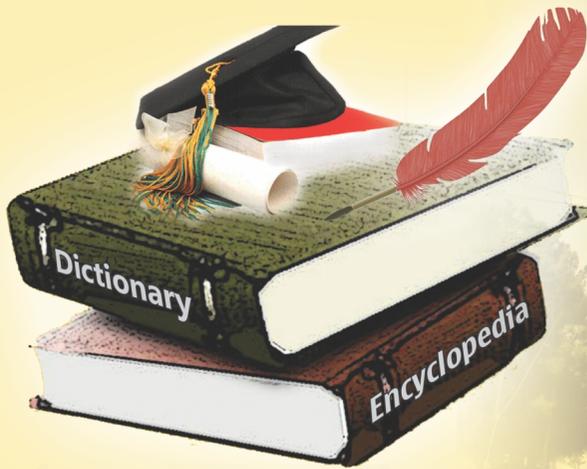


# ENGLISH

LANGUAGE

GRADE

6



Balochistan Textbook Board, Quetta.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ  
شروع اللہ کے نام سے جو بڑا مہربان نہایت رحم کرنے والا ہے

# ENGLISH LANGUAGE GRADE

# 6



Publisher:



For:

Balochistan Textbook Board, Quetta.

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Approved by the Provincial Education Department Government of Balochistan Quetta.

Vide notification no. SO(Academic)/EDN:/ 2-6/3948 Dated 04/02/2013

According to the National Curriculum 2006 under the National Textbook and Learning Materials Policy 2007.

N.O.C. No. 9049-52/C.B Office of the Director Bureau of Curriculum & Extension Centre, Balochistan, Quetta.

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# C O N T E N T S

Unit No.	UNIT TITLE	READING AND THINKING SKILLS	WRITING SKILLS
<b>REVISION CLASS 5</b>			
1	The First woman Who Embraced Islam	<ul style="list-style-type: none"> <li>- Reading for comprehension.</li> <li>- Pattern of text organization.</li> <li>- Recognize topic sentence and supporting details.</li> <li>- Use of dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>- Paragraph writing.</li> </ul>
2	Pollution	<ul style="list-style-type: none"> <li>- Analyzing text.</li> <li>- Reading for comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing with the help of mind map.</li> </ul>
3	Ibn-e-Sina (Avicena)	<ul style="list-style-type: none"> <li>- Analyzing text pattern.</li> <li>- Reading for comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>- Descriptive writing.</li> </ul>
4	The Four Seasons	<ul style="list-style-type: none"> <li>- Reading for comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>- Summarizing the text.</li> <li>- Writing paragraph.</li> </ul>
<b>REVISION UNIT 1 to 4</b>			
5	The Cock is Crowing (Poem)	<ul style="list-style-type: none"> <li>- Reading for comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>- Main idea of the poem.</li> </ul>
6	Planning a Football Match	<ul style="list-style-type: none"> <li>- Answer comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing a composition.</li> </ul>
7	Ziarat Valley	<ul style="list-style-type: none"> <li>- Answer comprehension questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Letter writing.</li> <li>- Address on envelope.</li> </ul>
8	Helping Each Other	<ul style="list-style-type: none"> <li>- Elements of story.</li> </ul>	<ul style="list-style-type: none"> <li>- Writing on favourite character with reasons.</li> <li>- Gap summary.</li> </ul>
<b>REVISION UNIT 5 to 8</b>			

# C O N T E N T S

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10	Eid-ul-Fitr	- Comprehension questions.	- Guided writing.
11	Travelling Etiquettes	- Comprehension questions.	- Paragraph writing.
12	Words of Wisdom	- Use of dictionary. - Proof reading. - Card catalogue.	- Active and passive voice.
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15	Our Country	- Comprehension questions.	- Fill in the blanks.
16	Abu Ben Adhem (Poem)		- Main theme of the poem. - Summary.
<b>GLOSSARY</b>			
<b>TEACHER'S GUIDE</b>			

# C O N T E N T S

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# The First Woman Who Embraced Islam

## Student Learning Outcomes:

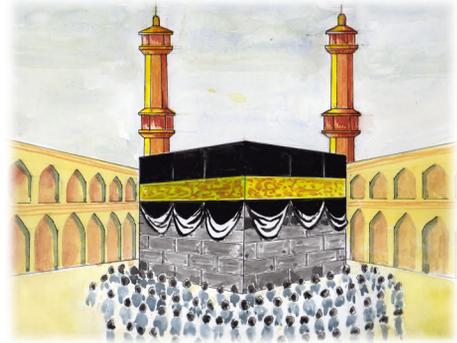
After reading this unit, the students will be able to:

- scan the text to answer short questions.
- deduce meanings of difficult words.
- recognize topic sentence and supporting details.
- write a simple unified paragraph on a given topic.
- demonstrate use of common and proper nouns.
- use dictionary to locate entry words.

## Pre-reading

- What does the title of the unit suggest?
- What name comes to your mind after reading the title?

Hazrat Khadija (رضي الله عنها) was the first woman who embraced Islam. She belonged to 'Asad' tribe. She was the daughter of 'Khuwailid' who was a very rich and famous merchant of Makkah. After the death of her father, she decided to look after his business.



As a woman she could not travel herself for business, so she used to appoint some honest merchants of the town, who wanted to go to other countries for selling trade goods.

Hazrat Khadija (رضي الله عنها) was greatly impressed by Hazrat Muhammad (صلى الله عليه وسلم) who was known as 'Al Sadiq' and 'Al Amin' for his truthfulness and fair dealings not only in business but also in social matters. Therefore, Hazrat Khadija (رضي الله عنها) decided to confide her

merchandise to Hazrat Muhammad (ﷺ) along with a slave, for sale in Palestine.

With his honesty, Hazrat Muhammad (ﷺ) sold out trade goods and made a large profit. Hazrat Khadija (رضي الله عنها) was also very honest. Therefore, she paid double amount what she had originally promised to Hazrat Muhammad (ﷺ).

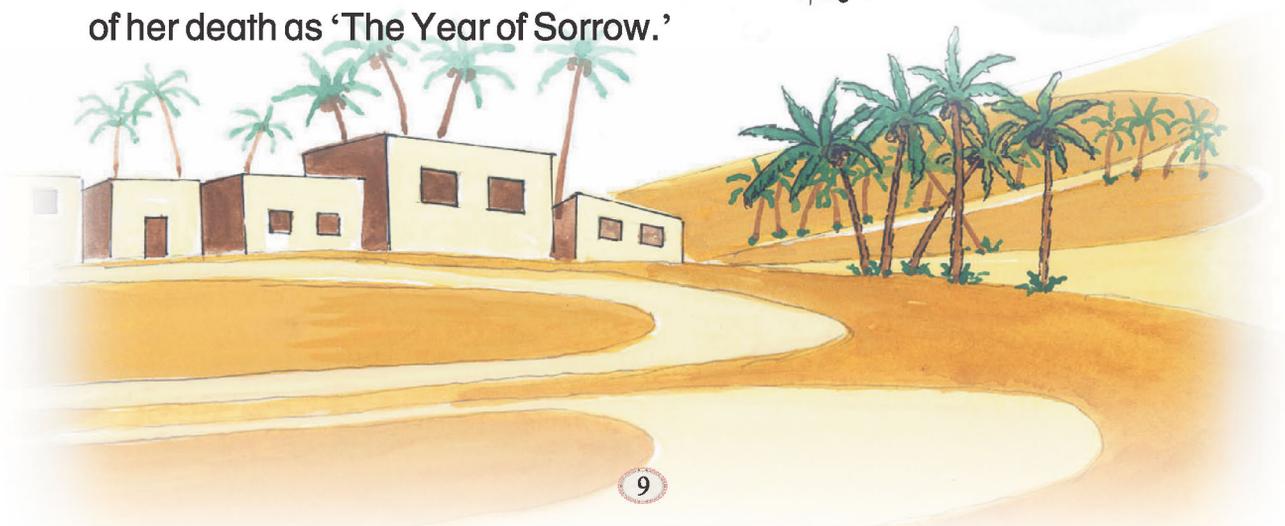
Hazrat Khadija (رضي الله عنها) was so much impressed by Hazrat Muhammad (ﷺ) that she consulted her female friends and employed one of them to suggest to Hazrat Muhammad (ﷺ) to demand her in marriage. In result, Hazrat Muhammad (ﷺ) and Hazrat Khadija (رضي الله عنها) got married. At the time of marriage Hazrat Muhammad (ﷺ) was twenty five while Hazrat Khadija (رضي الله عنها) was forty years of age. Their marriage took place long before the spread of Islam.

When Hazrat Muhammad (ﷺ) started preaching Islam, Hazrat Khadija (رضي الله عنها) responded positively and was the first among the women to embrace Islam.

Hazrat Khadija (رضي الله عنها) was very generous and charitable to everybody; to orphans, widows and other poors in the town. She also endowed her wealth for the spread of Islam.

She was a great and noble woman that is why she is also known as 'Tahira' which means 'pious and pure'.

She passed away in 10<sup>th</sup> Nabvi and was buried in the graveyard 'Al-Mua'la' at Makkah. Hazrat Muhammad (ﷺ) declared the year of her death as 'The Year of Sorrow.'





## Reading and Thinking Skills:

### Comprehension

#### I- Answer the following questions.

- i) Who was the first woman who embraced Islam?
- ii) Which tribe did Hazrat Khadija (رضي الله عنها) belong to?
- iii) What was the name of Hazrat Khadija's (رضي الله عنها) father?
- iv) What were the qualities of Hazrat Muhammad (صلى الله عليه وسلم) that impressed Hazrat Khadija (رضي الله عنها)?
- v) What was the age of Hazrat Khadija (رضي الله عنها) at the time of her marriage?

#### 2- Fill in the blanks with appropriate words.

- I) Hazrat Khadija (رضي الله عنها) was the ..... woman who embraced Islam.  
(a) first      (b) third      (c) second
- ii) Hazrat Khadija (رضي الله عنها) belonged to the ..... tribe.  
(a) Banu Quraish      (b) Asad      (c) Banu Qainqa
- iii) Her father was a famous .....  
(a) shopkeeper      (b) merchant      (c) farmer
- iv) Hazrat Khadija (رضي الله عنها) was ..... years of age at the time of her marriage.  
(a) 50      (b) 40      (c) 20
- v) She passed away in ..... Nabvi.  
(a) 12<sup>th</sup>      (b) 11<sup>th</sup>      (c) 10<sup>th</sup>

### 3. Match the words with their meanings.

Words	Meanings
embrace	give a task or duty to some body
confide	accept
impress	gave work to some body
consult	have a strong influence on
employed	go to a person for advice or opinion



### Writing skills:

#### *Topic Sentence*

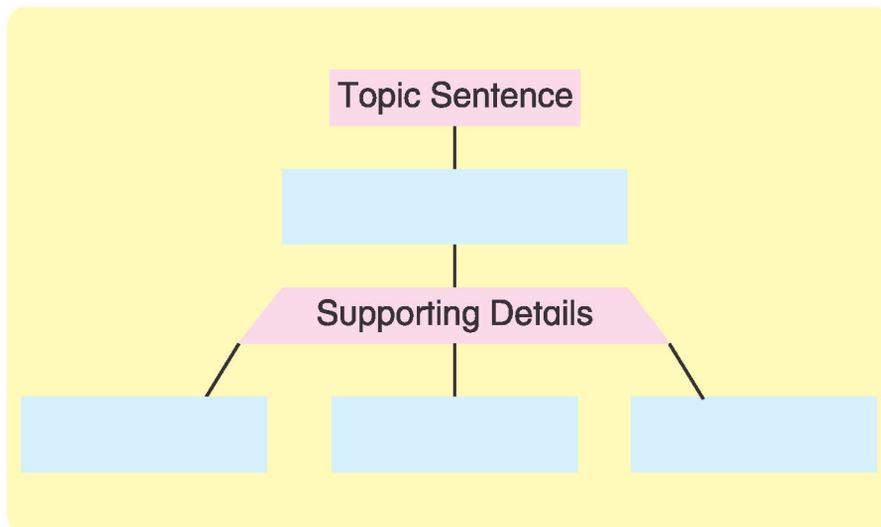
Topic sentence tells main idea of the paragraph. It is usually first sentence of the paragraph.

#### *Supporting Details*

Supporting details are the sentences which support the topic sentence and give more details.

#### Activity (i)

Read first paragraph of the lesson, identify and write.





### Activity (ii)

Write a paragraph of fifty (50) words about a famous personality, which you like the most.



### Grammar:

#### Common Noun

A common noun is the name of a common person, place or thing. For example, merchant, friend, etc.

#### Proper Noun

A proper noun is the name of a particular person, place or thing. The first letter of a proper noun is always written in the capital, for example, Palestine, Khadijah (كاديجه).



### Activity

Read the unit again and write five proper nouns in the spaces given below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## Usage of dictionary

- \* **A dictionary** is a book that tells meanings, pronunciation and part of speech of words that people use when they speak, read and write.
- \* **Entry Words:** The words in a dictionary are listed in alphabetical order. Each word that is defined, is called the entry word.
- \* **Guide Words:** At the top of every 'dictionary page' is a pair of guide words that show the first and last words on the page.
- \* **The Pronunciation Key** lists the symbols used in respellings. Each letter or symbol in the key stands for only one sound.
- \* **Division of Syllables:** The respellings of an entry word show how to divide the word into syllables. In respelling, spaces separate the syllables. The respellings also use a dark stress mark to tell which syllable is accented.
- \* **Dictionary Entries** tell a word's part of speech using abbreviations such as n.(noun), v.(verb), adj.(adjective), adv.(adverb) etc.
- \* **Words Definitions:** A dictionary lists one or more definitions for each entry word. When a word has more than one meanings, the first given meaning is usually the most common.

lean

lease

Entry word

and muscle; (of meat) containing no fat. ② not productive; of poor quality, as a *lean harvest*; *lean years* (i. e. years during which not much is produced). —*n.* [U] meat without fat. **lean-ness** [li:nnis] *n.*

**lean** [li:n] *vi. & t.* (pret. & p. p.

**leaned** [li:nd] or **leant** [lent]) ① (P 21, 23) slope or incline; be out of the perpendicular,

as *the Leaning Tower of Pisa*; *trees that lean over in the wind*. ② (P 23, 24)

rest on or against something in order to get support, as *to lean on a table*; *to lean upon one's elbows* (i. e. bend the upper part of the body and support oneself on the el-

bows). *Lean on my arm*. ③ (P 23, 24) bend the body, as *to lean forward [back]*; *to lean over a fence*; *to lean out of a window*. ④ (P 24)

(fig.) rely or depend, as *to lean on a friend's advice*; *to lean on others for support*. ⑤ (P 24) tend to or be inclined to. *Do all oriental philosophies lean towards fatalism?* ⑥

(P 18) cause to rest against; put into a leaning position, as *to lean a ladder against a wall*; *to lean one's elbows on the table*. —*n.* a slope, as *a tower with a slight lean*.

**lean-ing** [li:nɪŋ] *n.* [C] a tendency or liking, as *to have a leaning towards pacifism*.

**leant** [lent] pret. & p. p. of *lean*.

**lean-to** [li:ntu:] *n.* a building or shelter (usu. small) that has a roof that slopes only in one way and which rests against the wall of another building (or a wall of rock); (used attrib.) *a lean-to roof [shelter]*.

**leap** [li:p] *vi. & t.* (pret. & p. p.

**leapt** [lept] or **leaped** [li:pt]) ① (P 21, 23, 24) jump. *He leapt on his enemy with a knife in his hand. Look before you leap. He leapt at the opportunity* (fig., i. e. seized it eagerly). ② (P 1) jump or spring over, as *to leap a wall*; cause to jump over, as *to leap a horse over a hedge*. —*n.* a jump or spring; a sudden forward or upward move-

ment. **a leap in the dark**, an attempt to do something, the result of which must be very doubtful.

**by leaps and bounds**, with very rapid progress. **leap=frog**, *n.* a game in which one player jumps over others standing with bent backs. **leap year**, *n.* a year in which February has 29 days.

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**learn** [lə:n] *vt. & i.* (pret. & p. p.

**learned** [lə:nd] or **learnt** [lə:nt]) (P 1, 2, 10, 11, 13, 15, 21) gain as knowledge; become familiar with by studying, by being taught, by practice, etc.; become aware; be informed of. *How long have you been learning English? He is learning to swim. You should learn (how) to ride a horse. Has he learnt his lessons? I was sorry to learn the sad news of his death [to learn that he died]. We have not yet learned (i. e. been informed) whether he arrived safely. Some boys learn slowly.*

**learn-er** [lə:nə] *n.* one who is learning; a beginner.

**learn-ed** [lə:nɪd] *part. adj.* having or showing much knowledge; scholarly, as *a learned man [book]*; *to look learned. learn-ed-ly*, *adv.*

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**learnt** [lə:nt] pret. & p. p. of *learn*.

**lease** [li:s] *n.* [C] a contract or agreement by which one person (the *lessor*) agrees to allow another (the *lessee*) to use land or a building for a certain period of time, usu. in return for a money payment (called *rent*); the rights given under such a contract, as *to take a house [farm, etc.] on a lease of several years*; *to take a lease of a piece of land*; *to put out land on lease. When does the lease expire* (i. e. how long does it last)? *We hold the land by [on] lease. a new lease of life*, a new chance of living or of being active, due to recovery of health, the removal of anxiety, etc. —*vt.* (P 1) give or take possession of (land, a



The Leaning Tower of Pisa

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Pronunciation

Part of speech

Syllabic Division

le-a-p



**Activity**

Read the sample page of dictionary and write down five entry words .

i) \_\_\_\_\_

ii) \_\_\_\_\_

iii) \_\_\_\_\_

iv) \_\_\_\_\_

v) \_\_\_\_\_

**Student Learning Outcomes:**

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

- answer the comprehension questions.
- analyze the paragraph to identify cause and effect.
- use simple thesaurus to locate synonyms.
- extract salient points and develop a mind map to summarize a text.
- write a paragraph.
- change the number of regular and irregular nouns and nouns with no change in number.
- use simple SVO pattern sentences with direct and indirect objects.
- classify kinds of sentences.
- recognize and use colon to introduce a list of items.
- show and accept apology.

**Pre-reading**

Is your city/town/area pollution free? discuss.

Pollution means 'to make an area or substance, (usually air, water, or earth) dirty or harmful to people, animals and plants by adding harmful substances or wastes. The state of being dirty is called pollution.

There are different types of pollution, for example, air pollution, water pollution, noise pollution etc.

**Air pollution** is mostly caused by the excessive emission of gases or smoke. There are vehicles that emit excessive smoke, which causes air pollution. Moreover, there are factories and thermal

power stations emitting dangerous gases and heavy smoke, which



also cause air pollution. Two commonly seen effects of air pollution are global warming and acid rain. People suffer from various diseases of lungs, throat, eyes and skin due to air pollution.

**Water pollution** is caused mainly due to contamination of chemical wastes from factories, poor drainage system and in-sanitary conditions. Polluted water causes many diseases such as hepatitis, diarrhoea and skin diseases. Polluted water is also harmful for marine life.



**Noise pollution** is another kind of pollution that we face in our daily life. Noise pollution is caused by pressure horns, loud music, unnecessary use of loud speakers and noise produced by different types of heavy machinery. Even the thundering sound of aircrafts causes noise pollution.



The effects of noise pollution on human beings are disturbance in sleep, hypertension, irritation and hearing impairment.

We should grow more and more trees and plants in order to keep our environment clean and pleasant. All the industries and factories which emit poisonous and harmful gases should be shifted out of the cities. Moreover, it is our collective responsibility to keep our homes, streets and surroundings clean, as the Hadith says, “Cleanliness is half of the faith.”



## Reading and Thinking Skills:

### Comprehension

#### I- Answer the following questions.

- i) What does pollution mean?
- ii) What are the causes of air pollution?
- iii) What are the effects of air pollution?
- iv) What damage does the polluted water cause?
- v) How does noise pollution affect the human beings?

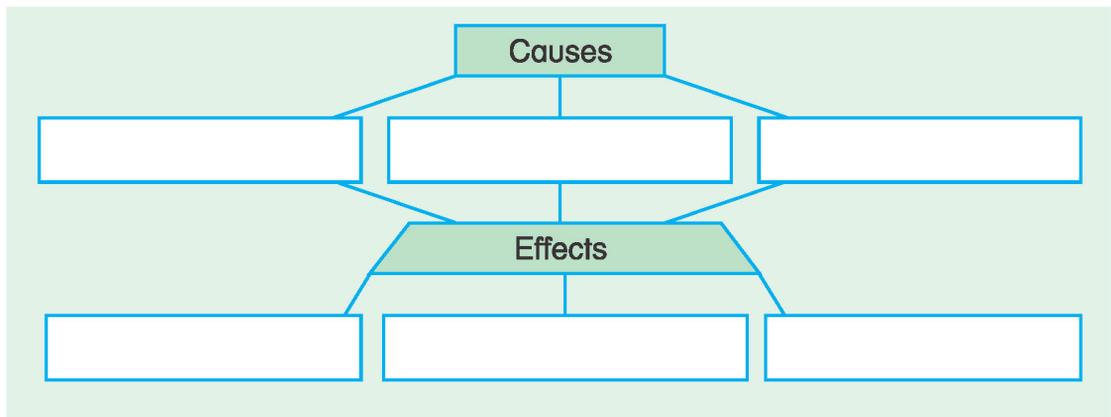


### Activities

#### 1. Re-read the lesson. The main idea of the lesson is:

- i) trash      ii) pollution      iii) environment

#### 2. Read and analyze the paragraph No.(5), and identify the main causes and effects of 'Noise Pollution.'



### Vocabulary

Thesaurus is a book which lists words with similar meanings. These words are called synonyms.

## Activity

Find out synonyms of the following words in the thesaurus.

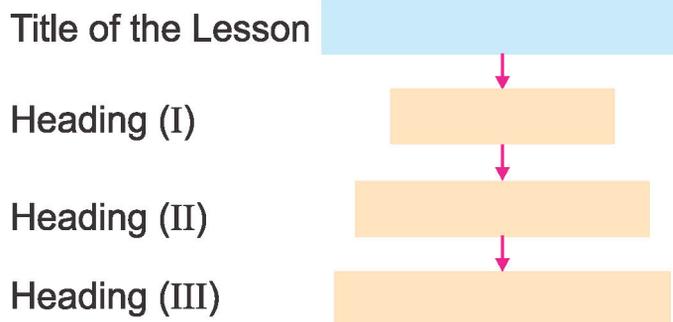
- i) emission
- ii) smoke
- iii) harmful
- iv) suffer
- v) pollution



## Writing skills:

## Activities

- i) Summarize the lesson by completing the mind map. Write the main headings in correct sequence.



- ii) Write a paragraph on 'Environmental Pollution'. Make a mind map to develop the focus of your paragraph.



## Grammar:

### (Plurals of Regular and Irregular Nouns)

#### Regular Nouns:

- i) We can form a plural noun by adding 's' to the singular noun.  
**Examples:** chair + s = chairs, boy + s = boys
- ii) We can form a plural noun by adding 'es' if the noun ends in 's', 'z', 'sh', 'ch' or 'x'.

**Examples:** fox + es = foxes,

brush + es = brushes

bench + es = benches

tax + es = taxes

- iii) We can add 's' to form plural of the nouns ending in 'o', but we add 'es' with nouns ending in 'o' after the consonant.

**Examples:** radio + s = radios,

tomato + es = tomatoes

### Activity

**Make plurals of the following regular nouns:**

Singular	Plural
station	
girl	
pass	
match	
video	
potato	

### Irregular Nouns

Singular	Plural	Singular	Plural
life	lives	tooth	teeth
man	men	child	children

### Activity

**Write plural of the following irregular nouns.**

Singular	Plural	Singular	Plural
lady		ox	
leaf		mouse	
foot			

## Nouns with no change in number.

Singular	Plural	Singular	Plural
scissors	scissors	trousers	trousers
sheep	sheep	pants	pants
deer	deer		

### Activity

Use the following nouns in your sentences.

- (i) pliers      (ii) glasses      (iii) fish      (iv) tongs

## Sentence

A sentence is a group of words that expresses a complete thought.

**Example:** She is reading a story-book.

## Pattern of Sentences (S V O) with direct and indirect objects.

Examples:

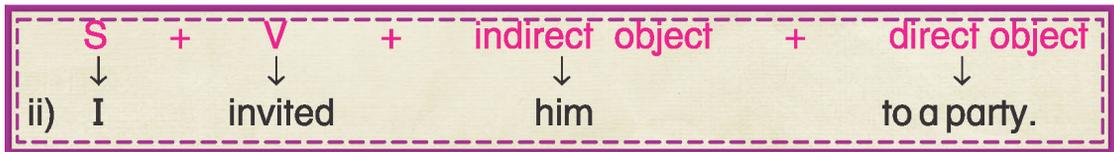
i)	Subject	+	Verb	+	Object		
	Nazia		drinks		milk. (direct object)		
	Saleem		reads		a book. (direct object)		
ii)	<u>My brother</u>		<u>gave</u>		<u>me</u>		<u>a gift.</u>
	↓		↓		↓		↓
	S		V		indirect object		direct object

### Activity

Re-arrange the following words to make sentences and write in the given spaces.

**Example:** (i) cooks She food.      (ii) him to a party invited I.

	S	+	V	+	O
i)	She		cooks		food.



- i) plays He cricket. ....
- ii) They T.V watch. ....
- iii) apple eats She. ....
- iv) clothes She washes. ....
- v) him She a flower gave .....
- vi) He me a glass of water brought. ....

## Kinds of sentences

There are four basic kinds of sentences.

*Remember that!*

- A declarative sentence is a statement.
- An interrogative sentence asks a question.
- An imperative sentence gives a command or makes a request.
- An exclamatory sentence expresses a strong feeling of joy, sadness or surprise.

Declarative sentences	Interrogative sentences	Imperative sentences	Exclamatory sentences
(Affirmative): I always listen weather report. (Negative): He is not eating an apple.	What is your name? Where are you from? Are you a student?	Listen to me. Close the door. Come on time, please.	What a big elephant! How beautiful is this place!

## Activities

i) Use the following words in affirmative, negative and interrogative sentences.

- (i) eat
- (ii) play
- (iii) read
- (iv) watch
- (v) ride

Affirmative sentences	Negative sentences	Interrogative sentences

**(ii) Use the following words in imperative and exclamatory sentences.**

(i) brush (ii) window (iii) flower (iv) garden

Imperative	Exclamatory

**(iii) Read the following sentences and write their kind in the given column.**

1. He is eating an apple.	
2. Where do you live?	
3. She was not ironing the clothes.	
4. Open the window.	
5. What a beautiful bird it is !	

## Punctuation (Colon ' : ')

Use a 'colon' in a sentence to introduce a list of items.

**Example:** I need: pencils, pens, eraser and glue stick.



### Activity

**Ask your class-fellows what they need and make a list of items.**

**Example:** Aslam wants to have: biscuits, cake, pizza and pastry.

- (i) \_\_\_\_\_ (ii) \_\_\_\_\_  
(iii) \_\_\_\_\_ (iv) \_\_\_\_\_  
(v) \_\_\_\_\_



## Oral Communication

### i) Discussion.

What can we do to keep our environment clean? Discuss with your class fellows.

### ii) Apologizing

**Teacher:** Have you done your homework?

**Shazia:** Sorry teacher, I haven't.

**Teacher:** Why?

**Shazia:** I was ill. I will do my homework today.

**Teacher:** Ok. Next time, you must do your homework in time.



### Activity

**Practise the above conversation in pairs.**

**Student Learning Outcomes:**

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

- answer comprehension questions.
- use dictionary to choose appropriate word definition.
- analyze the text.
- write simple descriptive composition.
- differentiate between collective, countable and uncountable nouns
- use full stop, question mark and exclamation mark wherever applicable.
- recognize and demonstrate function and use of linking verbs.
- recall and apply use of 'a' and 'an' in speech and writing.

**Pre-reading**

- Name few famous Muslim scientists.
- Tell their contribution in the field of science.

Ali Al-Hussain Ibn Abdullah Ibn-e-Sina was the most famous philosopher and scientist of Islam. He is known for his contributions in the fields of philosophy and medicine.

He was born in Bukhara in 980AD. He received his early education in Bukhara under the guidance of his father. He was a child with an exceptional memory. He memorized Holy Qur'an when he was just 10 years old. At the age of 18, he had mastered Islamic Law, Logic, Medicine and Metaphysics.

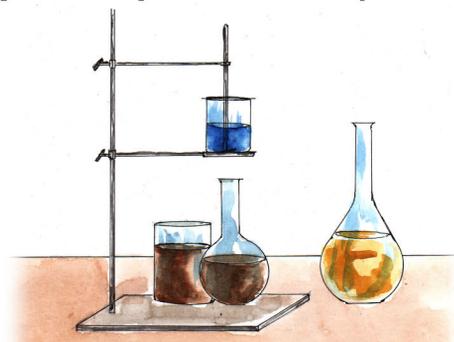
Once when prince Nuh Ibn Mansoor fell ill. Ibn-e-Sina, a young physician of 18, was called to treat him. He treated the prince



successfully and the prince recovered and returned to a normal state. As a result he was allowed to use the Royal library. This favour proved helpful in his intellectual development.

After the political disturbance, he left Bukhara and went to Hamadan, where he became Court Physician and was appointed 'wazir'.

He composed 'Kitab Ash-Shifa' (Book of Healing), which is probably the largest work of its kind. The book treats of Logic, the Natural sciences, including Psychology, Geometry, Astronomy and Metaphysics. Apart from it, his book 'Al-Qanun Fi Tibb' remained the most authentic and popular book of medicines for several centuries in Eastern and Western countries.



He wrote about 250 books. The translations of his books in Latin in 12<sup>th</sup> century spread his thoughts far and wide in the West.

In the East, his dominating influence in Medicine and Philosophy lasted over the ages and is still alive within the circles of Islamic thought.

He died in 1037 AD.



## Reading and Thinking Skills:

### Comprehension

#### 1- Answer the following questions.

- i) Who was Ibn-e-Sina?
- ii) When and where was he born?
- iii) Which subjects did he learn before reaching the age of 18?
- iv) Which important man did Ibn-e-Sina treat?
- v) How many books did he write?

#### 2- Fill in the blanks with suitable words.

- i) Ibn-e-Sina was born in .....  
(a) Samarkand (b) Bukhara (c) Mash'had
- ii) He memorized Holy Qur'an at the age of .....  
(a) 12 Years (b) 11 Years (c) 10 Years
- iii) As a result of successful treatment of Prince, Ibn-e-Sina was allowed to use .....  
(a) Royal Library (b) Medicine (c) Royal Palace

- iv) He wrote about ..... books.  
 (a) 350                      (b) 250                      (c) 252
- v) Ibn-e-Sina died in the year .....AD.  
 (a) 1036                      (b) 1038                      (c) 1037

**3. Choose appropriate meanings of the following words from dictionary and use them in sentences.**

famous, contribution, memory, treat, court

**4. Analyzing Text:**

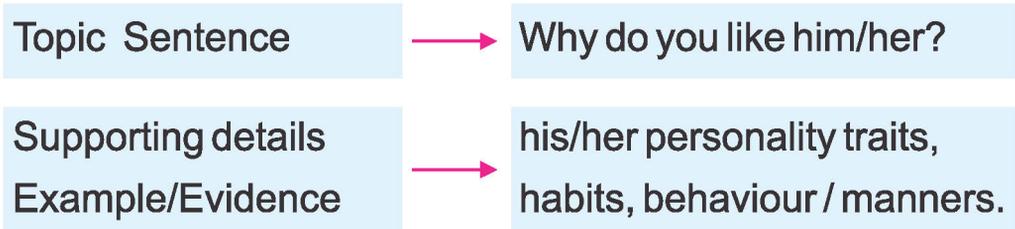
**Activity:** Re-read the 3<sup>rd</sup> paragraph of the lesson and find how the writer supported the main idea by:

- (a) evidence                      (b) example                      (c) definition

 **Writing skills:**

 **Activity**

**Write a paragraph on your favourite personality.**



 **Grammar:**

**Countable Noun**

The 'noun' which can be counted is called a countable noun.

**Examples:** dog, egg, pen.

**Uncountable Nouns**

The noun which can not be counted is called an uncountable noun.

**Examples:** milk, oil, wool, water.



### Activities

- i) Pick out countable nouns from the lesson and make a list of it.
- ii) Classify the nouns given below into countable and uncountable nouns. (wood, sugar, book, ball, tea, ink, glass, juice, dress, chair)

Countable Nouns	Uncountable Nouns
.....	.....
.....	.....

### Collective Noun

A noun that stands for a group of things are called collective nouns.

**Examples:** People, police, cattle, etc.



### Activity

Match the collective nouns to each group of things.

### Collective Nouns:

bunch, pack, chest, cluster,  
school, flock, swarm,

- i) a \_\_\_\_\_ of keys.
- ii) a \_\_\_\_\_ of cards.
- iii) a \_\_\_\_\_ of drawers.
- iv) a \_\_\_\_\_ of bees.
- v) a \_\_\_\_\_ of stars.
- vi) a \_\_\_\_\_ of sheep.
- viii) a \_\_\_\_\_ of fish.



## Activity

**Classify and differentiate between the following nouns into countable, uncountable and collective nouns.**

fleet, oil, book, pen, crowd, butter

Countable nouns	Uncountable nouns	Collective nouns

## Punctuation

### Full Stop (.)

We use a full stop at the end of a declarative or an imperative sentence.

### Question Mark (?)

We use a question mark at the end of any sentence that asks a question.

### Exclamation Mark (!)

We use exclamation mark at the end of exclamatory sentences.



## Activity

**Re-write the sentences by putting full stop, question mark and exclamation mark, wherever applicable and write them separately.**

He is my friend he reads in class six what is the name of his school  
where does he live what a beautiful flower

## Linking Verbs

A link verb is a verb that links together two nouns or pronouns which refer to the same thing or a noun/pronoun and an adjective which modifies it.

- Example:**
- i) Akbar is a student.
  - ii) He is intelligent.
  - iii) He has a pet cat.

The forms of the verb 'be', am, are, is, were, was has, have,

can' are often called linking verbs.

**Example:** The rose is red.

**Activity**

**Pick out linking verbs from the lesson and use them in your sentences.**

**The simple Past Tense**

This tense tells us about an action that happened some time ago.

**Example:** She cooked food, yesterday.

**Remember that!**

- In simple past tense we use second form of the verb.
- With helping verb 'did' we use 1<sup>st</sup> form of the verb.

**Activities**

**(a): Fill in the blanks with correct form of verb.**

- i) I ..... an apple last night. (eat)
- ii) She did not ..... a flower. (pluck)
- iii) He ..... Quetta forever. (leave)
- iv) They ..... for a picnic last Sunday. (go)
- v) Did you ..... a letter? (write)

**(b) Change the following sentences into negative and interrogative.**

**Example:** I wrote a letter. (Affirmative)

I did not write a letter. (Negative)

Did I write a letter? (Interrogative)

i) He won first prize in the speech competition.

Negative: .....

Interrogative: .....

- ii) They bought oranges and apples yesterday.  
 Negative: .....  
 Interrogative: .....
- iii) She washed the dishes.  
 Negative: .....  
 Interrogative: .....
- iv) The hunter killed the lion.  
 Negative: .....  
 Interrogative: .....
- v) The farmer ploughed the field.  
 Negative: .....  
 Interrogative: .....

## Indefinite Article

'a / an' are indefinite articles. We use them before singular countable nouns.

**Examples:** an apple, a boy

### *Remember that!*

Use 'a' before a consonant sound and use 'an' before a vowel sound.



### Activity

Fill in the blanks with 'a' or 'an'.

**Examples:** a boy, an apple

- i) \_\_\_\_ atlas  
 ii) \_\_\_\_ useful machine  
 iii) \_\_\_\_ onion  
 iv) \_\_\_\_ hospital  
 v) \_\_\_\_ orange

**Student Learning Outcomes:**

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

- answer the comprehension questions.
- use context to infer missing words.
- extract salient points and develop a mind map to summarize a text.
- use simple present tense.
- recognize and use comma for a series of items.
- identify syllable division and stress pattern.

**Pre-reading**

- Which season do you enjoy the most?
- What season is it now?

Pakistan is a country blessed with all seasons. The people of the country enjoy all seasons along with the different natural gifts. For example, snowfall, rain, leaf fall, vegetables and fruits.

There are four seasons in our country. They are Spring, Summer, Autumn and Winter.

**1- Spring:** Spring is called the king of all seasons. It starts at the end of the February and lasts till May. In this season, trees generate new leaves and flowers blossom. During spring, it is pleasant to walk in the gardens and parks. Everybody enjoys and feels fresh.

**2- Summer:** Generally, it is very hot in



Summer in Pakistan. The duration of this season is very long, usually June, July and August are the hottest months. During these months, there is severe hot in plain areas but the weather in the hilly areas remains quite pleasant. In Summer, the days are long and nights are short.

**3- Autumn:** Autumn starts in September and lasts till December. This season is usually dry and windy. Leaves change their colour and fall in this season. This season is also known as 'Fall'.

**4- Winter:** Winter is the coldest season of the year. The weather remains cold almost throughout the country. It also snows heavily in some parts of Pakistan. People wear warm clothes to protect themselves from severe cold. In winter, the nights are long and days are short.



### Reading and Thinking Skills:

#### 1- Answer the following questions.

- i) What are the four seasons in a year?
- ii) Which season comes between Summer and Winter?
- iii) Which season is called the king of all seasons?
- iv) In which season does snow fall?
- v) In which season do leaves fall?



## Activity

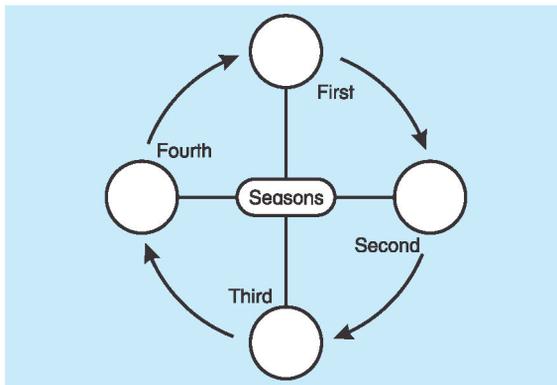
Complete the sentences by putting in the suitable words.

- i) Summer is the ..... season of the .....
- ii) In Summer, the days are ..... and nights are .....
- iii) Winter is the ..... season of the .....
- iv) Spring is called the ..... of all seasons.
- v) In Autumn, leaves ..... and change their .....



## Writing skills:

Summarize the lesson by completing the given mind map.



## Grammar:

### Simple Present Tense

The simple present tense tells us about an action that happens regularly. For example, habits or daily routine. We use first form of the verb in this tense.

**Example:**

I wake up at 7 o'clock.

### *Remember that!*

With I, we, you, they: we use the base form of the verb e.g. (go, read)

With he, she, it, we add s, es with the base form of the verb e.g. go + es = goes



### Activity

Use the correct form of the verb given in brackets.

- i) I ..... my teeth twice a day. (brush)
- ii) She ..... in class six. (read)
- iii) Everybody ..... and ..... fresh. (enjoy, feel)
- iv) Autumn ..... in September. (start)
- v) We ..... to school by bus. (go)

### Punctuation

Comma (,) is used to separate items in a list.



### Activity

Put comma, full stop and capital letter, wherever required.

- i) i bought apples bananas and mangoes
- ii) they play football cricket squash and hockey
- iii) she has pens pencils sharpeners and an eraser

### Use of dictionary

Use dictionary and divide the following words into syllables and put stress mark.

- (i) Spring            (ii) season            (iii) Summer
- (iv) usually            (v) Winter

## Review Activities Unit 1-4



### Comprehension:

1. Read the statements given below and write (T) for true statements and (F) for false..
  - i) Hazrat Khadija (رضي الله عنها) belonged to 'The Asad Tribe.'
  - ii) After the death of her father, she did not look after the business.
  - iii) Hazrat Muhammad (صلى الله عليه وسلم) was known as 'Al-Sadiq' and 'Al-Amin'.
  - iv) Hazrat Khadija (رضي الله عنها) was a great and noble woman.
  - v) She passed away in 12<sup>th</sup> Hijra.
2. Answer the following questions.
  - i) What do the factories and thermal power stations emit?
  - ii) How is the water pollution caused?
  - iii) What are the diseases caused by the polluted water?
  - iv) How is the noise pollution caused?
  - v) Who is responsible for keeping the environment clean?
3. Fill in the blanks with suitable words from the lesson.
  - i) Ibn-e-Sina was born in .....
  - ii) At the age of ....., he mastered Islamic Law, Logic, Medicine and Metaphysics.
  - iii) Once prince ..... fell ill.
  - iv) He wrote about ..... books.
  - v) He died in ..... AD.
4. Summarize the lesson 'The Four Seasons' with the help of a mind map.





## Grammar:

6. Define common and proper nouns with examples.
7. Classify the following nouns into common and proper nouns.

Palestine, friend, Ibn-e-Sina, cat, Minar-e-Pakistan, Aslam, Hazrat Khadija (  ), merchant, Kitab Ash-Shifa, school, Bukhara, leaf

Common Noun	Proper Noun
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

8. Make plurals of the following nouns.

shoe	radio	cow	thorn	potato
machine	pen	book	season	wood

9. Write down 'Tense' of the following sentences.

- i) Aslam bought a story book. (.....)
- ii) She plays with her doll. (.....)
- iii) The gardener waters the plants. (.....)
- iv) They went to Ziarat for a picnic. (.....)
- v) He watched a football match on T.V. (.....)

10. Change the following sentences into simple past tense.

- i) She does not go to the market.
-

- ii) Does he play cricket?  
\_\_\_\_\_
- iii) Salma wakes up early in the morning.  
\_\_\_\_\_
- iv) The children sing the National Anthem.  
\_\_\_\_\_
- v) He rides a horse.  
\_\_\_\_\_

11. Change the following sentences as directed.

- i) He did not work hard.  
\_\_\_\_\_. (Interrogative)
- ii) Does she wash clothes?  
\_\_\_\_\_. (Negative)
- iii) He does not fly a kite.  
\_\_\_\_\_. (Interrogative)
- iv) She brought a gift for me.  
\_\_\_\_\_. (Interrogative)
- v) Did he write a letter?  
\_\_\_\_\_. (Affirmative)

 **Vocabulary**

- 12. Use a thesaurus and find out the synonyms of the following words.  
small - good - honest - heavy - pleasant
- 13. Choose appropriate meanings of the following words from the dictionary and use them in your sentences.  
result - compose - treat - generous - smoke
- 14. Use dictionary and divide the following words into syllables.  
rain - slave - amount - season - make

# The Cock is Crowing (Poem)

## Student Learning Outcomes:

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

- answer the comprehension questions.
- write the main idea of the poem.
- understand how a writer / poet uses language to appeal to the senses through use of figurative language including similes.
- use present continuous tense.
- ask and answer simple questions.

## Pre-reading

What can you see in the first picture?

The cock is crowing,  
The stream is flowing,  
The small birds twitter,  
The lake doth glitter,  
The green field sleeps in the sun:



There's joy in the mountains,  
There's life in the fountains.  
Small clouds are sailing,  
Blue sky prevailing  
The rain is over and gone!

(William Wordsworth)



The oldest and the youngest,  
Are at work with the strongest,  
The cattle are grazing,  
Their heads never raising,  
There are forty feeding like one!





## Reading and Thinking Skills:

### Comprehension:

Answer the following questions.

- i) Which part of the day is described in the first stanza?
- ii) What type of people are working in the field?
- iii) How do the natural objects look when the rain is over?
- iv) What is the name of the poet?



### Activities

i) Pick out the rhyming words from the poem and write below.

Example: crowing - flowing

.....

.....

.....

.....

.....

ii) Use following words in your sentences.

- (i) graze                      (ii) twitter                      (iii) sail
- (iv) prevail                      (v) cattle

iii) Pick out adjectives from the poem and write them down in the given spaces.

- (i) ..... (ii) ..... (iii) .....
- (iv) ..... (v) .....



## Writing skills:

### Activity

Write down main idea of the poem 'The Cock is Crowing.'



## Grammar:

### Figurative Language

In figurative language we use words in an imaginative way to create a word picture.

#### Simile

A 'simile' is a comparison. It uses the words 'like' or 'as' to show that two unlike things are similar in some way.

**Example:** I am as hungry as a lion.

### Activity

Pick out the 'simile' used in the poem.

### Present Continuous Tense

**Present Continuous Tense** refers to an action that is happening at the time of speaking.

**Example:** He is eating an apple.

#### *Remember that!*

This tense is formed by using the verb 'be' (is, are, am) and the 'ing' form of the verb e.g. I am (read+ing) reading a book.

Use 'is' with **he, she, it** and singular nouns.

'are' with **you, we, they** and plural nouns .

'am' with 'I' .



**Activity**

**Use correct form of the verb given in the brackets.**

**Example:** My father is working in an office (work).

- i) Where are you (go)?
- ii) He is (talk) on phone.
- iii) They are (go) for a picnic.
- iv) She is (do) her homework.
- v) She is (cook) food.



**Activity**

**Change the following sentences into negative and interrogative.**

**Example:** The children are playing football.

The children are not playing football. **(Negative)**

Are the children playing football? **(Interrogative)**

i) The wood cutter is cutting a tree.

Negative: .....

Interrogative: .....

ii) The lion is running after a deer.

Negative: .....

Interrogative: .....

iii) Small clouds are sailing in the sky.

Negative: .....

Interrogative: .....

iv) The cattle are grazing.

Negative: .....

Interrogative: .....

v) It is raining.

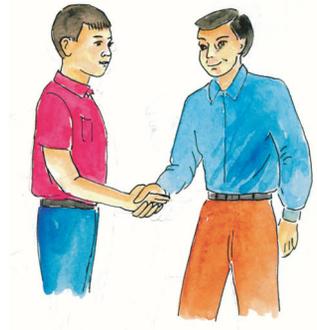
Negative: .....

Interrogative: .....



## Oral Communication

**Oral Communication** (asking about each other )



**Nadir:** Where were you, yesterday ?

**Saleem:** I was not feeling well.

**Nadir:** What happend ?

**Saleem:** I had a headache and flue.

**Nadir:** Oh ! did you see the doctor ?

**Saleem:** Yes, I took medicine and now I feel better.



### Activity

**Ask and answer simple questions in pairs.**

## Unit # 6

# Planning a Football Match

### Student Learning Outcomes:

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

- answer the comprehension questions.
- write a composition of three paragraphs following conventions of essay writing.
- use first conditional sentences.
- use past continuous tense.

### Pre-reading

Which game / sports do you play? Discuss.

Inter-class football tournament is held every year in our school. It is the final match of the tournament, tomorrow. Class six will play against class eight. The football team of class six is planning for the final match.

**Aslam:** What about going early to the ground. If we go early, we can get more time for warm up.

**Ahmed:** Yes, you are right. We will get some useful tips, too from sports teacher if we go early in the ground.

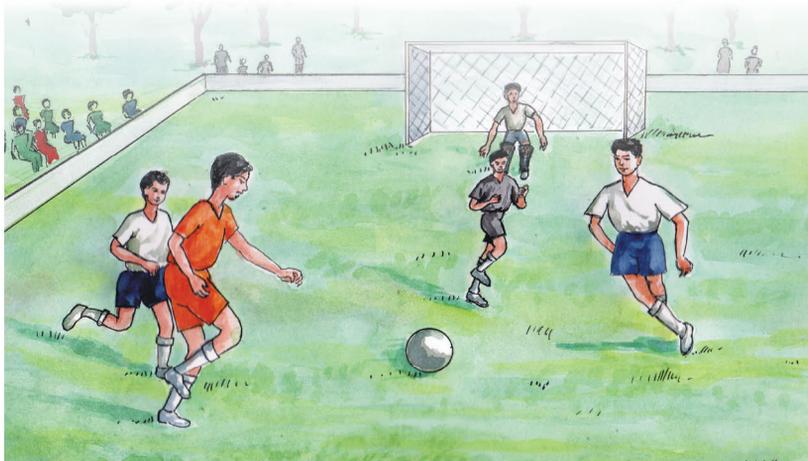


**Saleem:** I think we should play an attacking game to keep them under pressure from the beginning.

**Nadeem:** I agree with Saleem. We should try to get possession of the ball. We can make good attacking moves by giving short passes; we must score a goal early to bring them under pressure.

**Musa:** But we must not forget to block their forward line; it is a dangerous one.

**Aslam:** Don't worry, our defence line is strong enough to stop their moves. Insha Allah we will do our best to win.



## Reading and Thinking Skills:

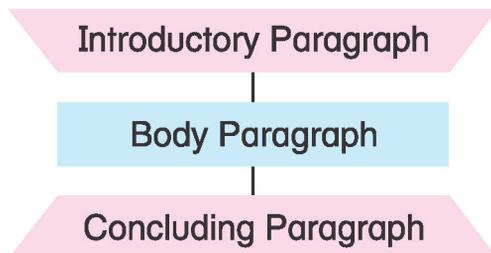
### I- Answer the following questions.

- i) When will class six play the final match?
- ii) What is the team doing now?
- iii) Why should they go early?
- iv) Why should they play an attacking game?
- v) Why should they block their forward line?



## Writing skills:

Write a composition of three paragraphs on 'A Cricket Match.'



## Grammar:

### Conditional sentences (First conditional)

We use first conditional sentences when we think the action or situation in 'if clause' is possible. The verb in 'if clause' is in the present tense and the verb in the 'main clause' is in the simple future.



### Activity

Complete the following sentences.

**Example:** If you work hard, you will get good marks.

- i) If I ....., I will .....
- ii) If she ....., she will .....
- iii) If they ....., they will .....
- iv) If we ....., we will .....
- v) If Aslam ....., he will .....

### Past Continuous Tense

Past Continuous Tense describes something that was happening at a certain time in the past.

**Example:** They were making a game plan for the match.

## Structure

Use first form of the **verb+ing**. Example: **go+ing = going**

Use helping verbs '**was / were**'.

Was	Were
I, he, she, it	You, we, they
Singular nouns	Plural nouns

## Activity

**Fill in the blanks with correct form of the verb.**

- i) They were \_\_\_\_\_ the plants. (water)
- ii) We were \_\_\_\_\_ kites. (fly)
- iii) She was \_\_\_\_\_ clothes. (sew)
- iv) He was \_\_\_\_\_ cricket. (play)
- v) I was \_\_\_\_\_ T.V show. (watch)

## Activity

**Change following sentences into negative and interrogative.**

**Example:** She was reading a book. (Affirmative)  
She was not reading a book. (Negative)  
Was she reading a book? (Interrogative)

- i) We were going for a picnic.

---

---

- ii) Students were decorating their classroom.

---

---

iii) The students were reciting verses from the Holy Qur'an.

---

---

iv) It was raining heavily.

---

---

v) They were working on computer.

---

---



### Activity

**Change the following sentences into Past Continuous tense.**

- i) The farmers are sowing the seeds.
- ii) The fisherman caught fish.
- iii) She washed clothes.
- iv) Is the gardener watering the plants?
- v) The children are not making a noise.

**Student Learning Outcomes:**

After reading this unit the students will be able to:

- answer the comprehension questions.
- identify parts of a letter.
- write the address on the envelop.
- use prepositions.
- use simple future tense.
- seek and respond to permission.

Jinnah Town,  
Quetta.  
May 15, 2016.

Dear Fatima,

I hope that you all are fine. I received your letter yesterday. You wanted to know how I spent my Summer vacations.

I spent my Summer vacations in Ziarat valley. I am giving you a detailed account of my stay, and the sights and scenes of the beautiful Ziarat valley.

Ziarat is one of the most beautiful valleys in Balochistan. It is at the distance of 125km from Quetta. Its height from sea level is 8000 feet. The mountains are covered with Juniper trees. 'Sandaman Tangi', 'Faran Tangi'



and 'Ziarat Residency' are beautiful picnic resorts. People who come to Ziarat, also visit the shrine of 'Kharwari Baba.'



Ziarat is also famous for its sweet and juicy fruits like apples and cherries.



Ziarat has a historical importance too. Quaid-e-Azam Muhammad Ali Jinnah spent his last days in the Ziarat Residency.

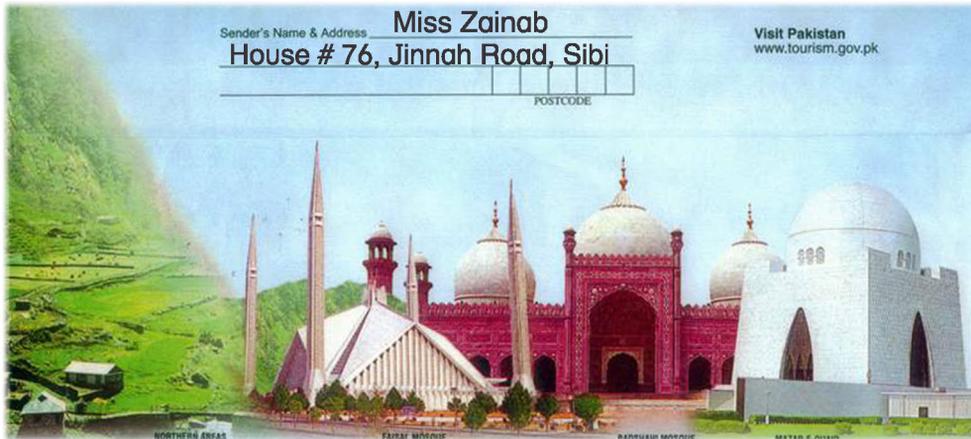
Every year hundreds of people from various parts of Pakistan visit Ziarat and enjoy its beautiful scenery and pleasant weather.

I am sending you the pictures of Ziarat valley. Pay my regards to the members of your family. Waiting for your reply.

Your Friend,  
Zainab.







Write the address of your friend.



## Grammar:

### Prepositions ( on, after, by )

- The jug is on the table.
- She does her homework after coming from school.
- We go to the school by bus.



### Activity

Fill in the blanks with given prepositions.

- He came home ..... midnight. (at - on)
- He reached the station ..... me. (before - of)

- iii) She always travels ..... bus. (to - by)
- iv) The cat is ..... the table. (after - under)
- v) He dived ..... the river. (to - into)

## Simple Future Tense

Simple Future Tense is used to tell an event or action that will take place in the coming time.

**Example:** I will write a letter.

(we use first form of the verb with all nouns and pronouns. 'Will' is generally used as a helping verb.)



### Activity

Complete the given sentences. First one is done for you.

**Example:** I will go to school tomorrow.

- i) I will \_\_\_\_\_.
- ii) He will \_\_\_\_\_.
- iii) They will \_\_\_\_\_.
- iv) We will \_\_\_\_\_.
- v) She will \_\_\_\_\_.



### Oral Communication

#### Use of may/may not

The word 'May' can be used to express 'granting permission.'

**Example:** When you finish your homework, you may go home.

In a question 'May' is a polite way of seeking permission.

**Example:** May I come in? The reply might be, yes you may or no, you may not.



## Activity

**Practise in pairs. One student should pretend to be a teacher and the other a student. The student will seek permission from teacher to do the following and the other student will respond accordingly.**

**Example:**

**Student:** May I come in?

**Teacher:** Yes, you may / no, you may not.

- i) leave the classroom.
- ii) go home early.
- iii) consult the dictionary.
- iv) borrow a pen.
- v) clean the black-board.

**Student Learning Outcomes:**

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

- recognize and describe story elements.
- express preferences about characters by giving reasons.
- fill in the gap summary.
- write about a character of the story.
- use transitive and Intransitive verbs.
- use possessive adjectives.
- change and use degrees of regular and irregular adjectives.
- classify adjectives of quantity, size, shape, colour and origin.
- use comma and quotation mark.

**Pre-reading**

Predict the story with the help of pictures/title.

There were many trees and plants in a garden. The plants bore colourful, attractive and perfumed flowers while the trees had ripe, sweet and juicy fruits. In this garden, old and young took walk while children used to play there.

Many butterflies of different colours would fly and flutter all around. Their presence made the atmosphere very pleasant. Flowers and butterflies were fast friends.

Though, all butterflies were very pretty, Lily was the prettiest. She was very active and friendly. Actually, her friends called her Lily because of her white wings.



Pinki, another butterfly was the best friend of Lily. She saw that some times Lily was sad.

One day, she asked the reason of her sadness. Lily burst into tears. She told Pinki that the reason of her sadness was her white wings, as they were unattractive and ugly. 'You are mistaken. You are beautiful. Every one likes you and loves you,' Pinki tried to console her.

But Lily was not satisfied. She said sadly, 'I want to make my wings colourful. I want to be prettier.'

'It is not difficult. Your problem can be solved easily,' said Pinki.

'How?' Lily asked eagerly.

'You can talk to the flowers. They are our friends. They would definitely help you and give their colour for your wings,' Pinki



suggested. So, Lily went to Red Rose and requested to give red colour. But he very arrogantly refused. Lily was somewhat disappointed but she did not lose heart. She went to sun flowers, blue bells, velvets, morning glory and pansies and they all agreed but on condition that Lily would teach them in the evening because they could not move like the butterflies.

Lily happily accepted the offer.

Now Lily was enjoying her colourful wings. It is true that 'a friend in need is a friend indeed.'



## Reading and Thinking Skills:

### Comprehension

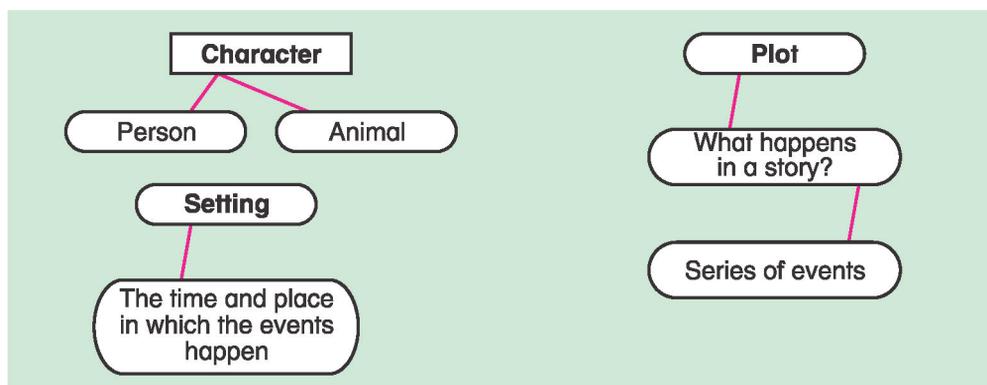
Answer the following questions.

- i) Where did the butterflies live?
- ii) Who was the fastest friend of Lily?
- iii) Why did Lily feel sad?
- iv) Why did Lily want her wings to be colourful?
- v) On what condition, did the flowers agree to give their colour to Lily?



## Writing skills:

### Elements of story:





## Activities

- i) Read the story 'Helping Eachother', identify the characters and write their names.
- ii) Which character of the story do you like the most? Give reasons.
- iii) Complete the story. (Gapped summary)

Once upon a time, there lived butterflies in a \_\_\_\_\_. There were different \_\_\_\_\_ and trees. The butterflies and \_\_\_\_\_ had a \_\_\_\_\_, Lily, one of the \_\_\_\_\_ had white wings. She wanted her \_\_\_\_\_ to be colourful like other \_\_\_\_\_. She asked the flowers to give her their \_\_\_\_\_. All the flowers agreed to give her their \_\_\_\_\_ except red \_\_\_\_\_. Now \_\_\_\_\_ was happy.



## Grammar:

### Transitive and intransitive verbs

**Transitive verbs** need object.

**Example:** Aslam kicked the ball.

**Intransitive Verb.**

Verbs that do not need object are called intransitive verbs.

**Example:** She smiles. The children laugh.



## Activity

Complete the following sentences with the help of intransitive verbs.

- |                |                  |
|----------------|------------------|
| (i) I .....    | (ii) Akram ..... |
| (iii) We ..... | (iv) She .....   |
| (v) They ..... |                  |

## Possessive Adjectives

(my, our, your, their, his, her)

Possessive adjectives show possession / ownership.

**Example:** my pen, your cap

### Activity

Fill in the blanks with suitable possessive adjectives.

- i) This is ..... book.
- ii) Where is ..... cap?
- iii) ..... uniform is neat and clean.
- iv) We live in ..... home.
- v) The people live in ..... homes.

## Adjective

**Adjective** is a word that describes a noun or pronoun.

**Example:** beautiful flower, green shirt.

## Degrees of Adjectives

Add 'er' to form comparative degree.

Add 'est' to form superlative degree.

**Irregular adjectives** do not form their comparative and superlative like the regular adjectives.

**Example:** good - better - best

### Activity

Pick out at least five adjectives from the lesson and write their comparative and superlative degrees.

## Kinds of Adjectives

There are different kinds of Adjectives like adjectives of quantity, size, shape, colour and origin.



### Activity

Write down the adjectives given below in the relevant columns.

some, good, big, round, green, Pakistani, French, blue, square, small, bad, any, yellow, Chinese, oval, large, wet, much.

Size	Shape	Colour	Quality	Quantity	Origin

## Punctuation

### Inverted Commas:

We use a 'comma' to separate the exact words of the speakers from the rest of the sentence.

### Quotation Marks (" "):

Use quotation marks around a speaker's exact words.

**Example:** Pinki said, 'Your problem can be solved easily.'



### Activity

Punctuate the following sentences.

- i) He said he did not want to play today
- ii) have you finished your homework She asked
- iii) go away and don't come again They said

# Review Activities Unit 5-8



## Comprehension:

1. Fill in the blanks with suitable words from the poem 'The cock is Crowing.'

- i) The cattle are .....
- ii) Small ..... are sailing.
- iii) The lake doth .....
- iv) The ..... is flowing.
- v) ..... sky prevailing.

2. Answer the following questions.

- i) When will class six play the final match?
- ii) What is the team doing now?
- iii) Why should they go early?
- iv) Why should they play an attacking game?
- v) Why should they block their forward line.

3. Fill in the blanks with suitable options.

- i) Ziarat is one of the most beautiful valleys in .....  
(a) Karachi      (b) Balochistan      (c) Punjab
- ii) The distance of Ziarat from Quetta is .....  
(a) 135km      (b) 130km      (c) 125km
- iii) The mountains are covered with ..... trees.  
(a) Pine      (b) Juniper      (c) Ash
- iv) ..... spent his last days in Ziarat.  
(a) Allama Iqbal      (b) Liaqat Ali Khan  
(c) Quaid-e-Azam



## Writing skills:

- i) Write a letter to your father telling him about your progress in studies.
- ii) Write a story by using story elements you have learnt.



## Grammar:

### 1. Change the following sentences into Past Continuous Tense.

- i) It is raining.
- ii) Children are making drawings.
- iii) The wind is blowing.
- iv) We are playing hockey.
- v) She is cooking food.

### 2. Use correct form of the verb.

- i) We will ..... to the zoo tomorrow. (go)
- ii) Cows were ..... in the field. (graze)
- iii) They are ..... kites. (fly)
- iv) Will she ..... food? (cook)
- v) Salma was ..... a story-book. (read)

### 3. Change the following sentences into Simple Future.

- i) We are going to the bazaar.
- ii) Were they playing cricket?
- iii) They are not cutting trees.

iv) She is preparing for final examination.

v) The gardener was sowing seeds.

**4. Form the comparative and superlative degrees of the following adjectives.**

good, bad, cold, brave, hot, tall, big, small,  
heavy, happy

**5. Pick out the adjectives of colour, size and shape.**

red	rectangular	small	Chinese
wet	much	any	blue
oval	big	bad	

# A Child's Hymn (Poem)

## Student Learning Outcomes:

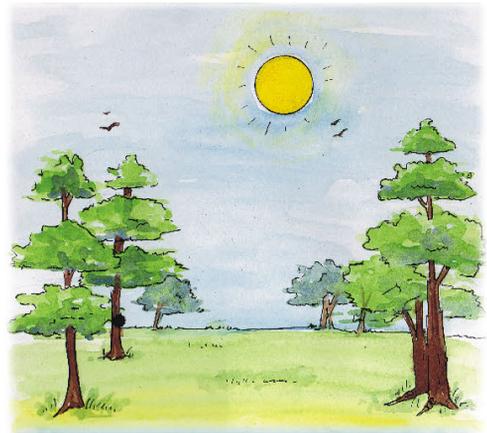
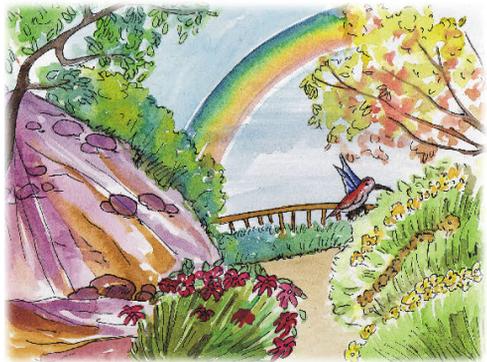
After reading this unit, the students will be able to:

- fill in the gap summary.
- write the main theme of the poem.
- identify 'line' and 'stanza'.
- use thesaurus to locate synonyms.
- use definite article 'the', when noun is particularized.

## Pre-reading

Name some natural objects which you see in your surroundings.

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all,  
Each little flower that opens,  
Each little bird that sings,  
He made their glowing colours,  
He made their tiny wings,  
The purple-headed mountains,  
The river running by,  
The sun set, and the morning,  
That brightens up the sky;  
The cold wind in the winter,  
The pleasant summer sun,  
The ripe fruits in the garden,  
He made them everyone.



C. Alexander



## Reading and Thinking Skills:

### I- Fill in the blanks with the help of the given words.

made, things, flowers, creatures, birds, mountains, wind, pleasant, sunset, fruits, every one.

God has ..... all ..... great, small, beautiful and bright ..... . He made the ..... and ..... of glowing colours. He made the ....., the rivers, the ..... and morning. He made the cold ..... in the winter, the ..... summer sun and the ripe ..... . He made them .....



## Writing skills:

### 1. Write the main theme of the poem.

#### Line

Line is a row of words in a poem.

#### Stanza

Stanza is a group of lines in a repeated pattern that form a part of the poem.

### Activity

#### Identify 'line' and 'stanza'.

All things bright and beautiful  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all,

2- Use a thesaurus, find and write the synonyms of the following words.

- (i) bright            (ii) wise            (iii) little  
(iv) glowing        (v) cold



### Grammar:

- 1- The definite article 'The' is used to make a person, place or thing particular. Example: The ripe fruits.
- 2- Read the poem, pick out the nouns that have been particularized and write in the given spaces.

**Example:** The ripe fruits.

(1) .....

(2) .....

(3) .....

(4) .....

(5) .....

**Student Learning Outcomes:**

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

- answer the comprehension questions.
- recognize and use absolute adjective.
- use indefinite pronouns.
- use reflexive Pronoun.
- recognize pronoun-antecedent Agreement.
- use modal verbs.
- identify part of speech of a word.

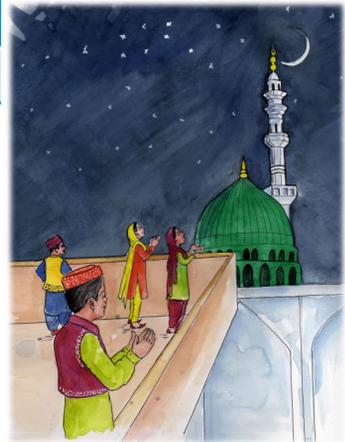
**Pre-reading**

Name some Islamic festivals.

Eid-ul-Fitr is celebrated after the month of Ramadan. It is a gift of Allah for the Muslims. It brings joy and pleasure.

When the 'Shawal' moon is sighted, people shout with joy and congratulate one another. Everybody feels happy. The night before Eid day is called 'Chand Raat.' People usually go shopping on this night and girls get their hands decorated with 'Henna' (Mehndi).

There are many events and activities during the Eid days. Men go to Eidgah to offer Eid Prayers on Eid day. After the prayers, they embrace each other and exchange Eid greetings. People usually go to the graveyards



to pray for their beloved ones, buried there.

Children wear colourful dresses and get 'Eidi' and gifts from their family and friends. They also enjoy camel riding. They go to parks and picnic spots.

People visit their friends and relatives to greet Eid. Women keep themselves busy at home, preparing sweet dishes like 'Sawwayan' and 'Sheer Khorma' to entertain the guests. On this day of joy and happiness, we must not forget to help poor and the needy because Eid gives the message of brotherhood and love.



## Reading and Thinking Skills:

### Comprehension

1- Answer the following questions.

- i) When is Eid-ul-Fitr celebrated?
- ii) What is the night before Eid called?
- iii) What do people do on chand raat?
- iv) Where do men go on Eid day?
- v) What message does Eid give?



## Writing skills:

### Activity

Write a paragraph on 'What you did on last Eid-ul-Fitr.'

I got up early in the morning on Eid day. ....

.....

.....



## Grammar:

### Absolute Adjectives

An absolute adjective is an adjective which functions as a noun.

Example: alive, honest, dead.



#### Activities

i) Use the following absolute adjectives in your sentences.

- |           |           |
|-----------|-----------|
| (1) dead  | (2) alive |
| (3) empty | (4) full  |

ii) Change the following sentences into negative and interrogative.

i) Children wear colourful dresses.

Negative: \_\_\_\_\_

Interrogative: \_\_\_\_\_

ii) The night before Eid is called "Chand Raat".

Negative: \_\_\_\_\_

Interrogative: \_\_\_\_\_

iii) We go for picnic on every Sunday.

Negative: \_\_\_\_\_

Interrogative: \_\_\_\_\_

iv) She speaks politely.

Negative: \_\_\_\_\_

Interrogative: \_\_\_\_\_

## Indefinite Pronouns

**Indefinite Pronoun** does not refer to a specific person, place or thing. Example: everybody, all, anybody,

**Example:** Someone has helped me.

### Activity

Fill in the blanks with given words.

- i) ..... feels happy on Eid day.  
(a) anybody      (b) everyone      (c) nobody
- ii) You can buy ..... you like.  
(a) anything      (b) someone      (c) everybody
- iii) ..... was present in the class.  
(a) anything      (b) everybody      (c) everything
- iv) ..... came to receive him.  
(a) nobody      (b) nothing      (c) anybody

## Reflexive Pronouns

**Reflexive Pronouns** are used when the subject and object are the same.

**Example:** Women keep themselves busy at home.

### Singular

myself  
yourself  
himself  
herself  
itself

### Plural

ourselves  
yourselves  
themselves



### Activity

Fill in the blanks with correct reflexive pronouns.  
(herself, myself, himself, yourself, ourselves, yourselves, themselves)

- i) She looked at ..... in the mirror.
- ii) He types his letters .....
- iii) I wash my clothes .....
- iv) The guests helped ..... at dinner.
- v) We ..... prepared this flag.

### Pronoun-antecedent Agreement

Pronouns must agree in number, person and gender with the nouns they replace. For example: **Naseema** washed her uniform. It is called Pronoun-antecedent Agreement.



### Activity

Correct and re-write the pronoun - antecedent agreement of the following sentences.

- i) Salma has lost their watch.
- ii) Nadeem and Aslam have completed her homework.
- iii) The house looks beautiful since he was painted.
- iv) Ali plays a guitar. The guitar is new.
- v) Where is my bicycle. It can't find him.

## Modal Verbs

Modal Verb	Use	Example
Could	- Ability (for the past) - Asking permission, - Request	He could speak six languages. Could I borrow your book? Could you attend my birthday party?
Might	Expresses possibility	The prices of oil might go up.
Must	To give order / advice	You must not waste your time. You must come on time.
Ought to	Obligation / duty	You ought to tell truth. You ought to perform your duty.



### Activity

Fill in the blanks with the modal verbs:

(could, might, must, ought to)

- i) You \_\_\_\_\_ help old people.
- ii) It \_\_\_\_\_ rain today.
- iii) \_\_\_\_\_ I borrow your pen?
- iv) You \_\_\_\_\_ reach school at 8.30.
- v) We \_\_\_\_\_ not forget to help poor and needy.

### Use of dictionary

Consult a dictionary and write down parts of speech of the following words.

- i) moon
- ii) many
- iii) joy
- iv) exchange
- v) colourful

**Student Learning Outcomes:**

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

- answer the comprehension questions.
- find the meanings of difficult words.
- write a paragraph.
- change the gender of nouns.
- create compound words.
- use adverbs of manner, time, place, frequency and degree.
- use 'should' for expressing obligation.

**Pre-reading**

What does the title of the unit suggest.

Etiquette means 'rules for social behaviour among people in a society.' As a responsible citizen of the society, we must know and follow certain etiquettes to avoid trouble.

If you go to school or bazaar by bus, wait for the bus at bus stop, do not rush towards the bus when you see it coming, let the bus stop. Make a queue before getting on.

During travelling, don't spit on the floor of bus. Do not take anything to eat from strangers. Do not put any part of your body outside the window. If you keep your arm or head out side the window, it may cause an accident.



Similarly, if you see an old person or a patient standing in the bus, you should offer your seat to him/her as a gesture of good-will

and respect. You should always be polite to other passengers and conductor of the bus. When you reach your destination, let the bus stop before you get off. Don't push other passengers.

While crossing the road, look right then left and then look right again, and remember, always cross the road on Zebra crossing.

If you follow and adopt these etiquettes of travelling, you will not only make your journey pleasant but also safe.



## Reading and Thinking Skills:

### Comprehension.

#### 1. Answer the following questions.

- i) What does 'etiquette' mean?
- ii) What should we do before getting on the bus?
- iii) What should we do while travelling on the bus?
- iv) How should we behave with other passengers?
- v) What might happen if you put your arm or head outside the window?

#### 2. Find out meanings of the following words with the help of dictionary.

etiquette, queue, conductor, gesture, respect.



## Writing skills:

### Activity

Write a paragraph on 'responsibilities of a good student.'



## Grammar:

### (Gender) Noun

1. Write the following nouns into the relevant columns.

boy, sister, mother, cock, woman, girl, brother, poetess, son, father, poet, hen, man, daughter

Masculine	Feminine

2. Change gender of the following nouns and write in the given blanks.

horse \_\_\_\_\_

cow \_\_\_\_\_

dog \_\_\_\_\_

lion \_\_\_\_\_

tiger \_\_\_\_\_

aunt \_\_\_\_\_

### Compound Words.

A compound word is a combination of two or more different words:

Example:



+



= toothbrush

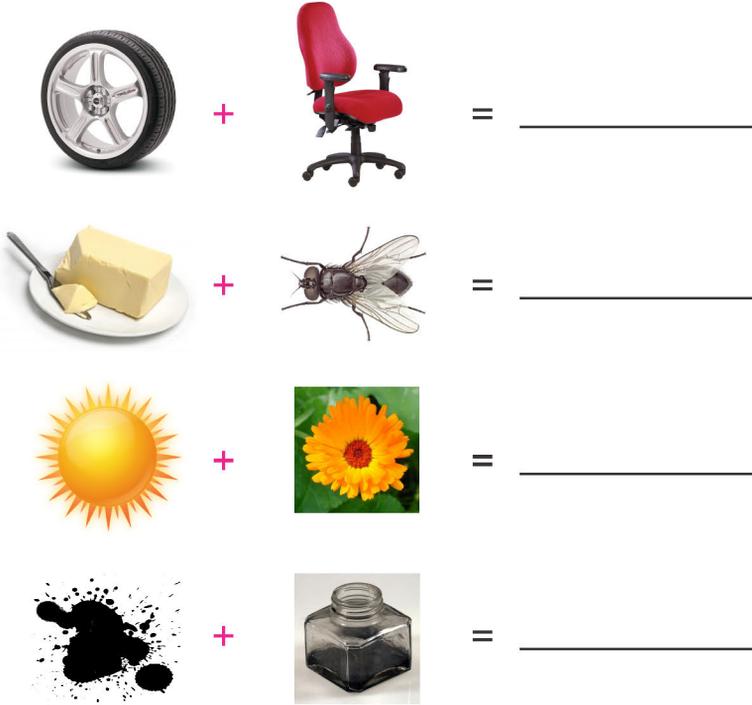
tooth

+

brush

**Activity**

Look at the following pictures and form compound nouns.



**Adverb**

An adverb tells us **when, where, how, how often, or to what extent** an action takes place.

**Example:** The old man is walking **slowly**.

**Kinds of Adverbs**

Adverbs of Manner (How)	Adverbs of Time (When)	Adverbs of Place (Where)	Adverbs of Frequency (How often)	Adverbs of Degree (To what extent)
bravely happily quickly fast	now then soon this-morning	down here near there	always everyday never often	almost very quite fairly



## Activity

Write kind of the following adverbs.

politely, sometimes, everywhere, very, angrily, hard, quite, late,  
twice

## Use of 'should'

We use should for expressing 'obligation'.

**Example:** We should help poor people.

**Activity:** Fill in the blanks with should/should not.

- i) We \_\_\_\_\_ throw garbage in the street.
- ii) We \_\_\_\_\_ keep our environment clean.
- iii) We \_\_\_\_\_ work hard.
- iv) We \_\_\_\_\_ grow more trees.
- v) We \_\_\_\_\_ respect our elders and teachers.

**Student Learning Outcomes:**

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

- demarcate words into syllables with the help of dictionary.
- use in their own writing the elements of a story.
- proof read and edit texts for errors.
- identify active and passive voice in simple sentences.
- understand card catalogue and alphabetize book title.

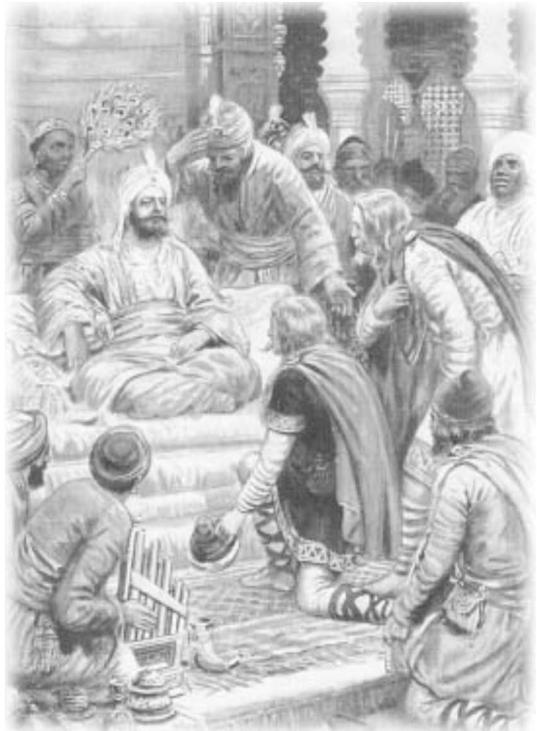
**Pre-reading**

- Predict the story with the help of the title.
- What do you know about Haroon Rasheed?

Haroon Rasheed was a famous and powerful caliph of Muslims. One night, he had a dream. The next morning, he ordered dream interpreters to come to his court and tell him what the dream meant.

Every time, he had a bad dream, Haroon Rasheed would call in several interpreters. Separately to each, he would tell his dream. If all interpretations were similar, he would believe them, but if they were quite different, he would not believe any of them.

That day, there were two interpreters present in the court.



He summoned one of them and told him his dream, that his teeth were falling out one by one, and before he awoke, he had no teeth left in his mouth. What did it mean? ‘Your dream, is not good,’ said the first interpreter. ‘It means that all your relatives and your close friends will die before you.’ The caliph became upset to hear this. He said, ‘What a bitter interpretation!’ He ordered the man to be given one hundred lashes and sent away from the palace.

Then he summoned the second interpreter and described the same dream, asking him to interpret it. The second interpreter replied, ‘This is a good dream. It means that your life will be longer than all your friends and relatives.’ The caliph was happy to hear this. He ordered one hundred gold coins to be given to the man as a reward. Then he summoned the ‘wazir’ and said, ‘Go to the first interpreter, give him a present.’ The first interpretation was the same as the second one, but his way of explanation was bad. Both of them said the same thing, but the first one said it badly and the second said it much better.



## Reading and Thinking Skills:

### Comprehension

1- Answer the following questions.

- i) Who was Haroon Rasheed?
- ii) What was his dream about?
- iii) How did the first man interpret the dream?
- iv) How did the second man interpret the dream?
- v) Why was the caliph happy with second interpretation?

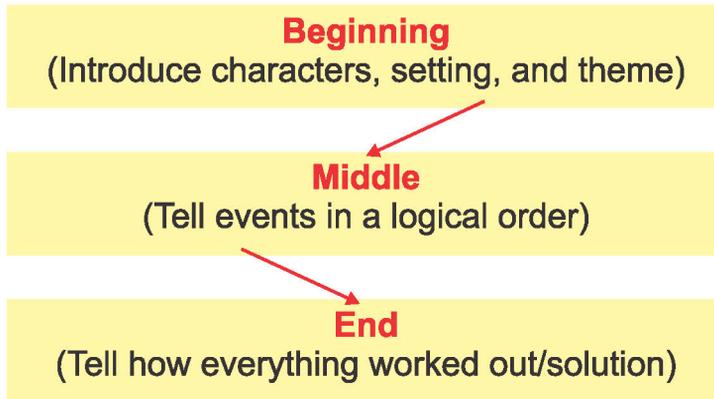
2. Use dictionary and divide the following words into syllables.

- (i) dream                      (ii) interpreter                      (iii) relative  
(iv) describe                      (v) caliph



**Writing skills:**

1. Write a story of your own following the story map given below.



2. After writing your story, edit and proof-read it by checking grammar, capitalization, punctuation and spellings.



**Grammar:**

**Passive Voice**

We use passive voice when we are more interested in the action than in the person who did it.

**Example:** Asma writes a letter.                      (Active Voice)  
A letter is written by Asma.                      (Passive Voice)

Remember that!				
Active Voice:	Subject	+ Verb	+	Object
	Asma	writes		a letter
Passive Voice:	Subject	+ Verb	+	Object/Agent
	A letter	is written		by Asma



### Activity

Read following sentences and identify Active and Passive voice.

- i) She washes clothes.
- ii) Clothes are washed by her.
- iii) Plants are watered by the gardener.
- iv) The lion eats meat.
- v) A deer is caught by the hunter.
- vi) They play football.
- vii) He eats an apple.
- viii) I like rice.
- (ix) Dishes are cleaned by her.



### Activity

Change the following sentences into passive voice.

- i) The secretary makes the report.
- ii) His teacher praises him.
- iii) She bakes cakes.
- iv) We eat this fish.
- v) They play national anthem.



### Library Skills

Card Catalogue contains information about the books in a library.

The author card lists the author's name at the top.

The title card lists the book's title at the top.

The subject card lists the subject of the book at the top.

**Activity**

Alphabetize the following book titles and write in the given blanks.



- i) \_\_\_\_\_
- ii) \_\_\_\_\_
- iii) \_\_\_\_\_
- iv) \_\_\_\_\_
- v) \_\_\_\_\_

**Student Learning Outcomes:**

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

- answer the comprehension questions.
- tell main idea of the lesson.
- identify function of direct and indirect speech.
- use can / cannot, to express ability and inability.
- articulate complex tongue twisters.
- ask directions.

**Pre-reading**

What does the title of the unit suggest ? Share your ideas with your class fellows.

Ahmed is a young boy. He is unhappy with his life. One day, he was sitting with his grandfather. His grandfather asked him:

**Grandfather:** Why are you so sad?

**Ahmed:** (Replied sadly) We don't have enough money. Our house is very old and my clothes are worn out. When I think about my poor condition I become sad.

**Grandfather:** (Smiled) My dear grandson! you have a lot of wealth, but you don't know.

**Ahmed:** Are you making fun of me?

**Grandfather:** No, no, not at all. Why do you think so!

**Ahmed:** Where is the wealth you are talking about?

**Grandfather:** Tell me, if someone gives you one hundred gram of gold, will you sell your hands?

**Ahmed:** Never, hands are irreplaceable. How will I work

without my hands if I sell them?

**Grandfather:** Ok, one more question, will you sell your eyes for a bag of gold?

**Ahmed:** Oh, no, I don't ever think of it. Eyes are priceless. How can I see without eyes?

**Grandfather:** Then, why are you so unhappy? Youngman, if you are strong and healthy, you will succeed in your life. Always be thankful to Allah Almighty for what He has given you.

**Ahmed:** Oh, Yes, thanks, my great grandfather. You opened my eyes today.



## Reading and Thinking Skills:

### Comprehension:

#### 1- Answer the following questions.

- i) Why was Ahmed sad?
- ii) What did grandfather ask him?
- iii) Why doesn't Ahmed sell his hands?
- iv) Why should Ahmed be thankful to Allah?
- v) How can Ahmed be successful in his life?

#### 2- Tick 'T' for true and 'F' for false statements.

- i) Ahmed is a man.
- ii) Ahmed is very rich.
- iii) He lives in a new house.
- iv) He thinks wealth can make him happy.
- v) Ahmed will sell his hands for 500 bags of gold.

T	F
T	F
T	F
T	F
T	F



## Writing skills:

Write down main idea of the lesson in your own words.



## Grammar:

### Direct and Indirect Speech

There are two ways of reporting what someone says, direct speech and indirect speech. When we use direct speech, we repeat the speaker's exact words, and put quotation marks ( ' ' ) around it. For example, Ahmed says, 'Our house is very old.' In indirect speech, we give the exact meaning of what is / was said without using the speaker's exact words. For example, Ahmed says that their house is very old.

### Rules of changing pronouns in indirect speech:

When we change direct speech into indirect speech, the pronouns change as given below:

Direct Speech	Indirect Speech
I, we	he, she, they
you	you
he, she, it, they	does not change

**Example:** He says, 'I go to school by bus.'

He says that he goes to school by bus.

**Change the following direct speech sentences into indirect speech.**

- 1- She says, 'I am doing homework.'
- 2- He says, 'I am a good person.'
- 3- She says, 'She will get first position.'

## Can/Cannot

'Can' usually means 'able to do something.'

**Example:** I can swim.

'Cannot' means 'unable to do something.'

**Example:** I cannot swim.



### Oral Activity

Do it in pairs. One student will ask the question and the other student will reply.

**Example:** Can you speak French? Yes, I can/No, I cannot.

- i) Can you play hockey? \_\_\_\_\_
- ii) Can you play a piano? \_\_\_\_\_
- iii) Can you climb a tree? \_\_\_\_\_
- iv) Can you bake a cake? \_\_\_\_\_
- v) Can you fly? \_\_\_\_\_

## Tongue Twisters

**Read the following tongue twisters aloud.**

- i) Red leather yellow leather.
- ii) My brown bat broke my bike's back brakes.
- iii) Light a light tonight when the night's light is not right.
- iv) Betty bought better butter to make bitter butter better.



## Oral Communication

### (Asking direction)



**Ali:** Hello, How are you?

**Nadeem:** I am fine, thank you.

**Ali:** I need to go to the library.

**Nadeem:** Why? Don't you know where the library is.

**Ali:** In fact, it's my first day in this school.

**Nadeem:** I see, go straight, you will find stairs next to principal's office. Go upstairs, then left on the first floor, you will see the library.

**Ali:** Thank you, so nice of you.

**Nadeem:** You are welcome.



### Activity

Practise the given dialogue by replacing the word library.

# Review Activities Unit 9-13



## Comprehension:

1. Answer the following questions.

- i) When is Eid-ul-Fitr celebrated?
- ii) What is the night before Eid, called?
- iii) What do people do on Chand Raat?
- iv) Where do men go on Eid day?
- v) What message does Eid give?

2. Tick "T" for true and "F" for false statements.

- i) We should not make a queue at bus stop.
- ii) Do not take anything to eat from strangers.
- iii) We should not be polite to others.
- iv) We should not cross the road on zebra crossing.
- v) Don't push other passengers.

T	F
T	F
T	F
T	F
T	F

3. Fill in the blanks with correct options.

- i) Haroon Rashid was a .....  
(a) slave            (b) caliph            (c) king
- ii) Once he had a ..... dream.  
(a) bad            (b) good            (c) excellent
- iii) Ahmed was .....  
(a) sad            (b) happy            (c) weeping
- iv) Will Ahmed cut his ..... ?  
(a) head            (b) hands            (c) arms
- v) Eyes are .....  
(a) weak            (b) priceless            (c) useless



## Grammar:

### 1. Change the following into indirect speech.

- i) She says, 'You are a good girl.'
- ii) He says, 'I go to school by bus.'
- iii) Aslam says, 'I will get first position.'
- iv) Ahmed says, 'Our house is very old.'
- v) She says, 'I am doing my homework.'

### 2. Use a thesaurus, find out synonyms of the following words.

bright, wise, little, poor, happy

### 3. Use the following absolute adjectives in your sentences.

dead, alive, empty, full

### 4. Fill in the blanks.

- i) ..... feels happy on Eid day.  
(a) Anybody                      (b) Everyone                      (c) No-one
- ii) You can buy ..... you like.  
(a) anything                      (b) someone                      (c) nothing
- iii) ..... has stolen my book.  
(a) Someone                      (b) Nothing                      (c) Everyone

### 5. Fill in the blanks with modal verbs (can, could, might, must, ought to).

- i) we ..... help the poor.
- ii) It ..... rain today.
- iii) ..... I borrow your book?
- iv) you ..... reach station at 9:30.
- v) ..... you give me your pen, please!

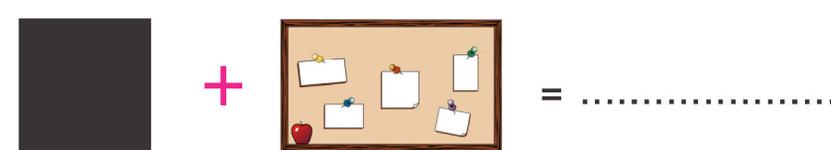
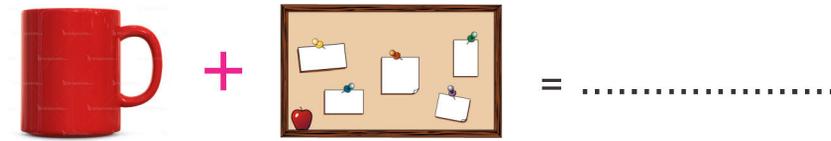
### 6. Change gender of the following nouns.

cock, cow, woman, brother, son

7. Write down type of the given adverbs.

politely, everywhere, very, hard, twice

8. Look at the following pictures and form compound nouns.



## Writing Skills

i) Write down main idea of 'A Child's Hymn.'

ii) Write a story following the story map:

Beginning → Middle → End.

# The Town Child (Poem)

## Student Learning Outcomes:

After reading this unit the students will be able to:

- answer the comprehension questions.
- write main theme of the poem.
- identify punctuation marks.
- write summary of the poem.

## Pre-reading

Do you like city or village life? Give reasons.

I live in the town  
In a street;  
It is crowded with traffic  
And feet;  
There are buses and motors  
And trains;  
I wish, there were meadows  
And lambs.  
The house all wait  
In a row,  
There is smoke every where  
That I go.  
I don't like the noises  
I hear.  
I wish there were woods  
Very near.





There is only one thing  
That I love,  
And that is the sky  
Far above.  
There is plenty of room  
In the blue  
For castles of clouds  
And me, too!

(Irene Thompson)



## Reading and Thinking Skills:

- 1- Answer the questions.
  - i) Where does the child live?
  - ii) What noises are not liked by the child?
  - iii) In the poem the poet tells us about smoke; from where does it come?
  - iv) What is the wish of the child?
  - v) What thing does the child like the most?
- 2- What is main theme of the poem?
- 3- In the poem, there are some punctuation marks. Identify and write them.
- 4- In the poem, the poet used many words having multiple meanings like, feet, wait, woods, room, blue and traffic. Find out their meanings in dictionary and use them in your sentences.

**Student Learning Outcomes:**

After reading this unit the students will be able to:

- answer the comprehension questions.
- use critical thinking to respond to the text.
- use adverbs.
- recognize and pronounce silent letters in words.

**Pre-reading**

Which cities of Pakistan have you visited? Tell us about them.



**Teacher:**

Assalam-o-Alaikum.

**Students:**

Waalikum-us-Salam

**Teacher:**

Dear students ! today is question and answer session in the classroom. The topic of the discussion would be 'Our Country.'

**Abdullah:**

Sir, how did we get Pakistan?

**Teacher:**

Our forefathers struggled hard for independence. We did not get our homeland easily. Muslims of the subcontinent rendered great sacrifices to achieve

their goal. They fought against the cruelties of British rulers very courageously.

**Abdullah:**

Excuse me, sir, may I ask a question?

**Teacher:**

Sure.

**Abdullah:**

Sir! who was the leader of the Muslims?

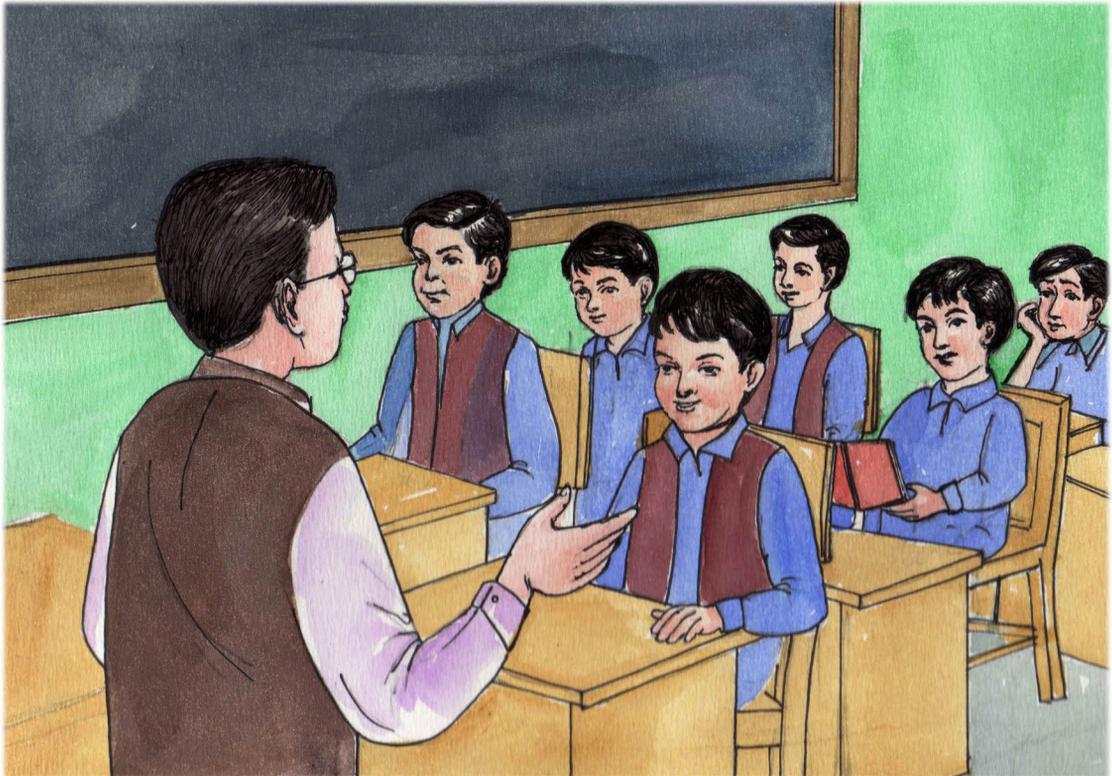
**Teacher:**

Luckily, Muslims of the Subcontinent had many good leaders, but Muhammad Ali Jinnah was the most prominent among them. He worked hard day and night and succeeded in achieving his goal. He is the Founder of Pakistan.

**Abdur Rehman:** Did the Muslim students of the subcontinent play any role in Freedom Movement?

**Teacher:**

Yes, the Muslim students took an active part in Pakistan movement. They participated in the protest rallies against the unjust and cruel attitudes



of British rule.

**Hamza:** Sir! I want to know the role of Muslim women in Pakistan movement.

**Teacher:** Muslim women worked shoulder to shoulder and took part in protests with men. There was not a single front where they were behind.

**Umer:** Sir! What are our responsibilities as a Pakistani?

**Teacher:** We should perform our duties sincerely and honestly.

**NoorAhmed:** Sir! How can we make our country a developed one?

**Teacher:** We should work hard for the progress of Pakistan honestly. It is our duty to own it and take care of it as we take care of our own homes. We should develop a sense of brotherhood and oneness among us.

**Students:** Thank you sir, for giving us information about our country.

**Teacher:** You are welcome.



## Reading and Thinking Skills:

### 1- Answer the following questions.

- i) How did Muslims get Pakistan?
- ii) Who was the leader of Muslims?
- iii) What was the role of students in the Freedom Movement?
- iv) How did Muslim women participate in the Pakistan Movement?
- v) How should we serve our country?



## Critical Thinking:

How can we serve Pakistan better?

Discuss in your groups and share ideas with class.

## Adverbs



### Activity

Fill in the blanks with the help of given adverbs.

before, late, now, ago, daily, never, always, after, occasionally.

- i) Today I came \_\_\_\_\_ from playground.
- ii) I \_\_\_\_\_ come to school in time.
- iii) My relatives \_\_\_\_\_ visit us because they live in another city.
- iv) I \_\_\_\_\_ came home, late.
- v) He always comes early, but sometimes, he gets \_\_\_\_\_.
- vi) Aslam is completing his homework \_\_\_\_\_.
- vii) Saleem brushes his teeth \_\_\_\_\_ in the morning.

## Silent letters in words

There are some words in English Language that are spelt with letters which are not pronounced.

**Example:** knee, who, knowledge.



### Activity

Read the following words aloud.

honour, which, when, knot, know, autumn, ghost, yolk, yacht, answer,

# Abu Ben Adhem (Poem)

## Student Learning Outcomes:

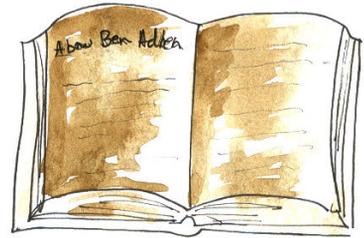
After reading this unit the students will be able to:

- answer the comprehension questions.
- write main theme of the poem.
- write summary of the poem.

## Pre-reading

Do you know who Abu-ben-Adhem was?

Abu Ben Adhem (May his tribe increase!)  
Awoke one night from a deep dream of peace,  
And saw, within the moon light in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold;



Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
“What writest thou?” The vision raised its head,



And with a look made of all sweet accord,  
Answered, 'The names of those who love the Lord.'  
'And is mine one?' said Abu, 'May, not so,'  
Replied the Angel. Abu spoke more low,  
But cheerly still; and said, 'I pray thee, then,  
Write me as one who loves his fellow men.'  
The angel wrote, and vanished. The next night, it came again  
with a great wakening light,  
And showed the names whom love of God had blest,  
And, lo! Ben Adhem's name led all the rest;

(Leigh Hunt)



## Reading and Thinking Skills:

### Comprehension

#### 1- Answer the questions.

- i) Why did Abu Ben Adhem wake up?
- ii) What did he see in his room?
- iii) What was the angel writing in the golden book?
- iv) What was the request of Abu Ben Adhem?
- v) Why did the angel reappear the next night?



#### Activity

In the poem, 'Abu Ben Adhem,' you have come across two words, 'Presence and Vision.' For what they stand?



## Writing skills:

- i) What is main theme of the poem?
- ii) Write summary of the poem.



### Activity

Match the words in columns having same sound, and use them in your sentences.

A
Peace
Light
Angel
Pray
Night

B
Angle
Piece
Prey
Knight
Lite

A poem is different from prose because it contains rhyming words i.e., words of same sound.

In the poem 'Abu Ben Adhem' pick the rhyming words and add at least two more words to them.

**Example:** Increase, decrease, disease, freeze.

# GLOSSARY

acid rain:	rain which contains large amount of harmful chemicals as a result of burning substances such as coal and oil.
appoint:	to choose someone for a job or responsibility.
arrogant:	with pride, arrogance
bore:	bear, have, possess, keep
bloom:	when a flower blooms it opens or is open
charitable:	giving money, food, help free to those who are in need.
conduct:	behaviour
confide:	to entrust
console:	to make someone who is sad, feel better by giving them comfort or sympathy
consult:	to discuss something with someone before you make a decision.
contamination:	the presence of dangerous substances
contribution:	something that you do or give to help produce or achieve something
cruelties:	causing pain to people, causing suffering.
demand:	to ask for something
dominating:	to be the most important
embrace:	accept something enthusiastically.
emit/emission:	to send out smoke, smell or gas
employed:	to appoint
endow:	to dedicate
exceptional:	much greater than usual, especially in skill, intelligence
excessive:	too much
exceeding:	extremely to a very great degree
far and wide:	from large number of places
flutter:	move, to make a series of quick movements up and down or from side to side
generous:	willing to give money, help, kindness etc.
gesture:	an action that you take which expresses as your feelings or intentions
glitter:	shining
global warming:	a gradual increase in world temperature caused by polluting gases

glowing:	shining, giving light
impairment:	to weaken something so that it is less effective
impress:	to cause someone to admire or respect you because of something that you have done or said.
influence:	to affect or change how someone or something behaves, thinks
interpret:	an explanation of what something means
irreplaceable:	of high value, the price cannot be calculated
lash:	to hit with a thin strip of leather as a punishment
look after:	to take care of, be in charge of someone or something.
memorize:	to learn something so that you will remember it exactly
memory:	the ability to remember information
metaphysics:	the part of philosophy that is about understanding existence and knowledge.
meadows:	a field with grass and often with wild flowers in it.
orphan:	a child whose parents are dead.
picnic resort:	picnic place
prevailing:	existing
prominent:	very well known
reward:	something given in exchange for good behaviour, work
sighted:	seen, visible
suggest:	to mention an idea or plan for other people to consider
summoned:	called
to master:	a person who is very skilled in particular job or activity, to learn how to do something well
to rush:	to hurry or move quickly
treat:	to cure a person of a disease
twitter:	the sound of birds
used to:	to talk about a situation or regular activity in the past.
vision:	angel, image
warm-up:	to prepare yourself for a game by doing some gentle exercises
widow:	a woman whose husband has died and who has not married again
worn-out:	old and torn
woods:	an area of land covered with a thick growth of trees, group of trees

# TEACHER'S GUIDE

## Unit-1

- Conduct a pre-reading activity. Ask students what they know about Hazrat Khadija (رضي الله عنها).
- Do the model reading yourself, then ask students to read one paragraph each.
- Ask the students to answer the comprehension questions.
- Explain the difference between 'common noun' and 'proper noun' with examples from the lesson and from real life.
- Help students analyze the text and explain that paragraph is a larger unit of expression. Explain the topic sentence and paragraph. Ask students to read paragraph of the lesson to identify topic sentence and supporting details.
- Explain the use of dictionary with the help of given information in the activity.

## Unit-2

- Ask students if they know about pollution.
- Explain what pollution means. Also explain different kinds of pollution, their causes and effects upon human beings and environment.
- Explain the rules of making plurals of regular and irregular nouns.
- Explain what a sentence is. Explain simple, subject, verb, object pattern of sentences. Also explain function of subject, verb and object in a sentence.
- Explain the four basic types of sentences with the help of the given activity.
- Explain the use of 'colon' in a sentence.
- Help the students to summarize the lesson by completing the mind map.

## Unit-3

- Conduct a pre-reading activity to check the prior knowledge regarding Ibn-e-Sina.
- Ask the students if they know some other Muslim Scientists of the past.
- Conduct fill in the blanks activity to check the students' understanding of the lesson.
- Help students to find out appropriate meanings of the given words in a dictionary.
- Explain the difference between collectives 'countable' and 'uncountable' nouns with examples from real life.
- Explain what linking 'verbs' are with examples.
- Explain the simple past tense with examples.

- Explain that we use second form of the verb with all pronouns. 'Did' is used as a helping verb, and we use first form of the verb with 'did'.
- Explain how to make affirmative, negative and interrogative sentences.  
**Subject + Verb + second form + object (Affirmative)**  
**Subject + did not + first form of verb + object. (Negative)**  
**Did + Subject + first form of verb + object? (Interrogative)**
- Explain the use of Indefinite article a / an with examples.

#### Unit-4

- Conduct pre-reading activity to check their prior knowledge regarding seasons.
- Explain the simple present tense, its use and functions. Tell the students that we use first form of the verb, with the pronouns (I, we, you and they) we add 's' or 'es' with the first form of the verb with the pronouns (he, she, it). For example: He/She eats an apple".  
**Subject + verb + first form + s + es + object. (Affirmative)**  
**Subject + do/does not + verb + first form + object. (Negative)**  
**Do/Does + subject + verb + first form + object? (Interrogative)**  
 Remember that we use 'do' as a helping verb.
- Tell the students how to summarize a lesson with the help of a mind map.
- Help the students to divide the words into syllables by using a dictionary.

#### Unit-5

- Read the poem with rhyme and rhythm and ask the students to repeat after you.
- Help students in writing the main idea of the poem.
- Explain what the figurative language is and tell students about 'simile' and its use in the poetry.
- Explain the present continuous tense, its use and functions. Tell the students that we use first form of the verb with 'ing'. For example: go + ing = going. We use 'is, are, am' as a helping verb. We use 'is' with 'he, she' it' we use 'are' with 'we, you, they' and 'am' with 'I'.  
 am' as a helping verb. We use 'is' with 'he, she' it' we use 'are' with 'we, you, they' and 'am' with 'I'.  
**Subject + is, are, am + verb first form + ing + object. (Affirmative)**  
**Subject + is, are, am + not + verb first form + ing + object. (Negative)**  
**Is, Are, Am + subject + verb first form + ing + object. (Interrogative)**

## Unit-6

- Ask the students to read the lesson one by one and answer the questions for better comprehension of the lesson.
- Help the students in writing a composition of three paragraphs i.e., introductory paragraph, body paragraph and concluding paragraph.
- Explain the conditional sentences of type one its use and function. Practice this structure with students in the class. You can conduct an activity for this purpose.
- Explain the Past Continuous Tense. Tell the students that we use first form of the verb with 'ing'. For example: go + ing = going. We use 'was' and 'were' as a helping verb. We use 'was' with he, she, it, I and 'were' with 'we, you, they'.

Subject + was/were + verb first form + ing + object. (Affirmative)

Subject + was/were not + verb first form + ing + object. (Negative)

Was/Were + subject + verb first form + ing + object. (Interrogative)

## Unit-7

- Conduct a pre-reading activity to check the prior knowledge of the students regarding letter writing.
- Help the students to write an informal letter and address on the envelop by explaining the parts of the letter for better understanding.
- Explain Future Simple Tense. Tell the students that we use first form of the verb. 'will' is usually used as a helping verb with all pronouns. Conduct substitution drills of tenses.
- Explain the students the use of may / may not and re-inforce the concept with given activity.

## Unit-8

- Conduct a pre-reading activity to check the students prior knowledge regarding story and elements of a story.
- Read the story yourself and ask the students to story yourself and ask the students to read after you. While reading, ask questions to check their level of interest and understanding of the story.
- Explain the elements of the story, and what part they play in a story. Ask the students about the different characters and their role in the story. Ask the students about their likes and dislike regarding different characters of the story.
- Explain 'transitive' and 'intransitive' verbs are.
- Explain adjective and the degree of regular and irregular adjectives. Help the students to differentiate the different kinds of adjective with the help of objects in the surrounding.

- Explain the use of 'quotation mark' with the help of given activity.

### Unit-9

- Ask the students to read the poem with rhythm and rhyme. Ask the students questions regarding the content of the poem for better understanding. For example: who has made the flowers?
- Ask students to write the main theme of the poem.
- Explain the students the difference between line and stanza.
- Explain the use of definite article 'the'.

### Unit-10

- Conduct a pre-reading activity and ask the students to tell about Islamic festivals they know.
- Explain what absolute adjective is, and its use in the sentences. Also explain the use of indefinite pronoun and reflexive pronoun, with the help of given activities.
- Explain the students the pronoun antecedent agreement, and its importance in writing good English.
- Explain modal verbs and their use with the help of given chart and activities.
- Help students to identify the part of speech of the given words with the help of dictionary.

### Unit-11

- Conduct a pre-reading activity to check the prior knowledge of students regarding travelling etiquettes and traffic education.
- Ask the students to read the lesson, while reading, ask questions to check their interest and understanding of the lesson.
- Explain what 'gender' means and help the students to do the given activity.
- Explain what compound words are and how to make compound words.
- Explain adverb and its kinds with the help of given chart.
- Explain that we use 'should' for obligation.

### Unit-12

- Read the story yourself with intonation for better understanding of the story.
- Explain and help the students to write a story with the help of story map. Tell the students how to begin the story, what happens in the middle and at the end the story. After writing the story asks the students to edit and proofread their own writing.
- Explain the students what library skills are and how to find a book with the help of different catalogs in a library.

- Explain Active Voice and Passive Voice and its use with examples.
- Explain the students what library skills are and how to find a book with the help of different catalogues in a library.

### Unit-13

- Read the lesson yourself and ask the students to questions while reading.
- Ask students to tell the main idea of the lesson.
- Explain direct and indirect speech and rules regarding changes that take place when we change direct speech into indirect speech.
- Explain the use of 'can' and 'cannot' with examples.
- Ask students to repeat after you the given tongue twisters.
- Do the given activity of oral communication.

### Unit-14

- Read the poem with rhyme and rhythm and ask the students to read after you.
- Ask students to write the main theme of the poem.
- Ask the students to identify the punctuation marks used in the poem.
- Tell the students that there are words having multiple meanings. Use the dictionary and find the different meanings.
- Help the students in writing the summary of the poem.

### Unit-15

- Conduct a discussion activity based on critical thinking.
- Do the given activity of adverbs.
- Explain what silent letter means and help them pronouncing the words that have silent letters.

### Unit-16

- Explain the difference between prose and poem.
- Help students to understand the main idea of the poem and ask them to write it in their notebooks.
- Ask students to write summary of the poem.

○ والدین کا احترام کرنا چاہیے۔

○ نیک بنیکی پھیلاؤ۔

○ بڑوں کا ادب کرنا اچھی عادت ہے۔

○ صبح سویرے اٹھنا اچھی عادت ہے۔

○ چوری کرنا گناہ ہے۔

○ سچ بولنا اچھی عادت ہے۔

○ اساتذہ کا احترام کرنا چاہیے۔

○ جھوٹ بولنا بُری بات ہے۔

○ علم کی روشنی پھیلاؤ۔

قومی احتساب بیورو بلوچستان

○ صفائی نصف ایمان ہے۔

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Approved by the Provincial Education Department the Government of Balochistan Quetta.

Vide notification no. SO(Academic)/EDN:/ 2-6/3948 Dated 04/02/2013

According to the National Curriculum 2006 under the National Textbook and Learning Materials Policy 2007.  
N.O.C. No. 9049-52/C.B Office of the Director Bureau of Curriculum & Extension Centre, Balochistan, Quetta.

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سایہِ خدائے ذوالجلال

Serial No.

Code No. E-VI/341(NP-2007)13

Year	Edition	Copies	Price
2020	First	12,000	