Write one sentence using an adverbial clause of **time.**

Answer:

Q5. Write one sentence using an adverbial clause of **reason.**

Answer:

Q6. Write one sentence using an adverbial clause of **purpose.**

Answer:

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Subject	English	Unit Name	Ḥaḍrat Umm Salamah (R.A)
Grade	8	Topic	Future continuous tense
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	26



Objective(s)

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

- Use future continuous tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg.72



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by recalling the simple future tense. Write following sentences on board and ask students randomly to read them. Ask them guess the tense of the sentences (Affirmative, negative or Interrogative).

- The baby **will** sleep after lunch.
- The baby **will not** sleep after lunch.
- **Will** the baby sleep after lunch?

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (30 min)

Tell students that today they are going to learn about a new tense: Future Continuous Tense.

Then write another sentence:

- The teacher **will be** checking our homework.

Tell students that this is called the ‘Future Continuous Tense’. Explain that the future continuous tense is used to talk about future events that will be in progress at a specific time in the future. Write the structure on the board:

Subject + will/shall + be + base form of verb + ing + object.

- Example: He will be traveling to Lahore next week.

Now explain that ‘will/shall are helping verbs used in the future continuous tense.

- She will be cooking dinner in the evening.
- I shall be reading a new book this weekend.
- My parents will be visiting our relatives tomorrow.
- We shall be waiting for you at the station.

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After that highlight that the verb always ends in -ing. Ask students to give more examples aloud and write 2–3 of their correct examples on the board.

Activity 1:

Ask students to open their textbook at page 72. Ask them to read the statement 7 from the “Grammar” section aloud. Tell students that the future continuous tense can be structured as follows:

- Positive/Affirmative
- Negative
- Interrogative

Describe the three-sentence structure with the help of this picture write the sentence structure on the board with examples. After this explanation, ask them randomly to make one sentence each of three forms of future continuous tense. Ask them to read the statement (8) from the “Grammar” section aloud. Ask students randomly to read the given sentences with correct pronunciation. Ask them to note each highlighted word from each sentence.

Subject + will/shall + be + base form of verb + ing + object.
The sun will be shining in the morning.

Subject + will/shall + not + be + base form of verb + ing + object. e.g., **The sun will not be shining in the morning.**

Will/Shall + subject + be + base form of verb + ing + object?
Will the sun be shining in the morning?

Activity 2:

Ask students to read the statement 8 from the “Grammar” section. Ask students randomly to read the sentences and notice the use of the future continuous tense. Read each sentence one by one taking turns.

Activity 3: Ask students to imagine that they are writing in a diary set in the future. Instruct them to write three to four sentences about what they will be doing at specific times, using the Future Continuous Tense. For example, they may write: “*I shall be sitting in my English class at 9 a.m. tomorrow,*” or “*We shall be visiting our grandmother on Sunday afternoon.*” After completing their sentences, guide students to form small groups and share their diary entries aloud with their peers. Encourage active listening and appreciation, reminding students to pay attention to the correct use of the tense while their classmates are sharing.



Sum Up (5 min)

Summarise the concept by saying that future continuous tense is used to talk about future events that will be in progress at a specific time in the **future**. We use will/shall with verb + ing.



Assessment (5 min)

Assess your students by giving the task: Change into Future Continuous

1. I eat dinner at 8 o'clock.
2. They play cricket tomorrow evening.
3. She reads a book at this time next week.



Assignment (5 min)

Make six sentences using the future continuous tense.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Hadrat Umm Salamah (R.A)
Grade	8	Topic	Narrative story
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	27



Objective(s)

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

- Learn and identify the features of a narrative story, including characters, setting, events, dialogue, and conclusion, and use them in writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 73



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by writing a story starter on the board, such as: *“Yesterday, a boy found a strange key in the park.”* Invite students on the board one by one to add a sentence, continuing the story collectively. For example, one student might say, *“He picked it up and looked around,”* while another adds, *“Suddenly, he heard a whisper,”* and a third continues with, *“The whisper was coming from a big old tree.”* After their responses, pause and engage the class in a short discussion by asking guiding questions like: *“Who are the characters?”* *“Where is the setting?”* and *“What events are happening in the story so far?”* Now after their responses appreciate all students for active participation.



Concept Building (30 min)

Tell students that today they are going to learn about **Narrative story**. Explain that a narrative story is a piece of writing that tells a sequence of events. It can be fiction or non-fiction. Narratives usually include:

Characters: Who will be in the story, e.g. humans, animals

Setting: When and where the story takes place

Plot: Sequence of events in the story

Conflict: The problem faced by characters in the story

Resolution: How the problem is resolved

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Theme: The message of the story
Guide students through writing a narrative text. Help if they find it difficult to brainstorm and sequence details. Instruct them to be creative and punctuate the text properly. Make sure they proofread and edit their text properly. Write these elements on the board with simple examples. For example: *"A young cricketer in Lahore dreamed of winning a big match. One day, he practiced hard, spoke with his coach, and finally led his team to victory."* Highlight the characters, setting, events, conflict, and conclusion in the example.

Activity: Ask students to open book page 73, look at 'Guided Writing Section'. Ask students to read the given text. Look at the elements of a narrative story and read the main points of writing a narrative story carefully.

Characters:

- The young cricketer
- His coach

Setting:

- Lahore (place)
- The cricket ground / match day (implied time and place)

Events/Plot:

- The cricketer dreamed of winning a match.
- He practiced hard, spoke to his coach.
- He finally led his team to victory.

Conflict/Problem:

- The challenge of winning a big cricket match.

Resolution/Conclusion:

- The young cricketer succeeded and led his team to victory.



Sum Up (5 min)

Summarise that narrative writing tells a story or recounts a sequence of events. It can be fiction or non-fiction.



Assessment (5 min)

Assess your students by asking random questions from the topic.



Assignment (5 min)

Write in your notebook a narrative story about when you lost an important game and what you learned from that experience.

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Subject	English	Unit Name	Hadrat Umm Salamah (R.A)
Grade	8	Topic	Narratives
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	28



Objective(s)

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

- Write narratives that introduce characters, develop events with dialogue and description, use transitions for sequence, apply sensory details, and provide a logical conclusion.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 73



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by recalling the key elements of a narrative story and its main points. Now write the opening lines of a short story: *“Hamna was walking home from school when she noticed something unusual in the garden.”* After sharing this, ask students some guiding questions such as, *“Who do you think Hamna did next?”* Encourage students to share different predictions, write them on the board. This activity will actively engage students, spark their imagination, and set the stage for understanding how narratives are built from characters and events.



Concept Building (30 min)

Ask students to open book page 73 and read the explanation of writing narrative story. Ask students at random about the main elements of writing a narrative story. Appreciate them on their correct responses.

Activity 1: Divide the class into two groups. Prepare a short narrative story for students. For example:

Story:

“Ali loved playing football. One sunny morning, he went to the park with his friends. They practiced hard and played an exciting match. Ali scored the final goal, and his team cheered loudly. At the end, everyone clapped for Ali because he played with great courage.”

Now divide this story into separate pieces:

- **Characters:** Ali, his friends
- **Setting:** The park on a sunny morning
- **Beginning:** Ali loved playing football and went to the park with his friends.
- **Middle:** They practiced hard and played an exciting match. Ali scored the final goal.
- **Ending:** Everyone clapped for Ali because he played with great courage.

Distribute these pieces among groups of students. Ask them to carefully read their pieces, discuss with their group, and arrange the story in the correct sequence. After completing the sequence, invite groups to read

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their arranged story aloud to the class. Appreciate their effort and highlight how they identified the **characters, setting, events, and conclusion**.

Activity 2: Divide students into small groups and provide each group with a set of prompts including character, setting, and event. For example, one group may receive:

Character: a boy who loves cricket

Setting: a rainy day

Event: lost his bat

Each group will then be instructed to write a short story of 5–6 sentences using the given prompts. Their stories must include at least one-character description, one or two dialogues, appropriate transitions to show sequence, and a logical ending. After completing their stories, groups will share them aloud with the class to encourage creativity, collaboration, and confidence in narrative writing.



Sum Up (5 min)

Summarise the key concepts with the students.



Assessment (5 min)

Assess your students by asking random questions about main points of writing a narrative story.



Assignment (5 min)

Write in your notebook a **narrative story** about a time when you helped a friend in need.

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Subject	English	Unit Name	Hadrat Umm Salamah (R.A)
Grade	8	Topic	Creative Writing
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	29



Objective(s)

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

- Plan and write narratives with clear characters, logical events, descriptive details, and appropriate conclusions.
- Proofread and edit texts for errors of sentence structure, subject/verb agreement, noun/pronoun agreement, transitional devices and punctuation and spelling. Creative Writing



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 73



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Write a short, incorrect sentence on the board (e.g., “*She go to the market and buy apple.*”) Ask students to look at the sentence carefully and identify and correct the mistakes. Encourage students on their active participation. Ask students to write a short narrative paragraph on the topic: “*A day when I faced a big challenge.*” And keep in mind the key point of writing a narrative story. Ask them to thoroughly proofread their work and check for grammatical errors as they have done for the sentence written on board. After they have done ask them to read aloud their narratives. Check if the story includes characters, logical sequence, description, and conclusion. Appreciate students for their participation and appraise the best narrative by clapping.



Concept Building (30 min)

Tell students that today they are going to learn how to proof read a writing or a text. Explain that proofreading means carefully checking writing for errors, while editing means improving clarity and accuracy. Common mistakes such as subject/verb agreement (She go ✗ → She goes ✓), noun/pronoun agreement (Ali lost their bag ✗ → Ali lost his bag ✓), incorrect transitions, punctuation, and spelling will be discussed. Now read a passage step by step, checking verbs, pronouns, transitions, and punctuation.

Activity 1: Ask students to follow the model reading, marking and correcting errors. Write a paragraph on the board with grammatical errors. Ask students to look at the paragraph very carefully and correct all the grammatical mistakes, spellings.

(Yesterday my friend go to the park with her cousins. They was playing football when it start raining. The childrens run quickly to find shelter but left there bag under the tree. Later, my friend realize that she forget her jacket also. They all was very tired and goes home without finishing the game). After they have done appreciate students for their efforts.

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Activity 2: Ask students to work in pairs and distribute short creative texts of 4–5 sentences among pairs, each containing deliberate errors. Instruct the students to carefully proofread the text, underline the mistakes, and then rewrite the corrected version in their notebooks. After completing the task, ask each pair to exchange their work with another pair for peer-checking so they can identify additional errors together. Finally, invite a few pairs to read their corrected versions aloud, and discuss the corrections as a class to reinforce the importance of proofreading and editing in improving writing.



Sum Up (5 min)

Summarise that proofreading makes writing clear, correct, and effective.



Assessment (5 min)

Assess your students by asking random questions from the topic.



Assignment (5 min)

Narrate your memorable moments when you participated in a graduation ceremony in your school.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	30



Objective(s)

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

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. **(Pre - Reading)**
- Recite the poem with correct pronunciation.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 74-75



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Write the word “Faith” on the board. Ask the students the following questions:

- What does the word faith mean to you?
- Do you believe life continues after death?

Encourage short oral responses to activate their background knowledge and note their responses on the board. Then, relate these ideas to the title of the poem and tell the students that the poem they will read today is about faith and life after death.

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Concept Building (25 min)

Ask them to open their textbooks page no. 74. Ask them to read the question: Have you ever heard about Ḥaḍrat Al-Khansā' (R.A)? Note their responses and ask them to share information with you and their classmates and listen to theirs as well. After that tell students that today they are going to recite a poem 'Faith and the Afterlife' written by Ḥaḍrat Al-Khansā' (R.A). Tell them that in this unit, they are going to read about Ḥaḍrat Al-Khansā' (R.A). Give them a purpose for listening: "While listening, think about what message the poet wants to give about life after death."

Read the poem aloud with clear pronunciation.

- What do you think the poem is about?
- How does it make you feel?
- What values or beliefs does it express?

Explain poet's thoughts stanza by stanza with students. Ask students to repeat stanza by stanza. Ask students to focus on accuracy and expression. The poem "*Faith and the Afterlife*" highlights the importance of having strong faith in Allah and believing in life after death. It encourages patience, hope, and trust in Allah's wisdom. Guide students to connect the theme to moral and spiritual understanding.

Model recitation of the first stanza with correct pronunciation and expression. Highlight rhythm, stress, and pauses.

Ask students to repeat line by line after you (choral reading). Ask students to focus on accuracy and expression. Then call volunteers to recite individually or in pairs. Provide gentle correction on pronunciation and stress.



Sum Up (3 min)

Summarise by asking: What message do you get from today's lesson?



Assessment (5 min)

Ask students these questions:

- What message do you learn from this poem?
- How does "faith" help people in difficult times?



Assignment (2 min)

Recite the poem.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	31



Objective(s)

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

- Reading to identify, analyse and structure a biography (First three paragraphs of the lesson).
- Explain the importance of the afterlife in light of the conduct of Ḥaḍrat Al-Khansā' (R.A).



Resource Material

Chalk/Marker, White/Blackboard, textbook page 75



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Here’s your refined and grammatically corrected version:

Begin the lesson by asking questions related to the previous lesson:

- Who is Ḥaḍrat Al-Khansā' (R.A)?
- What message do you learn from the poem “Faith and the Afterlife”?
- How does faith help people in difficult times?

Note down the students’ responses on the board. Encourage them to share their thoughts about the role of Muslim women in history and in the present day, highlighting how they play an important part in building families and serving the community.

Ensure that all students get a chance to participate in the discussion. Appreciate their efforts and active participation by clapping for them.

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Concept Building (25 min)

Tell students that today they are going to read a new unit titled **“Faith and the Afterlife.”** Ask them to open their textbooks at **page 75**. Instruct students to read the title of the unit and share what they understand by it. Explain that today’s lesson is about the role of Ḥaḍrat Al-Khansā’ (R.A) in Islamic History.

Tell students that Ḥaḍrat Al-Khansā’ (R.A) was a famous Arab poetess known for her strong faith and courage. After accepting Islam, she encouraged her sons to fight bravely for the cause of Islam. She became a great example of patience and devotion when all her sons were martyred in battle.

Next, invite different students at random to read aloud from page 75 with correct pronunciation and intonation. Tell them that this text is a biography, it is a written story of a person’s life, telling important events, achievements, and experiences.

Ensure that all students take part in active reading. While reading, ask different questions to keep students attentively involved in the reading activity such as:

- Who was Ḥaḍrat Al-Khansā’ (R.A)?
- What is her real name?
- When did Ḥaḍrat Al-Khansā’ (R.A) accept Islam?
- What was she famous for?
- Which qualities of Ḥaḍrat Al-Khansā’ (R.A) are mentioned in the text?

Appreciate their efforts and good responses by clapping for them.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students at random to share some qualities of Ḥaḍrat Al-Khansā’ (R.A) aloud with fellow students.



Assignment (2 min)

Read the textbook pages 74-75.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	32



Objective(s)

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

- Reading to structure and analyse descriptive/argumentative/persuasive essays. (remaining text of the lesson).
- Comment on the patience and perseverance of Ḥaḍrat Al-Khansā' (R.A).



Resource Material

Chalk/Marker, White/Blackboard, textbook page 74-76



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by having a short recap discussion. Ask students what they read in the previous class and invite a few of them to share one important point about Ḥaḍrat Al-Khansā' (R.A). Next, engage them in a quick Think-Pair-Share activity by asking: “Who and what inspired Ḥaḍrat Al-Khansā' (R.A) to accept Islam?” Give them a moment to discuss in pairs and then share their responses with the class. Appreciate their answers by clapping together and then tell them: “Now let’s continue our reading to find out more about Ḥaḍrat Al-Khansā' (R.A) - A Brave Poet of Islam.”



Concept Building (25 min)

Tell students that today they are going to complete the text about “Ḥaḍrat Al-Khansā' (R.A) - A Brave Poet of Islam.” Ask them to open their textbooks at page 75-76. Instruct students to read the unit aloud with correct pronunciation and intonation, and underline any difficult words for later discussion of meanings. Explain that a descriptive text gives details about a person, place, or thing using sensory words to help readers imagine it. It has an introduction, detailed description, and a short conclusion. Also share that an

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argumentative text presents reasons for or against a topic using facts and logic. It includes an introduction, arguments with evidence, and a conclusion restating the viewpoint.

Next, explain that a persuasive text tries to convince readers to agree or act. It starts with an opinion, gives reasons and examples, and ends by urging the reader to believe or do something. Ask students to identify text type of the unit for a better understanding. Encourage them to also find the structure of text in the unit and share their findings with you.

Ask random students: What was she famous for? How did she encourage her sons? What did she do when her sons were martyred? What lesson can we learn from her life? Note down their responses and guide them where needed. Appreciate their participation, involve all students actively in reading and discussion, and encourage them by clapping together for their good responses.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students at random to share some road safety tips aloud with fellow students.



Assignment (2 min)

Read the textbook pages 74-76.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	33



Objective(s)

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

- Work out the meaning of words and phrases by examining the surrounding sentences.
- Memorize the vocabulary words from the lesson “Faith and the Afterlife” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 76-77



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

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



Concept Building (25 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 76. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

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Activity: Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.



Sum Up (3 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (2 min)

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

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Question Answer
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	34



Objective(s)

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

- Give an informed personal response to a text and provide some textual reference in support.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 77



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Recall the unit “Faith and the Afterlife” with students. Make pairs and ask each pair to share what they have learned from the unit. Encourage them to also share the main message of the lesson with their fellow students by taking turns. Then, ask random students to share some important points they remember from the lesson. Invite them to explain What is faith? How can we have it? Note their responses and make sure all students are actively involved in the discussion.



Concept Building (25 min)

Tell students that today they are going to practice answering different questions related to the unit. Write a few example questions on the board for their better understanding such as:

- What is the main message of the unit “Faith and the Afterlife”?
- What does the story teach us about the faith?

Encourage students to think carefully about these questions and share their ideas with the class.

Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions. Ask students to open their textbooks at

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page 77. Read the statement from 'Reading Comprehension' section. Ask them to listen carefully. Now read the question 1 aloud. Encourage them to find the answers on their own and raise their hands one by one to give the answer to the given questions. Correct them if they give wrong answer. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Repeat this activity with next 3 questions. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.



Sum Up (3 min)

Recap by asking: Why do you think the poet is not afraid of death?



Assessment (5 min)

Assess your students by asking random questions which they done in class.



Assignment (2 min)

Learn the answers written in your notebooks.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Question Answer
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	35



Objective(s)

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

- Engage with both foundational and critical thinking questions to support and assess reading comprehension.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 77



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the previous day’s work on comprehension questions. Remind them of what they discussed and then ask: “What lesson can we learn from this poem about life and the afterlife??” Allow a few students to share their ideas to warm up and activate their critical thinking.



Concept Building (25 min)

Tell students that today they are going to practice answering higher-order questions related to the unit “Faith and the Afterlife.” Explain that these types of questions help us think more deeply and apply what we have learned to real-life situations.

Next, ask students to open their textbooks to page 77. Read aloud the 5th question from the Reading Comprehension section. Instruct students to listen carefully and reflect critically before answering. Ask them: “Why do you think Ḥaḍrat Al-Khansā’ (R.A) is remembered as a brave woman?” Encourage them to think independently, raise their hands, and respond one by one. If a student gives an incorrect answer, guide them toward the correct response. Then, write the correct answer on the board for everyone to note.

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Afterward, ask students to write the answer in their notebooks. Provide support to those who need help, and praise students who complete their work quickly and accurately to boost their confidence.

Proceed with the remaining three higher-order questions, one at a time. Read each question aloud, then discuss possible answers with the class, noting key points on the board. After the guided discussion, instruct students to write their own answers in their notebooks. Walk around the classroom to provide help, corrections, and encouragement. Praise students who put genuine effort into their work to motivate others.



Sum Up (3 min)

Recap by asking: Who was Ḥaḍrat Al-Khansā' (R.A), and why is she famous in Islāmic history?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.



Assignment (2 min)

Learn the answers written in your notebooks.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	36



Objective(s)

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

- Engage in collaborative discussions on grade-level topics by following rules, building on others' ideas, and expressing own ideas clearly.
- Work in groups to discuss ways of solving problems, share ideas confidently, and listen carefully to others. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, textbook page 77-78



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin the lesson with a positive start. Engage the students in a brief introductory talk by asking, "Have you ever helped someone in need?" Allow a few students to share their personal experiences, such as helping a friend, giving food to someone, or assisting at school. As they share, write some of their key responses on the board (for example, giving food, helping in school, donating clothes, or comforting someone in distress.) Conclude the warm-up by telling the students that today's lesson will focus on how to discuss and plan ways to help people affected by floods, emphasizing the importance of teamwork, empathy, and effective communication skills in making a positive difference.



Concept Building (25 min)

Display the title of the dialogue on the board: **"Helping Flood Victims."** Introduce the context by explaining to students that they will read a conversation between three friends: **Hafṣah, Khadijah, and Mu'minah** who

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are planning to help flood victims by organizing a school donation drive. Before beginning the reading, explain the basic etiquette of discussion. Tell students that during any discussion, they should **listen carefully to others, speak politely and clearly, avoid interrupting when someone else is speaking, and appreciate others' ideas**. Emphasize that following these simple rules helps everyone share their thoughts respectfully and work together effectively.

Next, ask students to open their textbooks at book page 77. Read the dialogue aloud to the class with proper tone and expression while students listen carefully. Then invite three volunteers to read the roles of **Hafṣah, Khadijah, and Mu'minah**, ensuring they use the correct pronunciation, tone, and expression.

Activity: Divide the class into groups of three and assign each student one of the roles. Give them a few minutes to practice reading the dialogue aloud with confidence, clarity, and expression. Once they are ready, invite each group to perform their dialogue in front of the class, appreciating their effort and teamwork.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students random questions about the topic.

- Why is teamwork important when solving problems?
- Mention two polite ways of expressing your ideas during discussion.



Assignment (2 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Summary Skills
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	37



Objective(s)

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

- Determine a central idea of poem and analyse its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- Use summary skills to:
 - ✓ extract salient points and develop a mind map to summarize a variety of informational texts.
- transfer the written text to a table, diagram, flowchart or work plan.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 75, 78



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Tell the students that they are going to recall the poem “Faith and the Afterlife.” Ask them what they liked most about the poem. Encourage them to share the main message or central thought they find in it. Ask students to explain in their own words what they have learned from the poem. Discuss the reasons for not being afraid of death and what happens when we have strong faith in Allah. Encourage students to volunteer their answers. Appreciate and praise those who respond confidently and correctly. Ensure that all students are actively involved in the discussion.

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Concept Building (25 min)

Tell students that today they are going to know how to write a summary of a poem. Ask them to tell about a summary by using their prior knowledge. Tell them what a summary is. A summary is a concise piece of writing of a poem/text's main idea and main points in your own words. A summary is always much shorter than the original poem/text. Explain to them the concept of object summary. An objective summary that does not include any opinions or judgments about what is written in the poem/text.

Ask students to open the unit page 75 and read poem thoroughly so that they can recall the poem content. Ask students some random questions about poem theme or main idea to make sure that they have read the poem attentively.

Ask students to open their textbooks at page 78 and read the rules of writing a summary.

Rules:

- Read the text two to three times.
- Highlight the key words.
- Think of synonyms for the highlighted keywords.
- Highlight any difficult words and look up their meanings in a dictionary.
- Identify and mark the topic sentence.

Activity 1:

Tell them that they are going to summarise of the poem on the board. Ask the students to recite the poem. Discuss the provided poem with the students. Ask different questions related to the provided poem. Tell them that they should know the main topic and supporting details of the poem. Tell them that they should describe the lines of the poem in spite of giving details. They should tell the crux of the poem not all the details. Encourage them to share the summary in their own words. Help them if need be. Note all their points on the board. Appreciate them for their good work by clapping to boost their confidence. Once they have done. Ask them to open their textbook page no. 78. Read the summary of the poem "Faith and the Afterlife".



Sum Up (3 min)

Sum up the concept with your students.



Assessment (5 min)

Ask students random questions about the topic.

- What are the rules for writing summary?
- Discuss the reasons for not being afraid of death



Assignment (2 min)

Read the textbook page 78.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Hyperbole, Oxymoron, Mood
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	38



Objective(s)

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

- Understand and utilize hyperbole, oxymoron, and mood given in the text. Use these devices in writing tasks also.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 79



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students randomly to recall usage of figurative languages. Ask them to point out figurative device the in the given example. Here's an example of similes “The water was as clear as crystal”. Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (25 min)

Tell students that today they are going to study the hyperbole, oxymoron, and mood. Tell students that hyperbole is a figure of speech that uses exaggeration for the sake of emphasis. Example: "I'm so hungry I could eat a horse!" In this sentence, the speaker is not actually going to eat a horse, but they are emphasizing their extreme hunger through exaggeration.

Tell students that whereas an oxymoron is a figure of speech that combines contradictory or opposing words to create a unique and thought-provoking expression. It often highlights a paradox or a tension between two ideas.

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For example: "bittersweet" is an oxymoron because it combines "bitter" and "sweet," which are opposites.

Tell students that mood refers to the emotional feeling that a piece of writing creates in the reader. It comes from the author's choices, like the tone, setting, and word choices.

For example: A story set in a sunny garden with singing birds might create a happy or peaceful mood.

Activity:

Ask students to open their books to page 79. Instruct them to read the given examples carefully to observe the use of hyperbole. Explain that in the first example, the phrase "a million times" is a hyperbole, which means exaggerating something to show strong emotion or emphasis — it does not literally mean a million times. Ask students to read the other examples as well and explain their meanings in their own words.

Next, introduce oxymoron. Read the example sentence "Give me the original copy of your CNIC." Point out that this phrase contains two opposite words — *original* and *copy* — used together to create an oxymoron, a figure of speech that combines contradictory terms.

After that, ask students to read the given stanza and observe the mood it creates. Explain that the mood of this stanza is hopeful and encouraging, as it inspires feelings of positivity and purpose. The poet uses words such as "bright," "clear," "dear," and "love" to uplift the reader's emotions and convey an optimistic tone.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask random questions about hyperbole.



Assignment (2 min)

Write two sentences for hyperbole and oxymoron each.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Meter, Assonance, Consonance
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	39



Objective(s)

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

- Understand and utilize meter, assonance and consonance given in the text. Use these devices in writing tasks also.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 80.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students randomly to recall usage of alliteration. Ask them to point out the alliteration in the given example. Here's an example of alliteration from the first stanza of Edgar Allan Poe's poem "*The Raven*"

"Once upon a midnight dreary,

while I pondered, weak and weary,"

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.

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Concept Building (25 min)

Tell students that today they are going to learn about meter, assonance, and consonance. Explain that meter is the rhythmic structure in poetry, created by the arrangement of stressed and unstressed syllables. It helps to create a specific pattern and flow in a poem.

Example: In the give line taken from Shakespeare’s poem, the pattern of stressed and unstressed syllables gives the poem a musical rhythm:

“*Shall I compare thee to a summer’s day?*” (Shakespeare)

This line follows meter, where every second syllable is stressed.

Tell students that assonance and consonance are figures of speech that involve the repetition of sounds, similar to alliteration.

Explain that assonance is a literary device in which the repetition of vowel sounds occurs within nearby words, especially in poetry.

Example: *The light of the fire is a sight.* (Repetition of the “i” sound)

Then explain that consonance is a literary device in which the repetition of consonant sounds occurs within or at the end of words.

Example: *The lumpy, bumpy road.* (Repetition of the “m” and “p” sounds)

Activity:

Ask students to open their books to page 80. Guide them to read the text under statement 5 and observe the use of meter in the given stanza. Explain that meter refers to the pattern of stressed and unstressed syllables that create rhythm in poetry. Ask students to identify the syllable pattern in each line. Take their responses and provide corrections where necessary. Once they are done, write the stanza on the board and, by pointing and pronouncing the words, explain how stressed and unstressed syllables alternate to create a musical flow.

Next, guide students to read the text under statement 6 and observe assonance in the given example. Explain that assonance is the repetition of vowel sounds within nearby words. Encourage students to identify the repeated vowel sound in the example. Help students notice that the repetition of the long “i” sound in silent, night, time, and flies create a smooth and rhythmic effect in the line.

Then, guide students to read the text under statement 7 and observe consonance in the given stanza. Explain that consonance is the repetition of consonant sounds within or at the end of words. Ask students

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to identify the repeated consonant sound. Tell them that the repetition of the “t” sound in quietness, twilight, and spending creates consonance, giving the stanza a calm and musical tone.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Write these examples on board and ask student to identify assonance and consonance.

Assonance Examples (Repetition of Vowel Sounds)

- The light of the fire is a sight.
- The early bird catches the worm.
- Hear the mellow wedding bells.
- Go and mow the lawn.
- The rain in Spain stays mainly in the plain.

Consonance Examples (Repetition of Consonant Sounds)

- The lumpy, bumpy road.
- All's well that ends well.
- The ship has sailed to the shore.
- The fair breeze blew, the white foam flew.
- Mike likes his new bike.



Assignment (2 min)

Select another poem from a book or the internet. List down the literacy devices you find in the poem and write them in your notebook.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Pronoun Antecedent Agreement
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	40



Objective(s)

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

- Demonstrate use of pronoun antecedent agreement recognizing their relationship.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 80-81, flashcards with pronouns and nouns, chart paper, worksheet



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by asking students to recall what **pronouns** are and how they replace **nouns** in a sentence to avoid repetition. After a brief discussion, divide the class into small groups. Each group should have a worksheet on their desks to write their answers. Ask the groups to **replace the subject (noun)** in each sentence with an **appropriate pronoun**, ensuring that it is correctly replaced. For example:

Madiha is writing a story. → She is writing a story.

Usman and Amir are eating bananas. → They are eating bananas.

Give the groups **3–4 minutes** to complete the task. Once the time is up, invite each group to share two or three of their revised sentences aloud. Provide gentle corrections where necessary, emphasizing that the **pronoun must match its antecedent** in both **number (singular/plural)** and **gender (male/female/neutral)**.

Finally, appreciate and applaud the group that completes the task most accurately within the given time. This activity helps students recognize the relationship between pronouns and their antecedents and strengthens their understanding through collaborative practice.

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Concept Building (25 min)

Tell the students that today they are going to talk about Pronoun-Antecedent Agreement. Write the topic “Pronoun–Antecedent Agreement” on the board. Tell them what pronoun-antecedent agreement is.

Explain that when we use a pronoun, it replaces a noun already mentioned — that noun is called the antecedent. Give an example:

Ali is a good student. He always does his homework.

Point out that Ali is the antecedent and he is the pronoun that refers to it.

Tell students that the pronoun must agree with its antecedent in number, gender, and person — this is called pronoun–antecedent agreement. Give them some examples related to it e.g., Raza did not pass his exams but he worked really hard for the exams. Me and my cousin were playing in the garden. We are best friends. etc. Ask them to give examples related to the topic.

Activity 1:

Write a few examples on the board and explain step by step:

1. *Sara forgot her book.* → *Sara* (singular, female) agrees with *her*.
2. *The boys finished their homework.* → *boys* (plural) agrees with *their*.
3. *Each student must bring his or her notebook.* → *Each student* (singular) takes *his or her*.

Explain that the pronoun must match the antecedent correctly in:

- **Number:** Singular/plural (e.g., *boy – he, boys – they*)
- **Gender:** Male/female (e.g., *Ali – he, Sara – she*)
- **Person:** 1st, 2nd, or 3rd person (e.g., *I – my, you – your, they – their*)

Activity 2:

Distribute flashcards — half with nouns/antecedents (e.g., teacher, children, cat, girl, Ali and Ahmed) and half with pronouns (e.g., she, they, it, he, their).

Ask students to move around the classroom and find their matching pair — for example, children – they, teacher – she, cat – it.

After matching, each pair reads their example aloud while the class checks for correct agreement.

Activity 3:

Ask the students to open their textbook page no. 80. Read the given text to observe the correct pronoun-antecedent agreement aloud. Explain to them the use of the pronoun-antecedent agreement. Ask the students to open their notebooks and write 5 sentences by using correct pronoun-antecedent agreement.

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Give them some time to complete the task. Circulate in the classroom. Encourage them to write in neat handwriting. Help them in constructing the sentence if they need. Praise the students who come up with correct sentences within the given time.



Sum Up (3 min)

Sum up the concept with your students.



Assessment (5 min)

Write these sentences on the board. Ask students to fill the missing pronouns.

- The girls helped _____ mother.
- Every student must do _____ best.
- Ali and I finished _____ homework.
- Meet my friend, Fahad. _____ is our new classmate.
- There are many flowers. _____ lost their colour.
- A boy should keep _____ promise.



Assignment (2 min)

Complete activity number 2 on page 81.

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Worksheet

Pronouns

Rewrite the following sentences by replacing the nouns with appropriate pronouns.

Sara is reading a storybook.

The boys are playing football in the park.

The teacher explained the lesson clearly.

Ali and I are going to the market.

The flowers in the garden are blooming beautifully.

Ahmed forgot his bag in the classroom.

The cat is jumping on the pillow.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Transitional Devices (Addition, Sequence)
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	41



Objective(s)

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

- Examine and interpret the use of transitional devices (addition, sequence) in speech and writing to create the effect.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 81-82.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students: *“When you tell a story or explain something, how do you connect your ideas?”* Allow a few students to respond and share examples such as “first,” “then,” or “also.” Write their responses on the board and explain that these connecting words are called transitional devices, and they help our speech and writing sound smooth and well-organized. Inform the students that today’s lesson will help them in use of transitional devices of addition and sequence in speech and writing to create an effective flow of ideas.



Concept Building (25 min)

Display the title on the board: “Using Transitional Devices of Addition and Sequence.” Explain that ‘Transitional devices’ are words or phrases used to link ideas, sentences, or paragraphs so that communication flows clearly and logically. Tell the students that transitional devices have different functions, but today they will focus on two main types:

- Addition and Sequence.

Explain that transitional devices of addition are used to add more information or continue an idea. Examples include: *and, also, moreover, furthermore, in addition*. Write a sentence on the board:

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- 'We collected clothes for the flood victims, and we also raised funds to buy food supplies'.

Then explain that transitional devices of sequence show the order of actions or events. Examples include: *first, next, then, afterwards, finally*. Give an example on the board:

- 'First, we prepared the donation boxes; next, we made posters to inform everyone; finally, we started collecting items.'

After explaining both types, read a short paragraph aloud that includes transitional devices of addition and sequence. Ask students to listen carefully and identify the connecting words they hear. Discuss their answers and underline the transitional devices on the board to reinforce understanding.

Activity 1: Ask students to open book at page 81 and read the given text along with examples aloud from the grammar section for better understanding and solve statement 6 on book page 82.

Activity 2: Divide the class into small groups and provide each group with a short, unorganized paragraph.

- We decided to organize a cleanliness campaign in our school. We collected cleaning tools. We cleaned the classrooms and corridors. We decorated the notice board. We planted trees in the school garden. Everyone felt happy at the end of the day.

Instruct them to work together to **revise the paragraph by adding appropriate transitional devices** to make the ideas flow logically. Move around the classroom to observe, guide, and encourage each group. After a few minutes, invite one or two groups to read their improved paragraphs aloud. Ask the class to listen carefully and identify the transitional words used in each example. Praise their efforts and highlight how these words improved the clarity and sequence of their writing.



Sum Up (3 min)

Conclude the lesson by summarizing the key points. Explain that **transitional devices** are important tools that connect ideas and make communication smoother and clearer.



Assessment (5 min)

Assess the students by asking random questions:

- What are transitional devices?
- Give two examples of transitional words that show addition.
- Give two examples of transitional words that show sequence.
- How do transitional devices improve writing?



Assignment (2 min)

Solve statement 7 of grammar section on your notebooks.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	independent and dependent clauses
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	42



Objective(s)

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

- Identify and differentiate between independent and dependent clauses.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 83.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin with an engaging question: *“Have you ever written a sentence that seems incomplete or missing something?”* Allow a few students to share examples. Write one complete and one incomplete sentence on the board, such as:

- *I went to the park.*
- *Because I was tired.*

Ask the class which one gives a complete idea. Explain that today they will learn how to **identify and differentiate between independent and dependent clauses**, which form the building blocks of sentences.



Concept Building (25 min)

Display the title on the board: **“Independent and Dependent Clauses.”** Explain that a **clause** is a group of words containing a subject and a verb. Every clause has a meaning, but not all clauses can stand alone. Define and explain with examples:

- **Independent Clause:** A clause that expresses a complete thought and can stand alone as a sentence.
Example: She finished her homework.

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- **Dependent Clause:** A clause that does not express a complete thought and cannot stand alone. It depends on another clause to make sense.

Example: Because she finished her homework.

Write several examples on the board and underline the **subject** and **verb** in each clause to help students visually understand the structure. Then, show how both clauses can combine to form a complete sentence:

Because she finished her homework, she went out to play.

Explain that here, "Because she finished her homework" is a dependent clause, while "she went out to play" is an independent clause.

Give a few more examples:

- *If it rains, we will stay inside.*
- *I was late because I missed the bus.*

Discuss how **dependent clauses** often begin with subordinating conjunctions like *because, when, if, although, since, while*, etc.

Activity 1: Ask students to open book at page 83 and read the given text of dependent clauses, independent clauses along their examples. Observe the use of these clauses carefully.

Activity 2:

Divide the class into pairs or small groups. Provide each group with a worksheet or slips of paper containing mixed clauses. Ask them to **identify** which ones are independent and which are dependent. Example items:

1. *Although it was raining*
2. *We went for a walk*
3. *Because I was hungry*
4. *They are watching a movie*

Instruct students to separate them into two columns one for **Independent Clauses** and another for **Dependent Clauses**. Move around the class, observing and guiding as needed. After a few minutes, ask each group to share one example from their work and explain why it is independent or dependent. Appreciate correct reasoning and gently correct mistakes by prompting them to look for completeness of meaning.



Sum Up (3 min)

Conclude the lesson by summarizing that **independent clauses** can stand alone because they express complete thoughts, while **dependent clauses** need to connect with an independent clause to make sense.



Assessment (5 min)

Ask students some random question to assess them orally:

- What makes a clause independent?
- What is missing in a dependent clause that makes it incomplete?



Assignment (2 min)

Write five sentences by joining dependent clauses to independent clauses.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Types of Dependent Clauses
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	43



Objective(s)

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

- Recognize types of dependent clauses (noun, adjective, adverb) and explain their functions in sentences.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 83-84.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing two short examples on the board:

- I know that she is honest.*
- The book that you gave me is interesting.*

Ask the students if both sentences are complete and what they notice about the highlighted parts. Encourage responses and guide them to realize that each sentence has an additional clause that depends on the main clause for meaning. Tell the class that today they will learn about **different types of dependent clauses** and how each one functions in a sentence.



Concept Building (25 min)

Display the title on the board: **“Types of Dependent Clauses (Noun, Adjective, and Adverb Clauses.)”** Begin by reminding students that a **dependent clause** is a group of words with a subject and a verb that cannot stand alone because it does not express a complete thought. Explain that dependent clauses are classified based on their function in a sentence.

1. Noun Clause:

Explain that a **noun clause** acts as a noun in the sentence. It can function as a subject, object, or complement. Write examples on the board:

- What she said was true.* (acts as the subject)

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- *I believe that honesty is important.* (acts as the object)

Ask the students to identify where the noun clause appears and discuss its role in the sentence.

2. Adjective Clause:

Explain that an **adjective clause** describes or gives more information about a noun or pronoun in the main clause. It often begins with relative pronouns such as *who, whom, whose, which, or that*. Give examples:

- *The student who studies hard always succeeds.*
- *This is the house that my father built.*

Show how these clauses add description or detail to a noun.

3. Adverb Clause:

Explain that an **adverb clause** modifies a verb, adjective, or another adverb by showing time, reason, condition, contrast, or manner. It usually begins with subordinating conjunctions such as *because, when, although, if, since, while, or before*. Write examples on the board:

- *We stayed inside because it was raining.* (shows reason)
- *When the bell rings, students will leave the class.* (shows time)

Explain how these clauses answer questions like *when, why, how, or under what condition*.

Encourage students to note the differences between the three types by writing them in a comparison chart on the board showing their **function** and **examples**.

Activity: Ask students to open book at page 83-84 and read the examples along with the given text of types of clauses. Notice the use of each type of clause in sentences.



Sum Up (3 min)

Conclude the lesson by summarizing the key points. Explain that **dependent clauses** cannot stand alone but serve important roles in sentences a **noun clause** works like a noun, an **adjective clause** describes a noun, and an **adverb clause** gives more information about time, reason, or condition.



Assessment (5 min)

Reinforce the concept through brief oral questioning. Ask:

- What is a dependent clause?
- Which type of clause acts as a noun in a sentence?
- Which type of clause describes a noun or pronoun?



Assignment (2 min)

Read the given examples carefully and notice the use of each clause given on book page 83-84.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Types of Dependent Clauses
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	44



Objective(s)

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

- Recall and use types of dependent clauses (noun, adjective, adverb) in sentences.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 84.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing three incomplete sentences on the board, such as:

- I know _____.
- The book _____ is mine.
- I will come _____.

Ask the students to complete these sentences with their own ideas. Listen to their responses and write a few on the board. Explain that the words they added are **dependent clauses** parts of sentences that depend on the main clause to make complete sense. Tell students that today they will **recall the three types of dependent clauses noun, adjective, and adverb** and **learn to use them correctly in their own sentences**.



Concept Building (25 min)

Ask students some prior knowledge questions:

- What is a dependent clause?
- How does a noun clause function in a sentence?
- Which words usually introduce an adjective clause?

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- Give an example of an adverb clause showing time or reason.

Note down their responses. Appreciate the for the correct responses.

Activity 1: Divide the students into small groups and provide each group with a set of mixed sentences containing different dependent clauses. Instruct them to **identify the type of dependent clause** in each sentence (noun, adjective, or adverb) and explain its function.

Example sentences for the activity:

1. *I know that she will come.*
2. *The boy who won the race is my brother.*
3. *We will go out if it stops raining.*
4. *I don't understand what you mean.*
5. *This is the place where we met last year.*

Move around the classroom, observing and guiding the groups. After they finish, invite some students to share their answers. Encourage the class to give feedback and correct answers together. Appreciate their teamwork and participation.

Activity 2: Ask students to open book at page 84 and read aloud the statement 13 from grammar section. Ask students to read the given blanks and solve these on their own. Move around the classroom, observing and guiding them.



Sum Up (3 min)

Reinforce that using these clauses helps make writing and speaking more meaningful and detailed.



Assessment (5 min)

Identify the type of dependent clause in each. For example:

1. **I hope that you will join us.**
2. **The car that he drives is new.**
3. **We stayed home because it rained.**



Assignment (2 min)

Write three sentences for each type dependent clause in your notebook.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Present Prefect Tense
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	45



Objective(s)

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

- Use present perfect tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 84.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin with a short and interactive question to engage students: “*Who has eaten breakfast today?*” or “*Who has completed their homework?*” Listen to their answers and write one or two responses on the board (e.g., *I have eaten breakfast. / I have completed my homework.*). Explain that these sentences are in the present perfect tense, which shows that an action happened in the past but is connected to the present. Tell students that today’s lesson will help them learn to use the present perfect tense correctly in their speech and writing.



Concept Building (25 min)

Display the title “**Present Perfect Tense**” on the board. Explain that the **present perfect tense** is formed using “**has**” or “**have**” + the **past participle** of the verb.

Write the structure on the board:

- **Subject + has/have + past participle (V₃)**

Provide examples and explain each clearly:

- *I have finished my homework.*
- *She has gone to school.*
- *They have visited the museum.*

Explain the **usage** of the present perfect tense:

+

Subject + have/has + past participle

e.g: She **has** traveled to many countries.

-

Subject + haven't/hasn't + past participle

e.g: They **haven't** finished their work yet.

?

Have/Has + subject + past participle + ?

e.g: **Have** you seen this movie before?

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1. To talk about actions that happened at an unspecified time in the past.

Example: I have seen that picture.

2. To describe actions that started in the past and continue up to now.

Example: He has lived here for ten years.

3. To talk about life experiences.

Example: We have traveled to Karachi.

Write a few incorrect sentences on the board (e.g., *I have ate lunch.* / *She have gone to school.*) and ask students to correct them. Emphasize that “*has*” is used with **he, she, it**, and “*have*” is used with **I, you, we, they**.

Activity:

Divide the class into small groups or pairs. Provide each group with a short list of **base verbs** such as *eat, go, write, play, see, finish, help*. Ask them to make sentences in the **present perfect tense** using these verbs.

For example:

- *I have eaten my lunch.*
- *He has written a letter.*
- *They have helped their parents.*

Move around the classroom, guide the students, and encourage them to read their sentences aloud confidently. Afterward, invite a few students to come forward and share their sentences with the class. Praise correct usage and gently correct errors to ensure understanding.



Sum Up (3 min)

Conclude the lesson by summarizing that the **present perfect tense** connects past actions to the present moment. Remind students that the structure is **has/have + past participle**.



Assessment (5 min)

Fill in the blanks with the correct form of the verb in the present perfect tense:

1. She _____ (finish) her homework.
2. They _____ (visit) the zoo.
3. I _____ (see) that movie before.



Assignment (2 min)

Write six sentences using the present perfect tense.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Uses of Hyphen
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	46



Objective(s)

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

- Recognise and use hyphens correctly in compound words, with prefixes, in word breaks, and to avoid confusion in meaning.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 85-86



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin with a short question to activate prior knowledge: *“Have you ever seen a small line (-) joining two words together?”* Write examples such as *well-known*, *mother-in-law*, and *part-time* on the board. Ask students what they notice about these words. Allow a few students to respond. Explain that this small line is called a **hyphen**, and today they will learn how to use it correctly in different situations to make their writing clearer and more accurate.



Concept Building (25 min)

Tell the students that today they are going to learn about the different uses of the hyphen (-) in words. Explain that a hyphen is a punctuation mark used to join words or parts of words together. It shows that the words are connected in a specific way to form a clear meaning. Ask students to read text from the “Guided Writing” section aloud. Then, have them take turns reading the given text. Tell them that hyphens are used in various ways to clarify meaning and connect words.

Explain that one use of the hyphen is in breaking words into syllables. It can be used to separate the parts of a word into syllables, for example: *mo-ther*, *but-ter-fly*, *beau-ti-ful*, etc. Another important use of the hyphen

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is forming compound words. Hyphens are used to create compound words, where two or more words come together to form a new meaning. Examples include *up-to-date*, *kind-hearted*, *well-known*, and *brother-in-law*.

Ask students to open page 85 of their textbooks and read the examples carefully. Select a few students at random to read aloud and highlight the hyphenated words in their books. Explain that hyphens make the meaning of a sentence clearer and help connect words properly.

Activity 1:

Tell the students that the hyphen is also used with prefixes, suffixes, participles, numbers, and fractions in writing. Sometimes we use a hyphen to avoid misreading, especially when a prefix ends in a vowel and the root word begins with the same vowel. For example, *co-operate*, *re-enter*, and *ex-president*. Hyphens are also used with suffixes such as *free-for-all* and *father-in-law*, and with compound numbers and fractions such as *twenty-one*, *sixty-five*, *one-third*, and *two-fifths*.

Explain to the students that in modern English, some words that were once hyphenated are now written as one word, such as *email* (formerly *e-mail*) and *online* (formerly *on-line*). Hyphens are not usually used with common prefixes like *un*, *dis*, *re*, *pre*, and *in* unless needed for clarity.

Activity 2:

Ask the students to open page 86 of their textbooks and read the given sentences carefully. Have them observe and identify the highlighted hyphenated words. Call a few students to the board to read examples aloud and explain how the hyphen is used in each case. Then, ask the students to open their notebooks. Write ten hyphenated words on the board, such as *up-to-date*, *part-time*, *well-known*, *mother-in-law*, *twenty-one*, *one-third*, *self-esteem*, *ex-student*, *high-speed*, and *re-enter*.

Instruct students to use these words in their own sentences. Encourage neat handwriting and correct spelling. Move around the classroom to help students where needed and appreciate them for their effort and good work.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Write the sentences from Activity 1 on page 86 on the board. Call a few students at random to the board and ask them to add hyphens where needed.



Assignment (2 min)

Do Activity 2 on page 86 in your notebooks. Write sentences using the given hyphenated words.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Use of Hyphens in Letter String – ough Words
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	47



Objective(s)

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

- Use hyphens in letter string –ough words.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 86-87, flashcards with –ough words, chart paper showing pronunciation patterns



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ The lesson begins with a short spelling challenge to spark interest. A few familiar –ough words such as *though*, *through*, and *enough* are written on the board. Students are asked to pronounce them aloud and notice the differences in sound and spelling. A brief discussion follows on how the same letter string –ough can have different sounds and meanings.



Concept Building (25 min)

Write the topic “Use of Hyphens in Letter String –ough Words” on the board. Explain to students that they will learn about the use of the hyphen (-) in words and how the letter string –ough appears in different words. Tell them that they will also explore how hyphens are used to form compound or joined expressions correctly.

To help students understand, introduce the –ough letter string with some common examples such as *though*, *through*, *enough*, *rough*, *cough*, *thought*, and *thorough*. Read the words aloud and ask students to

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repeat after you. Highlight that all these words contain the same letter pattern but are pronounced differently. Explain that this shows how English spelling can sometimes be irregular and tricky. Next, introduce hyphenated *-ough* words and compounds that use *-ough* as part of longer expressions. Write examples such as rough-looking, thought-provoking, well-thought-out, and thorough-going on the board. Remind students that a hyphen (-) is a punctuation mark used to join words or parts of words. Explain that hyphens are often used to connect two words that work together as a compound adjective (for example, rough-looking man, thought-provoking idea). Discuss the spelling and meaning of each example to make sure students clearly understand how and why hyphens are used in these expressions.

Activity 1:

Ask students to open their textbooks at page 86. Ask them to read the given text turn by turn under heading **Hyphens in Letter String -Ough**. Ask students at random to read the given sentences. Ask the students to observe the sounds of “-ought” in word. Tell them that the letter string -ought can be spell a number of different words with different sounds e.g., bought, thought, dough, cough, thorough, Hiccough etc. -ought to pronounce as “uff”, “off”, “ow”, “owe” etc. Ask them to share more “ought” words with class and differentiate between their sounds. Ask students to read the statement “3” from the writing section. Ask them to open their notebooks write two pairs of words with same sound of the letter string “-ought” and ask them to use them in sentences. Help them if they need it.

Activity 2:

Students are divided into small groups and provided with sets of flashcards containing a mix of simple and hyphenated *-ough* words. Each group sorts the words into two categories: *single words* and *hyphenated forms*. After sorting, they are asked to write short sentences using at least two words from each category. Support and guidance are provided as needed throughout the task.



Sum Up (3 min)

The general rule for using hyphens in compound adjectives (e.g., *thought-provoking*, *well-thought-out*) is summarized on the board.



Assessment (5 min)

Ask students to share 7-8 words with letter string “ing”.



Assignment (2 min)

Find five *-ough* words from textbook and use two of them in hyphenated compound adjectives. Write sentences to show the correct usage.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Spelling Rule: 'i before e, except after c
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	48



Objective(s)

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

- Understand 'i' before 'e', except after 'c' rule with exceptions.



Resource Material

Chalk/Marker, White/Blackboard, flashcards with ie and ei words, and exceptions words, textbooks page 87



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

After reciting *Bismillah*, write on the board these words '*believe* or *beleive*. Engage the students by asking, "Which one is correct — *believe* or *beleive*?" Students are encouraged to share their answers and guesses. Smiles and says, "Let's find out the secret behind this spelling today!" Now, write the topic on the board: "**Spelling Rule: 'i before e, except after c'**". Briefly explains that English has certain spelling rules that make it easier to remember word patterns. Then writes two example words on the board, such as *chief* and *receive*, and ask students what they notice about the order of the letters *i* and *e*. This helps students become curious and ready for the lesson.



Concept Building (25 min)

Tell the students that today they are going to learn the "spelling pattern, "I" before "E" except after "c" combination. Write the rule on the board: "'i' comes before 'e', except after 'c'" and explain them with examples.

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Examples of words that follow the rule include believe, chief, thief, and field, where i comes before e. In contrast, words like receive, ceiling, and deceive change the pattern because of the letter c, where e comes before i. This shows that after c, the order of letters reverses. The rule serves as a useful guideline for spelling, but it is not absolute. There are several exceptions in English spelling, such as weird, their, either, foreign, and height. These exception words must be learned through observation, practice, and regular use.

Activity 1:

Ask them to open their textbooks at page 87. Ask students at random to read the text with correct pronunciation by taking turns. Tell them that “I” before “E” except after “C” is only guideline for spelling patterns. It is not a strict rule. There are many exceptions when making words. Ask students to read the (ei) and (ie) combinations guidelines carefully. Ask them to read the given examples with correct pronunciation. Encourage them to pronounced accurately. Correct them if thy pronounced wrong. Appreciate them all to boost their confidence.

Activity 2:

Students are divided into small groups and provided with sets of flashcards, each containing a word with ie or ei. They are instructed to sort the words into two categories on a sheet of paper: one column for words that follow the rule and another for exception words. Group members collaborate, discuss, and decide where each word belongs. During the process, support and guidance are provided as needed. After completing the activity, each group shares one or two examples from their list with the class. Constructive feedback is offered, errors are corrected, and all students’ efforts are acknowledged and appreciated.

Activity 3:

Following this, an individual reinforcement activity titled “Fill the Gap Challenge” is conducted. In this exercise, incomplete words are written on the board.

Such as:

bel__ve, rec__ve, th__f, w__rd, n__ce

Students take turns filling in the blanks with ie or ei, while their classmates observe, discuss, and offer suggestions. Correct answers are reviewed and discussed collectively. This task enhances spelling recognition and reinforces understanding of the rule in a meaningful context.

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Sum Up (3 min)

Ask a few quick questions to reinforce learning: “What rule did we learn today?”, “Give one example that follows the rule,” and “Name one exception.”



Assessment (5 min)

Ask random students to share words that follow the rule and words that are exceptions.



Assignment (2 min)

Write five words that follow the rule and three that are exceptions.

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Subject	English	Unit Name	Faith and the Afterlife
Grade	8	Topic	Summary Writing
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	49



Objective(s)

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

- Use summary skills to write an objective summary of the given text and poems. **Creative Writing**



Resource Material

Chalk/Marker, White/Blackboard, textbook page 87



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students to recall the unit 3 ‘If you think, you can’. Ask students what are the main points of this poem. Help them tell that ‘If you think, you can’ is a motivational poem that tell us success or failure begins in the mind. If you believe in yourself, you can achieve your goals. If you doubt yourself, you are likely to fail — even before trying. Confidence, determination, and the right attitude are the keys to victory in life. Appreciate the students on their active participation. Guide and help them if they cannot express themselves.

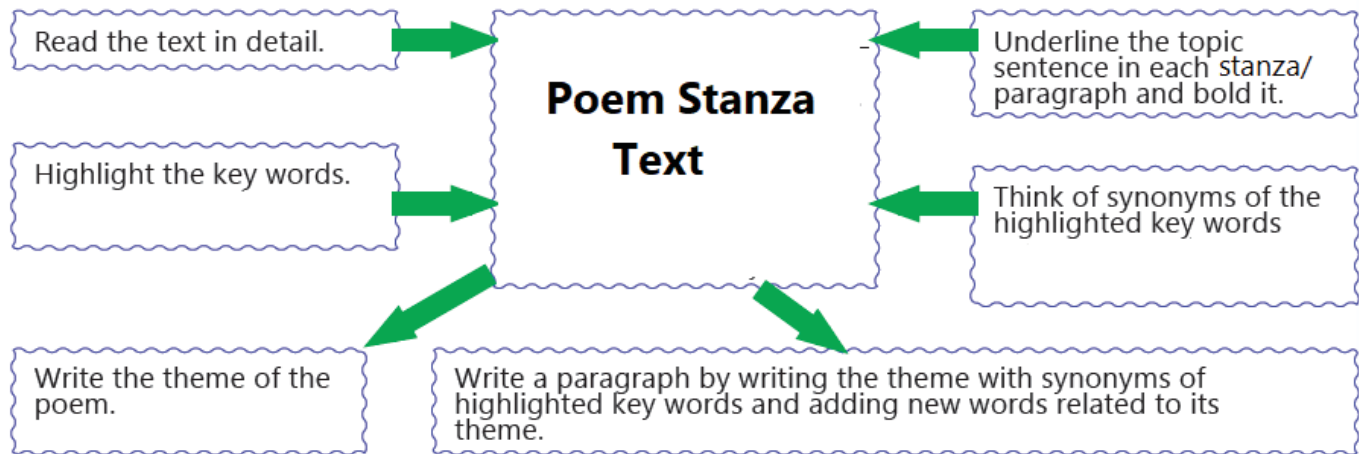


Concept Building (25 min)

Tell students that today they are going to recall how to summaries a poem. Tell them the process of writing a text into a simple, short form (shorter than the original text) that conveys the meaning properly is called summary writing. It covers the main points while avoiding unnecessary details so that the reader can have a complete idea of the main theme of the topic.

Activity: Ask students to open their books at page 87 of the “Creative Writing” section. Tell them to write a summary of the poem, they need to keep in mind the chart given below.

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The first step is to read the poem carefully. Secondly, note down the key points. Thirdly, identify the topic sentence of the lesson. Find the synonyms of the key words. Then start writing the summary of unit. Tell them to use simple words to keep it to the main point. After writing the summary, proofread it and edit it if necessary. Now it is ready to share it with your friends. Appreciate them for their active participation in the writing activity. Guide and help those who have difficulty in writing summary.



Sum Up (3 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students to summarize what they've learned about summary writing.



Assignment (2 min)

Write a summary of the poem 'Faith and the Afterlife' in your notebook

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	50



Objective(s)

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

- Explain the importance of forgiving each other in daily matters.
- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. **(Pre - Reading)**
- Read the starting two paragraphs aloud smoothly, with correct speed and tone.
- Analyse how an author develops and contrasts the points of view of different characters in a text.
- Criticise the plot development with respect to different aspects of the story.
- Analyse how elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Identify and analyse stages of plot development in a fiction text. (exposition, setting, climax, character development, resolution)



Resource Material

Chalk/Marker, White/Blackboard, textbook page 89.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing the word “Forgiveness” on the board. Ask them what it means and why it is important in everyday life.

“Your friend accidentally broke your book and apologized. Would you stay angry or forgive them? Why?”

Share a short story or scenario:

Let students respond freely. Emphasize that forgiveness strengthens relationships and helps us live peacefully. Link this discussion to the day’s lesson by saying: Today, we’ll read a story that teaches us about forgiveness and also learn how to analyze a story deeply, its characters, plot, and point of view. Ask

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students 'Do you work as a team?' If yes, then share your experiences on team working. Discuss their experiences and tell them how to be patient and co operative in a team working.



Concept Building (25 min)

Tell students that before reading, they will share what they think the story might be about based on the title or by observing the picture on textbook page 88.

Divide the class into small groups. Ask them to discuss:

Each group will share their ideas confidently with the class. Encourage them to adapt their ideas if they hear new perspectives from peers.

- What might the story teach us?
- What do you expect from the main characters?

Ask students to open their books at page 89 and read the first two paragraphs aloud one by one. Guide them to maintain correct pronunciation, speed, and tone. Appreciate fluent and expressive readers. Pause after the reading and ask: How the author presents different points of view (for example, how one character may feel angry while another seeks forgiveness). Help students notice how the author uses dialogue or description to show these differences.

Activity 1: Draw a Plot Diagram on the board and label it with:

- Exposition (beginning/introduction)
- Rising Action
- Climax
- Falling Action
- Resolution

Ask students to identify each stage from the story and note what happens in each part. Discuss how the setting, characters, and events connect to move the story forward.

Activity 2: Ask students about the story:

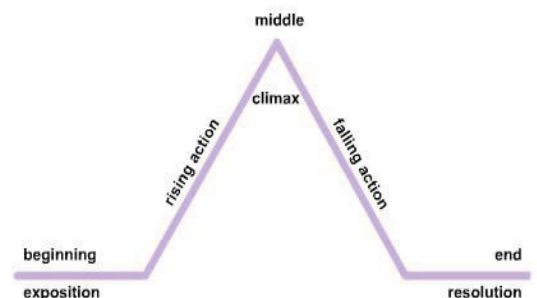
Was the plot realistic and meaningful?

How well did the author show the theme of forgiveness?

Were the characters' actions believable?

Encourage students to express their opinions with reasons. Appreciate students for their correct responses.

- What is the story's setting?
- Who are the main characters?
- What is the main conflict or problem?



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Sum Up (3 min)

Recap the discussion:

- Why is forgiveness important?
- How did the author show this theme?
- What did we learn about analysing story elements?

Highlight that forgiveness helps us grow emotionally and that good readers understand both moral lessons and story structure.



Assessment (5 min)

Ask oral questions from random students:

1. Identify the story's climax.
2. How does the setting influence the characters?
3. What is one difference between the main characters' points of view?



Assignment (2 min)

Read the textbook pages 89-90.

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Reading
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	51



Objective(s)

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

- Clarify the importance of forgiving others in the light of the Qur'ān and Sunnah.
- Read the remaining lesson text with proper rate, accuracy, and voice.
- Read and use inference and deduction to recognise implicit meaning (e.g., look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- Use **while reading** strategies to analyse and explore different layers of meaning within texts including biases and opinions.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 89,90.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by having a short recap discussion. Bring a half-filled glass of water and begin the lesson by showing it to students. Ask students:

- “What do you see a half-full glass or a half-empty one?”

Let a few students respond. Note down their responses. Then explain:

“Our hearts are like this glass. When we hold on to anger or grudges, it becomes heavy and uncomfortable to carry. But when we forgive, we pour out the bitterness and our hearts become lighter and peaceful.”



Concept Building (25 min)

Tell students that today they are going to complete the unit “Settling the Quarrel.” Ask them to open their textbooks at page 89,90. Instruct students to read the unit aloud with correct pronunciation and intonation, and underline any difficult words for later discussion of meanings. Explain students that Allah (S.W.T) and

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His Messenger (S.A.W) teach us that forgiving others brings peace to our hearts and earns Allah's mercy. Explain that forgiveness is not weakness, but a sign of inner strength and faith.

Now write a Qur'ānic verse on the board:

'And let them pardon and overlook. Would you not like that Allah should forgive you?' (Surah An-Nur, 24:22)

Ask students:

- What lesson does this verse teach us?
- How is forgiving others connected to Allah's forgiveness for us?

Discuss their answers and appreciate them for their efforts. Tell students how forgiveness brings peace and how the Qur'ān and Sunnah guide us to forgive others in our daily lives. Explain students that we have learnt about the teamworking and forgiveness. When people work as a team, they combine their strengths for example, one person may be good at organizing, another at presenting, and another at solving problems. By supporting one another, the group can accomplish more than any individual working alone. Good teamwork also requires active listening and mutual respect. Team members must value each other's opinions, share their thoughts politely, and resolve disagreements calmly. It's important that everyone participates and understands that success belongs to the entire group, not just one person. Conclude by saying that this lesson teaches us about team working and how we should respond during the teamworking.



Sum Up (3 min)

Discuss and recap the key concepts of the lesson with your students.



Assessment (5 min)

Ask a few students at random to tell some rules of team working to their classmates.



Assignment (2 min)

Read the textbook pages 89-90.

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	52



Objective(s)

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

- Analyze how words or phrases contribute to the meaning of the text.
- Memorize the vocabulary words from the lesson “Settling the Quarrel” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 90.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

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



Concept Building (25 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 89. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

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Activity:

Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.



Sum Up (3 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (2 min)

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

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	53



Objective(s)

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

- Read and answer literary and textual questions with accuracy.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 91.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Recall the unit “Settling the Quarrel” with students. Make pairs and ask each pair to share what they have learned from the unit. Encourage them to also share the main message of the lesson with their fellow students by taking turns. Then, ask random students to share some important rules of team working they remember from the lesson. Invite them to explain why these rules are important and how following them can prevent quarrels. Note their responses and make sure all students are actively involved in the discussion.



Concept Building (25 min)

Tell students that today they are going to practice answering different questions related to the unit. Write a few example questions on the board for their better understanding such as:

- What is the main message of the unit “Settling the quarrel”?
- What does the story teach us about the value of cooperation and teamwork?

Encourage students to think carefully about these questions and share their ideas with the class.

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Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions. Ask students to open their textbooks at page 91. Read the statement from 'Reading Comprehension' section. Ask them to listen carefully. Now read the question 1 aloud. Encourage them to find the answers on their own and raise their hands one by one to give the answer to the given questions. Correct them if they give wrong answer. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Repeat this activity with next 3 questions. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.



Sum Up (3 min)

Recap by asking: What new things did we learn today about cooperation and teamwork?



Assessment (5 min)

Assess your students by asking random questions which they done in class.



Assignment (2 min)

Learn the answers written in your notebooks.

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Question Answer
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	54



Objective(s)

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

- Formulate and respond to both basic and higher-order questions to support and evaluate reading comprehension.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 91.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the previous day’s work on comprehension questions. Remind them of what they discussed and then ask: “How can the lesson learned be applied to various aspects of life, such as family or school?” Allow a few students to share their ideas to warm up and activate their critical thinking.



Concept Building (25 min)

Tell students that today they are going to practice answering higher-order questions related to the unit “Settling the quarrel.” Explain that these types of questions help us think more deeply and apply what we have learned to real-life situations.

Next, ask students to open their textbooks to page 91. Read aloud the 4th question from the Reading Comprehension section. Instruct students to listen carefully and reflect critically before answering. Ask them: “What role did communication play in resolving the conflict between the two friends?” Encourage them to think independently, raise their hands, and respond one by one. If a student gives an incorrect answer, guide them toward the correct response. Then, write the correct answer on the board for everyone.

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to note. Afterward, ask students to write the answer in their notebooks. Provide support to those who need help, and praise students who complete their work quickly and accurately to boost their confidence.

Proceed with the remaining three higher-order questions, one at a time. Read each question aloud, then discuss possible answers with the class, noting key points on the board. After the guided discussion, instruct students to write their own answers in their notebooks. Walk around the classroom to provide help, corrections, and encouragement. Praise students who put genuine effort into their work to motivate others.



Sum Up (3 min)

Recap by asking: Suggest ways to manage conflicts respectfully when working in teams.



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.



Assignment (2 min)

Learn the answers written in your notebooks.

Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	55



Objective(s)

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

- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Participate in a group discussion by sharing ideas, listening carefully, and taking turns to speak. **Have a Chat**

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Resource Material

Chalk/Marker, White/Blackboard, textbook page 91-92.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by asking students:

- “Have you ever had an argument with a friend or sibling? How did you solve it?”

Allow a few students to share their experiences briefly. Write key responses on the board (e.g., talking calmly, apologizing, forgiving, understanding others’ views). Explain that today’s lesson will help them learn how to discuss disagreements politely and resolve issues through effective communication and Islamic values of forgiveness.



Concept Building (25 min)

Display the title of the dialogue on the board: “A Mother Helps Her Sons Resolve a Dispute.” Tell students that they will read a short conversation showing how discussions, understanding, and forgiveness can strengthen relationships. Briefly tell the discussion etiquette (e.g., listen carefully, don’t interrupt, express opinions respectfully). Ask students to open their textbooks to page 91 and read the statement from the ‘Listening and Speaking’ section. Read the dialogue aloud. Ask students to listen carefully and then participate in discussion.

Activity: Divide students into groups of three. Assign roles of Mother, Imrān, and Irfān. Invite each group in front of class. Ask each group to read the dialogue aloud with correct tone and expression. Emphasize pronunciation, clarity, and dialogue flow. After reading, discuss the following questions with them:

- What was the main reason for the argument?
- How did the mother help her sons resolve the issue?
- What Islamic values were reflected in the mother’s advice?
- What lesson can we learn from this dialogue about resolving conflicts?

Listen to their responses. Appraise them for the responses by clapping.



Sum Up (3 min)

Summarise the key concepts with your students.

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Assessment (5 min)

Ask students some random questions and ask them to answer properly.



Assignment (2 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Idioms
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	56



Objective(s)

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

- Comprehend and use contemporary idioms in the different texts and in their speech.
- Keep a record of words (e.g., word wall, word bank, word journal).



Resource Material

Chalk/Marker, White/Blackboard, textbook page 91-92.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing a few idioms on the board without explaining them, such as:

1. Break the ice
2. A piece of cake
3. Hit the books
4. Under the weather

Ask students to guess their meanings. Let them share what they think each phrase mean, some may interpret literally; others may guess from context. Note down their responses. Appreciate them for the participation.



Concept Building (25 min)

Tell students that they are going to learn about an interesting topic “idioms”. Explain that idioms are phrases with figurative meanings used in everyday speech. Tell that it has a meaning different from the literal meanings of the individual words. They make language colorful, expressive, and culturally rich. Explain that some idioms are used in our daily conversations to make speech more expressive. For example,

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when we say *"a piece of cake,"* it means something very easy to do not the real slice or piece of cake. *"Break the ice"* means to start a friendly conversation, especially when meeting new people, it doesn't mean to break ice with something. If someone is *"under the weather,"* it means they are not feeling well. A very happy person can be said to be *"on cloud nine."* When someone gets into trouble, we say they are *"in hot water."*

Activity 1: Ask students to open book at page 92 and read aloud the statement 1 from 'vocabulary section'. Now ask students to notice the use and carefully look at the meaning of each given idiom. Give them some time for the understanding. After that ask students to share their point of views on each idiom with their peers. Appreciate them for the active participation.

Activity 2: Write a short passage on the board that includes idioms, for example:

"After studying all night, Ali was really under the weather. But when he passed the test, he was on cloud nine! His teacher told him not to bite off more than he could chew."

Ask students to identify the idioms and infer their meanings from context. Now ask them to tell the meanings of these idioms one by one by raising hands. Appreciate them for their efforts.



Sum Up (3 min)

Sum up the topic by telling that An **idiom** is a group of words that has a meaning different from the literal meanings of the individual words.



Assessment (5 min)

Solve the worksheet.



Assignment (2 min)

Solve statement 2 on book page 93 on your notebooks.

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Worksheet Topic: Idioms

Name: _____

Date: _____

Q: Complete each sentence with the correct idiom from the box.

(a piece of cake – hit the books – break the ice – feeling blue – in hot water)

1. Ali had to _____ after he failed the test.
2. The math quiz was _____; I finished it in five minutes!
3. Sara was _____ because her best friend moved away.
4. The teacher told a funny story to _____ on the first day of class.
5. Ahmed got _____ for breaking his mother's favorite vase.

Q: Circle the correct idiom that fits best in each situation.

1. When someone starts working or studying late into the night, they are
a) feeling blue b) burning the midnight oil c) raining cats and dogs
2. If something happens very rarely, it happens
a) once in a blue moon b) every single day c) under the weather
3. When you manage to get two things done with one action, you
a) spill the beans b) kill two birds with one stone c) hit the road

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Proverbs
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	57



Objective(s)

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

- Comprehend and use contemporary proverbs in the different texts and in their speech.
- Keep a record of words (e.g., word wall, word bank, word journal).



Resource Material

Chalk/Marker, White/Blackboard, textbook page 93.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by engaging students in a short, friendly conversation about wisdom and everyday advice by asking:

- What kind of advice do your parents or teachers often give you?

Let students share examples such as “Don’t waste time,” or “Be kind to others.” Write a few of these on the board, and tell students that today they will learn how people use short, wise sayings called proverbs to share advice or life lessons.

Write a few proverbs on the board without explaining them, for example:

1. Actions speak louder than words.
2. A friend in need is a friend indeed.
3. Practice makes perfect.
4. Honesty is the best policy.

Ask students to guess their meanings. Some may take them literally, others may interpret based on experience. Appreciate their attempts and note their responses on the board.

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Concept Building (25 min)

Explain that proverbs are short, well-known sayings that express advice, truth, or moral lessons. Tell students that proverbs are used in everyday conversations to make speech meaningful and wise. For example:

- “Actions speak louder than words” means what you do is more important than what you say.
- “A friend in need is a friend indeed” means a true friend helps you when you are in trouble.
- “Honesty is the best policy” teaches that telling the truth is always right, even when it’s difficult.

Explain that these proverbs help people learn values, think wisely, and communicate clearly.

Activity 1: Ask students to open their textbook at page 93 and read aloud statement 2 from the vocabulary section. Guide them to look at each given proverb carefully and understand its figurative meaning (not literal). Allow a few minutes for silent reading. Then, ask students to pair up and discuss what each proverb might mean, sharing examples from real life. Encourage them to explain in their own words and relate it to experiences (e.g., teamwork, honesty, patience). Appreciate their participation and highlight good examples shared by students.

Activity 2: Distribute Word Journal pages or ask students to open their Word Bank notebooks. Instruct them to:

1. Write down three proverbs they learned today.
2. Write the meaning of each proverb in their own words.
3. Draw a small picture or symbol that helps them remember the proverb.

Display a few entries on the “**Proverb Wall**” for the class to see and learn from.

Activity 3: Write a short passage on the board containing a few proverbs. For example:

“Ali always says he will help, but never does actions speak louder than words! His friend Asad, however, always keeps his promises. He believes honesty is the best policy, and everyone trusts him.”

Ask students to identify the **proverbs** in the passage and explain what each one means. Call on volunteers to share their answers, one proverb at a time. Encourage them to infer meaning from the **context** rather than memorizing definitions. Discuss how these sayings can guide good behavior and decision-making. Appreciate students for their active participation and correct responses.



Sum Up (3 min)

Conclude by reinforcing the main concept:

“A **proverb** is a short, wise saying that teaches a lesson or gives advice. It helps us express thoughts clearly and reminds us to make good choices.”

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Assessment (5 min)

Ask a few quick recall questions:

- What is a proverb?
- Why do we use proverbs in speech?
- Can you share one proverb and explain it?



Assignment (2 min)

Use the proverbs given at book page 93 to make sentences in your notebooks.

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Vague Pronouns
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	58



Objective(s)

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

- Recognize vague pronouns and identify their use in sentences.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 94.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by writing the following sentences on the board:

1. When Ali met Ahmed, he was very excited.
2. Sarah told Ayesha that she had won the prize.
3. They said it was broken.

Ask students:

- Who does *he* refer to in the first sentence: Ali or Ahmed?
- Who does *she* refer to: Sarah or Ayesha?

Let students share their guesses. Appreciate all responses and explain that sometimes a pronoun doesn't clearly show which noun it replaces such pronouns are called vague pronouns.



Concept Building (25 min)

Tell students that today they are going to learn about an interesting topic ‘Vague Pronouns’. Explain that:

- A pronoun replaces a noun (e.g., he, she, it, they, them).
- A vague pronoun is a pronoun that does not clearly refer to a specific person, place, or thing.

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- Vague pronouns can make sentences unclear or confusing.

Write some examples on the board for the better understanding such as:

Examples:

1. When Rubab met Ayesha, she was nervous. → (Who was nervous?)
2. They said it would rain. → (Who are *they*?)
3. If you put the pan on the plate, it will break. → (What will break the pan or the plate?)

Ask students to look at the examples on the board carefully and discuss the answers of questions written with examples. Now after some discussion write the correct sentences on the board for the clarity and to understand the difference.

Corrected Versions:

1. When Rubab met Ayesha, Ayesha was nervous.
2. The news reporters said it would rain.
3. If you put the pan on the plate, the plate will break.

Tell students that clear writing avoids vague pronouns by repeating the noun or using a more specific word.

Ask students to open book at page 94 and read aloud the statement 1 from grammar section. Now ask students to look at the details and given examples very carefully. Invite some students in front of the class to read aloud the text along with examples. Appreciate them for their confident speaking and for the active listeners.

Activity 1: Write the following sentences on the board and ask students to identify which pronoun is vague:

1. When *Ali* met *Bilal*, **he** smiled.
2. *The teacher* talked to *the student* before **she** left.
3. *The vase* was on the table, but **it** broke.
4. *My friends* said **they** would come, but **they** didn't.

Let students raise hands and share answers. Then discuss together how to make each sentence clearer. Appreciate students on their responses.



Sum Up (3 min)

Summarize by saying:

“A **vague pronoun** is a pronoun that does not clearly show which noun it replaces. To make writing clear, always make sure pronouns refer to a specific noun

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Assessment (5 min)

Solve the worksheet.



Assignment (2 min)

Solve statement 2 on book page 94.

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Worksheet

Topic: Vague Pronouns

Name: _____

Date: _____

Q: Read each sentence carefully. Underline the vague pronoun and circle the noun it refers to (if clear).

1. When **Ali** met **Bilal**, he smiled.
2. **Sara** told **Ayesha** that she won the game.
3. **The cat** chased **the mouse** until it ran away.
4. **The teacher** talked to **the student** before she left.
5. When **the bowl** was placed on **the plate**, it broke.

Q: Rewrite each sentence below to make the meaning clear. Replace vague pronouns with specific nouns where needed.

1. When Ali met Bilal, he smiled.

2. Sara told Ayesha that she won the game.

3. The cat chased the mouse until it ran away.

4. The teacher talked to the student before she left.

5. When the bowl was placed on the plate, it broke.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Transitional devices (contrast and reason, cause and effect)
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	59



Objective(s)

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

- Examine and interpret the use of transitional devices (contrast and reason, cause and effect) in speech and writing to create the effect.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 94,95. Flash cards or slips of paper.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students what they know about transitional devices. Make sure every student participates in the discussion. Discuss with their answers. Write the following pairs of sentences on the board without the transitional words:

1. Ali was tired. He continued to play.
2. It was raining. We went outside without umbrellas.
3. She studied hard. She passed the test.

Ask students:

- Can you guess how we can connect these ideas smoothly?

Encourage different responses and note them on the board. Tell students that today they will learn special connecting words that help in showing contrast, reason, and cause-effect between ideas. Appreciate their participation.

Lesson Plans for Wifaq-ul-Madaris



Concept Building (25 min)

Explain that **transitional devices** are words or phrases used to connect ideas in writing or speech. They help make our thoughts flow smoothly and show clear relationships between sentences. Tell them that without these connecting words, writing or speech may sound disjointed and unclear. Provide some examples of transitional devices on the board, dividing them into categories for clarity. For instance, words that show **contrast** include *but, however, although, even though, and on the other hand*, while words that show **cause and effect** include *because, therefore, as a result, so, thus, and consequently*.

Write few example sentences on the board and discuss their meanings with the class:

- “Ali was tired; however, he continued to play” to show contrast.
- “It was raining; therefore, we stayed home” to show cause and effect.
- “She studied hard, so she passed the test” to show reason and result.

Explain that transitional devices expressing contrast highlight **differences between two ideas**, while those expressing cause and effect **show the reason for something or the result that follows**. Use gestures or simple visuals like arrows or connecting lines between sentences to help students clearly visualize how transitional devices link ideas together.

Activity 1: Ask students to open book at page 94 and read aloud the statement 3 from grammar section. Ask students to read the given examples and after 2-3 minutes invite them in front of class to read aloud the examples with the given explanation. Appreciate students for correct pronunciation.

Activity 2: Provide students with a short printed worksheet containing simple sentences. Write a list of mixed sentences on the board such as:

- *It was very cold. We didn't wear jackets.*
- *The test was easy. Everyone got full marks.*
- *The road was wet. The car slipped.*
- *Hira wanted to go out. It was late at night.*

Next, write a **word bank** on the board that includes transitional devices like *however, because, so, therefore, but, and although*. Instruct the students to work in pairs to select the most appropriate transitional word for each sentence and rewrite the sentences correctly. Encourage them to discuss their choices with their partners, explaining why a particular transition fits best. For example, they might write “*It was very cold; however, we didn't wear jackets*” or “*The test was easy; therefore, everyone got full marks.*” Move around the classroom, providing guidance where needed and appreciating students who actively participate and collaborate effectively with their partners.



Sum Up (3 min)

Summarize by explaining that: Transitional devices help us connect ideas smoothly and show relationships like difference, reason, or result. Without them, writing sounds broken or unclear.

Lesson Plans for Wifaq-ul-Madaris



Assessment (5 min)

Ask students to fill in the blanks with suitable transitional words.

For Example:

1. She was late, _____ she missed the bus.
2. He worked hard; _____, he failed the test.
3. I like tea; _____, my friend prefers coffee.



Assignment (2 min)

Solve statement 5 on book page 95 in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Relative Clause
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	60



Objective(s)

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

- Understand and identify relative clauses in sentences and use them correctly to add information about a noun or pronoun.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 95.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling about clauses. Discuss their examples with students. Now write a few simple sentences on the board without any relative clauses:

1. This is the boy. He won the race.
2. I met a girl. She can speak five languages.
3. That is the car. It belongs to my father.

Ask students ‘Can we join these two short sentences to make one longer, smoother sentence?’ Let them share their ideas. Note their answers on the board, even if imperfect, and appreciate all attempts.



Concept Building (25 min)

Tell students that today’s topic is “Relative Clauses.” Explain that a relative clause gives extra information about a noun or pronoun in a sentence. It usually begins with words like who, which, that, whose, or whom.

Write examples on the board and explain:

- This is the boy who won the race. → “who won the race” gives more information about “the boy.”

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- I met a girl who can speak five languages.
- That is the car that belongs to my father.

Explain that “who” is used for people, “which” for things or animals, and “that” can be used for both.

Draw attention to how these clauses connect two ideas smoothly. Ask students to open book at page 95 and read the given examples of relative clauses for better understanding.

Activity 1: Ask students to open their textbooks (or distribute a short worksheet) that contains a list of sentences with missing relative pronouns.

Example:

1. This is the book ____ I borrowed from the library.
2. The boy ____ sits in front of me is very polite.
3. I know a woman ____ car was stolen.

Ask them to fill in the blanks using who, which, or whose. After a few minutes, discuss the answers together and ask volunteers to read their corrected sentences aloud. Appreciate their participation.

Activity 2: Write a short paragraph on the board containing several relative clauses. For Example:

(Huda, who loves painting, joined an art class that meets every Saturday. The teacher, who is very kind, shows them new techniques. They use brushes which create beautiful effects.)

Ask students to come to the board one by one and **underline the relative clauses**. Then, ask them to identify the noun each clause describes. Guide them if needed, and appreciate correct answers to reinforce understanding.



Sum Up (3 min)

Recap the lesson by explaining: A **relative clause** gives extra information about a **noun or pronoun** and begins with words like **who, which, whose, that, or whom**.



Assessment (5 min)

Fill in the Blanks with the Correct Relative Pronoun

1. The teacher ____ helped me is very kind.
2. This is the song ____ I love the most.
3. The boy ____ bicycle was stolen reported it to the police.



Assignment (2 min)

Solve the statement 7 on book page 95.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Past Prefect Tense
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	61



Objective(s)

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

- Use past prefect tense for an event correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 96.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the simple past tense. Write following sentences on board and ask students randomly to read them. Ask them guess the tense of the sentences (Affirmative, negative or Interrogative).

- Salma **visited** the museum last week.
- Salma **did not visit** the museum last week.
- **Did** Salma **visit** the museum last week?

Appreciate and encourage students who actively participation in this activity. Guide and help those who face difficulty in expression. Make sure to engage majority of the students in this activity.



Concept Building (25 min)

Tell students that today they are going to learn about a new tense: Past Perfect Tense.

Then write another sentence:

- She had finished her homework before dinner.
- They had left the park when it started to rain.

Lesson Plans for Wifaq-ul-Madaris

- I had visited Lahore before I moved to Karachi.

Tell students that this is called the 'Past Perfect Tense'. Explain that past perfect tense is used to show an action which was completed in the past. Write the structure on the board:

Subject + had + past participle form of verb + object.

Example: We **had cleaned** the room before the guests arrived.

Ask students to give more examples aloud and write 2–3 of their correct examples on the board.

Activity 1:

Ask students to open their textbook at page 96. Ask them to read the statement 8 from the "Grammar" section aloud. Tell students that the perfect tense can be structured as follows:

- Positive/Affirmative
- Negative
- Interrogative



S + had + past participle + ...
She had finished the test.



S + had not/hadn't + past participle + ...
She hadn't finished the test.



Had + S + past participle + ...?
Had she finished the test?

Describe the three-sentence structure with

the help of this picture write the sentence structure on the board with examples. After this explanation, ask them randomly to make one sentence each of three forms of past perfect tense. Ask them to read the statement (9) from the "Grammar" section aloud. Ask students randomly to read the given sentences with correct pronunciation. Ask them to note each highlighted word from each sentence.

Activity 2:

Ask students to read the statement 9 from the "Grammar" section. Ask students randomly to read the sentences and notice the use of the past perfect tense. Read each sentence one by one taking turns.



Sum Up (3 min)

Summarise the concept by saying that past perfect tense is used to show an action which was completed in the past.

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Assessment (5 min)

Provide the students given worksheet.



Assignment (2 min)

Write six sentences of your own using the past perfect tense.

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Worksheet

Topic: Past Perfect Tense

Name: _____

Date: _____

Q: Use the correct form of the verb in Past Perfect Tense.

1. When I arrived, they _____ (already/eat) dinner.
2. She _____ (finish) her homework before going out.
3. The train _____ (leave) before we reached the station.
4. We _____ (not/see) him for years before the party.
5. After he _____ (complete) the project, he went home.
6. They _____ (not/clean) the room before guests came.
7. He _____ (study) English before he moved to Canada.
8. By the time we reached the class, the lesson _____ (start).
9. She _____ (call) her friend before leaving the house.
10. The teacher _____ (check) the papers before the class began.

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Past Perfect Tense
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	62



Objective(s)

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

- Apply the past perfect tense to show the order of two past actions.



Resource Material

Chalk/Marker, White/Blackboard, textbook page



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson with a quick recap of the simple past tense. Write a simple past tense on the board with two actions:

- *She ate breakfast and went to school.*

Ask students:

- Which action happened first? (Expected answer: *She ate breakfast.*)

Explain that sometimes, we talk about two actions in the past and need to show which happened first.

Introduce the idea that the past perfect tense helps us do that.

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Concept Building (25 min)

Tell students that the past perfect tense is used to show that one past action happened before another past action.

Structure: had + past participle (3rd form of the verb)

Examples:

1. *She had eaten breakfast before she went to school.*
2. *They had finished the homework before the teacher checked it.*

Explain that the action with “had + 3rd form” happened first. Use a simple timeline on the board to show the sequence visually.

Action 1	Action 2	Complete
She had never tasted biryani	until she visited Pakistan	She had never tasted biryani until she visited Pakistan.
I had not eaten dinner	before the guests arrived.	I had not eaten the dinner before the guests arrived.
After he finished his work,	he had gone to the gym.	After he finished his work, he had gone to the gym.
They had called the ambulance	when the accident occurred.	They had called the ambulance when the accident occurred.
Children had not gone to school	because it was a holiday.	Children had not gone to school because it was a holiday.

Activity: For individual practice, distribute a short worksheet or write the following sentences on the board for students to rewrite using the **past perfect tense**. Tell them that they need to combine each pair of sentences to show which action happened first. For example, instead of saying He left the room. The meeting began students will say He had left the room before the meeting began.

Next, ask them to do the same for the remaining sentences. Encourage students to underline the verbs formed with **had + past participle** to help them recognize the structure. After finishing, review the answers together and provide feedback to ensure understanding.



Sum Up (3 min)

Conclude the lesson by asking:

- What do we use the past perfect tense for?



Assessment (5 min)

Ask students to complete these oral or written questions:

1. Identify the past perfect verb in this sentence: *They had left before I arrived.*
2. Combine: *She cooked dinner. Her guests arrived.*
3. Fill in the blank: *He _____ (finish) his work before the bell rang.*



Assignment (2 min)

Write **five sentences** at home using the **past perfect tense** to show the order of two past actions.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Essays
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	63



Objective(s)

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

- Plan and write multi-paragraph compositions (essays) using the writing process, correct grammar, punctuation, vocabulary, transitions, supporting details, and logical organization with clear conclusions.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 97.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students a few engaging questions to activate prior knowledge:

- What do you enjoy writing about?
- What makes a paragraph interesting to read?
- What do you think makes a good essay?

Write two short examples on the board:

1. “My Best Friend” – a single short paragraph.

A three-paragraph essay on the same topic (introduction, body, conclusion).

Ask students to observe the difference. Guide them to understand that the second version is more detailed, organized, and meaningful. Appreciate their participation and responses.



Concept Building (25 min)

Tell students that they are going to learn how to plan and write multi-paragraph compositions (essays) effectively. Explain that an essay is a piece of writing where we share our ideas in an organized way using paragraphs.

Lesson Plans for Wifaq-ul-Madaris

Write the structure of a three-paragraph essay on the board:

1. **Introduction:** Introduces the topic and main idea.
2. **Body Paragraph:** Gives details, reasons, and examples to support the idea.
3. **Conclusion:** Summarizes the main points and gives a closing thought.

Explain that before writing, we must go through the writing process, which includes:

- **Brainstorming:** Thinking about ideas and writing them down.
- **Organizing:** Arranging ideas in a logical order.
- **Drafting:** Writing the first version.
- **Revising and Editing:** Checking for grammar, punctuation, vocabulary, and sentence flow.
- **Publishing/Sharing:** Writing the final neat copy.

Use a visual mind map on the board. For example, the topic “My Favorite Season.” Write sub-points like:

- Why I like it
- What activities I do
- How it makes me feel

Encourage students to give ideas and add them to the mind map. Ask students to open book at page 97 and tell them the important points of writing an essay. Now ask them to read by their own selves and observe each point carefully.

Activity: Divide students into small groups. Assign each group a new topic such as:

- “The Importance of Reading”
- “My Pet”
- “A Visit to a Park”

Ask each group to brainstorm ideas and write a three-paragraph composition on their topic using the writing process. Circulate to provide guidance and check that students use correct grammar, punctuation, and transitions (e.g., *firstly*, *however*, *therefore*, *finally*). After writing, ask groups to exchange notebooks and give positive feedback to each other.



Sum Up (3 min)

Summarize the lesson by reminding students:

- Essays have an introduction, body, and conclusion.
 - Good writing follows the writing process.
 - Use correct grammar, punctuation, and linking words to make writing clear and logical.
- Praise students for their active participation and creativity.

Lesson Plans for Wifaq-ul-Madaris



Assessment (5 min)

- What is an essay?
- How many paragraphs does a good essay usually have?
- What do we write in the introduction of an essay?
- What is the purpose of the body paragraph?



Assignment (2 min)

Ask students to complete a **three-paragraph essay** at home on “**The Importance of Cleanliness**” following the writing process discussed in class.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Creative Writing
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	64



Objective(s)

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

- Plan and write essay using the writing process with correct grammar, punctuation, vocabulary, details, and clear organization.
- Write the final draft after complete editing and proofreading. **Creative Writing**



Resource Material

Chalk/Marker, White/Blackboard, textbook page 97.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students, “What do you like to write about — your favorite place, a person, or an event?” Allow a few students to share short answers. Appreciate their responses. Then write on the board: **“Creative Writing: Essay Writing”** Ask students: “What comes to your mind when you hear the word *essay*?” Let students share their ideas briefly.

Lesson Plans for Wifaq-ul-Madaris



Concept Building (25 min)

Tell students that essay writing is a process of expressing thoughts and ideas in an organized way. Explain that a good essay has **three main parts**:

Explain the **writing process** step by step on the board:

- **Brainstorming:** Think and list ideas about the topic.
- **Planning:** Organize ideas in a sequence.
- **Drafting:** Write the first version of your essay.
- **Editing:** Check grammar, punctuation, and spelling.
- **Final Draft:** Rewrite neatly with corrections.

Give a simple topic such as **“My Favorite Hobby”** or **“A Memorable Day.”**

Activity 1: Ask students to **brainstorm ideas** for their essay in pairs. Encourage them to write short notes or use a mind map.

Example:

Topic: My Favorite Hobby

Ideas: reading books, learning new things, relaxing, fun stories, daily routine.

Activity 2: Guide students to write a **first draft** of their essay in 3 short paragraphs: introduction, body, and conclusion. Move around to support them with vocabulary and sentence structure.

Activity 3:

Ask students to **edit and proofread** their drafts. Tell them to check spelling, punctuation, and sentence flow. Encourage peer editing: students exchange notebooks and give one positive comment and one suggestion.

Introduction – gives the main idea or topic sentence.

Body Paragraphs – explain the topic with details, examples, or reasons.

Conclusion – summarizes the main points and gives a closing thought



Sum Up (3 min)

Review by asking:

- What are the steps of essay writing?
- Why is editing important?
- What should we include in the conclusion?



Assessment (5 min)

- What are the three parts of an essay?
- Why do we plan before writing?
- What is the difference between drafting and final writing?

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Assignment (2 min)

Write the final draft of their essay **“My Favorite Hobby”** neatly in their notebooks

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Revision and Review 2
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	65



Objective(s)

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

Revision and Review 2

- Revise the key concepts and passages from Units 5–8 to strengthen comprehension skills.
- Practice and demonstrate oral communication skills learned in Units 5–8 through discussions.
- Review and apply vocabulary from Units 5–8 in reading, speaking.
- Solve Review 2 exercises from Reading, Oral Communication, and Vocabulary sections to consolidate learning from Units 5–8.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 98.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Tell students they are going to discuss how Muslim women play their part in history and how they set an example for today’s women. Ask them few questions related to Muslim Women in history.

- *Do you know about Ḥaḍrat Khadijah (R.A), the first wife of Prophet Muḥammad (S.A.W)?*
- *Have you heard about Ḥaḍrat Aisha (R.A), who was a great teacher and scholar of Islam?*
- *Can Muslim women also serve society today as doctors, teachers, or leaders?*

Note down their responses on the board. Encourage students to also share their thoughts about how Muslim women, both in history and today, play important roles in building families and serving the community. Make sure all students get a chance to participate in the discussion. Appreciate their efforts and active participation by clapping for them.

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Concept Building (25 min)

Tell the students that today they are going to revise the texts and stories from Units 5-8. Ask four random students to come to the front of the class, and invite each of them to share the summary of one unit in their own words. If they miss any point or share something incorrectly, guide and correct them. Afterward, recall the main summary of each unit with the class.

Next, ask another four students at random to come forward and share the summary of any unit with their classmates. Appreciate all students for their efforts and correct answers.

Encourage the class to recall the meanings of difficult words given in the textbook. Then, read aloud a statement for reading comprehension and ask the students to recall and respond to the related questions. Finally, write a few sentences on the board for further practice and discussion.

Activity 1:

Recall the concept of vocabulary section such as: Homographs, Capitonyms, Hyperbole, Oxymoron, Mood, Meter, Rhyme: Assonance and Consonance, Idioms and Proverbs with students. Ask students to read the example of given concepts in their textbooks for their better understanding. Recall the concept of parts of Homographs, Capitonyms, Hyperbole etc. Recall the concept of Assonance and consonance with students. Ask students to find the idioms and proverbs using in daily life discussion. Recall other concepts as well. Make pairs of students and ask them to practice the 4 dialogues given in textbook in first four units.

Activity 2:

Tell students that today they are going to complete the review 2. Ask students to open page 98. Read the statement aloud and ask students to write the meanings of the words in the given space. Encourage them to complete their work independently in neat hand writing. Appreciate them for correct answers. Read the statement and ask questions from students at random. Note their responses. Ask students to write the answers of the questions in their notebook in neat hand writing.

Activity 3:

At the end of the lesson, divide the students into groups and ask them have a group discussion with your friends about your “favourite sport and why you like it”. Allow 4 minutes for group discussion. After the discussion, ask each group to prepare a short dialogue and perform it in front of the class. Within the

Lesson Plans for Wifaq-ul-Madaris

groups, students should assign roles to each member. While one group is performing, the rest of the class should listen carefully and wait for their turn. Remind students to perform with confidence and speak clearly so their voices are audible.



Sum Up (3 min)

Summarise the key concepts discussed in the Reading Comprehension and Vocabulary sections of Units 1–4 with your students.



Assessment (5 min)

Make four sentences using phrases and clauses.



Assignment (2 min)

N/A

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Subject	English	Unit Name	Settling the Quarrel
Grade	8	Topic	Revision and Review 2
Time Duration	50 Min	Term	2
Date		Lesson Plan No.	66



Objective(s)

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

Revision and Review 2

- Revise the grammar topics from Units 5–8 and apply the learned rules in speaking and writing.
- Review the writing tasks from Units 5–8 and practice structured writing based on the given guidelines.
- Solve Review 2 activities from Grammar and Writing sections to reinforce concepts from Units 5–8.



Resource Material

Chalk/Marker, White/Blackboard, textbook page 99.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by asking students to recall what are capitonyms. Give a few quick examples on the board (e.g., We will march in the parade in March. You may travel in May if the weather is fine. She tried to polish her accent when meeting the Polish guests). Ask students to share their own examples orally to check understanding. Call any two random students to the board. In 2 minutes, each student has to make as many sentences as possible using capitonyms.

Example: The august ceremony was held in August. The roman numerals were invented by the Romans. The student who writes more correct sentences within the time limit will be declared the winner. Encourage the class to clap for the winner and appreciate both students for their effort.

Lesson Plans for Wifaq-ul-Madaris



Concept Building (25 min)

Tell students that today they are going to *revise all the grammar topics we have studied so far*. Write a list of topics on the board (Position of Adjectives, Adverbial Phrases, Noun Phrases, Prepositional Phrases, Past Continuous Tense Vague Pronouns, Transitional Devices of Contrast, Reason or Cause and Effect, Relative Clause, Past Perfect Tense, etc.). Ask students: “Which of these topics was easiest for you? Which was difficult?” to activate prior knowledge.

Activity 1: Divide the class into two teams. Ask short recall questions from different topics, e.g.: *make a sentence with an adverbial phrase, Change the sentence “She eats mangoes” into past perfect tense, which words are used in relative clauses?* Award 1 point for each correct answer. Keep the energy high!

Activity 2

Write some idioms and on slips of paper. Call 3–4 students in front and ask each to pick a slip and make a sentence using the given idiom. Do the same for proverbs, capitonyms, adjectival phrases and noun phrases etc. Students must make grammatically correct sentences on the spot.

Activity 3:

Divide students into small groups (4–5 each). Assign each group a mini writing task

- write the sentences by adding the transitional devices of addition and sequence.
- Write four sentences using the present perfect tense.
- Write three sentences for each type dependent clause.

Groups share their work with the class. Teacher corrects & appreciates.

Activity 4:

Tell students that today they are going to complete the review 1. Ask students to open page 99. Read the statement 1 aloud and ask students to Use the given capitonyms in your sentences. Encourage them to complete their work independently in neat hand writing. Appreciate them for correct answers. Read the statement 2 and ask to write the meanings of the given idioms. Note their responses. Ask students to write the correct words in the table in neat hand writing.

Activity 5:

Ask the students to open their notebooks. Instruct the students to Write the summary of the poem ‘Faith and the Afterlife’ in your own words. Give them some time to complete their task. Tell them to use neat handwriting. Encourage them to be creative. Circulate in the classroom. Help them in constructing the sentences if they need. Appraise the students who come up with the correct use of a mind map to boost their confidence.

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Sum Up (3 min)

Recap quickly (Position of Adjectives, Adverbial Phrases, Noun Phrases, Prepositional Phrases, Past Continuous Tense Vague Pronouns etc).



Assessment (5 min)

Ask students to share a sentence using past perfect tense.



Assignment (2 min)

N/A

Teacher's Resource Pack

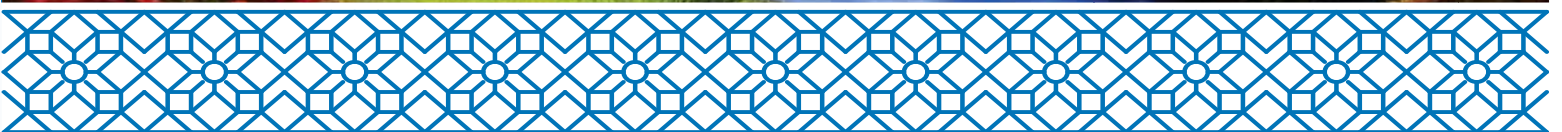


English

Term 3

GRADE

8



Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	01



Objective(s)

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

- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence. **(Pre - Reading)**
- Engage with reading of the first four paragraphs of the lesson; use context to understand new words.
- Explain the importance of planting trees.
- Distinguish cause from effect, fact from opinion (e.g., by noting outcomes, personal comments, beliefs and biases), generalized statements from evidence-based information with specific reference to informational texts.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 100-101



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by engaging students in a short dramatic activity. Ask them to imagine that they are trees, birds, or people living near trees. Invite volunteers to act out the roles, demonstrating how trees provide shelter, shade, and food. Encourage students to express their ideas confidently, using gestures and voice modulation. This activity will activate prior knowledge about trees and the environment while fostering creative engagement. Then ask a thought-provoking question:

- “If you were a tree, what would you give to the world around you?”

Let a few students share their ideas and note their responses. Then explain:

“Just like trees provide us with oxygen, shade, fruits, and homes for birds and animals, we too can give kindness, help, and care to others. Trees teach us that giving is essential for life and harmony.”



Concept Building (30 min)

Tell students that today they are going to explore the unit on ‘**Importance of Trees**’. Ask them to open their textbooks at book page 100 and tell what is the first thought that came across their mind by looking at the title of the lesson.

Explain that trees are vital for both humans and the Earth. They provide fresh air to breathe, shade on hot days, and delicious fruits to eat. Trees also serve as homes for many creatures, including birds, insects, and animals. By planting and protecting trees, we help keep the soil strong, prevent floods, and preserve

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natural beauty. Emphasize that planting trees is not only an environmental act but also a noble deed in Islām, as highlighted in the Ḥadith:

"There is none amongst the Muslims who plants a tree or sows seeds, and then a bird, or a person, or an animal eats from it, but is regarded as a charitable (Ṣadaqah) gift for him." (Ṣaḥīḥ Al-Bukhārī 2320)

Write the following Qur'ānic verse on the board:

"He is the One who sent down water from the heaven, of which you have your drink; and with it (you grow) plants on which you pasture your cattle. He causes the crops therewith to grow for you, and olives and date palms, and grape vines, and all the fruit. Surely, in that, there is a sign for a people who ponder." (Sūrah An-Naḥl 16:10-11)

Ask students:

- "What lesson does this verse teach us about trees and plants?"
- "How do trees benefit humans and animals according to this verse?"

Discuss their responses and appreciate their efforts. Then explain how trees prevent environmental damage, protect animal habitats, and help maintain the Earth's balance. Highlight that careless deforestation causes soil erosion, floods, pollution, and climate change, referencing the teachings of Ḥaḍrat Muḥammad (S.A.W) to emphasize the importance of conserving trees. After the discussion ask students to read the first four paragraphs aloud, encouraging correct pronunciation and expressive intonation. Instruct students to underline difficult words for discussion.

Next, guide students to distinguish **cause from effect** and **fact from opinion**:

- *Cause*: Cutting down trees carelessly → *Effect*: Environmental damage and imbalance.
- *Fact*: Trees provide oxygen through photosynthesis.
- *Opinion*: Planting trees is the most important act for a happy life.

Encourage students to share their own ideas about how they can contribute to planting and protecting trees, reinforcing the connection between environmental responsibility and ethical teachings in Islām.



Sum Up (5 min)

Discuss and recap the key concepts of the lesson: the benefits of trees, their environmental importance, the teachings of Islām regarding trees, and the distinction between causes and effects, facts and opinions. Reinforce the idea that planting and caring for trees is a continuous charitable act that benefits all creatures.



Assessment (5 min)

Ask a few students at random to:

- Explain one benefit of trees to humans and animals.
- Give an example of cause and effect related to planting or cutting trees.
- Identify one statement from the lesson as fact and one as opinion.



Assignment (5 min)

Read the textbook page 101.

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	02



Objective(s)

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

- Practice fluent, expressive reading and openly share your views on the remaining paragraphs.
- Skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary. **(While reading)**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 102



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin with a brief discussion to motivate reading: show students a short picture or an object related to the topic of the text and ask:

- "What do you notice in this picture? What might the author want to tell us?"

Let a few students share their ideas. Then explain: When we read a text carefully, we can understand what the writer wants to teach, who the text is meant for, and the important message or theme behind it. Today, we will practice reading expressively and thinking deeply about the meaning of the text.



Concept Building (30 min)

Ask students to open their textbooks at page 102. Instruct them to read the remaining paragraphs aloud with correct pronunciation, expressive intonation, and clarity, encouraging them to pause at punctuation marks and emphasize key words. Invite students to share their thoughts and opinions on the content as they read, explaining how it makes them feel or what ideas they find important.

After reading, guide students to skim and scan the text to identify key information and main points. Ask them to highlight or underline sentences that show: The writer's purpose (e.g., to inform, persuade, or explain). The intended audience (e.g., children, community members, or general readers).

The theme or main idea of the text. Discuss examples from the text where the author expresses facts versus opinions, helping students distinguish between evidence-based statements and personal views. For instance, a fact might describe an event or data, while an opinion may express how the author feels about it. Encourage students to support their answers with references from the text. Lead a discussion in which students compare their findings. Ask them:

- What do you think the writer's main message is?
- Who do you think the author wants to read this text?
- Which statements are facts, and which are opinions?

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Encourage students to respectfully share different interpretations and explain their reasoning. Highlight the importance of critical thinking while reading, emphasizing that texts can have multiple layers of meaning.



Sum Up (5 min)

Recap the lesson by summarizing the key concepts: fluent reading, understanding purpose and audience, identifying main ideas, and distinguishing facts from opinions. Reinforce that reading thoughtfully helps students learn more effectively and form their own views.



Assessment (5 min)

Ask a few students at random to:

- Summarize the main idea of the text in one or two sentences.
- Identify one fact and one opinion from the reading.



Assignment (5 min)

Read the textbook page 102.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Vocabulary Words
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	03



Objective(s)

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

- Use context to understand the meaning of unfamiliar words or expressions.
- Memorize the vocabulary words from the lesson “The World of Trees” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 103



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

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



Concept Building (30 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 103. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

Activity:

Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.



Sum Up (5 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (5 min)

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

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Question Answer
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	04
 Objective(s)			
At the end of this period, the students will be able to: Interpret literary and textual questions and provide precise answers.			
 Resource Material			
Chalk/Marker, White/Blackboard, Textbook pg. 103			
 Warm-up (5 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Recall the unit “The World of Trees” with students. Make pairs and ask each pair to share what they have learned from the unit. Encourage them to also share the main message of the lesson with their fellow students by taking turns. Then, ask random students to share some important points about trees they remember from the lesson. Invite them to explain why are trees important in our life and how can we protect them. Note their responses and make sure all students are actively involved in the discussion.			
 Concept Building (30 min)			
Tell students that today they are going to practice answering different questions related to the unit. Write a few example questions on the board for their better understanding such as: - Write one sentence from the text that shows the beauty of trees. - What is the effect of deforestation according to the lesson? Encourage students to think carefully about these questions and share their ideas with the class. Tell students that literal questions are those questions in which we can find the answers directly in the text. We need to read the text very carefully to answer such questions. Ask students to open their textbooks at page 103. Read the statement from ‘Reading Comprehension’ section. Ask them to listen carefully. Now read the question 1 aloud. Encourage them to find the answers on their own and raise their hands one by one to give the answer to the given questions. Correct them if they give wrong answer. Then write the correct answers on the board. After that, ask them to write answers to the questions in their notebooks. Repeat this activity with next 3 questions. Help them while they are writing the answers. Praise the students who finish their work first to boost their confidence.			
 Sum Up (5 min)			
Recap by asking: Why are trees considered important for both humans and animals?			
 Assessment (5 min)			
Assess your students by asking random questions which they done in class.			
 Assignment (5 min)			
Learn the answers written in your notebooks.			

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Question Answer
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	05



Objective(s)

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

- Analyze, evaluate, and create responses to higher-order questions that require critical thinking and reasoning.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 103



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by recalling the previous day’s work on comprehension questions. Remind them of what they discussed and then ask: According to the text, how do trees prevent soil erosion and protect the environment? Explain in your own words what Şadaqah Jāriyah means and how planting trees relates to it. Allow a few students to share their ideas to warm up and activate their critical thinking.



Concept Building (30 min)

Tell students that today they are going to practice answering higher-order questions related to the unit “The World of Trees.” Explain that these types of questions help us think more deeply and apply what we have learned to real-life situations.

Next, ask students to open their textbooks to page 103. Read aloud the 4th question from the Reading Comprehension section. Instruct students to listen carefully and reflect critically before answering. Ask them: How can students contribute to protecting trees in their daily life? Encourage them to think independently, raise their hands, and respond one by one. If a student gives an incorrect answer, guide them toward the correct response. Then, write the correct answer on the board for everyone to note. Afterward, ask students to write the answer in their notebooks. Provide support to those who need help, and praise students who complete their work quickly and accurately to boost their confidence.

Proceed with the remaining three higher-order questions, one at a time. Read each question aloud, then discuss possible answers with the class, noting key points on the board. After the guided discussion, instruct students to write their own answers in their notebooks. Walk around the classroom to provide help, corrections, and encouragement. Praise students who put genuine effort into their work to motivate others.



Sum Up (5 min)

Recap by asking: how do trees prevent soil erosion and protect the environment?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.

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Assignment (5 min)

Learn the answers written in your notebooks.

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	06



Objective(s)

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

- Explore complex ideas and issues in drama, establish roles and apply dramatic approaches with confidence.
- Perform a role-play on a given topic by presenting facts and opinions through dialogue, speaking confidently, and listening carefully to partners. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 103-104



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin by asking students:

- “Have you ever planted a tree? How was your experience?”

Allow a few students to share their experiences briefly. Explain that today’s lesson will help them learn how to discuss how planting trees help the environment to flourish and make the environment pollution free.



Concept Building (30 min)

Display the title of the dialogue on the board: “Importance of planting trees.” Tell students that they will read a short conversation showing how trees help us to survive in the environment and how are they important for animals. Briefly tell the discussion etiquette (e.g., listen carefully, don’t interrupt, express opinions respectfully). Ask students to open their textbooks to page 103 and read the statement from the ‘Listening and Speaking’ section. Read the dialogue aloud. Ask students to listen carefully and then participate in discussion.

Activity: Divide students into groups of two. Assign roles of Grandfather and Abdul Hadi. Invite each group in front of class. Ask each group to read the dialogue aloud with correct tone and expression. Emphasize pronunciation, clarity, and dialogue flow. After reading, discuss the following questions with them:

- According to the grandfather, why is it important to plant trees?
- List three benefits of trees mentioned in the dialogue.
- How does the grandfather explain the connection between planting trees and caring for the environment?

Listen to their responses. Appraise them for the responses by clapping.

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	Sum Up (5 min)
Summarise the key concepts with your students.	
	Assessment (5 min)
Ask students some random questions and ask them to answer properly.	
	Assignment (5 min)
Practice the given dialogue with classmates/parents/siblings.	

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Contextual Words
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	07



Objective(s)

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

- Explain the meaning of words by understanding how they are used in different contexts, both familiar and unfamiliar settings.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 104-105.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by writing three familiar words on the board, such as light, bank, and fair etc. Ask students to read each word aloud. Then, write two simple sentences for each word that show different meanings. For example: “The bag is light.” “Turn on the light” etc. Ask students to guess how the meaning changes depending on the sentence. Encourage brief responses and guide them to notice that word meanings shift according to context.



Concept Building (30 min)

Tell students today they are going to learn about ‘contextual words’. Explain that contextual words are the words that have different meanings depending where and how they are used. Explain to students that understanding the meaning of a word depends greatly on how it is used in a sentence or situation. Tell them that this strategy helps when they encounter unfamiliar vocabulary. Read a few short sentences containing the same word used differently, such as “The river bank was crowded” and “My father went to the bank.” Point out clues within each sentence, surrounding words, topic, and situation that help identify the correct meaning. Ask students to open book at page 104 and read the text aloud. Now ask students to read the statement 1 from vocabulary section and read the given example of contextual words for better understanding.

Activity 1: Provide students with a short paragraph containing contextual words used in different contexts. Ask them to underline selected words and write the possible meaning. Ask students to discuss their answers with their fellows.

Activity 2: Divide the class into small groups. Give each group three words and ask them to create two different sentences for each word, showing contrasting meanings. Groups will read their sentences aloud to demonstrate understanding of contextual words. Appreciate their efforts by clapping.



Sum Up (5 min)

Conclude the lesson by reinforcing contextual words are the words that have different meanings depending where and how they are used.

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Assessment (5 min)

Ask students to choose any five words from the paragraph written on the board e.g., 'The forest was unusually quiet that morning. A light mist covered the ground, making the trees look taller and more mysterious. As Sara walked along the narrow path, she heard the gentle rustle of leaves behind her. She paused, unsure whether it was just the wind or a small animal moving through the bushes'. Identify their contextual meanings. '



Assignment (5 min)

Read and solve the statement on textbook page 105.

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Formation of adjectives from nouns
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	08



Objective(s)

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

- Form adjectives correctly from nouns by using common suffixes.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 105



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by writing a few common nouns on the board such as *beauty*, *care*, *hope*, and *danger*. Ask students to look at these nouns and think of any describing words (adjectives) that might be related to them. Encourage them to share their ideas. This activity engages students immediately and helps them recognize that many adjectives come from nouns.



Concept Building (30 min)

Tell students today they are going to learn about ‘formation of adjectives from nouns’. Explain to students that adjectives can be formed by adding specific suffixes to nouns. Introduce common suffixes such as *-ful*, *-less*, *-ous*, and *-y*, and show how they change the form and meaning of the noun. Provide clear examples such as *care* → *careful*, *hope* → *hopeful*, *power* → *powerless*, and *danger* → *dangerous*. Ask students to observe patterns and discuss how the suffixes affect the meaning. Ask students to open their book at page 105 and read the text aloud that adjectives can be made with nouns and verbs by adding suffixes to them. Now ask students to look at the given examples and observe the formation of adjectives from nouns.

Activity: Write a list of base nouns (Noise, Dust, Anger, Magic, Sun, and Cloud) on the board and ask students to form adjectives by adding suitable suffixes. Once they finish, instruct them to use each newly formed adjective in a meaningful sentence to show correct usage. Make a round to check if they are doing right guide them if needed. Appreciate them for their efforts and responses.



Sum Up (5 min)

Conclude the lesson by reminding students that forming adjectives from nouns helps enrich their vocabulary and improves their writing.



Assessment (5 min)

Convert the given nouns (Beauty, Care, Hope, Power, Danger, Joy, Help, Sleep, Peace, and Energy) into adjectives and write five sentences using the adjectives.



Assignment (5 min)

Ask students to select five nouns from their textbook and form adjectives by adding appropriate suffixes.

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Formation of adjectives from verbs
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	09



Objective(s)

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

- Form adjectives correctly from verbs by using common suffixes.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 105-106



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by reinforcing the formation of adjectives from nouns by adding suffixes. Now write a few familiar verbs on the board such as *excite*, *tire*, *bore*, and *amaze*. Ask students to look at these verbs and write any adjectives they already know that come from them. Allow a brief class sharing session in which students call out their answers, and share their responses with the class.



Concept Building (30 min)

Explain to students that many adjectives in English are formed from verbs by adding common suffixes such as -ing, -ed, -ive, -ful, -less, -able, -ible, -ant, and -ent. Illustrate this by transforming the verbs already on the board: *excite* → *exciting/excited*, *tire* → *tiring/tired*, *bore* → *boring/bored*. Clarify that -ing adjectives describe the quality of something, while -ed adjectives usually describe feelings. Provide additional examples so students understand how the meaning and grammatical function of a verb changes when a suffix is added. Ask students to open their book at page 105 and read the text aloud that adjectives can be made with nouns and verbs by adding suffixes to them. Now ask students to look at the given examples and observe the formation of adjectives from verbs.

Activity: Divide students into small groups and give each group a list of base verbs (Attract, Create, Move, Shock, Fear, Interest etc.) Instruct them to form as many correct adjectives as possible using appropriate suffixes. Encourage them to discuss which suffix best fits each verb. After group work, call each group to present three or four examples. Appreciate them for their responses.



Sum Up (5 min)

Conclude the lesson by revising the main idea: verbs can be transformed into adjectives by adding suitable suffixes.



Assessment (5 min)

Ask students to solve these by adding suitable suffixes.

- The children were _____ (amaze) by the fireworks.
- This is a very _____ (attract) offer.
- She felt _____ (encourage) after the teacher praised her effort.

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Assignment (5 min)

Read and solve the textbook statement 3 and 4 at page 106.

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Transitional devices (purpose, condition)
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	10



Objective(s)

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

- Examine and interpret the use of conjunctions and transitional devices (purpose, condition) in speech and writing to create the effect.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 106-107, Worksheet.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students to read two simple sentences written on the board, such as “*I revised my lesson. I understood the chapter.*” Ask students whether these sentences sound connected or if they feel something is missing. Encourage them to share ideas on how the two statements could be joined to make the meaning clearer. Guide them toward recognising that writers and speakers use special words conjunctions and transitional devices to link ideas smoothly. Tell students that today they will explore how conjunctions showing **purpose** and **condition** improve clarity in speech and writing.



Concept Building (30 min)

Ask students to listen carefully as you explain that conjunctions of **purpose** (e.g., *so that, in order to*) show why an action is done, while conjunctions of **condition** (e.g., *if, unless, provided that*) show the situation in which something can happen. Provide clear examples and ask students to identify which part of the sentence expresses purpose or condition. Then give short sentences and ask students to predict how the meaning will change when a conjunction is added. Explain that transitional devices such as *therefore, as a result, otherwise, and consequently* are also used to show logical relationships between ideas.

Activity 1: Ask students to work in pairs and provide them with a short paragraph. Instruct them to underline all conjunctions and transitional devices that show purpose and condition. After they finish, ask each pair to explain how those words help connect ideas.

Activity 2: Ask students to open their textbook page 106 and read the given examples of transitional devices of purpose and condition. Give 4-5 minutes for reading the examples. After observing the examples ask students to solve statement 7 on their notebooks. Take a round while they are doing their work. Appreciate them for the active responses.

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Sum Up (5 min)

Summarise the lesson by reminding students that conjunctions and transitional devices help link ideas clearly, show relationships such as purpose and condition, and make both writing and speaking more coherent.



Assessment (5 min)

Solve the worksheet.



Assignment (5 min)

Write a short paragraph of five to six sentences on any topic of your choice. Use at least four transitional devices showing purpose and condition.

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Worksheet

Topic: Transitional devices of purpose and condition

Name: _____

Date: _____

Q 1: Complete the sentences using an appropriate transitional device of purpose or condition.

1. He studies hard _____ he can pass the exams with good marks.
2. We must leave early _____ we catch the first train.
3. She wears a helmet _____ she is safe while riding her bike.
4. You will not succeed _____ you try your best.
5. I am sharing this information _____ everyone can benefit from it.
6. You can borrow my book _____ you return it by tomorrow.

Q 2: Choose the correct transitional device to complete each sentence.

1. I switched off my phone _____ I could concentrate on my homework.
a) if b) so that c) unless d) on condition that
2. You can attend the workshop _____ you submit your application today.
a) in order to b) provided that c) so that d) for the purpose of
3. They left early _____ they could reach the airport on time.
a) so that b) unless c) in case of d) if
4. We practice regularly _____ we improve our skills.
a) so that b) unless c) provided that d) for the purpose of

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Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Comparative clauses
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	11



Objective(s)

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

- Identify comparative clauses in sentences and use them correctly to show comparison between people, objects, or actions.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 107



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students:

- Can anyone tell me what it means to compare two things?
- How do we say one person or object is bigger, faster, or better than another?

Encourage them to give answers by raising hands. Now, write a simple example on the board:

- “Ali is taller than Ahmed.”

Ask students to identify the part of the sentence that shows the comparison. Highlight “taller than” and explain that it is part of a comparative clause.

Encourage students to give one or two more examples from their daily life or observations, such as:

- My bag is heavier than yours.
- The red car runs faster than the blue car.

Write down their responses on the board. Appreciate them for active participation.



Concept Building (30 min)

Tell students that today they are going to learn about ‘comparative clause’. Explain that a comparative clause is a type of dependent clause that compares two or more things. Comparative clauses often use words like: than or like.

Examples:

- She runs faster than her brother.
- This book is more interesting than the previous one.

Model a few sentences on the board and underline the comparative clauses for emphasis. Ask students to open textbook at page 107 and read the given examples of comparative clauses.

Activity 1: Ask students to work in pairs and provide each pair with a set of flashcards containing nouns, adjectives, and verbs. Encourage them to use these cards to create meaningful sentences that include comparative clauses, allowing them to practice comparing people, objects, or actions. For example, if a pair has the nouns *cat* and *mouse* along with the adjective *big*, they might construct the sentence: “The cat is bigger than the mouse.” As students engage in this activity, circulate around the classroom to offer guidance and support where necessary. Once they have completed their sentences, invite each pair to

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read their sentences aloud to the class, providing an opportunity for sharing, discussion, and reinforcement of correct usage.

Activity 2: Write some sentences with missing comparative clauses on the board. Ask students to complete the sentences using correct comparative clauses:

1. This pencil is _____ than that one.
2. Ahmed studies _____ than Ali.
3. The blue shirt is _____ than the red shirt.

Encourage students to write at least three sentences on their own using comparative clauses.



Sum Up (5 min)

Conclude the lesson by recalling that a comparative clause is a type of dependent clause that compares two or more things. Comparative clauses often use words like: than or like.



Assessment (5 min)

Ask students to construct one comparative sentence about themselves and a classmate, ensuring correct structure.



Assignment (5 min)

Solve statement 9 on book page 107.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Future Prefect Tense
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	12



Objective(s)

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

- Use future perfect tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 107-108



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson with a quick recap of the simple future tense. Write examples of simple future tense on the board:

- I will visit my grandmother tomorrow.
- She will study for the exam tonight.

Ask students to identify the verb and the time reference in the sentence. Discuss the formation of future tense and the helping verb used in it.



Concept Building (30 min)

Tell students that today they are going to learn about ‘future perfect tense’. Explain that the future perfect tense is used to describe an action that will be completed in the future. Write the sentence structure of future perfect tense on the board.

Subject + will/shall + have + past participle form of verb + object

Write a few examples on the board:

1. She will have completed her project by next Monday.
2. I will have learned ten new words by tomorrow.

Highlight that time expressions such as *by*, *before* are often used with this tense to indicate when the action will be completed. Now tell students there are three forms of past perfect tense: Affirmative, Negative, and Interrogative. Write the sentence structure of all the types on the board.

Affirmative: Subject + will/shall + have + past participle form of verb + object

Negative: Subject + will/shall + have + not + past participle form of verb + object

Interrogative: will/shall + Subject + have + past participle form of verb + object?

Ask students to open book at page 107 and observe the sentence structures with the given examples.

Activity: Ask students to work in pairs and give each pair a set of flashcards containing verbs and time markers. Encourage them to create sentences using the future perfect tense. For instance, if a pair has the verb *finish* and the time marker *by 5 p.m.*, they can construct the sentence:

- “We will have finished the assignment by 5 p.m.”

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Circulate around the classroom to provide guidance and correct mistakes. Afterward, invite each pair to read their sentences aloud, allowing peers to listen to each other.

Activity: Write some incomplete sentences on the board for students to complete using the future perfect tense. Examples:

1. By next week, I _____ (complete) my science project.
2. She _____ (finish) reading the book by tomorrow.
3. They _____ (leave) the station by the time we arrive.

Appreciate them for the correct answers. Correct them if need to be.



Sum Up (5 min)

Summarize the lesson by revisiting the key points: The future perfect tense is used to describe actions that will be completed before a specific future time. Its structure is: Subject + will/shall + have + past participle form of verb + object.



Assessment (5 min)

Ask students to complete the sentences using the future perfect tense.

1. By 8 p.m. tonight, I _____ (finish) my homework.
2. She _____ (complete) the project by next Monday.
3. They _____ (leave) the station by the time we arrive.
4. By the end of the month, he _____ (read) five books.
5. We _____ (build) the model by tomorrow.



Assignment (5 min)

Write seven sentences using future perfect tense in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Informative Texts
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	13



Objective(s)

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

- Understand informative texts by presenting a topic, organizing ideas with facts and examples, using transitions and precise vocabulary, and providing a clear conclusion.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 108



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students:

- “Have you ever shared information about a topic with your friends or family?”
- “What makes an explanation clear and easy to understand?”

Write a simple question on the board: “How does recycling help the environment?”

Ask students to brainstorm aloud, encouraging them to share facts, examples, and reasons. Highlight the ideas they give and introduce the concept that presenting information clearly requires organizing ideas logically, using facts, examples, and transitions, and providing a conclusion.



Concept Building (30 min)

Explain to students that an informative text is structured to make ideas clear and easy to understand. It begins with a clear topic that tells the reader what the text is about. The text then provides supporting facts and examples to explain and expand on the topic, ensuring that the information is both accurate and relevant. To help the ideas flow smoothly, the text uses transitions such as *first*, *next*, *moreover*, and *therefore* to connect sentences and paragraphs. Finally, the text concludes with a summary statement that reinforces the main points and leaves the reader with a clear understanding. For example, a text on the *Benefits of Physical Exercise* might include supporting facts such as improving health, boosting mood, and increasing concentration, linked with transitions like *first*, *next*, and *moreover*, and ending with the conclusion: “*In conclusion, regular physical exercise benefits both the body and mind.*” To reinforce understanding, read a short informative text aloud and ask students to identify the topic, supporting facts, transitions, and conclusion, helping them see how each part contributes to the clarity and effectiveness of the text.

Activity: Ask students to work in pairs. Provide each pair with a topic to organize their ideas. Encourage them to:

1. Write the topic clearly at the top.
2. List three to four supporting facts or examples.
3. Use transition words to connect their ideas.
4. Draft a short conclusion summarizing the topic.

Lesson Plans for Wifaq-ul-Madaris

Circulate around the classroom, providing guidance and feedback. After students have organized their ideas, invite a few pairs to share their short presentations with the class. Highlight effective use of transitions, precise vocabulary, and clear conclusions.



Sum Up (5 min)

Summarize the lesson by asking students:

- What makes an informative text easy to understand?
- Why are facts, examples, and transitions important when presenting information?



Assessment (5 min)

Ask students to share any three points to write an informational text.



Assignment (5 min)

Write an informational text on 'Trees and Climate Change'.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Informative Text
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	14



Objective(s)

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

- Write informative texts by introducing a topic, organizing ideas, using facts and examples, applying transitions, precise vocabulary, and giving a clear conclusion.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 108



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students to recall what they have learnt about the informative texts. Ask them to share some key points to write an informative text. Note down their responses. Connect their responses to the topic by saying that today we will use these key points to write an informative text.



Concept Building (30 min)

Recall with students that writing an informative text involves the following steps:

- Introduce the topic clearly so the reader understands what the text is about.
- Organize ideas logically and support them with facts and examples.
- Apply transitions such as *first, next, additionally, moreover, therefore* to connect sentences and paragraphs.
- Use precise vocabulary relevant to the topic to make the text clear and informative.
- End with a conclusion that summarizes the main points and reinforces the topic.

Provide an example: Drinking water is essential for keeping our bodies healthy and hydrated. It prevents dehydration, helps with digestion, and improves concentration. Additionally, Water also regulates body temperature and removes toxins. In conclusion, drinking enough water every day is important for overall health and well-being.

- **Topic:** Importance of Drinking Water
- **Supporting Facts/Examples:** Prevents dehydration, improves concentration, aids digestion
- **Transitions:** First, next, additionally, therefore
- **Conclusion:** In conclusion, drinking water regularly is essential for maintaining good health and well-being.

Demonstrate reading a short informative text aloud and ask students to identify the topic, supporting facts, transitions, precise vocabulary, and conclusion.

Activity: Ask students to choose their own topic, such as:

- How recycling helps the environment
- The benefits of having a balanced diet

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- Advantages of learning a new language

Write an informative text on the topic considering all the key points. Appreciate their work.



Sum Up (5 min)

Conclude the lesson by recalling that informative text is a type of nonfiction writing. It gives details about a topic.



Assessment (5 min)

Ask students to tell some key points about writing an informative text.



Assignment (5 min)

Write an informative text on the topic 'The Impact of Technology on Education'.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The World of Trees
Grade	8	Topic	Creative Writing
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	15



Objective(s)

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

- Write informative texts that introduce and organize a topic, use facts and examples, apply transitions, include precise vocabulary, and end with a clear conclusion. **Creative Writing**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 108



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin by asking students:

- What makes a story or explanation interesting to read?
- Can we make informative writing creative while still being clear?

Write a sample question on the board: “*Why is learning about space important?*”

Ask students to brainstorm imaginative ways to present facts, such as describing planets as if visiting them or comparing astronauts’ experiences to adventures. Highlight that creative writing in informative texts combines accurate facts with engaging language.



Concept Building (30 min)

Ask students to open their book at page 108 and read the important points of writing an informative text. Ask them to come in front of the board and write an informative text on any of the topic. Ask students to choose their own topic for a creative informative text, such as:

- Amazing inventions
- Life of animals in the jungle
- Importance of renewable energy

Students should:

1. Organize their ideas using a graphic organizer.
2. Write a creative informative text including introduction, supporting facts/examples, transitions, precise vocabulary, and conclusion.
3. Practice reading their text aloud to small groups or the class.

Appreciate them for their active participation.



Sum Up (5 min)

Summarize the lesson by asking students:

- What makes an informative text engaging and easy to understand?
- Why are transitions and precise vocabulary important when writing?

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Assessment (5 min)

Ask questions on the topic 'Effect of deforestation on our environment'.



Assignment (5 min)

Write an informative text on the topic 'Importance of Forests for Wildlife'.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	16



Objective(s)

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

- Apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions). For example, in the context of enjoyment and understanding of other areas of language learning. **(Pre - Reading)**
- Identify different points of view (e.g., first person, third-person narrative)
- Read the first three paragraphs of the lesson fluently and with expression, both aloud and silently; share opinions freely.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 109-110, Images of professions.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students a thought-provoking question such as:

- Why do you think it’s important to earn money honestly?

Encourage students to share their thoughts and personal opinions, allowing them to express what they already know or believe about honesty and hard work. Guide the conversation further by asking follow-up questions like,

- Can you name some ways of earning for living?
- What do you think Islām says about working hard and being honest?

Listen attentively to their responses and appreciate them. Now connect their responses to the topic and start the lesson.



Concept Building (30 min)

Show students images featuring different professions such as: farmer, tailor, teacher, lawyer, police officer and shopkeeper etc. Ask them which jobs might be considered *halāl* (lawful) and which might be *ḥarām* (unlawful). Encourage students to justify their answers by relating them to what they have learned about Islamic teachings. This discussion will help activate their prior knowledge and develop curiosity about the lesson on earning through legal and ethical means in Islām. Now ask students to open their books at page no. 109 and look the title of the unit “The Right Way to Earn” and ask them what comes to their mind after looking at the title. Ask them about the pre-reading questions like;

- Which profession is showing in the picture?
- What do they think about professions, which one is best?
- Which profession you want to choose when grown up?

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Appreciate them for their responses. Now, explain that Lawful (halāl) earning means earning money honestly through fair and legal work, like doing business truthfully or working hard. Unlawful (harām) earning means getting money through dishonest or illegal ways, like bribery, cheating, or stealing.

Activity 1: Ask students to open their textbooks at page 110 and read the **first three paragraphs** of the passage aloud, one by one, with proper pronunciation and expression. Guide pronunciation of key words like *ethical*, *lawful*, *earnings*, *ḥarām*, *halāl*, *integrity*, *honesty*. Stop after each paragraph to ask comprehension questions such as:

- “What did the Prophet Muḥammad (S.A.W) say about earning by one’s own hands?”
- “What makes an earning ḥarām even if it involves hard work?”
- “What lesson do we learn from the life of Imām Abū Ḥanīfah (رحمة الله عليه)?”

Activity 2: Ask students to summarize in their own words what Islām teaches about earning money. Encourage them to discuss the examples of honesty in trade shared in the text, such as the story of Imām Abū Ḥanīfah (R.A). Appreciate students for their active participation.



Sum Up (5 min)

Summarize the key ideas: honesty, hard work, lawful earning, and ethical conduct.



Assessment (5 min)

Ask students at random to share their point of views on:

- What is the difference between *halāl* and *ḥarām* earnings?
- Why is honesty important in trade and business?



Assignment (5 min)

Read the textbook page 110.

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Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	17



Objective(s)

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

- Read the remaining paragraphs of the lesson fluently; share opinions.
- Explain the importance of earning hālāl (lawful) livelihood in the light of Islāmic teachings.
- Recognize main ideas and supporting details during reading to understand the text better. **(While-reading)**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 110-111



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students to recall the previous lesson about ‘The Right Way to Earn’. Ask question related to the previous lesson’s discussion:

- What kind of jobs do people around you do to earn money?

Let them share examples like teachers, shopkeepers, tailors, or farmers. Then ask, do you think Islām guides us about how to earn money? Encourage responses and connect their ideas to the topic. Tell them, “Today, we’ll read about how Islām teaches us to earn through lawful and honest ways and avoid unfair means.”



Concept Building (30 min)

Tell students that today they are going to complete the unit ‘The Right Way to Earn’. Ask them to open their textbooks at page 110. Instruct students to read the unit aloud with correct pronunciation and intonation, and underline any difficult words for later discussion of meanings. Pause after each paragraph to clarify meanings of new words (e.g., *lawful*, *unlawful*, *integrity*, *deception*, *earnings*). Encourage silent reading afterward for deeper understanding. After reading, ask:

- “What does the Prophet Muhammad (S.A.W) say about earning through one’s own work?”
- “Why was Imām Abū Hanīfa known as an honest trader?”
- “What happens if someone earns through unlawful means?”

Encourage students to answer using their own words and examples from the text. Now explain with them that the **main idea** is the central message or the most important point that the writer wants to tell the reader. It tells what the whole paragraph or passage is mostly about. **Supporting details** are the facts, examples, or explanations that give more information about the main idea. They prove, explain, or

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describe the main idea clearly. Draw a chart on the board labeled “Main Idea” and “Supporting Details.” Write some examples of both of the concepts and discuss with students.

Main Idea

- Islām teaches Muslims to earn lawfully
- Imām Abū Hanīfa was honest in trade
- Unlawful earnings harm society

Supporting Details

- Prophet Muhammad (ﷺ) said the best food is from one’s own hands.
- He refunded a buyer for defective cloth.
- They create corruption and destroy trust.

Ask students to come up with one more example from the text to add to the chart.



Sum Up (5 min)

Summarize the lesson by saying that: “Allah loves those who work honestly and avoid cheating others. Lawful earnings bring peace, blessings, and respect.”



Assessment (5 min)

Ask students at random:

- “Why is earning ḥalāl money important for Muslims?”
- “How can we make sure our earnings are pure and honest?”



Assignment (5 min)

Read the textbook page 110-111.

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Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	18



Objective(s)

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

- Interpret the meaning of vocabulary as it appears in reading material.
- Memorize the vocabulary words from the lesson “The Right Way to Earn” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 111



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

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



Concept Building (30 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 111. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

Activity:

Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.



Sum Up (5 min)

Review the vocabulary words and their meanings together with the class.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (5 min)

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

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	First and third person narration
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	19



Objective(s)

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

- Determine an author's point of view or purpose in a text and analyse how the author distinguishes his or her position from that of others.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 111.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin the lesson by asking students: When you tell a story about your own life, what words do you use? (I, me, or my) And what if you're telling a story about someone else like your friend, your teacher, or a famous person? What words do you use then? Note down their responses on the board. Appreciate them for the correct responses. Now connect their answers to the topic and tell that the topic we are going to discuss today is about narrators. Tell that a narrator is the person who tells the story or describes what is happening in a text. In simple words, the narrator is the voice of the story, the one who shares the events, feelings, and thoughts with the reader or listener. There are two types of narrators. Today they will discuss about both the narrators.



Concept Building (30 min)

Tell students that today they will learn about the difference between **first-person** and **third-person** narration using examples from the text. Explain that First-person narration is when the writer or speaker tells the story using words like "I," "me," or "my." It shows personal experience or feelings directly.

- Example: "I earned my living by working hard every day." This shows the speaker is part of the story.

Third-person narration is when the writer talks about other people using words like "he," "she," or "they." It gives an outside view of the events.

- Example: "Imām Abū Hanifa was a successful merchant who always dealt honestly." Here, the writer describes someone else's actions.

In the given text, most of the story is written in third-person narration, because it talks about Prophet Muhammad (S.A.W) and Imām Abū Hanifa (R.A), not from the writer's own point of view.

Activity 1: Ask students to open book page 111. Read the text loudly for them. Now ask them to read it by themselves for better understanding and ask if they have any question. Ask them to now read the lesson and identify the details of first and third person narrations. After some time invite random students in front of the class and ask them to read the details and tell which one is first person and which is third person narrations. Appreciate them for efforts.

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Activity 2: Write a few short sentences on the board such as:

- I helped my mother cook dinner.
- She sold fruits in the market every morning.
- We worked hard to finish our project.
- Imām Abū Hanifa was an honest merchant.

Tell students that they will identify whether each one is written in the first-person or third-person narration. Tell them that if they think a sentence is written in the **first-person**, they should raise **one hand**, and if it is written in the **third-person**, they should raise **both hands**. Appreciate them for the correct answers.



Sum Up (5 min)

Reinforce that **first-person** uses “I, me, my” and shows the speaker’s own experience, while **third-person** uses “he, she, they” to talk about others.



Assessment (5 min)

Ask students questions related to the topic.



Assignment (5 min)

Write a short paragraph (5–6 sentences) about **your school day** using first-person narration. (Use words like I, me, my.)

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Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	20
 Objective(s)			
At the end of this period, the students will be able to: Comprehend and respond correctly to questions.			
 Resource Material			
Chalk/Marker, White/Blackboard, Textbook pg. 111			
 Warm-up (5 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Recall the unit “The Right Way to Earn” with students. Make pairs and ask each pair to share what they have learned from the unit. Encourage them to also share the main message of the lesson with their fellow students by taking turns. Then, ask random students to share some important rules of earning they remember from the lesson. Invite them to explain why these rules are important and how following them can make our life easier. Note their responses and make sure all students are actively involved in the discussion.			
 Concept Building (30 min)			
Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding such as: - What does Islām say about earning a living? - According to the ḥadīth, who used to eat from the earnings of his own hands? - What did Imām Abū Ḥanīfa (R.A) do when his business partner sold a defective cloth? Discuss their answers verbally and relate to the warm up discussion which question is factual or which is open-ended. Encourage students to participate in discussion. Appraise them on the correct answers. Ask students to open their textbooks at page 111 and read statement (2) from the Reading Comprehension section. Read the first question aloud and ask students to listen carefully. Encourage them to find the answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Now write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they write and praise those who complete their work quickly to build confidence. Repeat the same process for the next three questions. Help students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.			
 Sum Up (5 min)			
Revise all the questions along with their answers.			

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	Assessment (5 min)
Ask random students questions from the Reading Comprehension section to assess their understanding.	
	Assignment (5 min)
Instruct students to learn the questions and their answers from the Comprehension section.	

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Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Question Answer
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	21



Objective(s)

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

- Understand the meaning of literary and textual questions and answer them correctly.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 112



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by recalling the previous day’s work on comprehension questions. Remind them of what they discussed and then ask: What does Islām say about making a living through legal and ethical means? Allow a few students to share their ideas to warm up and activate their critical thinking.



Concept Building (30 min)

Tell students that today they are going to learn different questions related to the unit. Ask students to open their textbooks at **page 112** and read statement (2) from the Reading Comprehension section. Read the question aloud and ask students to listen carefully. Tell them that some questions are contextual. Discuss that **Literal/textual** questions are those questions that can be answered using information directly stated from the text. These questions do not require information from personal opinions or interpretations. Encourage them to find the answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they write and praise those who complete their work quickly to build confidence.

Repeat the same process for the next three questions. Help students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.



Sum Up (5 min)

Revise all the questions along with their answers.



Assessment (5 min)

Ask random students questions from the Reading Comprehension section to assess their understanding.



Assignment (5 min)

Instruct students to learn the questions and their answers from the Comprehension section.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Literary Techniques
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	22



Objective(s)

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

- Evaluate the literary techniques (e.g., music/sound, imagery/ visual effects, type of vocabulary and language structure) used in written and visual texts to achieve a variety of purposes.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 112, pictures of different scenes, Audio clip.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson with an engaging question: When you read a story, what makes it interesting or memorable? Allow a few students to share their thoughts. Write their responses on the board such as: pictures, feelings, or words. Then tell them that writers use **literary techniques** like **imagery, sound effects, and special words** to make their work more powerful and enjoyable. Encourage students to share any example from the text of the lesson if they have observed. Appreciate them for their active participation.



Concept Building (30 min)

Tell students that today they will learn about ‘Literary devices’. Read aloud a short sentence, for example, *“The leaves crunched under my feet as I walked through the park.”* Ask the class what they imagine when they hear this. Discuss how the words help the reader *see, hear, and feel* the scene. Explain that, they will learn how authors use **sound, imagery, and vocabulary** to make writing more vivid and expressive.

Explain that **literary techniques** are special ways writers make their writing more interesting and meaningful. Introduce a few key types:

Use a few visual aids showing how sound and visuals enhance a scene in a story. Encourage students to notice how these techniques make the message clearer and more enjoyable.

Activity 1: Ask students to open book at page 112 and read the statement 3 aloud from ‘Reading Comprehension’ section. Discuss the given text with them. Ask them to read the given examples on their own for better understanding of the concept. Ask them if they find any difficulty understanding the use of literary technique.

Imagery: Using words that appeal to our senses—sight, sound, smell, taste, and touch.

Example: The warm sunlight painted the sky orange.

Sound Effects: Using onomatopoeic words or musical rhythm to create a sound image.

Example: The bees buzzed around the garden.

Vocabulary and Language Structure: Choosing powerful or descriptive words to create emotion.

Example: *The lonely road stretched endlessly into the night.*

Lesson Plans for Wifaq-ul-Madaris

Activity 2: Show students a picture (e.g., a forest, a busy street, or a river side) or play a short sound clip (like birds chirping or rain falling). Ask them to describe what they *see* and *hear* using vivid words. Encourage them to write one descriptive sentence using imagery or sound effects. After they have done ask them to read aloud their sentence. Appreciate them by clapping.



Sum Up (5 min)

Summarize that good writers use literary techniques to connect emotionally with their readers or viewers. Emphasize that imagery, sound, and strong vocabulary help readers imagine and feel the experience more deeply.



Assessment (5 min)

Ask students to underline the literary techniques used.

Examples:

- *The wind howled through the empty streets.*
- *The cupcakes smelled sweet and buttery.*



Assignment (5 min)

Read a short paragraph from your English textbook and **underline the words or phrases** that create **visual** or **sound effects**.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	23



Objective(s)

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

- Engage in collaborative discussions by coming prepared, building on others' ideas, and expressing own views clearly with evidence.
- Share fact-based views in group discussions, listen attentively, and speak confidently and audibly when it is your turn. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 112-113.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin the lesson by a short conversation by asking,

- What do you want to be when you grow up?*

Allow a few students to share their answers. Then ask,

- Do you think all professions are equally important?*
- Why should we respect people who do different kinds of work?*

Write a few of their responses on the board. Appreciate their ideas and explain that today's lesson will help them understand **why every profession deserves dignity and respect.**



Concept Building (30 min)

Tell students that they will read and discuss a short dialogue between **Ḥasan and Ṭāhir** about the **dignity of every profession**. Explain that the word '*dignity*' means **respect and honor**. Say, we often see people treating some jobs as more important than others, but in reality, every profession plays a valuable role in our society.

Ask students to open book at page 112. Read the given dialogue aloud once with proper expression and ask students to listen carefully. Then, call on pairs of students to read the conversation aloud in turns. Encourage them to speak clearly and confidently. After reading, ask guiding questions such as:

- What is this conversation about?
- Why does Ḥasan think every profession is respectable?
- How do Ḥasan and Ṭāhir show respect for different jobs?

Discuss the answers together and highlight the message that **every honest profession adds value to the community**, whether it involves teaching, repairing, healing, or protecting others.

Lesson Plans for Wifaq-ul-Madaris

Activity 1: Divide students into pairs. Ask them to discuss and list three professions they think are most important and explain why. Remind them to listen to each other's ideas respectfully. After discussion, invite a few pairs to share their thoughts with the class. Write some key points on the board such as *"helps others," "works hard," "improves society."*

Activity 2: Ask for volunteers to act as Ḥasan and Ṭāhir and perform the dialogue in front of the class. Encourage students to speak confidently, use clear voice, and show expressions. After the performance, ask the class, "What message did you learn from their conversation?" and discuss how showing respect for all professions builds unity and gratitude.



Sum Up (5 min)

Conclude the lesson by discussing the key idea: Every profession, when done honestly and with dedication, deserves dignity and respect. Emphasize that in Islām, **working hard and helping others** is always honorable, no matter what the job is.



Assessment (5 min)

- What does 'dignity of work' mean?
- Why did Ḥasan and Ṭāhir agree that all professions are important?
- How can we show respect for workers in our daily life?



Assignment (5 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Connotative and Denotative Meaning
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	24



Objective(s)

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

- Distinguish between the connotative and denotative meaning of words denotations and their appropriate use in a variety of writing and texts.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 113-114



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Write the word “**home**” on the board and ask, “What comes to your mind when you hear the word ‘home’?” Allow students to share freely. Some might say “a place to live,” while others might say “family, love, or comfort.” Appreciate all responses and explain that both answers are correct but they represent two different types of meanings.



Concept Building (30 min)

Tell students that today, we will learn the difference between the dictionary meaning of a word and the emotional or imaginative meaning it carries. Explain to the students that **Denotation** is the *exact dictionary definition* of a word its literal meaning. Write on the board: *Denotation = Dictionary Definition* Then, explain that **Connotation** is the *feeling or emotion* a word makes us think of what it suggests beyond its basic meaning. *Connotation = Connected Feelings or Emotions*. Give some examples in the form of a table for better understanding as following:

Word	Denotative Meaning	Connotative Meaning	Sentences
House	A building where people live.	Warmth, safety, and family	Denotative: I went home after school. Connotative: The cosy home felt like a warm hug after a long day.
Gold	A yellow precious metal.	Wealth, success, or high value.	Denotative: The necklace was made of pure gold. Connotative: Winning the competition was like striking gold for the team.

Read more examples aloud and discuss them with students

- Denotative:** She was found innocent of the crime.
- Connotative:** His innocent questions showed he was new to the subject.

Lesson Plans for Wifaq-ul-Madaris

Ask students: “Can you feel the difference between these sentences?” and “Which one gives more feeling or imagery?” Let them share their ideas. Emphasize that **good writers use connotation** to make their writing more interesting and emotional.

Activity 1: Ask students to open book at page 113. Read the text from vocabulary section. Now read the statement 1 of the vocabulary section. Ask students to read all the examples very carefully. Note down the difference in each sentence. Give them some time for reading.

Activity 2: Divide the class into small groups. Give each group a list of words such as: child, rose, school, winter, smile, cheap, curious etc. Ask them to discuss and write one **denotative** meaning and one **connotative** meaning for each. After 10 minutes, invite groups to share one example each. Appreciate their responses. Write a few on the board and discuss how connotation changes the feeling of the word.



Sum Up (5 min)

Summarize the lesson by asking students:

- How does connotation make writing more interesting?



Assessment (5 min)

Ask random questions from the students.

- What is denotation?
- What is connotation?



Assignment (5 min)

Solve statement 2 of page 114 on your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Nouns with plural forms and Nouns that look plural.
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	25



Objective(s)

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

- Recognize and use correctly nouns that have only plural forms (e.g., trousers, spectacles) and singular nouns that look plural (e.g., news, mathematics).



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 114-115.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students: Who can tell me what a plural noun is? Encourage a few responses and write examples like book/books, cat/cats, and boy/boys on the board. Then ask them: Do all plural nouns end with *s*? After students say yes, show a word like ‘news’ on the board and ask, this word ends with *s* too so is it plural? Allow them to think, discuss, and share opinions. Praise their curiosity.



Concept Building (30 min)

Tell students that today they will learn about special nouns that look plural but are singular, and some nouns that only have plural forms. Explain that some nouns look plural because they end with ‘*s*’, but they actually represent a single thing these are called singular nouns that look plural. Write examples on the board: news, mathematics, physics, athletics e.g.: The news is on TV. Here, ‘news’ is singular even though it ends with ‘*s*’.

Next, explain nouns that have only plural forms, which always take plural verbs, even if they refer to one object. e.g.: trousers, scissors, spectacles, sunglasses, shorts. For example: My trousers are new. In this example: We use ‘*are*’ because ‘trousers’ is always plural.

Ask students to repeat the examples after you and identify which nouns are singular-looking and which are truly plural.

Activity 1: Ask students to open book at page 114 and read the text from grammar section. Read aloud the statement 1 from ‘Grammar Section’. Ask students to read the examples very carefully and notice the use of sentences with singular nouns that look like plural. Now ask them to read the statement 2 and also read the given examples. After reading ask students to look at statement 3 and solve it: ‘Circle the nouns that have only plurals and underline the nouns that look plural.’ Make a round while they are doing their work to ensure the correct answers.

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Activity 2: Write a mixed list of nouns on the board: *news, trousers, scissors, mathematics, sunglasses, physics*. Ask students to come up one by one and place each noun under the correct heading on the board:

- Singular nouns that look plural
- Nouns with only plural forms

Appreciate students for their correct responses.



Sum Up (5 min)

Summarize by saying that some nouns may look plural because they end in *s* like *news* or *mathematics* but they are actually singular. Others, like *scissors* or *trousers*, always stay plural even when we talk about one item.”



Assessment (5 min)

Solve the worksheet.



Assignment (5 min)

Make sentences using nouns that only have plural form and nouns that look like plurals in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Worksheet

Adjectival Phrases

Name: _____

Date: _____

Circle whether the underlined noun is singular or plural.

- | | |
|---|---------------------|
| 1. The <u>news</u> was surprising. | (Singular / Plural) |
| 2. My <u>trousers</u> are too tight. | (Singular / Plural) |
| 3. <u>Mathematics</u> is my favorite subject. | (Singular / Plural) |
| 4. His <u>scissors</u> were very sharp. | (Singular / Plural) |
| 5. The <u>physics</u> of motion is fascinating. | (Singular / Plural) |

Each sentence has an error. Rewrite it correctly.

- | | |
|---|-------|
| 1. The news are very interesting today. | _____ |
| 2. My trousers is in the cupboard. | _____ |
| 3. Mathematics are difficult for some students. | _____ |
| 4. Scissors is used to cut paper. | _____ |
| 5. The physics of sound are complex. | _____ |

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Correlative Conjunctions
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	26



Objective(s)

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

- Recognise and use correlative conjunctions including pairs such as both/and, either/or, etc.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 115



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students, “Do you ever find it hard to choose between two options, like deciding whether to play football or cricket?” Encourage students to share their answers aloud. Then write a few simple sentences on the board such as:

- Ali likes both mangoes and apples.
- You can either take the bus or walk to school.

Ask students what they notice about these sentences. Guide them to see that the highlighted pairs of words ‘both/and’ and ‘either/or’ are connecting ideas in a special way. Appreciate all the responses.



Concept Building (30 min)

Tell students that today they will learn about an interesting topic ‘Correlative Conjunctions’. Tell students that **correlative conjunctions** are pairs of words used together to join words, phrases, or clauses within a sentence. Explain that these conjunctions always come in pairs, such as **both/and**, **either/or**, **neither/nor**, **not only/but also**, and **as/as**. Give a few examples on the board to illustrate their use:

- This mirror is as bright as the sun.
- Both my sister and I enjoy cooking on weekends.
- You can either go to Lahore or Islamabad.

Ask students to repeat the examples and identify the pair of words in each. Explain that these conjunctions help connect equal ideas and make writing smoother and more expressive. After the explanation ask students to open book at page 115. Read the statement 5 aloud from grammar section. Ask students to now read the given text and examples on their own. Ask them to notice the use of Correlative Conjunctions.

Activity: Divide the class into small groups. Give each group a short list of correlative conjunctions such as **both/and**, **either/or**, **neither/nor**, **not only/but also**, and **as/as** and a few sentence prompts. E.g.

- You can _____ eat the sandwich _____ save it for later.
- This bag is _____ light _____ strong.
- _____ Ali _____ Bilal forgot to bring their homework.

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- He is _____ polite _____ helpful.

Ask them to work together to create meaningful sentences using each pair correctly. Afterward, invite one member from each group to share their best sentence aloud. Appreciate their creativity and correct usage.



Sum Up (5 min)

Recap the lesson by asking students what they learned about correlative conjunctions. Discuss how these pairs help link related ideas in writing and speaking.



Assessment (5 min)

Ask students at random to write some sentences and ask them to complete these.



Assignment (5 min)

Solve statement 6 given on page 115.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Types of Sentences
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	27



Objective(s)

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

- Distinguish and write four types of sentences i.e. Declarative, exclamatory, interrogative and imperative.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 115-116.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by saying, “Today, we’re going to learn how sentences can express different feelings, commands, and questions.” To activate prior knowledge, write a few sentences on the board such as:

1. *Close the door.*
2. *What a beautiful day!*
3. *Ali plays football every evening.*
4. *Are you coming to school tomorrow?*

Ask students to read them aloud and guess how they are different from each other. Discuss their ideas, guide them by asking, which sentence sounds like a command? Which one is showing excitement? Which one is asking something? Appreciate all the responses and tell them that today, they will explore **the four main types of sentences**: declarative, imperative, exclamatory, and interrogative.



Concept Building (30 min)

Tell students that sentences are the building blocks of communication. Explain that each type of sentence has its own purpose and punctuation.

- Declarative sentences** give information, statements, or opinions and end with a full stop.
Example: Salman likes to read books.
- Imperative sentences** give commands, requests, or instructions and also end with a full stop.
Example: Please bring your notebook.
- Exclamatory sentences** show strong emotions such as excitement, surprise, or anger and end with an exclamation mark.
Example: Wow! That was amazing!
- Interrogative sentences** ask questions and always end with a question mark.
Example: Did you finish your homework?

Ask students to repeat examples after you, and then invite them to give one example for each type. Write their answers on the board and correct them gently when needed. After that ask students to look at their

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books at page 115 and look at the heading of types of sentences. Now read the text and ask students to listen carefully. Then, read the statement 7-10 and ask students to come in front of the class and read examples of each type of sentence and rest of the class will listen carefully. Ask students to solve the statement 11 at page 116 on their books. Make sure that every student is participating in the task.

Activity 1: Divide the class into small groups. Give each group a set of mixed sentences written on slips of paper (some declarative, imperative, exclamatory, and interrogative). Ask them to sort the slips into four categories based on sentence type. Afterward, discuss their choices as a class and ask, "How did you know this one was a command?" or "What clue tells you it's a question?"

Activity 2: Write prompts on the board like *school, holiday, teacher, football, and family*. Ask students to write four sentences about any one topic one of each type. Encourage creativity! A few students can read their sentences aloud, and classmates can identify which type it is. Appreciate students for their active participation.



Sum Up (5 min)

Recap the lesson by asking, "Who can tell me what kind of sentence gives information?" "Which one shows emotion?" "Which one gives a command?" and "Which one asks a question?" Summarize that knowing the four types of sentences helps us express ourselves clearly and understand others better.



Assessment (5 min)

Identify the sentences:

- Please help me with my bag.
- How beautiful this garden is!
- The cat is sleeping under the table.
- Are you joining us for lunch?



Assignment (5 min)

Write a paragraph using the types of sentences in your notebook.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Present Prefect Continuous Tense
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	28



Objective(s)

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

- Use present perfect continuous tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 117



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the class by asking students what they already know about the **Present Perfect Tense**. Ask them some questions:

- Who can tell me what the present perfect tense is used for?
- Can anyone give me a sentence with *has* or *have* plus the past participle?

After listening their responses. Write a few of their responses on the board, e.g.,

- I have eaten my lunch.
- She has finished her homework.

Then ask: what if the action started in the past and is still happening now? Allow students to share guesses. Lead them to the idea that such actions are expressed using the **Present Perfect Continuous Tense**.



Concept Building (30 min)

Tell students that today they will learn how to talk about actions that began in the past and are still continuing ‘**Present Perfect Continuous Tense**.’ Explain that **Present Perfect Continuous Tense** shows an action that started in the past and continues in the present or has just stopped.

Write the **structure** on the board:

Subject + has/have + been + base form of verb + ing + object + since/for.

Explain the use of ‘**has**’ (for *he, she, it*) and ‘**have**’ (for *I, we, you, they*). Also explain use of ‘**since**’ (a specific starting point in time, e.g., *since Monday, since 7 a.m., since 2005*) and ‘**for**’ (a time duration, e.g., *for two hours, for three days, for a week*). Give examples and write them on the board:

- *I have been studying English since morning.*

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- *She has been working for three hours.*
- *It has been raining since last night.*

Ask students to repeat these examples after you to practice pronunciation and rhythm. Encourage questions and clarify doubts, ensuring everyone understands the pattern.

Activity 1:

Ask students to open their textbook at page 117. Ask them to read the statement 13 from the "Grammar" section aloud. Tell students that the present perfect continuous tense can be structured as follows:

- Positive/Affirmative
- e.g. We have been working since morning

Subject + has/have + been + base form of verb + ing + object + since/for.

- Negative
- e.g. We have not been working since morning.

Subject + has/have + not + been + base form of verb + ing + object + since/for.

- Interrogative
- e.g. Have we been working since morning?

Has/Have + Subject + not + been + base form of verb + ing + object + since/for?

Describe the three-sentence structure with the help of this picture write the sentence structure on the board with examples. After this explanation, ask them randomly to make one sentence each of three forms of future continuous tense. Ask them to read the statement (14) from the "Grammar" section aloud. Ask students randomly to read the given sentences with correct pronunciation. Ask them to note each highlighted word from each sentence.

Activity 2: Make group of students. Give each pair of students five action words (e.g., *read, write, dance, work, sleep*). Ask them to make sentences using the **present perfect continuous tense** with **since/for**.

Example:

- *He has been reading for two hours.*
- *They have been working since morning.*

Have pairs share one sentence each aloud. Appreciate correct answers and correct gently when needed.



Sum Up (5 min)

Summarise the concept by saying that present perfect continuous tense represents an action that started in the past and continues now or has only just stopped.



Assessment (5 min)

Change the following sentence into a question:

- *They have been studying for three hours.*

Identify whether "since" or "for" fits correctly:

- She has been waiting ____ 8 o'clock.
- We have been playing ____ two hours.



Assignment (5 min)

Make six sentences using the present perfect continuous tense.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Past Prefect Continuous Tense
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	29



Objective(s)

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

- Use past prefect continuous tense correctly in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 117-118.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the class by asking students what they already know about the Present **Perfect** Continuous **Tense**.

Ask them some questions:

- Who remembers what the Present Perfect Continuous Tense is used for?
- Can anyone tell where “*have been*” or “*has been*” used?
- What if the action had started in the past and was still going on before another past action happened?

After listening their responses. Write a few of their responses on the board, e.g.,

- *He has been reading for two hours.*
- *They have been working since morning.*

Appreciate them for the active participation and quick responses.



Concept Building (30 min)

Tell students that today they will learn about ‘Past Prefect Continuous Tense’. Explain that **Past Perfect Continuous Tense** shows an action that **began in the past, continued for some time, and stopped before another action or time in the past. Write the sentence structure on the board.**

Subject + had + been + base form of verb + ing + object + since/for.

Explain that “**had been**” is used with **all subjects** (I, he, she, it, we, you, they). Then clarify the use of **since** and **for**:

- **Since** → for a specific starting point (since Monday, since 5 o’clock, since 2010)
- **For** → for a period of time (for two hours, for a week, for five years)

Write examples on the board and read them aloud:

- I had been studying for two hours before my friend called.
- She had been working since morning when the rain started.

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- They had been waiting for the bus for half an hour before it arrived.

Ask students to repeat the sentences for pronunciation practice and rhythm. Encourage them to notice that this tense connects **two actions in the past**, one continuing and one interrupting.

Activity 1: Ask students to open their textbook at page 117. Ask them to look at the book and tell them all the three sentence structures of past perfect continuous tense. Explain the three sentence forms of Past Perfect Continuous Tense and write them clearly:

1. **Affirmative:**

- She had been cooking for two hours before guests arrived.

2. **Negative:**

- She had not been cooking for two hours before guests arrived.

3. **Interrogative:**

- Had she been cooking for two hours before guests arrived?

Subject + had+ been + base form of verb + ing + object + since/for.

Subject + had + not + been + base form of verb + ing + object + since/for.

Had + Subject + not + been + base form of verb + ing + object + since/for?

Ask students to make one example of each form orally. Appreciate correct answers and correct gently when needed. Now ask them to look at book page 118 and read aloud the statement '17' from 'Grammar Section'. Ask students to observe and read the given examples carefully.

Activity 2: Divide the class into pairs or small groups. Give each group five verbs (e.g., read, play, sleep, work, travel). Instruct each group to make sentences in the past perfect continuous tense using *since* or *for*.

Example:

- He had been reading for an hour before the lights went off.
- They had been traveling since morning before they reached home.

Walk around, assist groups where needed, and encourage students to share one sentence aloud.



Sum Up (5 min)

Conclude the lesson by reinforcing the concept: The Past Perfect Continuous Tense describes an action that started in the past, continued for a while, and ended before another past action."



Assessment (5 min)

Ask students to complete the following orally or in notebooks:

1. Change the sentence into a question:
 - She had been working since morning.
2. Fill in the blanks with **since** or **for**:
 - They had been sleeping ___ three hours before the alarm rang.
 - I had been writing ___ 6 a.m. when you knocked.



Assignment (5 min)

Write three sentences for each perfect continuous tense, i.e., the past and the present, in your notebook.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Features of Formal Letter
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	30



Objective(s)

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

- Recall the features of informal letters and learn the features of formal in terms of tone, style, and purpose.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 118



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask them if they have ever written or received a **letter** from someone they know. Start an engaging discussion by asking:

- “Who has ever written a letter to a friend, cousin, or family member?”

Let students share their responses freely. As they speak, write some of their words on the board such as *Dear Friend, How are you?* Ask follow-up questions to check prior understanding:

- Can you tell what makes an informal letter different from a school application?
- Do we use formal words or simple, friendly words in a letter to our best friend?

Appreciate correct answers, reinforce that **informal letters are personal, casual, and written to family or friends**, and tell students that today they will recall their features and compare them with **formal letters** to learn how both types are written differently.



Concept Building (30 min)

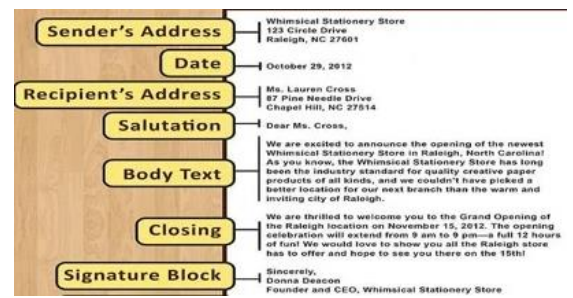
Tell students that letters are one of the most common forms of written communication. There are **two main types: Formal** and **Informal** letters. Write the two types on the board and explain each one with examples in the form of table for the better understanding of the difference:

Informal Letter	Formal Letter
Written to family and friends.	Written for official or professional purposes (e.g., to a principal, manager, or government office etc.).
Friendly and personal tone.	Uses polite, respectful, and direct language.
Uses simple and warm language.	Example greeting: Dear Sir/Madam,
Example greeting: Dear Ali,	Example closing: Yours sincerely,

Then write and explain the **parts of a letter** (using the board and a chart, if available):

Lesson Plans for Wifaq-ul-Madaris

1. **Sender's Address**
2. **Date**
3. **Recipient's Address**
4. **Salutation**
5. **Body**
6. **Closing**
7. **Signature**



Ask guiding questions after each part:

- Where should the sender's address be written?
- "Why is the date important in a letter?"
- How do we politely end a letter?

Encourage students to take notes and participate in answering. Ask students to open book at page 118 and read the statement 1 from 'Guided Writing' section. Ask students to read the parts of a formal letter.

Activity 1: Provide students with two short letters (one formal and one informal) printed or written on the board. Ask students in pairs to identify which letter is formal and which is informal. They must also underline the **tone words** that helped them decide (e.g., *Dear Sir*, *Love from*, *Sincerely*, *Best wishes*).

Discuss answers together.



Sum Up (5 min)

Reinforce key points by asking quick questions:

- What is the difference between formal and informal letters?
- Which type of letter uses a friendly tone?



Assessment (5 min)

Identify whether the following sentences are from a **formal** or **informal** letter:

- "Dear Uncle, I hope you're doing well."
- "I am writing to apply for the post of librarian."



Assignment (5 min)

Learn the parts of a formal letter.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Formal Letters
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	31



Objective(s)

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

- Write formal letters and emails (applications, complaints acceptances/ rejections, condolences), letters to the editor, and police reports using appropriate vocabulary, tone, and style for the context and audience.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 119



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Tell students that before learning how to write formal letters and emails, they will first play a short game to understand the difference between formal and informal tone. Write a few sentences on the board, such as “*Hey friend, what’s up?*”, “*Dear Sir, I’m writing to request permission for leave.*”, and “*Best wishes for your success!*” Read them aloud with expression and then ask the class, “Which sentence sounds formal?” “Which one sounds informal or casual?” and “When do we use formal tone?” Allow students to share their thoughts and discuss why some sentences sound more polite or professional than others. Guide them to understand that formal letters and emails use polite, respectful, and structured language, while informal ones sound friendly and casual. Conclude the warm-up by saying, “Excellent! Now let’s learn how to write formal letters and emails for different real-life situations using the correct tone and format.”



Concept Building (30 min)

Tell students that today they will learn about how to write formal letters. Explain that **formal letters and emails** are written to people in positions of authority or for professional communication. e.g. (applications, complaints acceptances/ rejections, condolences), letters to the editor, and police reports. Ask students to recall the parts of a formal letter they have learnt in previous lesson. Revise the parts by writing them on the board.

Now write a letter on the board and ask students to read and observe carefully all the parts of a formal letter.

Activity: Ask students to open book page 119 and read the formal letter to mayor about improving a local park. Ask students to observe carefully all the parts of a formal letter. After reading ask them to copy it into their notebooks. Give them 10 minutes for the task. Make rounds while they are doing their task ask them to write neatly and carefully use all the punctuation marks.

Sender’s Address

Date

Receiver’s Address

Subject Line

Salutation (e.g., *Dear Sir/Madam*)

Body (3 paragraphs: introduction, details, closing)

Closing (e.g., *Yours faithfully*)

Signature (Name & Designation)

Lesson Plans for Wifaq-ul-Madaris



Sum Up (5 min)

Recap by asking:

- What are some types of formal letters?
- Why is tone important in writing?
- How is a formal letter different from an informal one?



Assessment (5 min)

Ask students at random to share important points while writing a formal letter.



Assignment (5 min)

Write a formal letter to the Municipal Officer about garbage collection issues.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	The Right Way to Earn
Grade	8	Topic	Creative Writing
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	32



Objective(s)

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

- Write formal letters for different social and academic purposes. **Creative Writing**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 119.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Engage the students with a short discussion. Ask them, “Have you ever written a letter before? To whom was it addressed?” Allow students to share examples such as writing to a friend, teacher, or principal. Then, write short example on the board — one informal (“Hey, how are you?”) and one formal (“Dear Principal, I am writing to request a day off.”). Ask students, “Which one sounds more suitable for school or official situations?” Guide them to recall that formal letters are used for serious, respectful communication in social or academic contexts, such as applications, requests, or invitations. Conclude by saying, “Today we will learn how to write effective formal letters with the correct format, tone, and purpose.”



Concept Building (30 min)

Explain to the students that a **formal letter** is written for official, professional, or academic purposes. It follows a fixed structure and uses polite, clear, and formal language. Write the key parts of a formal letter on the board and explain each one with examples:

1. **Sender's Address** – The address of the person writing the letter.
2. **Date** – The day the letter is written.
3. **Recipient's Address** – The address of the person receiving the letter.
4. **Salutation** – A respectful greeting (e.g., *Dear Sir/Madam*).
5. **Subject** – A short line telling the purpose of the letter.
6. **Body** – The main part where the message or request is clearly stated.
7. **Closing** – A polite ending (e.g., *Yours sincerely*).
8. **Signature** – The writer's name and signature.

Give an example on the board:

Example:

25-A, Model Town, Lahore
7th November 2025
The Principal,
ABC Public School, Lahore.

Lesson Plans for Wifaq-ul-Madaris

Subject: Application for Leave

Dear Sir,

I am writing to request two days' leave as I am unwell. Kindly grant me permission to stay at home and recover.

Yours obediently,

Ali Ahmad

Encourage students to read it aloud and discuss how the tone and structure make it formal.

Activity 1: Distribute short printed formal letters (e.g., an application for leave, an invitation, or a request for information). Ask students to underline the *salutation*, *subject*, *closing*, and *signature*. Discuss answers as a class.

Activity 2: Ask students to choose one of the following situations and write a short formal letter:

- Requesting a character certificate from the principal.
- Writing a thank-you letter to a teacher.
- Requesting permission to organize a school event.

Guide them as they write, reminding them to use polite expressions and proper structure. Move around the class to provide support and encouragement.



Sum Up (5 min)

Recall all the important points of a formal letter.



Assessment (5 min)

Ask students at random to share the parts of a formal letter.



Assignment (5 min)

Write a letter to your school administrator requesting information about a scholarship programme.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	33



Objective(s)

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

- Explain the importance of using intellect and reasoning in human life.
- Explore complex ideas and Issues in drama, establish roles and apply dramatic approaches with confidence. **(Pre - Reading)**
- Recite the poem (Seven stanzas) with correct rhythm and pronunciation.
- Structure, transitional devices, own words and relevant punctuation marks.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 120-121



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Engage students in a reflective discussion. Ask, “Have you ever thought about how important our actions are in this life?” and “What happens when we ignore our responsibilities or waste time?” Allow students to share their thoughts. Connect their responses to the theme of making wise choices and using intellect and reasoning in life. Then, tell them that today’s poem beautifully reminds us of how important it is to live with purpose and prepare for the hereafter and explain that it presents a conversation between a man and the Angel of Death, Izrā’il, exploring deep moral and spiritual lessons.



Concept Building (30 min)

Ask students to open book at page 120 and look at the title of the poem. Ask them to share their views on the title of the poem, “Alarm for a Wise Muslim”. Make sure every student will participate. Then ask them to tell if they ever promised to make a change in their life but found it difficult to keep? What did they do in this situation? Note down their responses. Now relate their responses to the topic and explain that the poem uses ‘dialogue’ between a man and the Angel of Death to teach an important moral lesson. The man is afraid of death because he realizes too late that he has wasted his life in worldly pleasures, ignoring his religious duties and moral responsibilities. Explain that the poet wants readers to understand that intellect and reasoning must guide human actions not greed or neglect. The poet wants us to **think deeply before we act**. We should use our **intellect (aql)** and **reasoning** (the ability to tell right from wrong) to make good choices. Our actions should be guided by **faith, morality, and understanding**, not by **desires, greed, or neglect** of our spiritual responsibilities.

Discuss the poem’s **themes** such as:

- Accountability for one’s actions.
- The certainty of death.
- The importance of using time wisely and obeying Allah’s commands.

Lesson Plans for Wifaq-ul-Madaris

Encourage students to share what they think the man could have done differently if he had used his reasoning earlier.

Activity: Divide students into pairs or small groups. Assign one student the role of *the Man* and another the role of *the Angel of Death (Izrā'il)*. Ask them to read the first seven stanzas of the poem aloud, paying attention to rhythm, tone, and pronunciation. Guide them to express emotions like fear, regret, and realization through their voice and facial expressions. Walk around and provide feedback on pronunciation and fluency. After the reading, appreciate their effort and discuss how dramatizing the poem helped them understand its meaning better.



Sum Up (5 min)

Conclude the lesson by summarizing that the poem reminds us that life is short and unpredictable. It teaches that we must use our intellect to make wise choices, obey Allah's commands, and live with kindness and responsibility.



Assessment (5 min)

Ask students to explain, in two or three sentences, what the poem teaches about reasoning and the use of intellect.



Assignment (5 min)

Read the textbook page 121.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	34
 Objective(s)			
At the end of this period, the students will be able to: - Recite the poem (remaining stanzas) with correct rhythm and pronunciation. - Develop the habit of self-accountability every day.			
 Resource Material			
Chalk/Marker, White/Blackboard, Textbook pg. 122-124			
 Warm-up (5 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students: What do you think it means to reflect on our actions each day? Encourage them to share examples of how they check their own behavior like saying sorry, helping others, or praying on time. Then recall students of the earlier part of the poem they studied and ask: “What was the man’s attitude towards life before death came?” This short discussion will refresh their memory and prepare them to think deeply about today’s part of the poem.			
 Concept Building (30 min)			
Tell students that today they will continue reciting the remaining stanzas of the poem ‘Alarm for a Wise Muslim’ to improve pronunciation, rhythm, and expression. Explain that while reciting, they should focus on the tone and emotions like fear, regret, and realization that the poet conveys. Discuss how the poem teaches an important lesson: that we must hold ourselves accountable before it’s too late. Explain the term <i>self-accountability</i> (thinking about our deeds every day, asking forgiveness, and trying to do better). Emphasize that the poet’s message is to live a life guided by good deeds and remembrance of Allah. Activity 1: Ask students to open their books at page 122 and read the remaining stanzas aloud together, following the teacher’s rhythm and pronunciation. Pause after each stanza to explain difficult words and ask students what feelings the poet is trying to express. Activity 2: Pair up the students and let them take turns reciting one stanza each to their partner. Encourage them to correct each other gently on pronunciation and expression. Move around to guide and appreciate their efforts. Activity 3: After the recitation, ask: “What did the man in the poem realize too late?” and “How can we avoid his mistake?” Let students share short reflections on what self-accountability means to them like praying regularly, obeying parents, or being kind to others. Appreciate all of their responses.			
 Sum Up (5 min)			

Lesson Plans for Wifaq-ul-Madaris

Conclude the lesson by highlighting that the poem teaches us to live responsibly, obey Allah's commands, and think about our deeds daily.



Assessment (5 min)

Ask a few students to recite one stanza each with correct rhythm and pronunciation. Then ask oral questions such as:

- What is the main message of the poem?
- How can we practice self-accountability every day?



Assignment (5 min)

Read the textbook page 122-124.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	35



Objective(s)

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

- Understand how specific words or phrases are used within a text.
- Memorize the vocabulary words from the lesson “Alarm for a Wise Muslim” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 125



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking: Why is learning new words important? and How do new words help us understand a story better? Let students share their thoughts. Then, write two sentences on the board:

1. The man felt bewildered when he saw the Angel of Death.
2. He wanted to repent for his mistakes.

Ask students which words are new or difficult in these sentences. Use this discussion to lead into the topic explaining that today they will learn some important vocabulary words from the poem “*Alarm for a Wise Muslim*” to help them understand the text more deeply. Write some difficult words from the unit on the board. Ask students at random to read the words aloud and try to guess their meanings. Encourage them to raise their hands one by one to share their answers. Praise them for correct responses to build confidence.



Concept Building (30 min)

Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 125. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice.

Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context.

Activity: Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.

Lesson Plans for Wifaq-ul-Madaris

	Sum Up (5 min)
Review the vocabulary words and their meanings together with the class.	
	Assessment (5 min)
Ask students at random to share the meaning of any word taught in the lesson.	
	Assignment (5 min)
Learn the vocabulary words with their meanings and write them in your notebooks.	

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	36



Objective(s)

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

- Accurately comprehend and respond to questions based on literary texts.
- Summarise complex concepts, processes, or information by paraphrasing them using correct language.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 125



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking: What do you think people feel when they realise they are near death? Encourage students to share their honest thoughts like fear, regret, hope, or peace. Then ask, “What should we focus on in life, worldly success or preparing for the hereafter? Note their responses on the board. Connect their answers to the poem “Alarm for a Wise Muslim” by explaining that it shows what happens when a man faces death after a life spent in neglect of spiritual duties. Tell them that today they will read, discuss, and understand how the man’s reactions and regrets teach us valuable moral lessons.



Concept Building (30 min)

Tell students that today they are going to learn different questions related to the unit. Write some questions related to the lesson on the board for their better understanding such as:

- What role does wealth play in the man's regret as he faces death?
- What does this tell you about the man’s priorities?

Discuss their answers verbally and relate to the warm up discussion which question is factual or which is open-ended. Encourage students to participate in discussion. Appraise them on the correct answers.

Ask students to open their textbooks at **page 125** and read statement (2) from the Reading Comprehension section. Read the first question aloud and ask students to listen carefully. Encourage them to find the answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Now write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they write and praise those who complete their work quickly to build confidence. Repeat the same process for the next three questions. Help students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.

Lesson Plans for Wifaq-ul-Madaris

	Sum Up (5 min)
Revise all the questions along with their answers.	
	Assessment (5 min)
Ask random students questions from the Reading Comprehension section to assess their understanding.	
	Assignment (5 min)
Instruct students to learn the questions and their answers from the Comprehension section.	

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	37



Objective(s)

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

- Make inferences to draw conclusions from, contextual information, writer's viewpoint, implied information.
- Demonstrate an understanding of interpreting and integrating information from a variety of sources. Accurately comprehend and respond to higher order questions.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 125



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Ask students: "Have you ever guessed what someone was feeling even though they didn't say it directly?" Let a few students share examples such as noticing when a friend is upset or excited without being told. Explain that this skill is called making inferences (understanding hidden or implied meanings through clues.)

Show a short picture (for example, a child standing in the rain holding a broken umbrella) and ask: What might have happened before this moment? After students respond, explain that reading comprehension often works the same way we use context clues, tone, and ideas between the lines to find the writer's message.



Concept Building (30 min)

Tell students that today they are going to learn different questions related to the unit. Ask some question from the previous lesson. Ask students to recall what they have learned in the previous lesson. After that write some questions related to the lesson on the board for their better understanding such as:

- How does the man react when he realises death is near?
- How does the conversation between the man and the Angel of Death show the difference between wanting worldly things and focusing on spiritual duties?

Discuss their answers verbally and relate to the warm up discussion which is open-ended. Encourage students to participate in discussion. Appraise them on the correct answers.

Ask students to open their textbooks at **page 125** and read statement (2) from the Reading Comprehension section. Read the fourth question aloud and ask students to listen carefully. Encourage them to infer answer on their own and raise their hands to respond one by one. If someone gives a wrong answer, guide them gently and provide the correct response. Now write the correct answer on the board for everyone to read. Then, ask students to write the answer in their notebooks. Support them as they

Lesson Plans for Wifaq-ul-Madaris

write and praise those who complete their work quickly to build confidence. Repeat the same process for the next three questions. Help students understand each question clearly and encourage them to work out the answers independently. Appreciate their responses and efforts throughout the activity.



Sum Up (5 min)

Revise all the questions along with their answers.



Assessment (5 min)

Ask random questions from the Reading Comprehension section to assess their understanding.



Assignment (5 min)

Instruct students to learn the questions and their answers from the Comprehension section.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	38



Objective(s)

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

- Engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- Deliver dialogues confidently while listening carefully to your partner and taking turns to speak. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 125-126



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin the lesson by informing students that they will start with a brief discussion activity. Invite two volunteers to the front of the class and ask them to act out a simple scene: one student pretends to be a person wasting time on their phone, while the other plays a friend who gently advises them to use their time more wisely. Allow the class to observe the interaction carefully. After the role-play, pose guiding questions such as, "How did the advisor convince their friend?" and "Why is listening important in a conversation?" Use the students' responses to introduce the main focus of the lesson. Explain that today they will learn how to participate in meaningful discussions.



Concept Building (30 min)

Display the title of the discussion "dialogue" on the board and tell students they will read a short conversation that shows how meaningful discussions help us reflect and improve our behaviour. Remind them about discussion etiquette, such as listening carefully, speaking clearly, and respecting others' views. Ask students to open their textbooks at page 125-126 and read the statement from the oral communication section and read the dialogue. Read the dialogue between Tariq and his mother aloud with correct tone and expression.

Activity: Divide students into pairs and assign roles of Mother and Tariq. Invite each pair to read the dialogue in front of the class, focusing on pronunciation, clarity, expression, and turn-taking. After the reading, ask guiding questions such as:

- What was the main concern in the dialogue?
- How did Tariq realise he was wasting time?
- What advice did the mother give?

Lesson Plans for Wifaq-ul-Madaris

- What values can we learn from this conversation?

Encourage students to respond thoughtfully. Appreciate their efforts with applause. Conclude by reminding students that meaningful discussions, careful listening, and clear expression help us make better choices and strengthen our communication.



Sum Up (5 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students some random questions and ask them to answer properly.



Assignment (5 min)

Practice the given dialogue with classmates/parents/siblings.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Literary Devices
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	39



Objective(s)

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

- Recall mood, meter, assonance and consonance given in the text. Use these devices in writing tasks also.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 126



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students to recall the poem they have read recently. Ask guiding questions such as,

- How did that poem make you feel?
- What words or sounds made it enjoyable to read?

Explain that poems create feelings and beauty through different sound devices. Write short sound-based line on the board, for example: “Soft winds sing slowly”. Ask students what they notice about the sounds. Let them share observations so they reconnect with prior knowledge about similar devices.



Concept Building (30 min)

Tell students that today they will recall some literary devices. Explain each concept clearly using simple language. Tell students that **mood** is the feeling a poem creates in the reader, such as happiness, sadness, fear, or calmness. Then explain that **meter** is the rhythm or beat of a poem created by stressed and unstressed syllables. Next, describe **assonance** as the repetition of vowel sounds in nearby words (e.g., “light fire”), and **consonance** as the repetition of consonant sounds (e.g., “best boost past”). Read 2–3 lines from the textbook poem and, as a class, identify where each device appears. Guide students to hear the sounds by repeating the lines aloud together. Clarify any misconceptions and ensure they understand how these devices shape the poem’s sound and meaning. After explaining ask students to open book at page 126 and look the all the four literary devices and read them on their own. Ask if they find any difficulty in understanding.

Activity 1: Divide students into small groups and give each group 4–5 lines from the textbook poem. Ask them to underline examples of assonance and consonance and write the mood created by those lines. Groups will then share their findings, promoting discussion and comparison of interpretations.

Activity 2: Provide each student with a simple writing prompt such as “Evening in the garden” or “The noisy market.” Ask them to write one line using assonance and one line using consonance. Encourage creativity while ensuring the sound repetition is clear. Students may volunteer to read their lines aloud while classmates identify the device being used.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (5 min)

Reinforce that these devices make poems expressive, and memorable. Connect the learning back to the idea that poems use sound to communicate feelings and create beautiful images.



Assessment (5 min)

Ask students at random to share the example of any literary device taught in the lesson.



Assignment (5 min)

Identify the mood of the poem. List examples of assonance and consonance in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Thinking and Mental Verbs
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	40



Objective(s)

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

- Distinguish and use mental and thinking verbs.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 127



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing a few simple sentences on the board such as:

- I know the answer.
- She believes the story.
- They are thinking about the trip.

Ask students to read the sentences and discuss what the underlined verbs describe. Guide them to notice that these verbs do not show physical actions but rather thoughts, feelings, or mental processes. Invite a few students to share examples of actions they do with their minds rather than their bodies.



Concept Building (30 min)

Tell students that today they will learn about “mental and thinking verbs”. Explain to students that a **mental verb expresses mental activities and is also called a cognitive verb e.g., I know the answer. In this example know is the mental verb. Thinking verbs** are verbs that describe internal processes such as considering, pondering or reflecting. These verbs help us express ideas, thoughts, opinions, and feelings such as: They are thinking about the trip. In this example thinking is the verb. Provide students with some examples and ask students to use them in short sentences to show how they differ from action verbs. Encourage students to identify the subject and verb in each sentence to strengthen their understanding. Ask students to open their books at page 127. Ask them to read the mental verbs and thinking verbs from the Grammar section.

Activity 1: Give students a list of mixed verbs and ask them to sort them into categories: action verbs mental and thinking verbs. Provide pairs or small groups with short paragraphs and ask them to underline all mental and thinking verbs they can find. Then ask each group to rewrite two sentences by replacing action verbs with appropriate mental verbs to change the meaning. Conduct a brief speaking activity in which students share two sentences about themselves using at least one mental or thinking verb.

Activity 2: Ask students to look at book page 127 and read the statement 3 aloud. Ask students to read the given sentences and underline the mental and circle the thinking verbs. Take a round in the class and observe if they are doing right. Correct them if need be.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (5 min)

Reinforce that these verbs help us express thoughts, ideas, and feelings that cannot be seen but can be communicated through language.



Assessment (5 min)

Ask students some random questions

- Write one sentence using any mental verb of your choice.
- Write two mental verbs that show **thinking** and two that show **feelings**.



Assignment (5 min)

Ask students to write a short paragraph of **6–8 lines** on the topic “**How I Prepare for Exams.**” Instruct them to use **at least three mental and three thinking verbs**.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Subordinating Conjunctions
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	41



Objective(s)

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

- Identify subordinating conjunctions in sentences and use them correctly to connect main and subordinate clauses.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 127



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing two simple sentences on the board, such as: “I stayed home. It was raining.” Ask students how these sentences can be joined to show a clear relationship. Allow a few responses. Note down their responses on the board and tell that there are some connecting words that are used to connect the sentences.



Concept Building (30 min)

Tell students that today they will learn about subordinate clauses. Explain that there are some words that joins an independent clause to a dependent clause indicating the relationships between two clauses, are called subordinating clauses. Provide common examples including because, when, although, if, before, after, while, since. Write a few model sentences on the board, such as:

- I stayed home because it was raining.
- She completed her work before she went outside.

Identify the main clause and the subordinate clause in each sentence. Clarify that the main clause can stand alone, while the subordinate clause depends on it to make complete sense. Demonstrate how punctuation changes when the subordinate clause comes first. Ask students to open book page 127 and read the text aloud. Now read the statement from Grammar section and ask students to read the examples carefully and observe the use of subordinating conjunctions.

Activity: Ask students to open book page 127 and read the text aloud. Now read the statement 5 from Grammar section and ask students to read the sentences carefully and combine the sentences using the subordinating conjunctions. Take a round and look if they are doing right, If not then correct them for the wrong answers.

Lesson Plans for Wifaq-ul-Madaris

Activity 2: Give students a set of mixed clauses and ask them to join each pair using an appropriate subordinating conjunction. Move around the room to guide them. Next, provide short sentences and ask students to identify the subordinating conjunction and label the main and subordinate clauses. For group work, give each group five conjunctions and ask them to create meaningful sentences using each one. Invite groups to read their sentences aloud, encouraging correct expression and clarity. Provide feedback to support correct usage.



Sum Up (5 min)

Reinforce the idea that subordinating conjunctions help connect related ideas and show relationships such as reason, time, and contrast.



Assessment (5 min)

Ask students to **identify the subordinating conjunction** in these sentences:

- Although it was very cold, the children went out to play.
- I will wait here until you come back.
- She completed her work because she wanted to relax later.



Assignment (5 min)

Make 5 sentences using subordinating conjunction in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Simple and Compound Sentences
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	42



Objective(s)

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

- Identify and differentiate between simple and compound sentences.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 128



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by engaging students in a brief listening-and-thinking exercise. Tell them that you will read several sentences aloud, and their task is to decide whether each sentence expresses **one complete idea** or **two related ideas joined together**. Ask students to show **one finger** for one idea and **two fingers** for two ideas. Read sentences such as:

- The sun is shining.
- The sun is shining, and the birds are singing.
- I finished my homework.
- I finished my homework, but I forgot to bring it.

After each sentence, pause and observe their responses. Then ask a few students to explain why they chose “one idea” or “two ideas.” Help them notice that some sentences express a single thought, while others connect two complete thoughts using joining words. Appreciate students for their responses.



Concept Building (30 min)

Tell students that today they will learn about Simple and Compound Sentences. Explain that a **simple sentence** has one subject and one predicate and expresses a complete thought. Give some examples such as: “*The boy runs.*” or “*My mother is cooking.*” Next, introduce **compound sentences** by explaining that they contain two independent clauses joined by coordinating conjunctions (for, and, nor, but, or, yet, so). Write examples on the board and underline each clause to show that both parts can stand alone as complete sentences. Emphasize how coordinating conjunctions help connect ideas smoothly. Ask students to open book at page 128 and read the text about simple and compound sentences aloud. Now ask students to read the given examples of simple and compound sentences and notice their use.

Activity: Divide the class into pairs. Provide students with a mixed list of simple and compound sentences. For example: The children played in the garden. Rain fell heavily. I read a book last night, but I did not finish it. The bus arrived late, so we missed the assembly etc. Ask them to identify whether each one is simple or compound. Then give them pairs of simple sentences and ask them to join those using coordinating conjunctions. Encourage them to read their new compound sentences aloud to reinforce clarity and fluency.

Appreciate them for their correct responses.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (5 min)

Reinforce that simple sentences express one idea, while compound sentences combine two complete ideas using conjunctions.



Assessment (5 min)

Ask students at random to write **Simple** or **Compound** for each sentence.

- I like ice cream, but my brother prefers cake.
- The sun rises in the east.
- She studied hard, so she passed the exam.
- Tom and Jerry ran across the yard.
- I wanted to go to the park, yet it started raining.



Assignment (5 min)

Ask students to write **five simple sentences** and **five compound sentences** in their notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Simple, Compound and Complex Sentences
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	43



Objective(s)

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

- Identify and differentiate between simple, compound, and complex sentences.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 129, Sentence cards, Worksheet.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing two short sentences on the board, e.g., “I went to the park.” and “I saw my friend.” Ask students to read them aloud and discuss:

- Are these sentences long or short?
- Do they express one idea or more than one idea?

Ask students to recall the previous lesson about simple and compound sentences. Ask them to share some sentences with you. Note down their responses on the board and appreciate them for active participation.



Concept Building (30 min)

Tell students that today they will learn about the difference between simple, compound, and complex sentences. Explain all the three types of sentences.

a. Simple Sentence:

Explain that a simple sentence contains one independent clause with a subject and a predicate. Example: he reads the newspaper.

b. Compound Sentence:

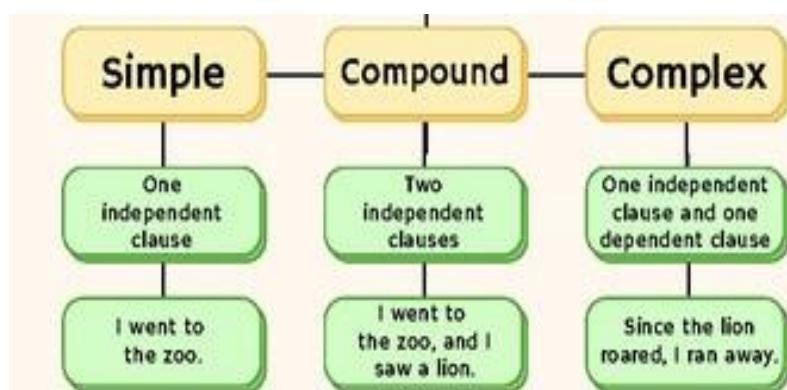
Introduce compound sentences as those that contain two or more independent clauses joined by coordinating

conjunctions (for, and, nor, but, or, yet, so) Example: “I wanted to play outside, but it started raining.”

c. Complex Sentence:

Explain that complex sentences have one independent clause and at least one dependent clause, often introduced by (because, although, since, if, when, etc.). Example: “I stayed home because it was raining.”

After explaining the concept ask students to open book at page 129 and read the complex sentences from the text. Now read statement 9 from Grammar section and ask students to observe the give examples of complex sentences.



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Activity 1: Ask students to look at statement 9 of page 129 and read aloud the statement. Ask them to read the paragraph, separate the simple, compound and complex sentences and note them in their notebooks. Take a round a look if they are doing right. Appreciate them for the correct answers and correct them if need to be.

Activity 2: Distribute sentence cards or examples. Ask students to identify each sentence as simple, compound, or complex. Encourage them to underline the subject and predicate in simple sentences, clauses and conjunctions in compound and complex sentences. Discuss answers as a class to ensure understanding.



Sum Up (5 min)

Review the definitions and examples of simple, compound, and complex sentences. Highlight the key difference: number of clauses and use of conjunctions.



Assessment (5 min)

Solve the worksheet.



Assignment (5 min)

Make two **simple, compound, and complex sentence** and write them in your notebooks.

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Worksheet

Topic: Simple, compound and complex sentences

Name: _____

Date: _____

Q: Write Simple, Compound, or Complex next to each sentence.

1. The birds were singing in the morning. _____
2. I wanted to read a book, but my sister turned off the light. _____
3. She stayed home because she was feeling sick. _____
4. The classroom was very quiet. _____
5. I will call you when I reach home. _____
6. The sun was shining, and the weather felt warm. _____
7. Although it was late, he continued his work. _____
8. We watched a match last night. _____

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Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Complex sentences
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	44



Objective(s)

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

- Construct complex sentences using main and subordinate clauses with correct transitional devices and punctuation.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 129



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by telling students that today they are going to participate in an amazing activity. Divide the class into groups. Give each pair a small card with either a **cause** or an **effect** written on it. Examples include:

- Cause:* The lights went out.
- Effect:* Everyone shouted.
- Cause:* She forgot her homework.
- Effect:* The teacher looked disappointed.
- Cause:* It started raining heavily.
- Effect:* The players ran off the field.

Ask students to walk around the classroom to **find the matching card** that completes their idea. Once matched, each pair must join their two ideas using a **transitional device** such as because, although, when, since, *or* while.

For example:

- “Everyone shouted **when** the lights went out.”
- “The players ran off the field **because** it started raining heavily.”

Invite a few pairs to share their sentences aloud. Appreciate students for their active participation and correct responses.



Concept Building (30 min)

Tell students that today they will learn about complex sentences. Explain that a **complex sentence** contains **one main clause** and **one subordinate clause**. Provide a clear definition of each:

- Main Clause:** A group of words that can stand alone as a complete sentence.
- Subordinate Clause:** A group of words that cannot stand alone and begins with a subordinating conjunction or transitional device.

Give several model examples:

- Although** it was raining, we continued our game.
- We continued our game **because** we were excited.

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Highlight the rules of punctuation:

- When the **subordinate clause comes first**, a **comma** is required.
- When the **main clause comes first**, a comma is usually **not** needed.

Show a list of common transitional devices: *although, because, since, while, when, if, as, even though, before, after*. Ask students to open their books at page 129 and read the text of complex sentences. Now ask students to observe the given examples of sentences very carefully.

Activity 1: Provide sentence strips or write examples on the board such as: When the bell rang, the children ran inside. He was late for school because the traffic was heavy. Although he was tired, he finished his work.

The teacher praised him since he worked hard etc.

Ask students to:

1. Identify the **main** and **subordinate** clauses.
2. Circle the **transitional device** used.
3. Rewrite the sentence by placing the subordinate clause in a different position while maintaining correct punctuation.

Example tasks:

- Rewrite “She stayed home because she was sick” by moving the subordinate clause to the beginning.
- Identify the clauses in: “When the bell rang, the students lined up quickly.”

Discuss answers to reinforce understanding.



Sum Up (5 min)

Reinforce that **complex sentence** contains **one main clause** and **one subordinate clause**. They help add detail, depth, and clarity to writing



Assessment (5 min)

Ask students at random some questions:

- What is a main clause?
- What is a subordinate clause?
- Why is punctuation important in complex sentences?



Assignment (5 min)

Write **five complex sentences** on ‘A rainy day’ in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Direct And Indirect Speech
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	45



Objective(s)

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

- Recognize and understand direct and indirect speech.
- Learn rules (1-5) to change sentences from direct speech to indirect speech correctly.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 129,130



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by displaying a picture on the board showing two characters speaking. Write their exact sentences in speech bubbles (e.g., “I am hungry,” said Aisha). Ask students:

- What do we call sentences written inside speech bubbles?
- How would we report this sentence to someone else?

Allow a few students to respond. Note down their response on the board. Appreciate them for the participation. Explain that this leads to the topic of direct and indirect speech.



Concept Building (30 min)

Tell students that today they will learn about ‘direct and indirect speech’. Explain that direct speech uses the exact words spoken by someone. Example: **Aisha said, “I am hungry.”** Highlight quotation marks and comma placement. Explain that indirect speech reports what someone said **without using their exact words**. Example: **Aisha said that she was hungry.** Show how quotation marks are removed and how pronouns and tense change. Tell students that there are some certain rules to change the direct speech into indirect speech. Today we will discuss some of them.

Rule # 1: Verb tense changes

Draw a chart or table on the board or paste it and then explain how a direct speech changed into indirect in the tenses. Give examples and then ask students to give related examples. Then explain the second rule.

Rule # 2: Time Expressions

Now explain how time expressions change accordingly.

Rule # 3: Modal Verb Changes

Tense	Direct Speech	Indirect Speech
Present Simple	She said, “I like coffee.”	She said that she liked coffee.
Present Continuous	He said, “I am working.”	He said that he was working.
Present Perfect	She said, “I have finished.”	She said that she had finished.
Present Perfect Continuous	He said, “I have been studying.”	He said that he had been studying.
Past Simple	She said, “I saw him yesterday.”	She said that she had seen him the day before.
Past Continuous	He said, “I was watching TV.”	He said that he had been watching TV.
Past Perfect	She said, “I had finished my work.”	She said that she had finished her work.
Past Perfect Continuous	He said, “I had been sleeping.”	He said that he had been sleeping.
Future Simple	She said, “I will call you.”	She said that she would call you.

now	then
ago	before
thus	so
today	that day
tomorrow	next day
this	that
yesterday	the previous day

Lesson Plans for Wifaq-ul-Madaris

Explain that how modal verbs changes into direct to indirect speech.

DIRECT SPEECH	REPORTED SPEECH
CAN	COULD
MAY	MIGHT
MUST	MUST
HAVE TO	HAD TO
WILL	WOULD

Rule # 4: Punctuation Marks

Punctuation Marks (""") only used in direct speech. It is replaced in indirect speech with 'that'.

Rule # 5: Reporting verbs

Ask students to open their book at page 130 and 131 and read the rule # 5 with its text and all the given examples. Explain each rule to students.

Activity: Make group of students. Give students sentence strips with direct speech and ask them to convert each into indirect speech.

Examples:

1. She said, "I will come tomorrow."
2. He said, "I am busy now."
3. Ali said, "I can solve this problem."

Guide them through tense changes, punctuation removal, and use of *that*. Discuss the answers together and correct mistakes if need to be.



Sum Up (5 min)

Revise all the key points of the lesson. Recall direct speech uses the exact words spoken by someone. Indirect speech reports what someone said **without using their exact words**.



Assessment (5 min)

Ask students at random to share the meaning of any word taught in the lesson.



Assignment (5 min)

Write three direct speech sentences from the poem and then convert them into indirect speech.

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Worksheet

Topic: Direct and Indirect Speech

Name: _____

Date: _____

Q: Change the following sentences into indirect speech.

1. Ali said, "I am doing my homework."

2. She said, "I will travel tomorrow."

3. He said, "I have finished my lunch."

4. Sana said, "I can swim fast."

5. The boy said, "I am feeling cold now."

6. They said, "We saw him yesterday."

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Rules of Changing Direct into Indirect speech
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	46



Objective(s)

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

- Apply rules (6-7) to change sentences from direct speech to indirect speech correctly.
- Change tense in indirect speech (present, past and perfect tenses, future tense) in speech and writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 131, 132.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students to recall the previous lesson about direct and indirect speech. Ask them to revise all the rules they have learnt before. Ask questions from the previous lesson to check the understanding of students. After recalling place slips of paper inside a decorated box. Each slip contains a question (e.g., *What is your name? Where do you live? Why are you late?*). Invite random students to pick a slip, read it aloud and then another student reports it indirectly.

Example:

Direct slip: “Why are you late?”

Student reports: *He asked why I was late.*

This interactive activity creates excitement and prepares students for converting interrogative sentences into indirect speech.



Concept Building (30 min)

Tell students that today they will learn about the new rules of changing direct into indirect speech.

Explains to students that:

Rule # 6:

When the direct sentence is a *question*, the reporting verb changes to *asked / inquired*. There is **no question mark** in indirect speech. **Word order becomes a statement** (Subject + Verb). If the question begins with *wh-word* (*what, why, where, when, how*), keep it as a connector. If the question starts with **helping verb (Do/Does/Did)**, use **if / whether**.

Example:

Direct: He said, “Where are you going?”

Indirect: He asked where I was going.

Explain how to report:

- **Statements** using *said that*
- **Yes/No questions** using *asked if/whether*

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- **Wh-questions** using *asked + question word* (but no question mark). **Commands** using *told to / ordered to / requested to*

After that explain the next rule '**Pronoun Change**'. Explain that pronouns must adjust to match the subject and listener. Highlight that pronoun change affects the sentence meaning.

Example:

Direct: Ahmed said, "I lost my wallet."

Indirect: Ahmed said that **he** had lost **his** wallet.

After explaining all the rules to students ask them to open their book at page 131 and read the given rules with their examples for the better understanding. Ask questions if they find any query.

Activity: Provide students with direct speech strips. Ask students work in pairs to convert them into indirect speech following Rules 6–7.

Examples:

1. He said, "I will come next week."
2. She asked, "Do you like mangoes?"
3. The teacher said, "You have done well."
4. Ali said, "I lost my book yesterday."
5. Mother said to me, "Close the window."

Ask them to rewrite and underline:

- Pronoun changes
- Tense changes
- Reporting verbs
- Removal of punctuation

Check if they are doing right and appreciate them for the efforts and participation. Correct them if need to be.



Sum Up (5 min)

Review the lesson with two questions:

- How do pronouns change in indirect speech?
- How does tense shift in indirect speech?



Assessment (5 min)

Ask students to look at book page 132 and read the statement 12 then solve it on your notebooks.



Assignment (5 min)

Write any **five direct speech sentences** from their daily life. Convert all five sentences into **indirect speech**, applying Rules 6–7 and tense changes.

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Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Writing Techniques
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	47



Objective(s)

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

- Recognize and apply the technique of using hooks in sentences to capture the reader's attention and introduce the topic.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 132



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin the lesson with a few interesting questions to activate their prior knowledge:

- What makes you want to keep reading a story or paragraph?*
- Have you ever felt excited by the first sentence of a book?*
- Why do you think writers start with strong opening sentences?*

Write two short examples on the board:

- A plain beginning: *"My school is very big."*
- A hook: *"Have you ever seen a school where every hallway feels like a new adventure?"*

Ask students to observe which one catches their attention more. Guide them to understand that the second sentence is more interesting because it uses a hook. Appreciate their responses and participation.



Concept Building (30 min)

Tell students that today they will learn Tell students they are going to learn how writers use **hooks** to attract the reader's attention. Explain that a 'hook' is the opening sentence of a paragraph or essay that captures interest and introduces the topic in an engaging way.

Explain the types of hooks on the board:

- Question Hook** – Asking a surprising or thought-provoking question
"Have you ever wondered how birds travel thousands of miles?"
- Statistic Hook** – Giving an amazing or unusual fact
"More than 70% of Earth is covered with water."
- Descriptive Hook** – Using vivid, sensory details
"Golden sunlight poured through the window as the day began."
- Quotation Hook** – Using a short, meaningful quote
"'Believe you can, and you're halfway there,' said Theodore Roosevelt."
- An **anecdote hook** is a short, interesting, or meaningful **story** used at the beginning of a paragraph or essay to grab the reader's attention. It is usually a real-life moment, a personal experience, or a

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short imaginary story that connects directly to the topic. e.g., I once broke my friend's toy by accident. I was afraid to tell him, but when I finally did, he forgave me—and our friendship became stronger.

Use simple examples and explain how each hook leads into the topic naturally.

Create a visual chart or mind map on the board for the topic "My Favorite Hobby." Add sub-points such as:

- Why I enjoy it
- When I do it
- How it helps me
- Who taught me

Ask students to suggest hook sentences for this topic. Keep adding their ideas to the board so they see how hooks connect to the topic. Ask students to open their books to page 132. Read aloud the key points of writing an effective opening sentence. Then ask students to read silently and observe each point.

Activity: Divide students into small groups and assign each group a topic:

- "The Importance of Reading"
- "A Visit to a Park"
- "My Favorite Food"
- "Why Exercise Is Good for Us"

Each group will Brainstorm ideas about the topic. Create at least three different hooks for the topic (one question hook, one descriptive hook, one fact hook). Choose the best hook and write a short introductory paragraph using it. Move around the classroom to support students. Ensure they use correct grammar, punctuation, and a clear link between the hook and the topic. After writing, groups will exchange notebooks and give feedback to each other.



Sum Up (5 min)

Summarize the lesson by reminding students:

- A hook makes the reader interested in the topic.
- Hooks should be creative, relevant, and engaging.
- Different types of hooks can be used depending on the topic (question, fact, description, action, and quote).



Assessment (5 min)

Ask students the following questions:

- What is a hook in writing?
- Why do writers use hooks?
- Name one type of hook you learned today.



Assignment (5 min)

Ask students to write an **introductory paragraph** at home on the topic "**The Importance of Cleanliness**" using any one type of hook learned in class.

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Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Effective Hooks
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	48



Objective(s)

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

- Practice and develop the flow of thought in writing by organizing ideas with effective hooks and lead-in sentences.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 133



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking a few questions to activate prior knowledge:

- What makes a beginning of a paragraph interesting?*
- Have you ever read something that made you want to continue reading immediately?*
- Why do writers need to start with a clear idea?*

Write two beginnings on the board:

- Weak Opening:** “Pollution is a problem.”
- Strong Opening with Hook + Lead-in:** “Have you ever stepped outside and felt the air heavy and dirty? Pollution affects our lives every day.”

Ask students to observe the difference. Guide them to notice how the second beginning grabs attention and leads smoothly into the topic. Appreciate their responses.



Concept Building (30 min)

Tell students that today they will learn how to create a smooth flow of ideas by using **hooks** and **lead-in sentences**. Explain that a hook attracts the reader’s attention, and the lead-in sentence connects the hook to the main idea of the paragraph.

Explain the Structure on the Board:

Hook: Grabs attention.

Lead-in Sentence: Explains or connects the hook to the topic.

Topic Sentence: Introduces the main idea clearly.

Ask students to recall the types of hooks they have discussed in previous lesson and name all of them by raising hands. After that give examples of hooks and add a matching lead-in sentence:

Example: (Anecdote Hook):

Hook: *Last year, I lost my notebook right before exams.*

Lead-in: *That day taught me how important it is to stay organized.*

Topic Sentence: *Good time management helps students succeed.*

Now create a mind map for the topic: **“The Importance of Kindness.”**

Add sub-ideas such as:

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- Helping others
- Building friendships
- Making the world better
- Feeling good inside

Encourage students to suggest hook ideas and lead-ins. Add their ideas to the board.

Ask students to open Book page 133 and guide them through the points about writing strong beginnings. Then ask them to read silently and observe each technique.

Activity: Divide students into small groups and assign each group one topic: My Favorite Hobby, The Importance of Reading, Why Exercise Is Good, and Value of Time etc. Ask each group to: Brainstorm ideas. Write one hook for the topic. Add a lead-in sentence that connects smoothly to the main idea. Write a topic sentence to complete the beginning of their paragraph.

Circulate the room to guide students. Check that their flow of thought is clear and logical. Encourage the use of correct punctuation, grammar, and linking words such as *therefore, however, finally, in addition*.



Sum Up (5 min)

Summarize the lesson by reminding students:

- Hooks attract the reader's attention.
- Lead-in sentences connect the hook to the topic smoothly.
- A clear beginning helps readers understand the flow of thought.



Assessment (5 min)

Ask students:

- What is a hook?
- What is a lead-in sentence?
- Why do we need a lead-in sentence after the hook?



Assignment (5 min)

Write the paragraph about 'The role of good deeds in shaping our destiny'. Use one of the hook types to start your paragraph and use correct punctuation and transitional devices.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	Alarm for a Wise Muslim
Grade	8	Topic	Creative Writing
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	49



Objective(s)

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

- Write a poem narrating an event or a story. **Creative Writing**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 133



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking questions to activate prior knowledge:

- *Have you ever listened to or read a poem that tells a story?*
- *What feelings do poems create when we read them aloud?*
- *What events from your life would you enjoy turning into a poem?*

Write two examples on the board:

1. A simple, plain sentence: *“I went to the park and played.”*
2. A short poetic narration:
*“Under the golden sun I ran,
Laughing through the open park.”*

Ask students to observe the difference. Guide them to notice how the poetic version is more expressive and rhythmic. Appreciate their participation and responses.



Concept Building (30 min)

Tell students that today they will learn how to write a poem that narrates an event or tells a small story. Explain that narrative poems often describe actions, feelings, characters, and events in a creative and rhythmic style.

Explain Key Points on the Board:

Narrative Poems tell a story – They have a beginning, middle, and end.

They include characters – people, animals, or even objects.

They describe an event – something that happened.

They use poetic devices – rhythm, imagery, repetition, and rhyme (optional).

They express feelings and actions in a creative way.

Recall Simple Poetic Devices:

- Imagery – using words that appeal to the senses (“the cold wind brushed my face”)
- Rhyme – words ending with similar sounds (play, day, stay)
- Repetition – repeating words for effect
- Rhythm – the musical flow of words

Now Write a short narrative poem on the board:

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Early in the morning light,
I hurried to catch my flight,
Clouds floated softly in the sky,
As the plane began to rise up high.

Discuss how the poem tells a mini-story: waking up, hurrying and flying. Invite students to add ideas. This will help them understand how to turn events into poems.

Activity: Ask students to write a short poem on any topic they wanted. Ask them to Brainstorm the event or story. Identify the beginning, middle, and ending. Use imagery and simple rhyming words. Give their poem a meaningful title. Move around to guide students. Check that their poems tell a clear story and use descriptive language. Encourage creativity, expression, and correct punctuation.



Sum Up (5 min)

Summarize the lesson by reminding students: A narrative poem tells a story or describes an event. Poems use imagery, rhythm, and sometimes rhyme. A good poem expresses the writer's feelings clearly and creatively.



Assessment (5 min)

Ask students:

- What is a narrative poem?
- What elements should a narrative poem include?
- How is a poem different from a normal paragraph?



Assignment (5 min)

Ask students to write a **short 8–10 line poem at home** on the topic: **A Memorable Day in My Life.**

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Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	50



Objective(s)

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

- Demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening. **(Pre - Reading)**
- Read and view a variety of reading-age appropriate and high interest books and texts from print and nonprint sources: factual recount.
- Analyze the text during reading critically to understand ideas. Share your point of view. **(While-reading)**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 134,135.



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by inviting students in front of the class to share their personal experiences. Ask them, “Have you ever visited a mountain or a valley?” and encourage a few students to describe what they saw or felt there. Then, continue the discussion by asking, “Would you feel scared or excited to ride a cable car high above the ground?” Allow students to express their thoughts. Show them a picture of **Allai Valley** or a **cable car** (if available) to help them visualize the setting. Encourage students to discuss what they already know about **rescue operations or emergencies**, such as how people are helped during floods, earthquakes, or accidents. After listening to their responses. Appreciate them for the active participation.



Concept Building (30 min)

Introduce the topic by saying, “Today, we are going to read a real story called ‘*Thrilling Rescue in the Clouds*.’ It is about brave people and a miraculous rescue that happened in a mountain valley.” Explain to students that this story is a **factual recount**, meaning it tells about a **real event** in the order it happened, with details of what actually took place. Next, ask students to open their textbooks at page 135. Invite different students at random to read aloud the story with correct pronunciation and intonation. Then ask them to read it again individually or in pairs and underline important details such as:

- Key events
- Difficulties faced
- Actions of the rescue team
- Emotional responses of passengers and families

Ensure that all students take part in active reading. While reading, ask different questions to keep students attentively involved in the reading activity. Ask students the following questions to analyse the text:

- *What main challenges did the cable car passengers face?*

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- *How did the rescue team show bravery and skill?*
- *Why did the helicopter rescue become difficult?*

Appreciate their efforts and good responses by clapping for them.



Sum Up (5 min)

Summarise the key concepts with your students.



Assessment (5 min)

Ask students at random to share some rescue tips aloud with fellow students.



Assignment (5 min)

Read the textbook pages 135.

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Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Reading
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	51



Objective(s)

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

- Read an extensive range of nonfiction text and guess the meaning of the words and phrases in the remaining paragraphs of the lesson and share your thoughts on the text.
- Become someone who believes that life and death are in the hands of Allah (SWT).



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 136



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Ask students to recall the previous lesson about a thrilling rescue in clouds. Ask thought provoking question like: Have you ever seen a situation where someone is being rescued? Have you ever visit mountains? How does a zip line look like? Encourage students to share their point of views. Appreciate them for the active participation.



Concept Building (30 min)

Explain to students that nonfiction texts present real events, facts, and information, and that good readers use context clues to guess the meanings of unfamiliar words without always depending on a dictionary. Inform them that they will be reading the remaining paragraphs of a nonfiction lesson and practising how to determine word meanings by examining the sentences around them. Tell them that nonfiction accounts often describe events that remind us that life and death are entirely in the hands of Allah (SWT), and understanding this belief strengthens patience, trust, and emotional resilience. Ask students how reading real-life incidents can help increase their awareness of Allah’s protection and wisdom, and encourage them to think deeply and respond respectfully. Ask students to open their textbooks at page 136 and read the remaining paragraphs of the nonfiction lesson silently. Instruct them to underline any unfamiliar words or phrases they encounter and to guess the meanings using clues from the surrounding sentences. As they read, move around the classroom to provide guidance and support. After they finish reading, ask them which words they found difficult and what helped them understand the meanings. This encourages them to reflect on the strategies they used.



Sum Up (5 min)

Conclude the lesson by reminding students that nonfiction is based on real events and that guessing the meaning of words from context is an important reading skill.



Assessment (5 min)

Ask students at random to share the main events of the lesson.

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Assignment (5 min)

Read the textbook page 135-136.

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Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Words Meanings
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	52
 Objective(s)			
At the end of this period, the students will be able to: - Identify the meaning of words or expressions in the context of a passage. - Memorize the vocabulary words from the lesson “A Thrilling Rescue in Clouds” along with their meanings. Spell and write the words accurately using knowledge of phonics and word structure.			
 Resource Material			
Chalk/Marker, White/Blackboard, Textbook pg. 136			
 Warm-up (5 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Write some difficult words from the unit on the board. Ask students at random to read the words aloud and try to guess their meanings. Encourage them to raise their hands one by one to share their answers. Praise them for correct responses to build confidence.			
 Concept Building (30 min)			
Tell students that today they will learn the meanings of some difficult words. Ask them to open their textbooks at page 136. Read aloud the statement from the Reading Comprehension section. Then, read each difficult word one by one and ask students to repeat after you. After reading, share the meaning of each word and discuss it briefly. Encourage students to memorize the words and their meanings by giving them a few minutes (10-15) for practice. Next, ask students to locate these words in the unit. Instruct them to re-read the lines where the words appear to better understand their use in context. Activity: Ask students to underline any other difficult words they find in the unit and try to guess their meanings from the context. Afterwards, provide the correct meanings. Instruct students to use these words in their own sentences and invite them to share their sentences with the class one by one. Offer guidance and correction wherever needed to ensure proper sentence structure.			
 Sum Up (5 min)			
Review the vocabulary words and their meanings together with the class.			
 Assessment (5 min)			
Ask students at random to share the meaning of any word taught in the lesson.			
 Assignment (5 min)			
Learn the vocabulary words with their meanings and write them in your notebooks.			

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	53
 Objective(s)			
At the end of this period, the students will be able to: Ask a variety of questions at different levels (e.g., clarifying, open-ended questions) about the texts read or viewed.			
 Resource Material			
Chalk/Marker, White/Blackboard, Textbook pg. 136			
 Warm-up (5 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Recall the unit “A Thrilling Rescue in Clouds” with students. Make pairs and ask each pair to share what they have learned from the unit. Encourage them to also share the main message of the lesson with their fellow students by taking turns. Then, ask random students to share some important rescue tips they remember from the lesson. Invite them to explain why these rescue measures are important and how following them can prevent accidents. Note their responses and make sure all students are actively involved in the discussion.			
 Concept Building (30 min)			
Tell students that today they are going to practice answering different questions related to the unit. Write a few example questions on the board for their better understanding such as: - Who were the people trapped during the incident? - What caused the danger that led to the rescue operation? - Which team or authority carried out the rescue? Ask students to actively participate in the discussion. After their responses ask them to open their textbooks at page 136 and read the first four questions of the comprehension section. Encourage students to give answers of these questions. After their responses. Write the answers on the board and ask students to write the answers on their notebooks. Make sure they write in neat hand writing.			
 Sum Up (5 min)			
Revise all the questions along with their answers.			
 Assessment (5 min)			
Ask random students questions from the Reading Comprehension section to assess their understanding.			
 Assignment (5 min)			
Instruct students to learn the questions and their answers from the Comprehension section.			

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Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Question Answers
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	54



Objective(s)

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

- Understand explicit meanings, through literal and vocabulary questions.
- Understand implicit meanings and nuances of language, through inferential questions and questions on writer's craft.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 137



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say "Bismillah" and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with 'Alhamdulillah.'

Begin the lesson by asking students to recall a short story or passage they recently read and describe what they understood from it in simple terms. Encourage a few students to share what the text *directly* stated and what they understood beyond the words. Guide them gently toward recognising that reading involves both understanding the obvious information and interpreting hidden meanings. This warm-up will activate prior knowledge and prepare students to think about both literal and inferential understanding.



Concept Building (30 min)

Tell students that today they will learn about the explicit and implicit meanings of the questions and then answer them. Introduce the concepts of explicit and implicit meanings by writing two short sentences on the board (The sun rises in the east/ She walked into the room with tears in her eyes.) one that states a fact clearly, and another that suggests a meaning indirectly. Ask students to observe the difference and discuss what made one meaning obvious while the other required deeper thinking. Explain that literal questions focus on *what the text says*, while inferential questions focus on *what the text means*. Encourage students to think about how authors use language to create feelings, suspense, or imagery. Next, ask students to open their textbooks to page 137. Read aloud the 5th question from the Reading Comprehension section. Instruct students to listen carefully and reflect critically before answering. Ask them: What part of the rescue story did you find the most thrilling, and why? Encourage them to think independently, raise their hands, and respond one by one. If a student gives an incorrect answer, guide them toward the correct response. Then, write the correct answer on the board for everyone to note. Afterward, ask students to write the answer in their notebooks. Provide support to those who need help, and praise students who complete their work quickly and accurately to boost their confidence.

Proceed with the remaining three higher-order questions, one at a time. Read each question aloud, then discuss possible answers with the class, noting key points on the board. After the guided discussion, instruct students to write their own answers in their notebooks. Walk around the classroom to provide

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help, corrections, and encouragement. Praise students who put genuine effort into their work to motivate others.



Sum Up (5 min)

Recap by asking: Would you have remained calm if you were in the cable car?



Assessment (5 min)

Ask random students to answer any of the higher-order questions orally.



Assignment (5 min)

Learn the answers written in your notebooks.

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Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Literal and Contextual Meaning
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	55



Objective(s)

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

- Compare with the dictionary meaning in order to understand the difference between the literal and contextual meaning.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 137



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students to think of any common word that they use daily, such as *bright*, *cold*, or *hard*. Invite students to share how they usually understand these words. Then ask them whether these words always mean the same thing in every sentence. Encourage a brief discussion that leads students to realise that some words change meaning depending on the context. This warm-up naturally creates curiosity about literal and contextual meanings.



Concept Building (30 min)

Introduce the idea of literal meaning by explaining that it refers to the dictionary definition of a word. Then explain contextual meaning as the meaning a word takes when used in a specific sentence or situation. Write an example on the board, such as “She has a bright smile,” and ask students to compare it with “He is a bright student.” Guide them to observe that although *bright* has a literal meaning related to light, its contextual meaning shifts in different sentences. Encourage students to explore why authors sometimes use words in ways that go beyond the dictionary definition.

Activity: Ask students to read a short paragraph from the unit ‘A thrilling rescue in clouds’ containing several words with multiple meanings. Provide dictionaries or allow them to use dictionary apps. Instruct them to identify selected words from the paragraph and write down their literal dictionary meanings. Then guide them to examine how each word is used in the paragraph and explain its contextual meaning. Encourage them to work in pairs to compare their interpretations and justify their reasoning using evidence from the text. After this, discuss a few examples as a class, highlighting how context can completely change meaning.



Sum Up (5 min)

Conclude the lesson by summarising the difference between literal and contextual meanings.

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Assessment (5 min)

Ask students at random to share the literal and contextual meaning of any word taught in the lesson.



Assignment (5 min)

Find some words in the text 'A thrilling rescue in clouds' and write their literal and contextual meanings in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Active listening and confident speaking
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	56



Objective(s)

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

- Ask and answer questions of personal relevance, information and variety of communicative purposes.
- Participate in a class discussion on mountaineering by sharing experiences, listening carefully, and speaking in turn. **Have a Chat**



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 137-138



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students whether they have ever visited mountains or heard stories from family or friends about mountain trips. Encourage them to raise their hands and share brief personal experiences. If some students have never been to the mountains, ask them to imagine what they think mountains look like, sound like, and feel like. This warm-up conversation prepares the students to engage meaningfully with the dialogue and creates a comfortable atmosphere for speaking and listening.



Concept Building (30 min)

Introduce the concept of asking and answering questions for different communicative purposes, such as requesting information, sharing personal experiences, expressing feelings, or showing curiosity. Then explain the importance of participating respectfully in class discussions by listening carefully, waiting for one’s turn, and responding politely. Ask students to open their textbooks to page 137 and read the statement from the ‘Listening and Speaking’ section. Read the dialogue aloud, then ask students to practice it in pairs, focusing on correct pronunciation and expression. Ask students to notice how the boys ask questions to gather information and share personal experiences about mountaineering. Highlight the polite greetings, turn-taking, and descriptive language used to express feelings about the trip.

Activity: Divide the students into pairs and ask each pair to read the dialogue again. Instruct them to underline examples of questions asked for different purposes, such as gathering information, expressing curiosity, or asking about personal experiences. After this, ask each pair to role-play the dialogue with proper intonation and expressions. Once they complete the role-play, ask students to switch roles and create three new questions they would ask if they were ‘Ali speaking to someone who has visited the mountains. Encourage them to ask these questions to their partner and respond as if they are sharing a real mountain experience.

Lesson Plans for Wifaq-ul-Madaris

	Sum Up (5 min)
Summarise the key concepts with your students.	
	Assessment (5 min)
Ask students some random questions and ask them to answer properly.	
	Assignment (5 min)
Practice the given dialogue with classmates/parents/siblings.	

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Adjectival, Prepositional and Adverbial Phrases
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	57



Objective(s)

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

- Identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 138-139



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students to recall what they already know about phrases. Invite a few students to explain what a phrase is and give simple examples. Then write three sentences on the board, each containing a different type of phrase, such as “*The tall boy ran across the playground in a hurry.*” Ask students to point out which parts of the sentence add extra information. This warm-up helps activate their prior knowledge and prepares them for deeper understanding of the three types of phrases



Concept Building (30 min)

Tell students that today they will learn about adjectival, prepositional and adverbial phrases. Explain that adjectival phrases describe nouns e.g., The girl **with the long hair** smiled, prepositional phrases begin with a preposition and show position or relationship e.g., The girl **with the long hair** smiled., and adverbial phrases describe verbs by telling how, when, or where an action happens e.g., She ran **with great speed**. Present clear examples on the board and read each sentence aloud. Then guide students through the process of identifying the phrases by underlining them together. Encourage students to ask questions and give additional examples to ensure they grasp the differences between the three types of phrases.

Activity: Provide students with a short reading passage (The **small wooden cabin** stood *at the edge of the forest*, surrounded by **tall green trees**. *In the early morning*, the sunlight filtered *through the branches*, creating a **peaceful golden glow**. A **young adventurous boy** walked *along the narrow path* with excitement. He moved *with great care* because the trail was slippery *after the night rain*. *In a cheerful voice*, he hummed a tune while looking *for rare colourful flowers*. When he finally reached the cabin, he sat *on the old wooden steps* and rested *for a few quiet moments*, enjoying **the calm, fresh air** around him) containing various adjectival, prepositional, and adverbial phrases. Ask them to read the passage carefully and underline examples of each phrase type using different colored pencils. Once they complete this, instruct them to work in pairs and compare their findings, justifying why they think each underlined section belongs to a particular category. After the identification task, ask students to write three original sentences of their own one containing an adjectival phrase, one with a prepositional phrase, and one with an adverbial phrase. Allow them to share their sentences with the class, encouraging peer discussion.

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	Sum Up (5 min)
Conclude the lesson by reviewing the definitions and examples of the three phrase types.	
	Assessment (5 min)
Solve the worksheet.	
	Assignment (5 min)
Solve statement 4 on textbook page 139 and statement 5 on your notebooks.	

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Worksheet

Name: _____

Date: _____

Read each sentence and circle the correct answer.

1. The girl 'with the long hair' smiled.
 - a) Adjectival
 - b) Prepositional
 - c) Adverbial
2. The cat slept 'on the sofa'.
 - a) Adjectival
 - b) Prepositional
 - c) Adverbial
3. He answered 'in a polite manner'.
 - a) Adjectival
 - b) Prepositional
 - c) Adverbial
4. The house 'made of wood' looked beautiful.
 - a) Adjectival
 - b) Prepositional
 - c) Adverbial
5. She ran 'with great speed'.
 - a) Adjectival
 - b) Prepositional
 - c) Adverbial
6. We walked 'through the forest'.
 - a) Adjectival
 - b) Prepositional
 - c) Adverbial

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Sensing and Feeling Verbs
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	58



Objective(s)

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

- Distinguish and use sensing and feeling verbs.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 139



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students to think about moments when they experienced something with their senses or emotions, such as tasting a delicious meal, feeling happy, or hearing a beautiful sound. Encourage students to share one or two short examples aloud. Write a few of their responses on the board, highlighting verbs like *taste*, *smell*, *hear*, *feel*, and *love*. Explain that some verbs describe **sensing** (using the five senses) and some describe **feelings** (emotions and internal states).



Concept Building (30 min)

Tell students that today they will learn about **sensing verbs** as verbs that describe actions related to the five senses: seeing, hearing, tasting, smelling, and touching. Examples include *see*, *hear*, *feel*, *taste*, and *smell*. Then, explain **feeling verbs** as verbs that describe emotions, attitudes, or states of mind, such as *love*, *like*, *enjoy*, *prefer*, *hate*, or *admire*. Write a few sentences on the board demonstrating each type:

- *I **smelled** the fragrant flowers.* (sensing)
- *She **loves** reading adventure stories.* (feeling)

Ask students to identify which verbs are sensing verbs and which are feeling verbs, emphasizing the difference between perceiving through senses and experiencing emotions. Ask students to open book at page 139 and read aloud the text of sensing verbs and feeling verbs. Ask students to read the given examples and notice the use of these verbs

Activity: Provide students with a short paragraph or a few sentences containing a mix of sensing and feeling verbs e.g., Salma **heard** the birds singing and **felt** the cool breeze on her face. She **loved** the colorful flowers and **enjoyed** the peaceful morning. Ask them to read carefully and underline all the verbs, then classify each as either a sensing verb or a feeling verb. After individual work, pair students to compare and discuss their answers, justifying why each verb belongs to a particular category. Next, instruct students to write three original sentences using sensing verbs and three sentences using feeling verbs, underlining the verb in each sentence. Allow a few students to share their sentences aloud with the class, practicing clear pronunciation and sentence structure.

Lesson Plans for Wifaq-ul-Madaris



Sum Up (5 min)

Conclude the lesson by reviewing the differences between sensing and feeling verbs.



Assessment (5 min)

Ask students to explain in their own words how sensing verbs are connected to the five senses, while feeling verbs express emotions or internal experiences.



Assignment (5 min)

Write eight sentences using the sensing and feeling verbs and underline the verbs.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Gerunds
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	59



Objective(s)

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

- Understand and use gerunds.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 139-140



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students to think about activities they enjoy doing, such as *reading, swimming, or drawing*. Invite a few students to share one activity they like and write their responses on the board, e.g., “*I enjoy reading*” or “*I like swimming*.” Highlight the words *reading* and *swimming* and ask students what part of speech they think these words are. This warm-up connects students’ personal experiences to the concept of gerunds and prepares them for further explanation.



Concept Building (30 min)

Tell students that today they will learn about gerunds. Explain that a **gerund** is a verb ending in **-ing** that functions as a noun. Provide clear examples: *Swimming is my favorite hobby.* (*Swimming* is the subject of the sentence.) *She enjoys reading before bed.* (*Reading* is the object of the verb.) Emphasize that although gerunds look like verbs, they are used as nouns in sentences. Write several examples on the board. Ask students to open book page 139 and read the given examples of gerunds.

Activity: Give students a short passage or a set of sentences containing gerunds (**Reading** books in the evening helps me relax. I also enjoy **painting** and **writing** stories in my free time. **Playing** outdoor games keeps me active and healthy). Ask them to read carefully and underline all the gerunds. Next, ask students to write three sentences of their own using gerunds as subjects, three as objects, and two after prepositions. Encourage them to share their sentences aloud with the class. This activity helps students understand the practical use of gerunds in different contexts.



Sum Up (5 min)

Summarise by telling that a **gerund** is a verb ending in **-ing** that functions as a noun.

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Assessment (5 min)

Ask students to fill in the blanks with correct gerunds.

- I enjoy _____ (read) adventure books before bedtime.
- _____ (Swim) in the pool is my favorite summer activity.
- She is good at _____ (paint) and often decorates her room with her art.
- They spent the afternoon _____ (play) football in the park.
- _____ (Write) stories helps me express my thoughts.



Assignment (5 min)

Solve statement 5 from Grammar Section on book page 140.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Complex Sentences and Paragraphs
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	60



Objective(s)

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

- Construct complex sentences and paragraphs using main and subordinate clauses with correct transitional devices and punctuation.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 140



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing two simple sentences on the board: “*It rained heavily.*” and “*We stayed indoors.*” Ask students how they could combine these sentences to make a longer, more interesting sentence. Encourage a few students to suggest answers, such as “*We stayed indoors because it rained heavily.*” Highlight that combining sentences using conjunctions or transitional devices creates **complex sentences**. This warm-up helps students recall prior knowledge about clauses and prepares them for learning about main and subordinate clauses.



Concept Building (30 min)

Tell students that today they will learn about complex sentences and paragraphs. Explain that a **complex sentence** is made up of a **main (independent) clause** and one or more **subordinate (dependent) clauses**. Provide examples:

- *I went to the market because we needed fresh vegetables.*
 - Main clause: *I went to the market*
 - Subordinate clause: *because we needed fresh vegetables*

Introduce **transitional devices** (because, although, while, since, if, when, unless) and explain that these words link the main and subordinate clauses smoothly. Discuss the correct placement of commas in complex sentences, such as placing a comma when the subordinate clause comes first: *Because it was raining, we stayed indoors.*

Ask students to identify the main and subordinate clauses in several example sentences on the board. Encourage them to note the transitional device used in each case. Ask students to open book page 140 and read about the construction of complex sentences. Read the given examples. Ask students to read the given complex paragraph on textbook page 140 and identify the main and subordinate clauses.

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Activity: Provide students with a list of simple sentences and transitional devices. Ask them to **combine the sentences** to form complex sentences. For example:

- Sentences: *She studied hard. / She wanted to pass the exam.*
- Transitional device: *because*
- Complex sentence: *She studied hard because she wanted to pass the exam.*

Next, ask students to write a short paragraph of 5–6 sentences about a topic of their choice, ensuring they include at least **three complex sentences** using main and subordinate clauses and appropriate transitional devices. Encourage peer review by having students exchange paragraphs and identify the clauses and transitions used.



Sum Up (5 min)

Conclude the lesson by reviewing the definition of complex sentences, the role of main and subordinate clauses, and the importance of transitional devices and punctuation.



Assessment (5 min)

Ask students at random to share complex sentences orally.



Assignment (5 min)

Write five complex sentences in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Indirect speech
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	61



Objective(s)

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

- Learn rules for changing the tense correctly in indirect speech for questions, orders, requests, suggestions, and advice in writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 141



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by writing two sentences on the board:

Direct Speech: *The teacher said, “Work quietly.”*

Ask students to observe both sentences carefully and identify the difference between them. Encourage them to share their

Indirect Speech: *The teacher told us to work quietly.*

observations about how the speaker’s exact words have been changed in the second sentence. Then discuss how indirect speech is used to report someone’s words without quoting them exactly, thereby changing the structure of the sentence while keeping the original meaning intact. After this short discussion, ask students to give one or two examples of their own sentences in direct and indirect speech. Note down their responses. Correct them if they are wrong. Appreciate their effort.



Concept Building (30 min)

Tell them that today they are going to learn about rules for changing the tense correctly in indirect speech for questions, orders, requests and suggestions. Explain that indirect speech is used to report what someone said without repeating their exact words. Emphasize that when we convert direct speech into indirect speech, we change the tense of the verb, the pronouns, and sometimes the time expressions.

Discuss each type of sentence with clear examples and ask students to read and analyze them:

Ask students to open book at page 141 and read the given type of sentence and notice the change in each sentence carefully.

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For Questions

Explain that when reporting questions, the sentence form changes from a question to a statement, and reporting verbs like *asked* or *inquired* are used.

Example: *She said, "Where are you going?"* → *She asked where I was going.*

For Orders and Requests

Tell students that for orders and requests, verbs like *told*, *ordered*, *requested*, or *asked* are used.

Example: *The teacher said, "Please open your books."* → *The teacher asked us to open our books.*

For Suggestions

Explain that when giving suggestions, expressions like *suggested that* or *advised that* are used.

Example: *He said, "Let's go for a walk."* → *He suggested that we should go for a walk.*

For Advice

Tell students that when reporting advice, verbs such as *advised* or *recommended* are used.

Example: *The doctor said, "You should take rest."* → *The doctor advised me to take rest.*

Activity 1: Provide students with **five sentences** in direct speech (mixed types). Ask them to work in **pairs** and convert each one into indirect speech. Encourage discussion between partners so they can explain their reasoning to each other. Walk around the classroom, observe their progress, and give hints or corrections where necessary.



Sum Up (5 min)

Summarize the key points of the lesson. Ask students:

- "What is the main difference between direct and indirect speech?"
- "Which verbs do we use to report questions or advice?"

Reinforce that tense, pronouns, and sentence structure change when reporting speech.



Assessment (5 min)

Ask students at random to change the following sentences into indirect speech:

1. *She said, "Can you help me?"*
2. *He said, "Don't make noise."*
3. *The teacher said, "You should study hard."*



Assignment (5 min)

Read textbook page 141 and notice change in each type of sentence carefully.

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Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Indirect speech
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	62



Objective(s)

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

- Change the tense correctly in indirect speech for questions, orders, requests, suggestions, and advice in writing.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 142



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by greeting the students and reminding them of their previous knowledge of direct and indirect speech.

Write three sentences in direct speech on the board, such as:

1. Ahmed said, “I am tired.”
2. The teacher said, “Be quiet.”
3. She said, “Where are you going?”

Then, tell the students that you will read the same sentences again in indirect speech, such as:

1. Ahmed said that he was tired.
2. The teacher told us to be quiet.
3. She asked where I was going.

Ask students to recall what they learned earlier and identify the changes between the two forms for example, the use of reporting verbs, removal of quotation marks, and change in tense.

Encourage them to explain *why* these changes are made. Invite a few volunteers to come to the board and underline the words that changed. Appreciate their responses.



Concept Building (30 min)

Tell students that today they will learn how to use **indirect speech** in writing.

Activity 1: Write five incorrect indirect speech sentences on the board, such as:

- *He said he is happy.*
- *She told that open the door.*
- *The teacher asked that we should quiet.*

Divide students into pairs and ask them to read each sentence carefully, identify the grammatical or structural errors, and rewrite them correctly. Encourage the discussion between partners so they can justify their corrections and refer to the rules of tense, pronouns, and reporting verbs that they learned earlier. After sufficient time, invite a few pairs to share their corrected sentences with the class. The correct answers would be:

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- *He said he was happy,*
- *She told me to open the door*
- *The teacher asked us to be quiet.*

Now discuss with them the sentence structure they earlier in previous lessons how to change different types of sentences into indirect speech and why each correction is necessary. This activity engages students in active learning and helps them refine their understanding of tense consistency and sentence transformation in indirect speech.

Activity 2: Ask students to open book at page 142 and read the statement 9 aloud “Rewrite the direct speech into indirect speech.” Ask students to read first 4 sentences and rewrite them in their notebooks. Make rounds in class while they are doing their work and correct them if they are wrong.



Sum Up (5 min)

Recall all the rules of changing types of sentences into indirect speech.



Assessment (5 min)

Ask students random examples of sentences and ask them to change into indirect ones.



Assignment (5 min)

Solve the exercise on book page 142 next 4 sentences on notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Argumentative Essay Writing
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	63



Objective(s)

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

- Learn to develop arguments by introducing claims, organizing reasons and evidence logically in sentences for flow.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 142



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’

Begin the lesson by asking students to discuss in pairs a topic they feel strongly about, such as “*Should school uniforms be mandatory?*” or “*Is online learning better than classroom learning?*” Invite a few students to share their opinions with the class. Then ask the students: “*How can you convince someone who disagrees with you?*” This warm-up activates prior knowledge of expressing opinions and prepares students to understand the structure of an argumentative essay.



Concept Building (30 min)

Tell students that today they will learn about argumentative essay writing. Explain that an argumentative essay has three main parts:

1. **Introduction (Claim/Thesis Statement):** Present a clear stance on the topic.
2. **Body Paragraphs (Reasons and Evidence):** Each paragraph includes a reason supporting the claim, backed with facts, examples, or details. Use transitional words (*first, moreover, in addition, therefore*) to connect ideas.
3. **Conclusion:** Summarize the argument, restate the claim, and reinforce why the stance is valid.

Provide an example:

- **Claim:** *Reading books enhances creativity.*
- **Reason 1 & Evidence:** *Books provide imaginative worlds; for example, fantasy novels let readers picture magical places.*
- **Reason 2 & Evidence:** *Stories introduce diverse characters, helping readers understand different perspectives.*
- **Conclusion:** *Therefore, reading stimulates creativity and broadens the mind, making it an essential activity.*

Discuss the importance of logical flow, coherence, and using evidence to support each reason. Ask students to open book at page 142 and read all the steps of writing an argumentative essay writing.

Activity: Provide students with a simple argumentative topic, e.g., “*Homework should be limited in schools.*”

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Ask students to brainstorm ideas for their essay by listing:

- A clear claim
- Two or three supporting reasons
- Evidence or examples for each reason

Guide students to organize their ideas into a short paragraph or a mini-essay, ensuring:

- A strong thesis statement
- Logical sequence of reasons and evidence
- Use of transitional devices
- A concluding statement

Encourage peer review by having students exchange drafts and identify the claim, reasons, evidence, and transitions in each essay.



Sum Up (5 min)

Conclude the lesson by reviewing the structure of an argumentative essay: introduction with a claim, body paragraphs with reasons and evidence, and a conclusion.



Assessment (5 min)

Ask students at random to share the steps they have read about writing an argumentative writing.



Assignment (5 min)

Write the argumentative essay on the topic 'Is exercise more important than diet for health?' in your notebooks.

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Argumentative Texts
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	64
 Objective(s)			
At the end of this period, the students will be able to: Compose and finalize argumentative texts on given topic with credible evidence, cohesion, formal style, and clear conclusions after editing and proofreading. Creative Writing			
 Resource Material			
Chalk/Marker, White/Blackboard, Textbook pg. 142			
 Warm-up (5 min)			
Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin the lesson by asking students to think about a topic they feel strongly about, such as “<i>Should students have homework every day?</i>” Invite a few volunteers to share their views with the class. Encourage the students to justify their opinion with one reason. As they respond, guide them to notice how expressing an opinion supported by a reason forms the basis of an argument. This short discussion prepares students for the process of composing a structured argumentative text.			
 Concept Building (30 min)			
Explain to students that an effective argumentative text contains four key features: a clear claim, credible evidence, cohesive organization, and a formal tone. Introduce each feature through simple examples. For instance, show how a claim is the main point, how reasons must be supported with facts, examples, or data, how transitions such as <i>therefore</i>, <i>moreover</i>, <i>however</i>, and <i>as a result</i> help connect ideas smoothly, and how formal style avoids slang and uses precise vocabulary. Emphasize the importance of editing and proofreading as essential steps in strengthening clarity, coherence, and correctness in their writing. Provide a model paragraph and read it aloud, highlighting the claim, supporting evidence, and concluding statement. Activity: Give students a topic ‘Is spring the best season of the year’. Ask students to write an argumentative paragraph on the topic with correct chronological order, providing logical reasoning and arguments. Use correct punctuation and spelling in your writing.			
 Sum Up (5 min)			
Recap the lesson by summarising important steps of writing an argumentative essay.			
 Assessment (5 min)			
Ask students at random to share what they have learnt in today’s lesson.			
 Assignment (5 min)			
Write an argumentative essay on the topic ‘climbing mountains is adventurous or is too dangerous’.			

Lesson Plans for Wifaq-ul-Madaris

Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Revision and Review
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	65



Objective(s)

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

Revision and Review 3

- Revise the key concepts and passages from **Units 9–12** to strengthen comprehension skills.
- Practice and demonstrate oral communication skills learned in **Units 9–12** through discussions.
- Review and apply vocabulary from **Units 9–12** in reading, speaking.
- Solve **Review 3** exercises from Reading, Oral Communication, and Vocabulary sections to consolidate learning from **Units 9–12**.



Resource Material

Chalk/Marker, White/Blackboard, Textbook Page 100-144



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Ask students to sit attentively. Tell students that today they are going to have a discussion on the importance of trees. Ask students to: How do fruit trees benefit both humans and animals? Why should we avoid cutting down trees unnecessarily? What can students do to help protect trees in their school or community? Make sure to involve all students in the discussion appreciate them all for their active participation by clapping for them.



Concept Building (37 min)

Tell the students that today they are going to revise the texts and stories from Units 9–12. Ask four random students to come to the front of the class, and invite each of them to share the summary of one unit in their own words. If they miss any point or share something incorrectly, guide and correct them. Afterward, recall the main summary of each unit with the class.

Next, ask another four students at random to come forward and share the summary of any unit with their classmates. Appreciate all students for their efforts and correct answers. Encourage the class to recall the meanings of difficult words given in the textbook. Then, read aloud a statement for reading comprehension and ask the students to recall and respond to the related questions. Finally, write a few sentences on the board for further practice and discussion.

Activity 1:

Recall the concept of vocabulary section such as: contextual words, meter, mood assonance and consonance, connotative and denotative meanings, adjectival, prepositional and adverbial phrases. Ask students to read the example of given concepts in their textbooks for their better understanding. Make pairs of students and ask them to practice the 4 dialogues given in textbook in first four units.

Activity 2:

Tell students that today they are going to complete the review 3. Ask students to open page 143. Read the statement aloud and ask students to write the meanings of the words in the given space. Encourage

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them to complete their work independently in neat hand writing. Appreciate them for correct answers. Read the statement and ask questions from students at random. Note their responses. Ask students to write the answers of the questions in their notebook in neat hand writing.

Activity 3:

At the end of the lesson, ask random students to write a letter on the board and give them the topic: 'Write a letter to a school authority requesting permission for a field trip'. Give them some time to write the letter. Encourage them to write the letter in neat handwriting and choose vocabulary wisely. After writing call random students on the board and ask them to read aloud the letter. Ask students to sit attentively and focus on the details of writing a letter.



Sum Up (3 min)

Summarise the key concepts discussed in the Reading Comprehension and Vocabulary sections of Units 9-12 with your students.



Assessment (5 min)

Ask students to share a sentence using adjectival, prepositional and adverbial phrases.



Assignment (0 min)

N/A

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Subject	English	Unit Name	A Thrilling Rescue in Clouds
Grade	8	Topic	Revision and Review
Time Duration	50 Min	Term	3
Date		Lesson Plan No.	66



Objective(s)

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

Revision and Review 3

- Revise the grammar topics from **Units 9-12** and apply the learned rules in speaking and writing.
- Review the writing tasks from **Units 9-12** and practice structured writing based on the given guidelines.
- Solve **Review 3** activities from Grammar and Writing sections to reinforce concepts from **Units 9-12**.



Resource Material

Chalk/Marker, White/Blackboard, Textbook pg. 100-144



Warm-up (5 min)

Greet students with Assalaam u Alaikum and motivate them to respond. Say “Bismillah” and ask the students to repeat after you. Engage students by asking how they are and guide them to respond with ‘Alhamdulillah.’ Begin by asking students to recall what transitional devices of purpose and condition are. Give a few quick examples on the board (e.g., They whispered **so that** they wouldn’t disturb others. / Take an umbrella **in case** it rains.). Ask students to share their own examples orally to check understanding. Call any two random students to the board. Give them a set of words (for example: in order to, so that, if, unless, as long as, in case). In 2 minutes, each student has to make as many sentences as possible using both transitional device of purpose and condition together. The student who writes more correct sentences within the time limit will be declared the winner. Encourage the class to clap for the winner and appreciate both students for their effort.



Concept Building (30 min)

Tell students that today they are going to revise all the grammar topics we have studied so far. Write a list of topics on the board (formation of adjectives, transitional devices, comparative clause, correlative conjunctions, direct and indirect speech, informative texts etc.). Ask students: “Which of these topics was easiest for you? Which was difficult?” to activate prior knowledge.

Activity 1

Divide the class into two teams. Ask short recall questions from different topics, e.g.: *make a sentence with subordinating speech* “I will call you **when** I reach home” change it into indirect speech. Award 1 point for each correct answer. Keep the energy high!

Activity 2

Write sensory verbs, mental verbs, and feeling verbs on slips of paper. Call 3–4 students in front and ask each to pick a slip and make a sentence using the given verb. Students must make grammatically correct sentences on the spot. Do the same for types of sentences (declarative, exclamatory, and imperative). Appreciate students for their efforts.

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Activity 3:

Divide students into small groups (4–5 each). Assign each group a mini writing task (informative texts, Narrative poem):

- Write 4–5 sentences using Future Perfect Tense.
- Write an informative text on Healthy Eating Habits.
- Make 3 complex sentences.

Groups share their work with the class. Teacher corrects & appreciates.

Activity 4:

Tell students that today they are going to complete the review 3. Ask students to open page 143. Read the statement 1 aloud and ask students to read the sentences and separate prepositional, adverbial and adjectival phrases. Encourage them to complete their work independently in neat hand writing. Appreciate them for correct answers. Read the statement 2 and ask make new words by adding suffixes or prefixes to the root words. Note their responses. Ask students to write the correct words in the table in neat hand writing. Now ask them to recall the connotative and denotative meanings of words and ask them to write in the table of statement 3. Read the statement 1 from Grammar section and students to rewrite the sentences into indirect speech in their notebooks.

Activity 5:

Ask the students to open their notebooks. Instruct the students to write an informal letter to your friend and telling him/her about your trip to Murree. Remind them to punctuate and proofread the text properly. Give them some time to complete their task. Tell them to use neat handwriting. Encourage them to be creative. Circulate in the classroom. Help them in constructing the sentences if they need. Appraise the students who come up with the correct use punctuation and tenses to boost their confidence.



Sum Up (5 min)

Recap quickly formation of adjectives, transitional devices, comparative clause, correlative conjunctions, direct and indirect speech, and informative texts.



Assessment (5 min)

Ask students to share a sentence using past perfect continuous tense.



Assignment (5 min)

N/A