

Section A.

Name of the Institute	SCERT,Punjab
Name of the Teacher	Manjit Kaur Subject Expert
Class	VIII
Subject	English
Name of the chapter	Abdul Hamid
No. of period required	08
Vetted by	Baljeet Kaur Subject Expert, SCERT

Section : B

Expected outcomes:

1. Involvement of Children during the transaction of all components: They will be able to listen and express their views and ideas freely on their habits/nature/behaviour.
2. Children should be able to read and comprehend the given reading text
3. Children should be able to use appropriate vocabulary related to habits/nature/behaviour in oral and written discourses.
4. Children should be able to express incidents related to past.
5. Children should be able to write conversations, descriptions and story of their own.

B1.Usefulness in Daily Life

- It will be helpful in inculcating patriotism in the children
- Children should be able to write conversations, descriptions and story of their own.

B2. Concept: The chapter is focused on the concept that parents and teachers can help the students in character building. Their efforts work together to inculcate good habits in their children.

B3. Life Skills: The main objective of teaching language is to develop communicative skills in children. Therefore teacher should focus all the four skills (Listening, speaking, reading and writing) in the children.

Period wise Plan

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
01.	(2) Warming-up The teacher will ask questions leading to the lesson.	Picture Inter-action Whole Class activity	(1) What do you see in the picture? (2) Have you ever seen a movie, with a soldier as a hero?	Show :	PES/ENG/VIII/208 - parts to be shown An Indian Soldiers picture.
02.	Silent Reading Page 1 Para 1 "It is early..... September 6. The teacher will ask questions from the para. Editing : The teacher will discuss the questions with the group leaders and	Reading for comprehensive Individual Activity. Whole-class	(1) What time of the day is it? (2) What date and year is it? (3) What is the name of the place?	BB. Glossary Annexure I	

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
	write the correct answers.	activity divided into groups. The Children will work in groups and select a leader, who will speak/ write the answers decided by the group.	(4) Where are the Patton Tanks marching? (5) Where is the village Cheema? (6) How long has the Battle been going on?	Black Board Answers Annexure	
03.	Activity : Jumbled words. The teacher will dictate the jumbled words from the Para I and Students will go back to the text and put the words in correct order. Editing : The teacher will correct the responses of the students on the b.b.	Whole-class Activity. whole-class activity	(a) Tarsem (b) Rodreb (c) Table (d) Maden (e) tontap	Text book Black board Text book	Glossary Annexure '3'
	(a) Silent Reading by student para 2, Pg. 7.	Reading Comprehensive	(1) Who was Abdul Hamid waiting for?	Glossary Pronunciation	Annexure '4' Annexure '5'

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
	<p>(c) :The teacher will ask questions on the basis of reading Para 2.</p> <p>(b) The teacher will make the students pronounce difficult words and sound practice, as 'Annexure 5 & 6'. So that alongwith the reading their speaking also improves. This should be repeated 3-4 times.</p>	:The student will discuss in groups	<p>(2) Where was he sitting?</p> <p>(3) Did he have a special gun?</p> <p>(4) What does 'a good shot' mean?</p> <p>(5) Why did he wait for the tanks to come near?</p> <p>(6) Write two words that tell us something about the tanks.</p> <p>(7) Why were his soldiers happy?</p> <p>(8) Do you also feel happy?</p>	<p>Pronunciation</p> <p>Practice of /S/ and /z/</p> <p>Pg. 12. Part 0-IV</p>	Annexure '6'
04.	Editing : The teacher will correct the responses after consulting the students.	Whole class activity : The students will discuss the questions in		Black-board & Text Books & Worksheets.	

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
		<p>their groups & group leaders can come & write on the board</p> <p>Note : (Their can be noise in the class; but it is a positive sign.)</p>			
04.	<p>Grammar : Finding adjectives : There is a word/ in line 1 & 5 of Para 1 that describe Abdul Hamid. There are two words in Ruie 7 & 8 that describe the tanks. Find them and make sentences of your own.</p> <p>The teacher will ask some of the students to write their finding and others to write sentences of will correct them.</p>	Individual Activity	<p>(1) What word describes Abdul Hamid in Line 1.</p> <p>(2) What word describer Abdul Hamid in Line 5?</p> <p>(3) What word in Line 7 describes the Pakistani Tanks?</p> <p>(4) What word in line 8 describes the Pakistani</p>	Black-board Text book	Annexure '7' Annexure '8'

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
	The students will be asked to fill in the blanks on Pg. 10. of the Text book and students can check each others' books after teacher's correction on the board.		tanks?		
05.	<p>CREATIVE WRITING :</p> <p>The teacher will ask the students to write a few lines on Guru Gobind Singh ji, Shivaji or Rani Lakshmi Bai using the words they have just found in the text.</p> <p>The students will be asked to display their writing on the charts in the class-room.</p>			Black-board charts	
05.	<p>Silent Reading page 8</p> <p>Was he.....he was.</p> <p>The teacher will ask questions from the</p>	<p>Reading for comprehension</p> <p>whole class</p> <p>will read</p>	<ol style="list-style-type: none"> 1. What does 'a crack shot' mean? 2. How did he shoot a bird one night? 3. Who is 'He' in the third 	<p><u>GLOSSARY</u></p> <p>Annexure '9'</p> <p><u>PRONUNCIATION</u></p> <p>Annexure '10'</p>	

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
	paragraphs	individually (Give them 10-15 mts)	line? 4. Whose 'biggest enemy/ was he? 5. What hit his jeep? 6. What happened to Hamid? 7. Was he badly wounded? 8. What did he order his soldiers?		
	Editing : The teacher will write the correct answers after discussing with the students. She will divide the students in groups.	Group Activity Discuss question and leaders will answer (Rest of the period)		Answers : Annexure '11'	
06.	VOCABULARY : BUILDING	Whole-class	1. biggest	Black-board	

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
	The teacher will write ten words on the b.b. The students will copy on their notebooks (Any five) The teacher will speak out the words randomly, whosoever completes the list of 5 will be the winner. The students will be told to write the opposites of the words too.	Activity	2. before 3. enemy 4. rising 5. brave 6. down 7. forward	Text book	
	Editing The teacher will write the correct responses after consulting the students/group leaders.	The students will discuss among themselves in groups		Black board Text book	Annexure 12
07.	Silent Reading : The teacher will tell the students to read the last para for comprehension. The teacher will ask the questions from the text.	Whole class will read silently.	a) What a brave man he was! What <u>kind</u> of sentence is this? b) Did Hamid's soldiers love him? c) Did they obey him? d) How did they fight?	Black board. Text book GLOSSARY Annexure '13' Pronunciation Annexure 13'A'	

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
			e) What did they damage? f) Why did the Pakistani soldiers flee? g) What happened to Abdul Hamid? h) Did he get any award? What award did he get? i) Was it awarded during his life-time? j) When was it awarded? k) Will he be remembered forever? l) How will he be remembered?		
07.	EDITING : The teacher will divide the class into groups and make them discuss	Group Activity		Charts/ Black board	

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
	the questions. After consulting she will correct the answers written by the students on a chart / black-board			Answers : Annexure '14'	
08.	LETTER-WRITING The teacher will tell them to write a letter to the sister/brother. The teacher will lead the students with questions about the format of the personal letter and then about the body of the letter about Abdul's great work.	Whole class activity	Reg: BODY OF THE LETTER 1. Who was Abdul Hamid? 2. What did he do during the war? 3. What happened to him? 4. Did he lose heart? 5. What award he got? 6. How impressed you feel.	B. Board/ CHART	
	EDITING: The teacher will correct the format and the body after discussing with the students. The chart can be put	Whole-Class activity.			

Period No.	Content/activity/discourse	Strategy	Interactive Questions/ CCE	Resource/TLM	Teacher Reflections
	up in the class.				

Annexure – I

GLOSSARY

- | | | | |
|----|----------------------------------|---|----------------------|
| 1. | Company Quarter Master Havaladar | - | ਫੌਜ ਵਿੱਚ ਇੱਕ ਅਹੁੱਦਾ |
| 2. | Soldier | - | ਜਵਾਨ, ਫੌਜੀ |
| 3. | Fought | - | ਲੜਿਆ |
| 4. | Sector | - | ਇਲਾਕਾ |
| 5. | Border | - | ਬਾਰਡਰ, ਸੀਮਾ (ਦੋਂ ਦੀ) |
| 6. | Battle | - | ਯੁੱਧ, ਲੜਾਈ |

Annexure 2

1. It is morning.
2. It is 10th September, 1965
3. It is Khemkaran Sector.
4. The Patton tanks are moving on Bhikiwind-Amritsar Road.
5. The village Cheema is on the border/ India-Pakistan border.
6. The battle has been going on since 6th September 1965/ Only 6th September.

Jumbled Words Annexure '3'

- a) Master
- b) border
- c) battle
- d) named
- e) patton

GLOSSARY Annexure '4'

- | | |
|-----------------|-----------------|
| (a) Grenadiers | (g) forward |
| (b) Army | (h) fires |
| (c) special | (i) flames |
| (d) a good shot | (j) continually |

- (e) powerful
- (f) dangerous

(k) company

Annexure '5'

Pronunciation

- (a) Patton tanks - ਪੈਟਨ ਟੈਂਕਸ
- (b) Grenadiers - ਗ੍ਰੇਨੇਡੀਅਰਗ
- (c) Powerful - ਫੁਲ
- (d) Quarter -

Annexure '6'

pg. 12 Exercise D. Pronunciation Practice

Annexure '7'

1. Abdul Hamid was waiting for the Pakistani army.
2. He was sitting in a jeep.
3. Yes, he had a special gun.
4. 'A good shot' means a person who can shoot at any target successfully.
5. He waited for the tanks to come near because he wanted to hit each tank and also not waste his shots.
6. The tanks were 'powerful' and 'dangerous'.
7. The soldiers were happy because the Pakistani tanks were in frames.
8. Yes, we also feel happy.

Annexure '8'

- (a) Line 1 - brave
- (b) 2 - a good shot
- (c) 7 - powerful
- (d) 8 - dangerous

Annexure '9'

(a) Crack shot	(g) shell
(b) guided	(h) wounded
(c) sound	(i) lose heart
(d) further	(j) forward
(e) bursts	
(f) flames	

Annexure '10'

Pronunciation

Bursts	-	ਬੱਸਟਸ
flames	-	ਫਲੇਮ
wounded	-	ਵੂੰ-ਡਿਡ

Annexure '11'

1. 'A crack shot' is one who never misses an aim.
2. He shot a bird one night with the help of a sound.
3. 'He' refers to Abdul Hamid in the third line.
4. He was the biggest enemy of the Pakistani army.
5. A shell hit his jeep.
6. He fell down.
7. Yes, he was badly wounded.
8. He ordered his soldiers to march forward.

Annexure '12'

1. smallest
2. after
3. friend
4. rising
5. coward
6. up
7. backward.

Annexure '13'

- a) This is an exclamatory sentence.
- b) Yes, they loved him.
- c) Yes, they obeyed him.
- d) They fought bravely.
- e) They damaged some more tanks.
- f) They fled because they were afraid.
- g) He died fighting for his country.
- h) Yes, he got an award.
- i) He was awarded Param Vir Chakra.
- j) No, it was not awarded during his life time.
- k) Yes, he will be remembered forever.
- l) He will be remembered because his village has been named 'Hamid Dham' after him.

Annexure '15'

(a) is waiting	-	was waiting
(b) is sitting	-	was sitting
(c) has	-	had
(d) are	-	were
(e) is	-	was
(f) waits	-	waited
(g) wants	-	wanted
(h) doesn't	-	didn't
(i) are	-	were
(j) are coming	-	were coming
(k) firing	-	were firing
(l) marches	-	marched
(m) sees	-	saw
(n) turns	-	turned
(o) goes	-	went
(p) catches	-	caught
(q) are	-	were