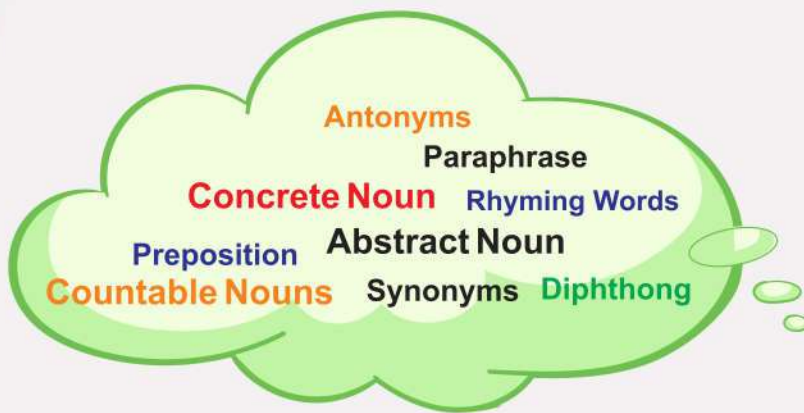


ENGLISH

8

Based on Single National Curriculum 2022



Punjab Curriculum and Textbook Board, Lahore

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

English

8

Based on Single National Curriculum 2022

One Nation, One Curriculum



**PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE**

Content List

Units	Themes	Oral Communication Skills	Reading Skills
1. Tolerance of the Rasoolullah (ﷺ)	Ethics and Values (Universally desired personality traits)	- Demonstrate attentive listening skills - Ask and answer questions of personal relevance	- Reading for Understanding - Questions/Answers - Fill in the Blanks - Main Idea - Topic Sentence
2. A Great Virtue	Peaceful Co-existence	Engage in extended discussion	- Reading for Understanding - Questions/Answers - Choose the correct option - Elements of a story
3. The Twins (Poem)	Personality Development	Apply knowledge for different purposes	- Questions/Answers - Figures of Speech
4. Let's Make Our Road Safer!	Participatory Citizenship	- Apply knowledge for different purposes - Engage in collaborative discussions	- Contextual and Dictionary Meanings - Questions/Answers - Topic sentence and supporting details
Review - 01			
5. Hazrat Umar (رضي الله تعالى عنه)	Role Models	- Demonstrate spoken presentation and listening - Speak for different purposes - Express preferences and opinions	- Contextual and Dictionary Meanings - Questions/Answers - Fill in the Blanks - Silent Letter Hunt
6. Sports and Sportsmanship	Sports	- Ability to pose rhetorical questions - Perform a role play - Ask and answer simple and higher order questions	- Reading for Understanding - Questions/Answers - Fact and Opinion
7. The Earth Speaks	Environmental Education	Engage in extended discussions and debates	- Questions/Answers - Figures of Speech
8. Setting the Quarrel	Avoiding Social Evils	Apply knowledge for different purposes	- Reading for Understanding - Questions/Answers - Cause and Effect
Review - 02			
9. Mountaineering Adventure	Adventure	- Ask and answer questions of personal relevance - Role Play	- Reading for Understanding - Questions/Answers
10. Dignity of Labour	Dignity of Labour	- Apply knowledge for different purposes - Speak confidently and fluently for different purposes	- Reading for Understanding - Questions/Answers
11. Give to Your Country (Poem)	Patriotism / National Pride Self, People and Places	- Apply knowledge for different purposes - Ask and answer questions of personal relevance	- Contextual Meanings - Questions/Answers
12. Trees Plantation	Environmental Education / Climate Change	- Demonstrate attentive listening skills - Engage in extended discussion	- Dictionary Meaning - Questions/Answers
Review - 03			

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About the Book

Title of the unit is derived from the themes/sub-themes and the text also revolves around the theme.

Learning Outcomes comprise the key learning areas required to achieve at the end of each unit.

Each unit starts with **Talk Time**, it comprises the one word icebreaking activities for brainstorming of students and to acquaint them with the reading text.

2 A Great Virtue

Learning Outcomes:

After completing this lesson, the students will be able to:

- engage in extended discussions taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- use common punctuation cues to aid comprehension when reading.
- recognise and rectify faulty punctuation in given passages and own work and correct others' work.
- ask and answer simple and higher-order questions to guide/assess reading.
- analyse organizational patterns in a text.
- explain whether predictions about the content of a text are acceptable or should be modified and why.
- analyse how particular elements of a story interact.
- use thesaurus to locate guide words, entry word, synonyms/ antonyms according to the context and use in writing.
- identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs.
- use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- understand the difference between singular and plural countable and uncountable nouns.
- write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Talk Time

Every act of kindness counts.
What do you think about the above given statement.

Reflection:
Think what act of kindness you have done recently and how you felt after it.

Activity

Sit in groups and discuss how in our daily life we can be kind to others and develop a good relation with people around.

Activity in the unit is given for group and pair work. Moreover, some activities are for the reinforcement of the concept taught.

Pre-reading:

- Have you ever seen the twins?
- Were you able to recognize each one of them?

In form and feature, face and limb,
I grew so like my brother,
That folks got taking me for him,
And each for one another.
It puzzled all our kith and kin,
It reached a fearful pitch;
For one of us was born a twin,
Yet not a soul knew which.

One day, to make the matter worse,
Before our names were fixed,
As we were being washed by nurse,
We got completely mixed;
And thus you see, by **fate's decree**,
Or rather nurse's whim,
My brother John was named me,
And I was named him.

This fatal likeness even **dogged**
My footsteps when at school,
And I was always getting **flogged**.
For John turned out a fool.
I put this question, **fruitlessly**,
To every one I knew,
'What would you do, if you were me,
To prove that you were you?'

(Henry S. Leigh)

While-reading

What did puzzle the kith and kin?

While-reading

Who mixed the twins?

While-reading

What do you understand by 'fatal likeness'?

Remember

Intonation

- Intonation is the rise and fall of the voice in speaking.
- Intonation is primarily a matter of variation in the pitch level of the voice in which stress and rhythm are also involved.

Recite the poem using proper stress and intonation.
Help students understand the importance of stress and intonation in poetry.

Teaching Point is to aid teaching process in an effective way to attain the learning targets.

Remember is to revise those concepts that are being taught repeatedly in almost each previous grade.

Review is given to assess students' learning.

Review - 1

Oral Communication Skills

A. Listen to the poem carefully and answer the questions orally given at the end.

Water is a lovely thing,
Dark and ripply in a spring,
Black and **quiet** in a pool
In a **puddle** brown and cool,
In a river blue and gay,
In a raindrop silver-grey,
In a fountain **flashing** white;
In a dewdrop crystal bright;
In a pitcher frosty-cold;
In a bubble pink and gold;
In a **happy** summer sea;
Just as green as green can be,
In a rainbow far **unfurled**,
Every colour in the world,
All the year, from spring to spring,
Water is the loveliest thing!

Julia W. Wolfe

Oral Questions

1. Where is the water brown and cool?
2. What is a dewdrop?
3. What are the colours of rainbow?
4. What is the main idea of the poem?

Instructions

Divide the students in groups, each group will talk about one traffic rule with its benefits. In this way each group will get the chance to speak.

B. Describe the benefits of traffic rules.

Reading Skills

A. Answer the following questions:

1. Give an example of tolerance from the life of the Rasoolullah (ﷺ).
2. What did Hazrat Ans Bin Maalik (رضي الله عنه) say about the Rasoolullah (ﷺ)?

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Read Me explains the concepts that are being taught to the students.

3. How did Haroon and Salman behave towards each other during their quarrel?
4. In Haji Usman's judgement, what is Haroon supposed to do for Salman?
5. Do you think his judgement was fair? Explain with reasoning.
6. What is the theme of the story? Write a short summary of it.

Activity

Read the story 'Settling the quarrel' again and identify the story elements in it. Then analyze its plot development and discuss whether it is a good one or can be improved. Write that part of story that needs to be improved for a better plot development.

B. Cause and Effect

Read Me

Cause: The reason-Why something happened.

Effect: The result-What happened (Single words: because, so, since, as a result, then, therefore, due to)



Read the poem 'Anger' again and state the cause and effect of anger mentioned in it by the poet.

Vocabulary and Grammar

A. Compound Preposition

Use the following compound preposition in sentences.

- in front of
- along with
- instead of
- at the top of
- according to

Read Me

A **compound preposition** contains two or more prepositional words, e.g., aside from, next to, close to, apart from, etc.

Just a Reminder!

A preposition is a word that shows the relationship between a noun or a pronoun and other words in a sentence, e.g., Ali is playing tennis on Sunday.

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Each unit is divided into four major competencies to enhance student learning process:

- Oral Communication Skills
- Reading Skills
- Vocabulary and Grammar
- Writing Skills

Ethical and social attributes are incorporated across the four competencies.

Just a Reminder! is to remind the students to integrate the concept they have learnt while reading the text in their writing.

Tolerance of the Rasoolullah (ﷺ)

Learning Outcomes:

After completing this unit, the students will be able to:

- demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- ask and answer questions of personal relevance, information and variety of communicative purposes.
- demonstrate understanding of familiar word patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode them, pronounce correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.
- guess the meaning of the word in the text. Compare with the dictionary meaning to understand the contextual meaning.
- 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.
- explain the meaning of words using dictionary to: choose appropriate word definition according to the context, identify pronunciation, identify syllable division and stress patterns and the part of speech of a word.
- keep a record of words.
- use knowledge of syllable patterns, roots to construct multi-syllabic words and pronounce the words with the correct stress.
- follow the steps of the process approach to plan for writing a paragraph.
- write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well structured event sequences.
- apply editing and proofreading skills to a range of different texts and contexts.

Talk Time

TOLERANCE

What comes to
your mind when
you hear the word?

In a classroom
how can you
be tolerant?

How will you stop
a fight between
two children?



Ask students these questions and begin the discussion by making a mind map on the board.
Reinforce taking turns and let others speak.

Pre-reading:

1. Do you know the meaning of tolerance?
2. Can you recall an incident of tolerance from the life of the Rasoolullah (ﷺ)?

1 Tolerance means to bear pain or hardships with patience. It also means to bear things you do not like. For example, when you are in a position to take revenge, but you do not do so, you are displaying tolerance. The greatest tolerance was practised by our Rasool (ﷺ).

While-reading

Have you ever shown tolerance practically?



2 The Rasoolullah (ﷺ) is a model of tolerance. He (ﷺ) never wished ill for anyone. Hazrat Ayesha (رضي الله تعالى عنها) said that the Rasoolullah (ﷺ) never took **revenge** upon anyone. Abu Sufyan was the worst enemy of Islam before he became a Muslim. At the **conquest** of Makkah Mukarramah the Rasoolullah (ﷺ) not only forgave him but also honoured him by declaring **amnesty** for those who took refuge in his house.

While-reading

What do you understand by the word 'amnesty'?

3 When the Rasoolullah (ﷺ) went to Taif to preach Islam, the people there threw stones at him. Hazrat Jibrael (Gabriel) (عليه السلام) asked the Rasoolullah (ﷺ) on the occasion



- Enhance students' interest for the given topic with the help of pre-reading activity.
- Encourage students to guess the meanings of the highlighted words in the text.

of trial, "Allah has heard your people's saying to you, and what they have replied back to you, Allah has sent the Angel of the Mountains to you so that you may order him to do whatever you wish to these people." The Angel of the Mountains called and greeted Hazrat Muhammad (ﷺ), and then said, "O Muhammad (ﷺ)! Order what you wish. If you like, I will let Al-Akh-Shabain (i.e., two mountains) fall on them." The Rasoolullah (ﷺ) said, "No but I hope that Allah will let them beget children who will worship Allah Alone, and will worship None besides Him (Al-Bukhari :3231)." We should follow the teachings of our Rasool (ﷺ). We learn from his life how much tolerance he (ﷺ) practised. The Rasoolullah (ﷺ) showed great tolerance throughout his life. He (ﷺ) even prayed for his enemies and for those who **troubled** him.

While-reading

Who went to Taif to preach Islam?

4 In his (ﷺ) last address, the Rasoolullah (ﷺ) said, "Revenge for bloodshed, as was the **custom** in the days of ignorance before Islam, is **forbidden**. I forgive those who murdered my cousin, Ibne-Rabiah." Hazrat Ans Bin Maalik (رضي الله عنه) said, "I served the Rasoolullah (ﷺ) for 10 years. By Allah, he (ﷺ) never **objected** to anything I said or did."

While-reading

How long did Hazrat Ans Bin Maalik (رضي الله عنه) serve the Rasoolullah (ﷺ)?

5 We, as Muslims, should follow the noble example of the tolerance of our Rasool (ﷺ). The deterioration and conflict prevailing in the society is due to lack of tolerance. This menace can only be cured by following the noble examples set by our beloved Rasool Hazrat Muhammad (ﷺ).



Glossary

hardship	something that causes suffering
display	to show
trouble	pain, bother
destroy	to ruin, to pull down
recognise	to acknowledge
patience	the ability to bear; suffering without complaining
forbidden	prohibited
murder	to kill unlawfully
revenge	deliberate punishment or injury inflicted in return for what one has suffered
custom	a traditional and widely accepted way of behaving or doing something that is specific to a particular society
objected	said something to express one's disapproval of or disagreement



Guide students to keep the record of newly learnt words.



Oral Communication Skills

Aslam and Imran are fighting. Asghar tries to resolve the issue.

Asghar:	Why are you fighting with Imran?
Aslam:	He has taken my pen. He is not giving it back to me now, and saying it's lost.
Asghar:	You should not fight with him, instead we should try to find it.
Imran:	I had placed the pen on the desk and now it is not there.
<i>(They all start looking for the pen but in vain.)</i>	
Asghar:	He has not lost your pen intentionally. I think you should forgive him. You should show tolerance.
Aslam:	Yes, you are right! I forgive him.
Imran:	Thank you brother, I shall remember this act of tolerance practised by you.



Activity

Roleplay a situation in which two students fight for something and the third student resolves their conflict, advising them to show tolerance.



Reading Skills

A. Reading for Understanding

- Write the contextual meanings of the words highlighted in the text.
- Compare the contextual meanings of the words with the given dictionary meanings.
- Use the highlighted words of the text in sentences of your own.



Remember

The meanings of new or unfamiliar words guessed with the help of hints found within a paragraph are called **contextual meanings**.

B. Comprehension Questions

1. What do you mean by tolerance?
2. Give an example of tolerance from the life of the Rasoolullah (ﷺ).
3. How did the Rasoolullah (ﷺ) respond to the ill-treatment of the people of Taif?

4. What did Hazrat Jibrael (Gabriel) (عليه السلام) ask the Rasoolullah (ﷺ) when he (ﷺ) was ill-treated by the people of Taif?
5. How did the Rasoolullah (ﷺ) deal with his enemies at the conquest of Makkah Mukarrahmah?
6. What did Hazrat Ans Bin Maalik (رضي الله تعالى عنه) say about the Rasoolullah (ﷺ)?
7. What did the Rasoolullah (ﷺ) say about revenge in his last address?

C. Fill in the blanks with suitable words from the text.

1. _____ means to bear pain or hardships with patience.
2. The Rasoolullah (ﷺ) is a _____ of tolerance.
3. Hazrat Ayesha (رضي الله تعالى عنها) said that the Rasoolullah (ﷺ) never took _____ upon anyone.
4. The Rasoolullah (ﷺ) went to _____ to preach Islam.
5. In his last address, the Rasoolullah (ﷺ) said, “_____ for bloodshed is forbidden.”

D. Identify the main idea of ‘Tolerance of the Rasoolullah (ﷺ)’.

E. Identify the topic sentence in paragraph 1 and also point out which specific words/vivid verbs are used in it.

Topic Sentence

Specific Words /Vivid Verbs

A-Z Vocabulary and Grammar

A. Dictionary

Read Me

A dictionary is a book. It tells us correct meanings of a word, its spelling, synonyms, antonyms, part of speech and pronunciation.

Use a dictionary to:

- see the meaning of a word.
- check the spelling of the word.
- learn the pronunciation of the word.
- break the words into syllables.
- check, what part of speech of the words is.
- learn plural of the noun.
- learn forms of the verb.
- learn synonyms and antonyms of the word.



Ask the students to identify the features of a topic sentence.

Steps to use a dictionary:

1. We can find a word with the help of entry word and guide word as shown in the given picture.
2. Entry words are main words whose meanings have been given, they are arranged alphabetically from A-Z.
3. Guide words are found at the top of the page. They save your time.

Diagram illustrating the structure of a dictionary page:

- Guide Word:** counter
- Entry Word:** counter
- Pronunciation:** /'kaʊntə/
- Part of Speech:** n.
- Definition:** printing type etc. that is completely enclosed by an outline (e.g. the loop of P). [17th c.: origin unknown]

Other words and definitions shown on the page:

- countersign:** Old French *contresigner* from medieval Latin *contramandare* (as *contra-* 'mandare' 'order')
- countermarch:** /'kaʊntə'mɑːtʃ/ v. & n. ● v.intr. & tr. esp. Mil. march or cause to march in the opposite direction, e.g. with the front marchers turning and marching back through the ranks. ● n. an act of countermarching.
- countermeasure:** /'kaʊntə'meɪʒə/ n. an action taken to counteract a danger, threat, etc.
- countermine:** /'kaʊntə'maɪn/ n. & v. ● n. 1 Mil. a mine dug to intercept another dug by an enemy. 2 a submarine mine sunk to explode an enemy's mines. 2 a counterplot. ● v.tr. make a countermine against.
- countermove:** /'kaʊntə'muːv/ n. & v. ● n. a move or action in opposition to another. ● v.intr. make a countermove. □ **countermovement** n.
- counter-offensive:** /'kaʊnt(ə)'ɒfensɪv/ n. 1 Mil. an attack made from a defensive position in order to effect an escape. 2 any attack made from a defensive position.
- counterpane:** /'kaʊntə'peɪn/ n. a bedspread. [alteration (with assimilation to *pane* in obsolete sense 'cloth') from obsolete *counterpoint*, via Old French *contrepointe* (alteration of *coultepointe*) from medieval Latin *culcita*

Consult a dictionary to fill in the given table, first one is done for you.

Words	Pronunciation	Part of Speech	Meanings
refuge	refyudʒ	noun	protection from danger
declaring			
preach			
gracious			
deterioration			
conflict			
menace			

B. Multi-Syllable Words

Read Me

Multi-syllable words are the words that have more than one syllable.



Remember

A syllable is a word or a part of the word that has only one vowel sound, e.g. amnesty → am-nes-ty

Read the following multi-syllable words.

oc-ca-sion tol-er-ance mis-un-der-stand-ing
ig-no-rance for-bid-den de-te-ri-o-ra-tion

Read the following words and write them according to the syllabic division.

Words	Syllabic Division
helicopter	
puppies	
market	

Words	Syllabic Division
photographer	
patience	
excellent	

C. Prefixes and Suffixes

Prefix	Prefixes	Words
	dis-	disagree
	in-, im-	incorrect, impossible
	re-	redo (do again)
	mis-	misunderstand
	un-	uninteresting
	under-	underwater
Suffix	Suffixes	Words
	-able, -ible	capable, terrible
	-ful	beautiful
	-less	toothless
	-dom	freedom
	-er	worker
	-ment	payment
	-ness	happiness

Read Me

A prefix is a set of letters that is added to the beginning of a word to make a new word.

Read Me

A suffix is a set of letters that is added to the ending of a word to make a new word.

Write ten words each having prefixes and suffixes.

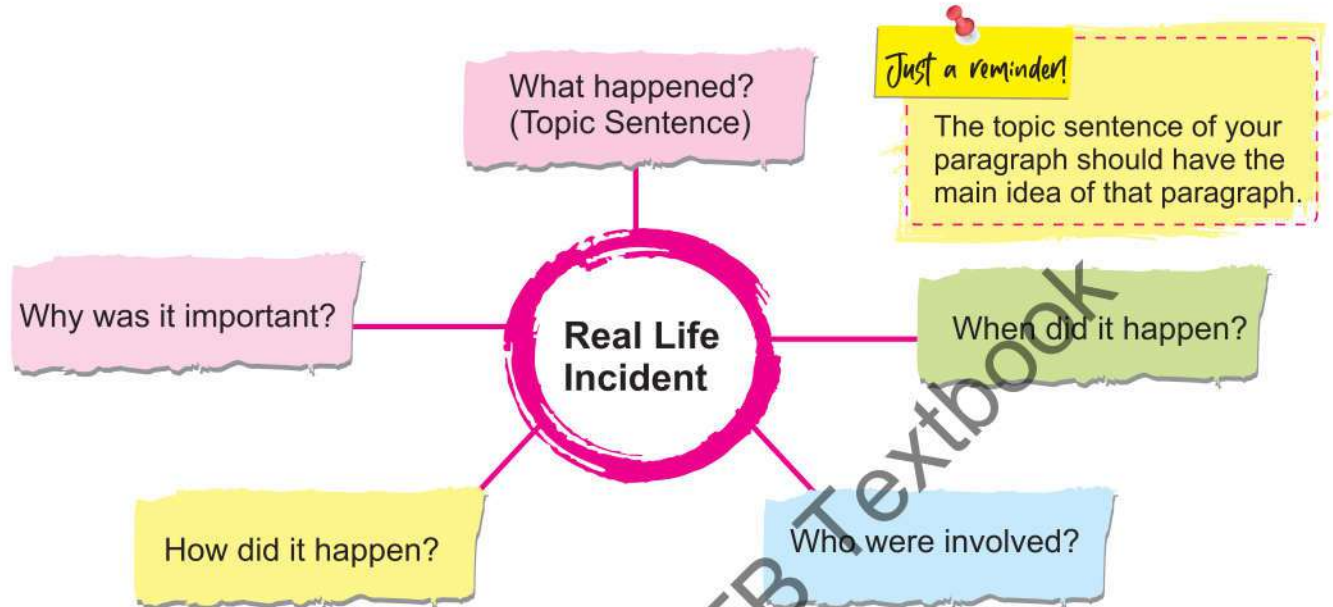
Writing Skills

A. Paragraph Writing

Read Me

A mind map helps us to arrange ideas logically and effectively.

Write an incident from your real life where you showed tolerance.



B. Narrative Writing

Narrate 'Tolerance of the Rasoolullah (ﷺ)' in your own words keeping in view the text.

The given mind map will help you to identify the features of a good narrative.

Title:		
Character(s):	Setting: Place Time	
Event 1:	Event 2:	Event 3:
Concluding Paragraph:		

C. Proofreading and Editing

Peer Review

Proofread and edit the written work for the following points:

- Punctuation is used correctly.
- Spelling of the words are used correctly.
- The sentence structure is used correctly.
- The topic sentence reflects the main idea of the paragraph.
- The ideas are arranged logically and effectively.



Friends, fill in your Exit Card at the end of the unit.

Exit Card

I have learnt that _____

I still need help with _____

Rating my understanding



The *Exit Card* will help you to know about the new things you have learnt and which concepts need reinforcement to strengthen your learning. Guide students to be specific while filling in the *Exit Card*.