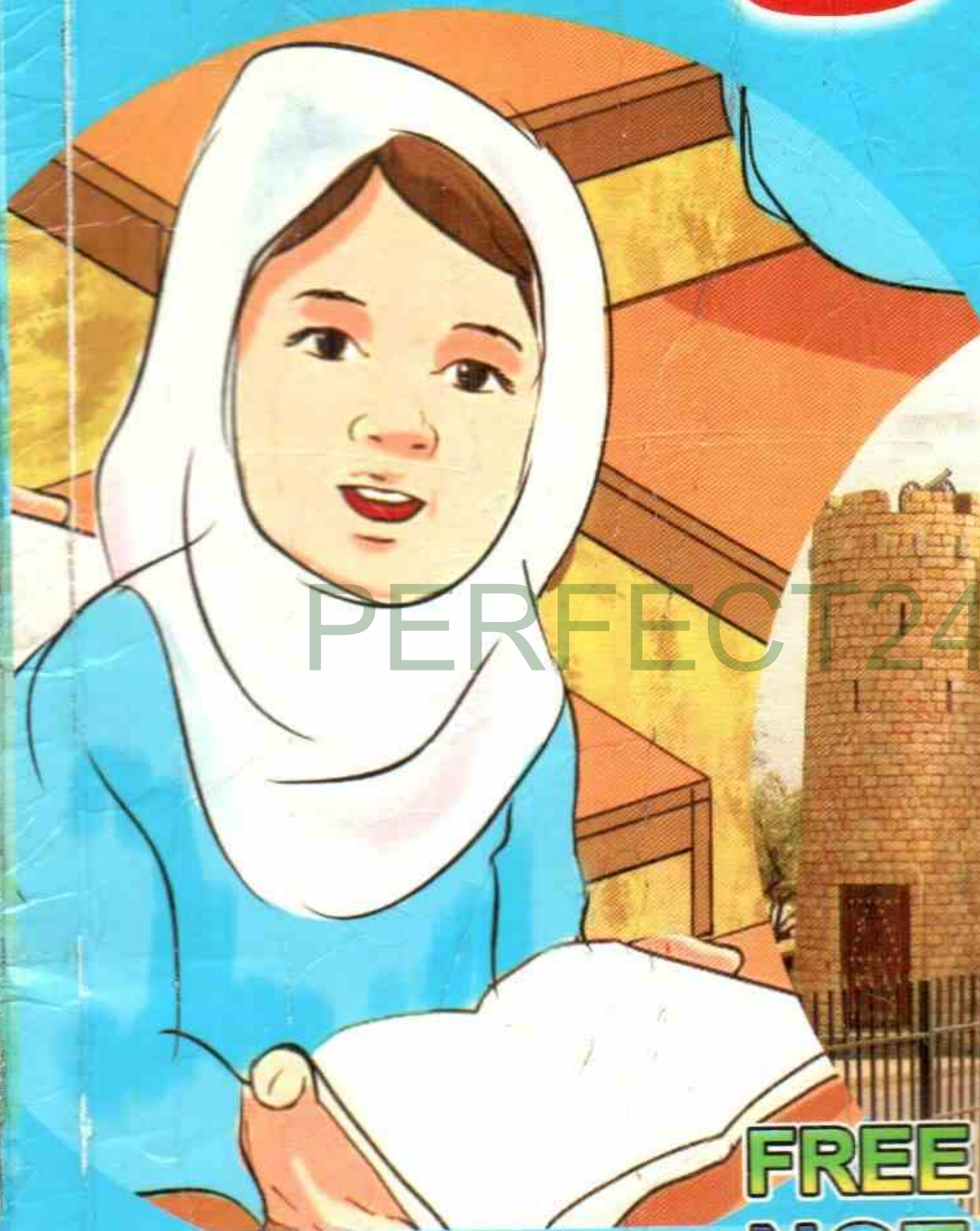


A textbook of

English

Grade

7



FREE FROM GOVT.
NOT FOR SALE



KHYBER PAKHTUNKHWA
TEXTBOOK BOARD PESHAWAR

Table of Contents

Unit	Page	Title	Theme	Oral Communication Skill
01	01	The last sermon of Hazrat Muhammad ﷺ	Ethics and Values	Practice the dialogue with your seat fellows.
02	15	The Khyber Pass	Places of historical and cultural importance and of interest in Pakistan	Work in pairs to generate questions for the context in order to understand the text better.
03	27	It's Spring	Poem Nature	Describing pictures in front of the class.
04	38	Let's Respect Public Property	Respect for Public Property	In a group of four complete the bubble and discuss the issues.
05	47	Health is Wealth	Health	Practice the dialogue, then read it aloud or act it out in front of classmates.
06	59	A Green Cornfield	Poem Nature	Work with a partner and practice the following tongue twisters. When you have memorized, say it for your teacher.
07	70	Whose Pleasure Shall We Seek?	Story	Dialogue in use of adverbs in conversation
08	81	Encouraging Reading Habits	Reading	Work in pairs and talk about the importance of reading books
09	90	The Golden Age of Islam	Role models depicting noble cause, national cause	Work in pairs and share with the class some other inventions of the Muslim scientists.
10	99	The Happiness and Prosperity of the Home	Impact of population growth on health and nutrition	Share your views on the following pictures in front of the class.

NOT FOR SALE

Unit	Page	Title	Theme	Oral Communication Skill
11	108	The King and the Tamarind Drum A folktale from Sub-Continent	Pride / Self Praise	give instructions to your friend about the rules to be observed there
12	119	Beautiful Hands	Value of Parents	Simile
13	126	Allama Iqbal	National Pride	Describe your favourite place in front of the class
14	136	Why the sea is salty?	Story / folk lore	Role play: Change your voice to act out the role. The rise and fall of your tone should indicate the emotions of shock, discomfort, hate, and anger.
15	145	Woman and Sports field	Role of women in development of society	Work in pairs and practice the conversation below in front of the class.
16	157	Sand and Stone	Friendship and co-operation	Role play: Carry out a role play on the given situations.
17	164	Child Labour in Pakistan	Child Labour	Role play: Carry out a role play on the given situations.
18	172	Sow Sow Sow	Poem	Work in pairs and guess the story. Give the story a title. Share your views with the class.
19	178	A Camping Holiday	Traveling Etiquettes	Make groups of five students each and think about what you would take on a camping trip

Comprehension	Grammar	Writing
Questions. MCQs True False Match the columns	Direct and Indirect	Comparison of the character of king
Questions Types of sentences MCQs	SVO pattern SVO IO DO pattern	List your responses in mind map titled "mother"
Questions Fill in the blanks Order of events	Punctuation marks types of sentences	Paragraph on Struggle for Pakistan as a different State
Questions. Gapped summary. MCQs Rhyming words	Analogy	Character sketches of elder and younger brother from the story in your notebooks
Questions True False	Active & Passive voice	Letter to your younger brother telling him about Naseem Hamid
Questions MCQs	consonant cluster	Write a paragraph on forgiveness
Questions Making sentences	Parenthesis	Filling School information form
Questions Gapped Summary True False	Simile	Rewrite the story that they discussed in "listening and speaking" with new ending
Questions Cloze paragraph	First and second conditional sentences	Imaginary paragraph on if I were the principal of my school

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Comprehension	Grammar	Writing
Questions Tick the correct answer	Common and proper noun Countable and uncountable noun Singular and plural noun Irregular nouns Synonyms	Complete mind map and summarize the lesson
Questions Correct meaning True False	Gender of nouns Animate and inanimate nouns Possessive noun Synonyms	Paragraph on a trip to a historical place
Questions. Gapped summary. Deduce meaning.	Personal pronoun, Possessive pronoun, Reflexive pronoun, Indefinite pronoun, pronoun -antecedent agreement	a unified paragraph on pictures by personifying the nouns using verbs
Questions MCQs	Minimal pairs/th/,/ll/,/ya/,/v/,/w/,/r/ tongue twisters,	Write a simple and unified paragraph on "Duties of a good citizen".
Questions. Filling the blanks. Main idea/ supporting detail. Comparison clues	Main verbs/auxiliary verbs Linking verbs. Model verbs Transitive and intransitive verbs	Write a dialogue between two friends on the importance of healthy food.
Questions. MCQs Gapped summary	absolute adjectives. Degrees of adjectives. Regular and irregular adjectives.	Write an imaginary story to describe a real or imaginary person.
Questions. Fact & opinion. Cloze exercise.	Adverbs of manner, degree, time, place, reason and frequency. Syllables and silent letters	Analyze paragraph to identify main idea, definition, example and evidence
Questions. Parts of a Letter. Silent Letters.	Transitional devices. Prepositions of position, time , movement and direction Compound prepositions.	Write a letter to your uncle asking him to bring you a dictionary Write address on envelope
Questions Fill in the blanks	Long and short vowel Tensess	Write down the summary of the lesson. Read the lesson again find out the causes and effects
Questions True False Matching columns	Diphthongs & Triphthongs. regular & irregular verbs Sequence markers	Write a short essay on "how to improve the methods of cultivation in our country".

Introduction

This revised edition of **English Textbook for Grade VII** contains material from the original book as well as new insertions agreed upon by the English subject experts from the Textbook Board, DCTE and private sector. The overall revision of the current edition was undertaken to align the textbook, with the Standards for textbooks included in the Minimum National Standards for Quality Education in Pakistan. Therefore, the current revised edition has been brushed up with a view to comply to the National Curriculum 2006; improved content and organization, more attractive presentation and lay out, sound assessment method, relevant cultural values and with a keen eye to challenge all forms of biases.

The textbook comprises lessons, all of which now have new stories, poems, new colour illustrations and a fresh layout and design. The exercises have been carefully designed under new headings and they now have speaking and listening components designed to develop oral-aural language skills. These afford the students opportunities for practice and contain drill work as well as imaginative/ creative tasks.

The exercises are based on these headings:

Context – the wide variety of reading material includes factual accounts, stories based on nature, environment, fantasy, adventures, fables and poetry.

Comprehension – relating directly to the context; to develop child's ability to read and comprehend.

Grammar – including formal areas of language study, syntax, structure, punctuation and its usage. The language and grammatical structures are elementary; there is ample revision and repetition.

Composition/writing – developing functional and creative writing skills.

Listening and speaking – involving listening skills, proper pronunciation, structure, functional vocabulary, expression and debating skills.

Editor

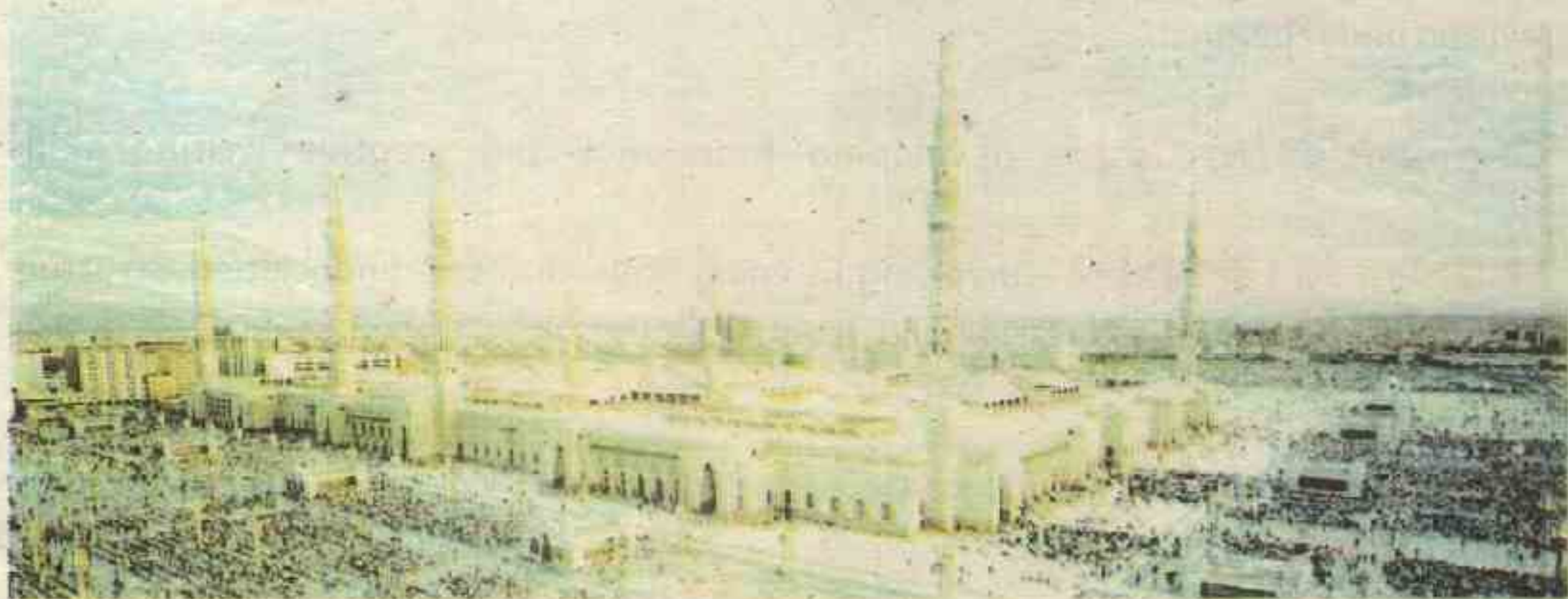
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Unit 1

SLOs

By the end of unit, the students will be able to:

- ❖ analyze features of an effective topic sentence i.e. specific word, vivid verbs and modifiers.
- ❖ offer and respond to greetings, compliments, invitations, introductions and farewells.
- ❖ use summary skills to extract salient points and develop a mind map to summarize a text.
- ❖ choose appropriate word definition and identify part of speech of a word through abbreviation used.
- ❖ locate synonyms in children's thesaurus.
- ❖ demonstrate use of common and proper, collective, countable and uncountable nouns.
- ❖ apply the rules of change of number of nouns learnt earlier.
- ❖ change the number of compound nouns. Differentiate between plurals and possessive forms of compound nouns.
- ❖ change the number of some foreign words e.g. basis-bases.
- ❖ apply rules of a, an and the wherever applicable in speech and writing.



Pre-reading

- Why was Hazrat Muhammad ﷺ called Sadiq and Amin?
- Why is Hazrat Muhammad ﷺ called Rehmatul-lil-Aalamin?
- What was the impact of Hazrat Muhammad's ﷺ personality on people?

Reading

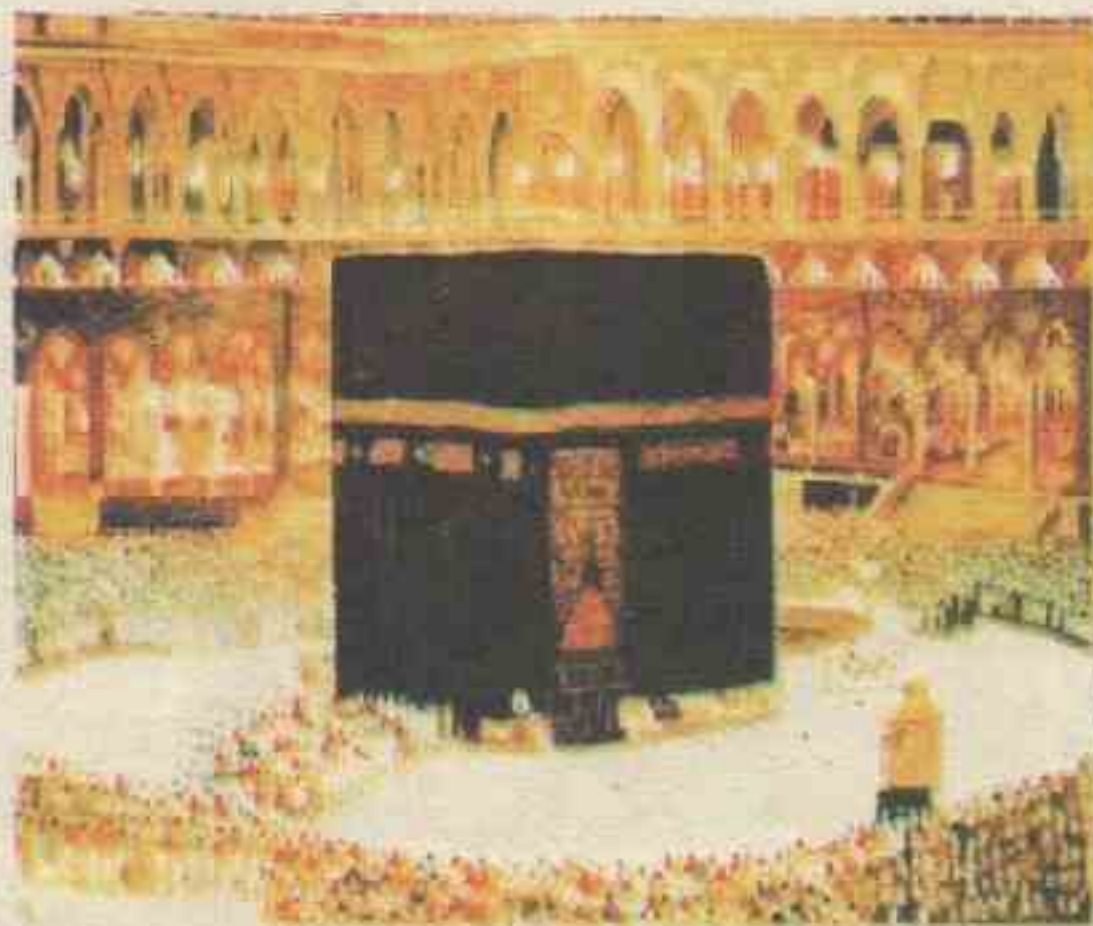
"All glory be to Allah. There is no God but Allah and Hazrat Muhammad ﷺ is the Rasool of Allah." Raised the cry from the heart of the Rasool and mingled with the vast expanse of the desert of Arabia.

Hazrat Muhammad ﷺ was born on Monday, the 12th of Rabi ul Awal in the year 571 AD. He belonged to the family of Quraish, the nobility of Arabia. His family is traced back to Hazrat Ismail ﷺ and Hazrat Ibrahim ﷺ.

His parents died by the time he was six years of age. His grandfather, Abdul Motalib, took charge of him but he also died soon. Now the responsibility of looking after Hazrat Muhammad ﷺ fell to his uncle Abu Talib. He loved his young nephew

dearly and did all he could to rear him well. As a grown-up man, he was so honourable and trust worthy that people would call him Al-Sadiq and Al-Amin. When Hazrat Muhammad ﷺ reached the age of 40, he would

retire to Mount Hira for prayers and meditation.



One day, while he sat in a cave at Mount Hira, Hazrat Jibrail ^{علیہ السلام}, the Angel ^{فرشتہ} of Revelation, ^{مکودار رسول وحی} appeared to him and said, "Iqra" - Read!

Hazrat Muhammad ^{صلی اللہ علیہ وسلم} said, "I am not able to read!"

But the command was issued twice more, each with the same response from the Rasool ^{صلی اللہ علیہ وسلم}. Finally, he was grasped with overwhelming force by the angle. Then Hazrat Jibrail ^{علیہ السلام} released him and the first verse of the Holy Quran was revealed to him ^{علیہ السلام}.

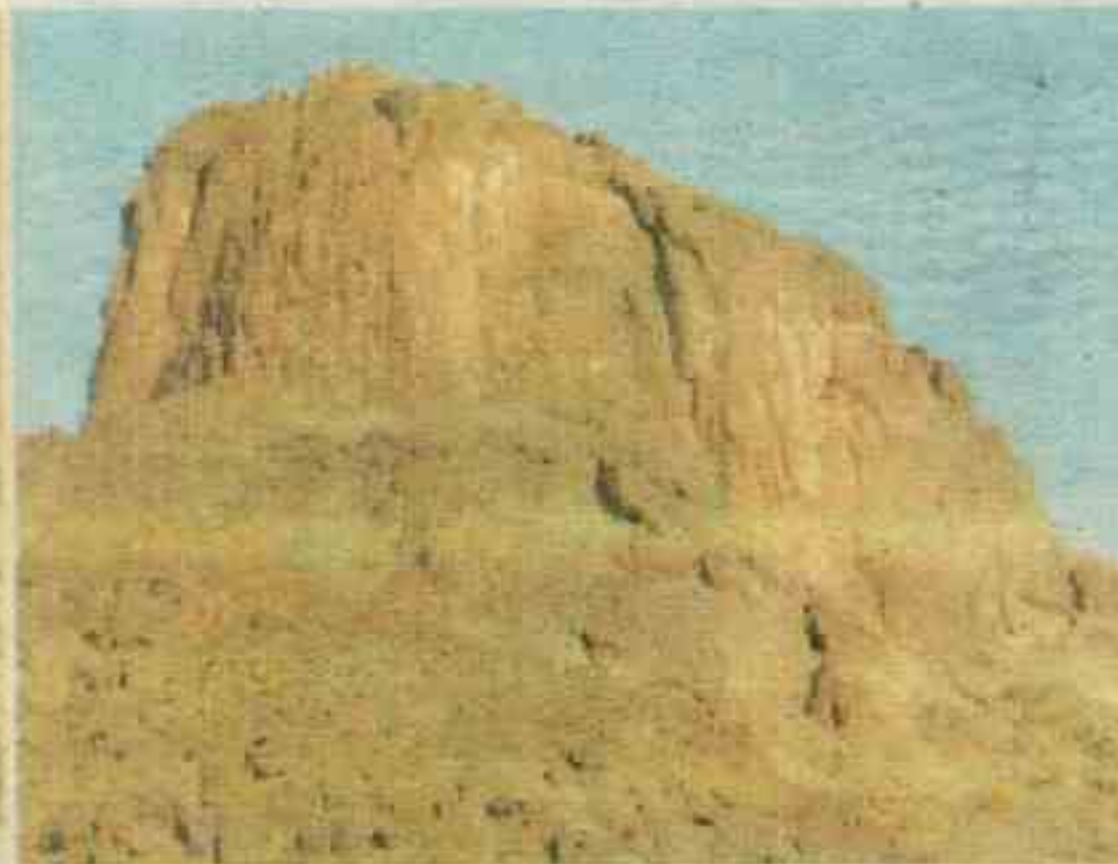
"Read in the name of your lord who created."

Allah revealed to him the true religion, Islam – the belief in the total submission to One, True and the Only Allah, the most Merciful and the Mighty. Thereafter, the Rasool ^{صلی اللہ علیہ وسلم} spared no effort in preaching the true religion Islam. He suffered great hardships, but nothing could move him from his chosen path.

Hazrat Muhammad ^{صلی اللہ علیہ وسلم} delivered his last sermon (Khutbah) on the ninth of ZulHijjah (12th and last month of the Islamic year), 10 years after Hijrah (migration from Makkah to Madinah) in the Uranah Valley of Mount Arafat. His words were quite clear and concise and were directed to the entire humanity.



Mount Hira



Mount Arafat

"O People, lend me an attentive ear, for I know not whether after this year, I shall ever be amongst you again. Therefore listen to what I am saying to you very carefully and take these words to those who could not be present here today.

Beware of Satan, for the safety of your religion. Your lives and property are a sacred trust amongst yourselves until you appear before your Lord, and remember you shall have to appear before your Lord, who shall demand from you an account of all your actions. You have rights over your wives and your wives have rights over you. Treat them with kindness and affection. Be faithful to each other and do not commit sins. Allah has forbidden you to take usury (interest); therefore all interest obligations shall henceforth be waived.

No murders committed during the days of ignorance (Jahiliyyat) are to be avenged. Do not forget that every Muslim should be truly a brother to every other Muslim. There is no preference for the Arab over the non-Arab or the non-Arab over the Arab, also a white has no superiority over black nor does a black have any superiority over white. Only the goodness and piety of a man makes him superior to others.

O People, listen to me in earnest, worship Allah, say your five prayers (Salah) daily, fast during the month of Ramadan, and give your wealth in Zakat. Perform Hajj if you can afford to.

Feed and clothe your slaves with such food as you eat yourself and with such clothes as you wear yourself. If they commit a fault, which you find hard to forgive, then let them go away and do not treat them harshly. Be kind and just to everyone.

O People! No Prophet or Apostle will come after me and no new faith will be born. Reason well, therefore, O people! And understand words which I convey to you. I leave behind me two things, the Qur'an and my Sunnah and if you follow these, you will never go astray.

"Have I fulfilled my mission?" addressing the assembled people.

"In truth you have," replied the hundreds of the pilgrims.

Be my witness, O Allah, that I have conveyed your message to your people"

Glossary

Words	Meaning
mingled	to be mixed or combined
AD	abbreviation for Anno Domini : a Latin phrase meaning "in the year of the Lord", which is used when referring to a year after Jesus Christ was born:
rear	to care for young children until they are able to care for themselves
expanse	a large, open area of land, water, or sky
nobility	the people of the highest social rank in a society, considered as a group
revealed	to make known or show something that is surprising or that was previously secret
submission	the act of allowing someone or something to have power over you
ignorance	a lack of knowledge or information about something.
sacred	considered to be holy and deserving respect, especially because of a connection with religion
trust	to believe that someone is good and honest and will not harm you, or that something is safe and reliable
avenged	to do harm to or punish the person responsible for something bad done to you or your family or friends in order to achieve a fair situation
pilgrim	a person who makes a journey, often a long and difficult one, to a special place for religious reasons
piety	strong belief in a religion that is shown in the way someone lives

Vocabulary

- A** Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used.

traced

dearly

retire

intense

conveying

assembled

- B** Consult a thesaurus and find out the synonyms of the following words.

vast

spare

effort

great

hardship

grew

interest

Comprehension

- A** Answer the following questions:

1. Describe a few character traits of Hazrat Muhammad ﷺ.
2. As a Muslim how should we treat our servants?
3. When did Hazrat Muhammad ﷺ perform his last Hajj? Where did he give his last Hajj sermon?
4. What makes a man superior to others?
5. What does the last sermon of Hazrat Muhammad ﷺ teach us?
6. As a Muslim how should we treat women?

Teacher's guideline

- Revise with the students that a dictionary will tell the part of speech a word can be. The part of speech is usually denoted with an abbreviation.

adj. = adjective

adv. = adverb

v. = verb

pre. = preposition

n. = noun

conj. = conjunction

- Help students use a thesaurus to locate the synonyms closest to the meaning of the given words in the context.



B Choose the correct option.

1. What is the basis of superiority in the eyes of Allah ?

a. earning wealth	b. fair/white skin
c. good parentage	d. <input checked="" type="checkbox"/> goodness and piety
2. "There is no preference for Arab over the non-Arab". Here the word "preference" means precedent.

a. <input checked="" type="checkbox"/> liking for	b. disliking for
c. precedent	d. hatred for
3. Allah revealed to him the true religion, Islam. In this sentence "him" refers to Hazrat Muhammad ﷺ.

a. <input checked="" type="checkbox"/> Hazrat Muhammad ﷺ	b. Hazrat Jibrail ﷺ
c. Arabs	d. Muslims
4. "Have I fulfilled my mission?" What mission the Rasool ﷺ is referring to?

a. <input checked="" type="checkbox"/> Preaching of Islam	b. Journey from Makkah to Madina
c. Conquering of Makkah	d. Battle of Badar
5. The phrase "lend me an attentive ear" means listen to me attentively.

a. <input checked="" type="checkbox"/> put your hands on ears	b. give me your ears
c. listen to me attentively	d. consider it carefully
6. The last sermon of the Rasool ﷺ is for the entire Muslims.

a. <input checked="" type="checkbox"/> Muslims	b. Arabs
c. humanity	d. Quraish

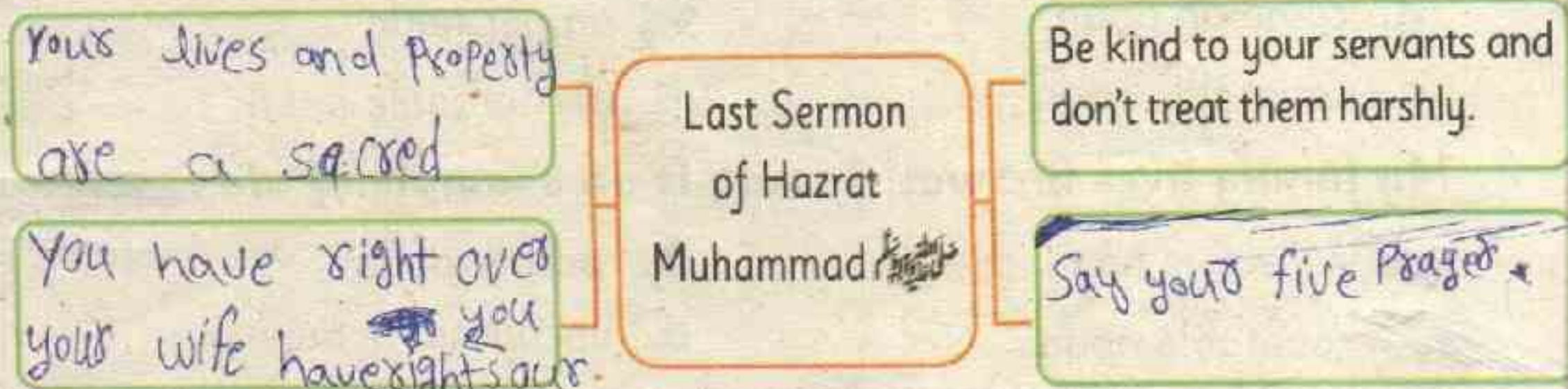
C State whether the following statements are true or false.

- Be faithful to each other and do not commit sins. ✓
- After death of Hazrat Muhammad's ﷺ parents, his uncle Abu Jahl looked after him. X
- Feed and clothe your slaves with such food and clothing as you choose for yourself. ✓
- Hazrat Muhammad ﷺ taught love, kindness and compassion to his people. ✓
- Allah has allowed you to take usury (interest). X

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Writing

- A** Complete the mind map and then summarize the last sermon of Hazrat Muhammad ﷺ.



- B** Read the following paragraph carefully. Pick out a clear topic sentence and underline the specific words, vivid verbs and modifiers.

Hazrat Muhammad ﷺ was sadique and amid and allah revealed to him. As a grown-up man, he was so honourable and trust worthy that people would call him Al-Sadiq and Al-Amin. When Hazrat Muhammad ﷺ reached the age of 40, he would retire to Mount Hira for prayers and meditation. One day, while he sat in a cave at Mount Hira, Hazrat Jibrail ﷺ, the Angel of Revelation, appeared to him and said, "**Iqra**"- **Read!**

Hazrat Muhammad ﷺ said, "I am not able to read!"

But the command was issued twice more, each with the same response from the Rasool ﷺ. Finally, he was grasped with overwhelming force by the angle. Then Hazrat Jibrail ﷺ released him and the first verse of the Holy Quran was revealed to him ﷺ.

"Read in the name of your Lord who created."

Teacher's guideline

Revise with the students:

Topic Sentence: A topic sentence is a sentence, that states or suggests the main idea (or topic) of a paragraph. Features of a topic sentence:

Specific words: Particular words that reflect the main idea.

Vivid verbs: Descriptive verbs that give detail to an idea.

Modifiers: An adjective or adverb that provides additional information.



Grammar

A Choose the correct option for the following statements.

- Quaid-e-Azam is an example of a/an proper noun.
 a. common noun ☒ b. proper noun
 c. countable noun d. uncountable noun
- My family lives in Swat. Family is an example of a/an collective noun.
☒ a. collective noun b. proper noun
☒ c. countable noun d. uncountable noun
- Don't cry over spilt milk. Milk is an example of a/an uncountable.
 a. collective noun b. proper noun
 c. common noun ☒ d. uncountable noun
- The hungry fox saw a bunch of grapes. Bunch is a/an collective noun.
 a. common noun b. uncountable noun
☒ c. collective noun d. proper noun
- Which one is the example of countable noun?
 a. oil ☒ b. book c. sugar d. honey
- Which one is the example of uncountable noun?
 a. dress ☒ b. sand c. pencil d. bottle
- Which one is the example of collective noun?
 a. marched ☒ b. army c. up d. hill

Teacher's guideline

Revise with the students:

- Common nouns are general names, thus they are not capitalized.
- Proper nouns are specific names, they do require capitalization.
- Countable nouns are individual people, animals, places, things, or ideas which can be counted.
- Uncountable nouns are not individual objects, so they cannot be counted.
- Collective noun are names for a collection of people or things.



Do you remember?

Regular noun is made plural by addition of "s" or "es" to the end of the word.

Irregular noun is the noun that does not form its plural simply by adding "s" or "es" to the base (noun).

The following list includes rules for changing some regular and irregular nouns from singular to plural form.

Rules	Singular	Plural
for regular nouns add "s"	1 book	2 books
for regular nouns ending in s, ch, sh, x or z add "es"	1 dish	2 dishes
for irregular nouns ending in f or fe remove f / fe and add "ves" at the end	1 knife	2 knives
	Exceptions: roof-roofs, cliff-cliffs	
for regular nouns ending in vowel + y add "s"	1 boy	2 boys
for irregular nouns ending in consonant + y remove y and add "ies"	1 story	2 stories
for regular nouns ending in vowel + o add "s"	1 zoo	2 zoos
for regular nouns ending in consonant + o add "es"	1 tomato	2 tomatoes
some irregular nouns become plural by changing its spelling in other ways than adding an "s" or "es" to the end of the word.	1 tooth	2 teeth
some nouns remain the same in singular and plural form	1 sheep	2 sheep
some nouns ending in "-is" in the singular form change to "-es" in the plural form.	basis synopsis hypothesis diagnosis	bases synopses hypotheses diagnoses

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- B** Pick out at least ten each of singular and plural nouns from the story given below. Write down their respective plural and singular forms too.

The Talkative Tortoise

A ^Stortoise and two ^Pstorks were good friends. Storks often told ^Pstories about different ^Pplaces to the ^Stortoise. The ^Stortoise felt sad that he could not travel along with them. One day the ^Stortoise had an idea. He told the ^Pstorks, "I cannot travel because I do not have ^Pwings. Both of you hold each end of a long stick with your ^Pbeaks. I will hold the middle part of the stick with my mouth." One stork thought it to be a good idea. However the other stork said, "Not a bad idea. But you are very talkative. If you talk you will fall down and die." The ^Pstorks and the ^Stortoise started their journey. As they flew, the children clapped hands and ran after them. One boy started teasing. The tortoise couldn't resist and opened his mouth to reply. As soon as he opened his mouth he lost his grip on the stick. He fell down and died.

- C** Convert each singular noun to plural, and each plural noun to singular. There are a few nouns that have the same singular and plural form.

◆ deer	deers
◆ quiz	quizzes
◆ beech	beech
◆ goose	geese
◆ mice	mice
◆ person	persons
◆ child	children
◆ foot	feet
◆ fish	fishes
◆ ox	oxes

Number of compound nouns

i. Usually the last word is made plural.

Example:

school-bag / school-bag^s

close-up / close-up^s

ii. In noun + preposition + noun structure, the first noun is made plural.

Example:

sister-in-law / sister^s-in-law

man-of-war / men-of-war

iii. Whenever man or woman is the first word, both the words are made plural, with addition of s in the end.

Example:

man-servant / men-servant^s

woman-wrestler / women-wrestler^s

Difference between possessive and plural compound nouns

Possessive nouns and pronouns demonstrate ownership or some similar relationship over something else.

Plural nouns indicate more than one person, place or thing. Add the apostrophe + s to the end of the compound words.

Example:

My **mother-in-law's** recipe for meat loaf is my **in-law's** favorite.

Teacher's guideline

Tell the students that a compound noun is a noun that is made with two or more words. A compound noun is usually [noun + noun] or [adjective + noun].

There are three forms for compound nouns:

1. open or spaced - space between words (tennis shoe)
2. hyphenated - hyphen between words (six-pack)
3. closed or solid - no space or hyphen between words (bedroom)



D Change the following compound nouns into plural form.

Singular	Plural
a tennis shoe	three <u>tennis shoes</u> .
one assistant headmaster	five <u>assistant headmasters</u> .
a mother-in-law	two <u>mothers-in-law</u> .
my toothbrush	our <u>tooth brushes</u> .
a woman-doctor	four <u>women doctors</u> .
a doctor-of-philosophy	two <u>doctors of philosophy</u> .

Do you remember?

Articles:

An article is a word used to modify a noun, which is a person, a place, an object or an idea. **The**, **a** and **an** are articles.

Complete the conversations between Safdar and Anwar, by inserting the correct article.

There is a cricket match at the Stadium tomorrow! Do you want to go?

Sure. Do we need the ticket?

No, the game is free, but the parking costs Rs. 50.

Do I need to bring anything?

Bring a hat and an umbrella, because it might rain.

I will wear a cap. They are in fashion.

But the cap will not save you from the rain.

Okay, will ask father to get me a new hat and an umbrella.

See you tomorrow at the stadium.

What about the time?



Teacher's guideline:

Make pairs and help students practice dialogues

Listening and Speaking

Practice the dialogue with your seat fellows.

Asalam-o-Aliakum! How are you?

Walaik-um-Asalam! I am fine.

I am Tahira. May I know your name please!

I am Salma.

I welcome you in our class, Salma. Which school have you come from?

I am from Government School Swat. My father got posted here. What about you?

I have been studying here since grade 1. I would like you to have a cup of tea with me in recess; I will introduce you to my other friends too.

Okay, sure. Thank you.

Teacher's guideline

- Ask a few pair of students to present the dialogue before the class.
- Ask the students to express their personal needs to their seat fellows.



Unit 2

The Khyber Pass

SLOs

By the end of unit, the students will be able to:

- ❖ use pre-reading strategies to predict the content of a text from picture by asking questions and contextual clues.
- ❖ recognize that other sentences in the paragraph support the topic sentence. A paragraph provides relevant, specific and substantial supporting detail for the main idea.
- ❖ generate questions to understand text.
- ❖ use a variety of pre-writing strategies like brainstorming.
- ❖ use dictionary to identify pronunciation of a word with the help of pronunciation key.
- ❖ change the gender of nouns.
- ❖ differentiate between and demonstrate use of possessive forms of animate and inanimate nouns.
- ❖ locate synonyms and antonyms in children's thesaurus.



Pre-reading

- Look at the pictures below and tell what place is it?



Reading

Khyber is a Hebrew word meaning a fort. The Khyber Pass is one of the most famous mountain passes in the World. Khyber Pass is located in the mountains that divide Pakistan and Afghanistan; it forms bridge between Central and South Asia. The Khyber Pass is a 53-kilometer passage through the Hindu Kush mountain range, of which 45-kilometers lies in Pakistan. It is an important part of the ancient Silk Route; it has a significant cultural, economic, and geopolitical importance. At its narrowest point, the pass is only 3 meters wide.



Teacher's guideline



Use pre-reading strategies to predict the content of a text from picture by asking questions and contextual clues

17 km west from the city of Peshawar is a small town Jamrud. The town is the entry point to the Khyber Pass. Bab-e-Khyber (Khyber Gate) is a monument at the entrance of the Khyber Pass in Jamrud. It was built in the 10th century and was repaired in 1964. Next to Bab-e-Khyber is a fort built by the Sikhs near Jamrud village. Further some 30-kms ahead is Landi Kotal, a small town. It is the highest point along the Pass, at this point, the mountains on either side can be climbed only in a few places. Landi Kotal has a railway station of Khyber Pass Railway. A tourist train, The Khyber train safari was run on this railway. It was closed in 2006 due to washing away of railway track and bridges by flood. It is also a famous market place where people enjoy eating tikkas and chapli kababs.

Just a few kilometres further is Torkham ^{پور} border, one of the major ^{انٹرنیشنل} International border crossings between Pakistan and Afghanistan. It is the ^{بوسہ} busiest point of entry between the two countries through Khyber Pass, serving as a major transporting, shipping, and receiving site.

The history of the Khyber Pass as a strategic gateway dates from 326 B.C., when Alexander the Great and his army marched through the Khyber to reach the plains of India. In the AD 900s, Persian, Mongol, and Tartar armies forced their way through the Khyber, bringing Islam to India. Sultan Mahmood Ghaznavi crossed the Khyber Pass seventeen times to attack South Asia. Centuries later, India became part of the British Empire.



and British troops defended the Khyber Pass from the British Indian side.)
 (During the Afghan Wars the pass was the scene of numerous conflicts
 between Anglo-Indian soldiers and native Afghans. The Khyber, in its
 inconsistent history, has seen countless invasions. It witnessed the march of
 Aryans and victorious advance of Persian and Greek armies. Babur did
 succeed in establishing the Moghul Empire in Northern India after coming
 through the Pass from Afghanistan.

Khyber Pass had been a famous trade route. Formerly camel caravans
 passed through it. They carried bales of cotton, silk and spices from Sub-
 continent and China to Afghanistan and beyond. They brought mirrors,
 furs, skins and fruits from there for the Sub-continent and the countries to the
 east. Traders still use this route. The British constructed a road through the
 pass in 1879 and converted it into a highway during the 1920s. A railroad
 was also built here in the 1920s. It was laid to carry arms and supplies for
 the British army.



Glossary

Words	Meaning
bridge	a structure that is built over a river, road, or railway to allow people and vehicles to cross from one side to the other
passage	a usually long and narrow part of a building with rooms on one or both sides, or a covered path that connects places
cliffs	a high area of rock with a very steep side
elevation	the height of a place above the level of the sea
strategic	used to provide military forces with an advantage
invasions	an occasion when an army or country uses force to enter and take control of another country
witnessed	to see something happen
capture	to take someone as a prisoner, or to take something into your possession, especially by force
caravans	a group of people with vehicles or animals who travel together for safety through a dangerous area, especially across a desert on camels
safari	an organized journey to look at, or sometimes hunt, wild animals
victorious	having won a game, competition, election, war, etc.
spices	a substance made from a plant, used to give a special flavour to food

Comprehension

A Answer the following questions:

1. Describe briefly the route from Peshawar to Khyber Pass?
2. Why is Landi Kotal a famous place along the pass?
3. What is the historical importance of the Khyber Pass?
4. What did the camel caravans carry? By what have the camel caravans been replaced?
5. What is the economic importance of Khyber Pass?
6. What famous conquerors / invaders passed through the Khyber Pass to enter sub-continent?

B Choose correct option.

1. Torkham border, is one of the major border between Pakistan and Afghanistan because _____.
 - a. at this point, the mountains can be climbed only in a few places.
 - b. it is a famous market place where people enjoy eating tikkas
 - ☒ c. it is a major transporting, shipping, and receiving site.
 - d. it is a strategic gateway dates from 326 B.C.,
2. Which countries are linked by the Khyber Pass?

a. India and Pakistan	b. India and Afghanistan
<input checked="" type="checkbox"/> c. Afghanistan and Pakistan	d. Afghanistan and Tajikistan
3. Babur succeeded in establishing the Moghul Empire in Northern India after coming through the Pass from Afghanistan.

a. British Empire	<input checked="" type="checkbox"/> b. Moghul Empire
c. Persian Empire	d. Greek Empire
4. The Khyber Pass is a narrow ~~plain~~ pass.

<input checked="" type="checkbox"/> a. mountain	b. hill	c. plain	d. forest
---	---------	----------	-----------
5. The Khyber Pass had been known as a famous trade route.

a. silk	b. cotton	c. spice	<input checked="" type="checkbox"/> d. trade
---------	-----------	----------	--

State the following statements are true or false.

1. Bab-e-Khyber is a fort built by the Sikhs.
2. About 50 kilometers from Peshawar is Jamrud.
3. Khyber is a Greek word meaning a fort.
4. Parallel to the road, runs the railway line.
5. Mehmood Ghaznavi crossed the Khyber Pass seventeen times.

~~_____~~
~~_____~~
~~_____~~

D Fill in the blanks.

1. Khyber Pass has been Russians in history.
2. It has also been a famous trads route.
3. These brave tribes' men fought the mighty British Empire.
4. They ate some tikkay and Chapli Kabab.
5. The road goes down winding through mountains scenery.

Vocabulary

A Give pronunciation of the following words with the help of pronunciation key in your dictionary.

Hebrew

mountain

economic

cultural

monument

B Locate synonyms of the following words in children's thesaurus and use the words below in sentences of your own.

numerous

passage

capture

feeling

brought

Teacher's guideline



- Help students identify the pronunciation of the words with the help of pronunciation key given in their dictionaries.
- Give them good practice in pronouncing words correctly using pronunciation key.

Writing

Do you remember?

- **A general statement** informs readers about the general idea of a particular paragraph.
- **A specific statement** informs readers about the main idea of a particular paragraph.

A Read the paragraph below carefully to identify the main idea, general statement, specific statement and transition words.

Khyber is a Hebrew word meaning a fort. The Khyber Pass is one of the most famous mountain passes in the World. Khyber Pass is located in the mountains that divide Pakistan and Afghanistan; it forms the bridge between Central and South Asia. The Khyber Pass is a 53-kilometer passage through the Hindu Kush mountain range, of which 45-kilometers lies in Pakistan. It is an important part of the ancient Silk Road; it has a significant cultural, economic, and geopolitical importance. At its narrowest point, the pass is only 3 meters wide.

Teacher's guideline

Teacher's guideline



Help students understand paragraph writing with the details that a single paragraph deals with one topic only. A paragraph has the following parts:



♦ topic sentence ♦ supporting detail ♦ concluding sentence



- Topic sentence expresses the main idea of the paragraph and is usually the first sentence of it. Supporting details are sentences that provide explanation and support to the topic sentence (main idea).

NOT FOR SALE



NOT FOR SALE

- Draw a mind map with name of a historical place at its center. Arrange information related to the place around the main theme in the center, use brainstorming strategy.
- After brainstorming and developing ideas, write a simple and unified paragraph on "Trip to a Historical Place".

Listening and Speaking

Always remember?

Good readers do the following:

- Look for answers to questions while reading.
- Mark text that may include answers.
- Divide the text into meaningful sections.

Work in pairs to generate questions for the last paragraph of the context in order to understand the text better.

Khyber Pass had been a famous trade route. Formerly camel caravans passed through it. They carried bales of cotton, silk and spices from Sub-continent and China to Afghanistan and beyond. They brought mirrors, furs, skins and fruits from there for Sub-continent and the countries to the east. Traders still use this route. The British constructed a road through the pass in 1879 and converted it into a highway during the 1920s. A railroad was also built here in the 1920s. It was laid to carry arms and supplies for the British army.

- Ask at least one question that is literal. (Who? What? When?)
- Ask at least one question that requires a conclusion. (Why? How?)

Grammar

Masculine and Feminine Nouns

Do you remember?

- **Masculine Nouns** are words used for men, boys and male animals e.g. rooster etc.
- **Feminine Nouns** are words used for women, girls and female animals e.g. hen, landlady.
- **Common Gender** are nouns used for both males and females e.g. doctor etc.
- **Neuter Nouns** are words for things that are neither male nor female e.g. ball, building, forest etc.

A Fill in the blanks with correct masculine or feminine nouns.

Masculine	Feminine
heir	heir's
tiger	tigress
rooster	cow
ox	princess
prince	aunty
uncle	hostess
host	stewardness
steward	

B Rewrite the following sentences changing the underlined nouns from masculine to feminine. Neuter and common nouns will not change.

1. The bridegroom was congratulated by his friend.
2. A boy sat on the back of a stallion.
3. My brother-in-law is a great poet.
4. The headmaster welcomed the students.
5. The waiter served the guests.

NOT FOR SALE

Animate and Inanimate Nouns

A noun which refers to people, animals and living beings is an animate noun. Inanimate nouns refer to things that are not alive.

Example:

The **teacher** wrote a **book**

In this sentence teacher is an animate noun, since teacher is a human and alive. Similarly book is a non-living thing thus it is an inanimate noun.

Possessive forms of animate and inanimate nouns

Do you remember?

- Possessive case of singular nouns is formed by adding the /'s/ ending to the noun.

Example: The cat's leg.

- Possessive case of plural nouns ending in "s" is formed just by adding an apostrophe.

Example: ankles' bones

babies' rash

boys' club

In general only an animate noun has the possessive case form. It denotes certain object, quality or an attribute that belongs to a living creature.

Example:

- Asad's book.
- The elephant's trunk.
- The gardener's tools

When referring to an attribute of an inanimate object, it is inappropriate to use the possessive endings. An inanimate object such as a chair or a window cannot own anything. The relationship must be indicated by using a prepositional phrase. Therefore, we speak (and write) not about the **chair's leg** but about the **leg of the chair**.

A Circle the correct possessive nouns, keeping in view animate and inanimate nouns. The first one has been done.

1. The girls / girl's dress is yellow.
2. My father-in-laws / father-in-law's health is not good.
3. Mr. Nafees's / Nafees' office is very far from his house.
4. Table's leg / Leg of the table was fixed by the carpenter.
5. I really like my mothers / mother's cooking.
6. The hood of the car was not closed properly.
7. The birds / bird's nest fell from the tree.
8. They were burning tree's bark / barks of the tree.
9. All the boys' / boy's uniforms got dirty at that game.
10. Skate's blades / Blades of the skate need sharpening.

B Rewrite each phrase to use a possessive noun. The first one has been done.

1. The cycle belongs to Zafar.

It is Zafar's cycle.

2. The shirt of her brother is white.

Her brother's shirt is white.

3. That elephant has huge ears.

The elephant's ears are huge.

4. The house belongs to Qasim.

It is Qasim's house.

5. All the branches of the trees were waving in the wind.

The branches of the trees were waving in the wind.

6. The teacher looked at the work of all the students.

The teacher looked at the students' work.

Unit 3

It's Spring

SLOs

By the end of unit, the students will be able to:

- ❖ read a poem and give orally or in writing main idea.
- ❖ identify line and stanza.
- ❖ read a poem and give orally or in writing summary through gapped summary exercises.
- ❖ recognize literary personification.
- ❖ deduce meaning of difficult words from context.
- ❖ demonstrate use of pronouns as subject and object. Recognize function of and use possessive and reflexive pronouns.
- ❖ demonstrate use of question words.
- ❖ use few indefinite pronouns.
- ❖ demonstrate use of pronoun-antecedent agreement recognizing their relationship.



Pre-reading

- Can the clouds be angry?
- Can the flowers sing and dance?
- Can the sun be happy?
- Can a person be happy, angry, lonely etc.?



Personification

Personification is giving a human quality to an inanimate object. Any type of emotion, gesture, thought, or action that a person would make can be applied to any non-human object using personification words.

Personification Poems

Personification Poems are types of verse in which inanimate or non-human objects are given human attributes.

Teacher's guideline

- Explain that in poetry, the author/ poet often personifies an object or idea.
- Tell them that they have learned figurative language like similes. Personification is also a type of figurative language that allows a student to use his or her imagination. Personification is one of the most commonly used and recognized literary devices.



Reading

It's spring بہار آ رہی ہے

And the garden is changing its clothes, باغ اپنا رنگ بدلتا ہے

Putting away لوٹھانے

Its dark winter suits, تبدیل کرتا ہے زمستانی سوٹس

Its dull scarves سکڑے

And drab brown overcoats اور کوٹھن

Now, it wraps itself in green shoots, مشوٹس

Slips on blouses بلوسیز

Sleeved with pink and white blossom, بلوسیز

Pulls on skirts of daffodil and primrose, پکڑتی

Snowdrop socks and purple crocus shoes, سودر ف

Then dances in the sunlight. ڈانس

By John Foster

John Foster was British poet, born in 1941. He has written 12 books of poems and compiled several collections. He has also written a book about the Olympic Games.

Deduce the meaning of the following words.

suit

wrap

dull

shoot

daffodil

Teacher's guideline

Tell the students the difference between line and stanza.

NOT FOR SALE

Glossary

Words	Meaning
slips	to put clothes on or to take them off quickly and easily
blossom	a flower or a mass of flowers, especially on a fruit tree or bush
crocus	a small yellow, purple or white flower that appears in early spring
snowdrop	a small white flower that appears in early spring
drab	without interest or colour; dull and boring

Comprehension

A Answer the following questions:

1. What are some examples of personification in the poem?
2. How does the poet intensify the image of a pleasant day by using personification?
3. What type of poem do you think this is and why?
4. What does the poet compare nature with? Why do you think he did this?
5. Write the main idea of the poem.
6. Write down the inanimate nouns used in the poem.
7. Reread second and last line of the poem.
 - What natural item is described as having a human mood?
 - What human mood does this item have?

B Pick out all the adjectives in the lesson and write them in your note books.

C Choose the correct option.

1. What season does John Foster describe in the poem "It's Spring"?
 - unpleasantly hot summer season
 - cold and nasty winter season
 - beautiful but sad autumn season
 - ✓ fresh spring season
2. Which sentence contains personification?
 - It's spring
 - ✓ And the garden is changing its clothes,
 - Putting away
 - Its dark winter suits,
3. The word "drab" in the poem suggests that
 - nature is doubtful or weak
 - nature lives in a state of royalty or power
 - nature is changeable
 - nature is changing its dull cloths

D Gapped Summary: Fill in the gaps with suitable words from the text.

The poet says that nothing is as beautiful as Spring season. He says that nature is changing its clothes. It is putting away its blaine cloths and wraps itself in green shoots. A lot of growing leaves and sun make the sight beautiful.

Teacher's guideline



- Ask the students to read the poem, and then read the gapped summary of the poem, from which key words have been removed.
- Ask the students to restore the missing words, which can only be restored if they have both read and understood the main ideas of the original poem.

E Use the idea written below to write a sentence using personification.

Example:

The book

The book **winked at me.**

The car ~~runs~~ _____

The stairs _____

The flowers _____

The traffic _____

My house _____

Listening and Speaking

- What is being personified in the pictures below?
- What specific human activities are they performing that they can't do in the real world?
- Work in pairs and think of more inanimate objects and give them human qualities.



Writing

Write a unified paragraph on each of the pictures below by personifying the **nouns** using **verbs**. First one has been done.



I am **made** of **trees**. I have two **hands** to **write**, two **legs** to **walk off** the **shelves**, two **eyes** to **see** and a **mouth** to **speak**. I am happy to **live** in a **bookshop**. But someday I'll have a lovely owner that won't **break** my **spine**, and will read me with care.



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Teacher's guideline

Help the students use vocabulary, tone and style appropriate to context.



Grammar

Subject and Object Pronoun

A Fill in the blanks with the correct subject and object pronoun.

1. Jameel and I are friends.

we He and I are friends.

2. The computer is broken.

it is broken.

3. She will talk to Jameela later today.

She will talk to her later today.

4. He does not know Palwasha and Maria.

He does not know them.

5. The teacher helped my friend and me.

The teacher helped us.

Do you remember?

Pronouns are words we use in the place of a noun. We have both subject and object pronouns called personal pronouns.

Subject	Object
I	me
she	her
he	him
you	you
it	it
they	them
we	us

Possessive Pronoun

A pronoun indicating possession is called possessive pronoun.

For example mine, yours, hers, theirs.

We can use a possessive pronoun instead of a noun phrase.

Example:

Is that Arif's bicycle?	No, it's <u>my bicycle</u> .	>	No, it's mine.
Whose house is this?	Is it <u>your house</u> ?	>	Is it yours?
Her bag is grey, <u>my bag</u> is brown.	Her bag is grey,		mine is brown.



Write the correct possessive pronoun into the gap in the second sentence in each question to give it the same meaning as the sentence before it.

1. That photograph belongs to them. That photograph is theirs
2. That bracelet belongs to me. That bracelet is mine
3. This suitcase belongs to us. This suitcase is ours
4. These boots belong to him. These boots are his
5. This computer belongs to me and my brother. This computer is ours

Reflexive Pronoun

We use a reflexive pronoun:

- As a direct object when the object is the same as the subject of the verb:
 - She is instructing **herself** to cook.
 - Be careful while riding motor bike. **You** might hurt **yourself**.
- With the preposition **by** when we want to show that someone did something **alone** and/or **without any help**.
 - He lived **by himself** in a new city.
 - She walked home **by herself**.

Fill in blanks with the correct reflexive pronouns to complete each sentence.

1. My little sister can dress by herself.
2. I wash my clothes myself.
3. He repaired the computer himself.
4. They don't like to talk about themselves.
5. Sarah looks at herself in the mirror for hours.
6. We hurt ourselves in the accident.



Question words

Make questions for the following answers using question words.

The first one has been done.

- The best season of the year is spring.

What is the best season of the year?

- I am playing.

What are you doing

- I am fine, thank you.

How are you

- This is my book.

What is this

- I will visit the library tomorrow.

What will you do tomorrow

Do you remember?

Which question word to use?

who	people
whose	possession
what	things
which	to choose
what	with nouns
which	with nouns

Indefinite Pronouns

We use indefinite pronouns to refer to people or things without saying exactly who or what they are. We use pronouns ending in **-body** or **-one** for **people**, and pronouns ending in **-thing** for **things**.

Example:

- **Everybody** came at the party.
- **No one** cares about me.

somebody	someone	something
anybody	anyone	anything
nobody	no one	nothing
everybody	everyone	everything

Fill in blanks with the correct indefinite pronouns to complete each sentence.

1. The store is full. We don't need to buy any thing.
2. I forgot my purse at home. Can Some one give me a bit of money?
3. Isma is a very good teacher. every one likes and admires her.
4. I went to Saleem's shop this morning but there was no one at the shop.
5. every one was ready to go for picnic.

Pronoun Antecedent Agreement

The word "**antecedent**" means something that **precedes something** else. In language, it is the word that a pronoun refers back to. **Since the pronoun replaces the noun, it has to agree in number and gender.**

The pronoun which replaces the noun must agree with it in these ways:

1. A subject pronoun must replace a subject noun.
An object pronoun must replace an object noun.
2. A feminine pronoun must replace a feminine noun.
A masculine pronoun must replace a masculine noun.
3. A singular pronoun must replace a singular noun.
A plural pronoun must replace a plural noun.

Example:

Rasheed needed a camera. He borrowed it.

We must replace the singular, masculine subject noun, **Rasheed**, with the singular, masculine subject pronoun, **he**. We can replace the singular object noun, **camera**, with object pronoun, **it**.

Circle the correct pronoun that agrees with its antecedent.
First one has been done.

1. Javeria and Sarah said (she, they) were too tired to skate any longer.
2. Every student wants to impress (his or her, their) teacher.
3. Both Tania and Javed said (he, they) were not exercising regularly.
4. The cat is eating from (its, their) pot.
5. Please remind each student to bring (his or her, their) homework tomorrow.

Unit 4

Let's Respect Public Property

SLOs

By the end of unit, the students will be able to:

- use dictionary to locate guide words and entry words.
- use dictionary to choose appropriate word definition.
- write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /ya/, /th/, /l/, /r/ etc.



Pre-reading

- Look at the pictures below and name the public places?
- Who is responsible for taking care of these places?



Reading

Public property is a property that is dedicated to public use and is owned by the government and people of the country jointly. For example, roads, electricity, public parks and grounds, hospitals, libraries, government offices, etc. These properties are all built by the government with public money that we pay in the form of taxes. The government is responsible for maintaining this property. But it does not mean that people have no role to play in this regard. If the government is responsible for building and



Teacher's guideline

Use pre-reading strategies to predict the content of a text from picture by asking questions and contextual clues.

Pre-reading

maintaining public property, it is the duty of people to help the government in maintaining it. It costs a lot money to build or maintain these properties.) If the people of the country do not use public amenities properly or destroy them, it will not be easy to replace them. It has been seen that people use water and electricity wastefully. They remove parts of railway tracks and damage electric lights and fans of public places. Most of the people do not realize the value of public property. Public libraries are set up by the government for the benefit of the people. Some people, including our school children are in the habit of tearing off and removing pages from library books. Similarly, people scribble filthy words on public walls. Several students cut the seat covers while travelling in buses. Some people scatter bits of papers everywhere in public parks and paste notices and advertisements on walls of the government and public buildings. Even National Monuments and heritage sites are defaced. Cubicles are erected at bus stops by the transport authorities in order to provide shelter to the passengers. But some people spoil these cubicles by pasting various kinds of advertisements on its walls. In government offices, some officers misuse telephones. They never think that it is a waste of public funds. People do not use public toilets properly. They throw garbage on the road and spit on it while walking.



Throwing garbage in open public places is also one of major issues. Other people have to suffer because of this unethical behaviour. Sometimes electric, and telephone lines are cut and damaged. As a result everyone suffers as communication gets disrupted. It has also been seen that telephone booths, post offices and letter-boxes are damaged. Benches are stolen from the parks and water sources contaminated, causing numerous problems to others.

Mostly people destroy public property because they want to express their anger and frustration. When people are angry about something they organize a protest, they burn and destroy public buildings, buses and trains. This causes many problems for people. As they cannot reach their offices, factories or schools in time, many valuable working hours are lost. This causes great loss to the country.

We know Pakistan is a developing country and whenever such things occur, they slow down its progress. Hence, it is unwise to destroy public property because one is harming oneself as well as the progress of the country. Public property is something we own collectively and use jointly. We must know we have no right to destroy it or use it recklessly or steal it. If we have any grievances or any legitimate demands, we can approach the authorities peacefully. Destruction of public property is no solution of any problem. As good citizens it is our duty to use the public property as carefully as we use



our own things. Its misuse causes inconvenience to everybody, including ourselves. We must develop a sense of cooperation in having a comfortable and happy civic life. We all must work together, contribute funds by paying taxes on time and have a sense of responsibility to preserve amenities which exist for the benefit of all.

Glossary

Words	Meaning
amenities	things considered to be necessary to live comfortably
tearing	to pull or be pulled apart, or to pull pieces off
scribble	to write or draw something quickly or carelessly
monuments	a structure or building that is built to honour a special person or event
frustration	the feeling of being annoyed or less confident because you cannot achieve what you want, or something that makes you feel like this
legitimate	reasonable and acceptable, allowed by law
grievances	a complaint or a feeling that you have been treated unfairly
recklessly	doing something dangerous and not worrying about the risks and the possible results
inconvenience	a state or an example of problems or trouble, often causing a delay or loss of comfort
defaced	to damage and spoil the appearance of something by writing or drawing on it

Comprehension

A Answer the following questions:

1. How can we take care of public property?
2. What is the importance of public property?
3. What is a public place?
4. How do you feel when people litter in parks?
5. Do you respect public or others property? How?
6. What is the right way to protest if you have any demands?

B What's the place called?

- A place where children go to learn
- A place where a doctor treats his patients
- A place where we borrow books
- A place where people can buy and eat a meal
- A place where historic objects are shown
- A place where bread and cakes are made
- A place where animals and birds are kept
- A place where people offer prayers
- A place where letters are posted
- A place where we can find Police Officers

School
hospital
library
Restaurant
museum
Bakery
Zoo
Mosque
Post offices
Police etc
aspiration

Vocabulary

A Use dictionary skills to:

- Find the meaning of the following words.
- Locate guide words for the following words.
- Identify part of speech of the following words.

organize

collectively

protest

disrupt

damage

Teacher's guideline



- Help the students identify guide words, entry words and part of speech in a dictionary.

Listening and Speaking

In a group of four complete the bubble and discuss the issues.



"Wow!
this looks like
you are having fun."
"But my dear boy,
instead of scribbling
on walls, put your
ideas on a piece
of paper."

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"Wow!
you
what are doing
I slipped on bananas
Cover you
dropped - Drop
It to a side
that be safe
way"



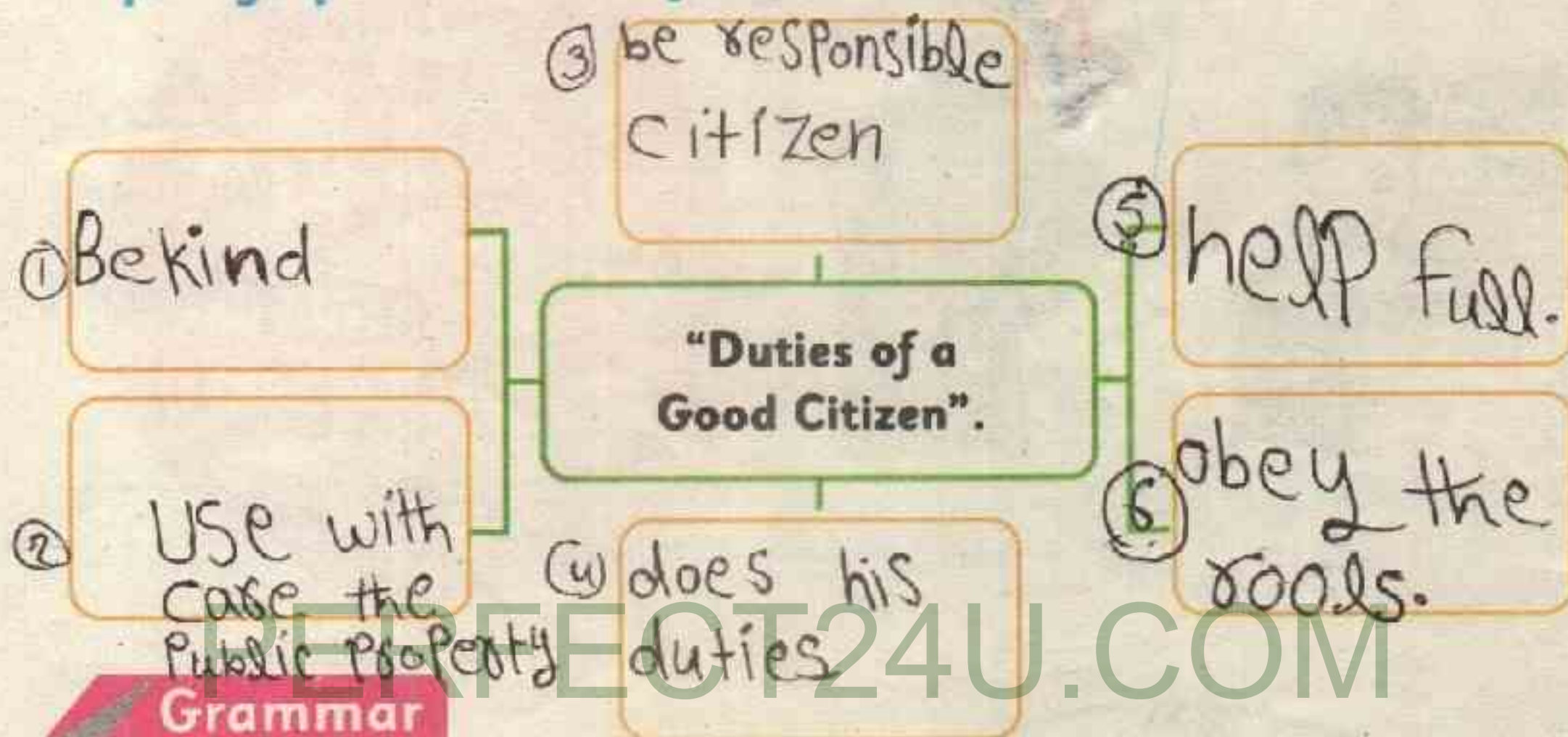
Teacher's guideline



- Make group of four students to practice the above conversation.
- Tell the students how school property also needs to be treated with respect so it can be enjoyed by other students.

Writing

- A** Draw a mind map for, Duties of a Good Citizen. Arrange information related to it around the main theme in the center, use brainstorming strategy. Write a simple and unified paragraph on "Duties of a Good Citizen".



Grammar

Minimal Pairs

Do you remember?

A **minimal pair** is a pair of words, differing only by one sound in the same position in each word.

Example: pin and bin, bet and bed

- A** Complete the table below for /s/, /z/ and /f/ to /th/ in words for minimal pairs contrast. Few have been done.

/s/ vs /th/		/z/ vs /th/		/f/ vs /th/	
sink	think	whizz	with	free	three
Sing	thing	breath	teeth	Fin	thin
sick	thick			fresh	thresh
pass	path			fill	thrill

Pass

- ② Use the following group of words to build minimal pairs of /l/ and /r/. First one has been done.

/l/		/r/
alive	and	arrive
fly	and	fly
lead	and	read
look	and	rock
play	and	pray
light	and	right

- ③ Use the following group of words to build /v/ and /w/ consonant sounds minimal pairs.

system

/v/		/w/
vest	and	west
viper	and	wiper
vow	and	wow
veil	and	weil
vet	and	wet

- ④ Use the following group of words to build /ya/ consonant sounds minimal pairs. First one has been done.

/ya/		
yard	and	card
yam	and	cam
yarn	and	carn
yawn	and	cawn

Unit 5

Health is Wealth

SLOs

By the end of unit, the students will be able to:

- ❖ use context to infer missing words.
- ❖ apply critical thinking to read silently and with comprehension and extract main idea and supporting detail.
- ❖ use summary skills to transfer the written text to a cloze paragraph.
- ❖ recognize and demonstrate function and use of modal verbs learnt earlier.
- ❖ demonstrate and recognize use of linking verbs.
- ❖ recognize and demonstrate function of would, need, dare in affirmative, negative and interrogative sentences.
- ❖ illustrate use of transitive and intransitive verbs.
- ❖ analyze and compare various informal dialogues to write short informal dialogue:
 - identify characters and their relationship.
 - identify context
 - identify vocabulary, tone and style appropriate to context and
 - relationship between address and addressee.
 - recognize language forms depicting features of oral speech.



Pre-reading

What is meant by healthy and unhealthy food?

Reading



Sameena

Assalam-o-Aliakum! Tahira.

Walaik-um-Asalam! Sameena.

I am so pleased to see you after a long time. How are you dear?

Pleased to see you too. I am fine. How is your health?



Tahira

Nothing serious, but I feel very weak.

It seems to me you are very careless about your health.

No, my dear friend. I am skipping meals. I do not get enough time to eat properly.

I think you are forgetting the fact that good health is the greatest blessing of Allah and a treasure. A healthy person excel in every field of life. As a student, he/she shines in his examinations. As public worker, he/she renders valuable service and is duly rewarded. He/she keeps a cheerful temper and goes through life's journey with joy.

I agree but I hardly get time to eat properly or exercise. I just take a sandwich or burger whenever I feel hungry.

But you should know that a sound mind lives in a sound body. Good nutrition is an important part of leading a healthy lifestyle. It reduces the risk of diseases and promotes health.



Sameena

It seems to me you are absolutely correct. Now tell me what I should eat in order to stay fit and healthy?

The Food Pyramid makes healthy eating easier.

What is Food Pyramid?



Tahira

Healthy eating is about getting the correct amount of nutrients – protein, fat, carbohydrates, vitamins and minerals you need to maintain good health. Foods that contain the same type of nutrients are grouped together on each of the shelves of the Food Pyramid.

You mean a healthy diet or balanced diet is a diet that contains the right amounts of all the food groups i.e. fruit, vegetables, grains, dairy products, and protein?

Yes, it does not include too much or too little of any kind of food. Moreover, we should take at least eight glasses of water daily.

If we are taking balanced diet then what are the benefits of regular exercise or physical activity?

Exercise helps people loose weight and lowers the risk of some diseases. Games like football, cricket, table tennis etc. are good for health. Also do not forget the saying that "Early to bed and early to rise, makes a man healthy, wealthy, and wise".

I won't my dear friend. It was great talking to you. Thank you for your advice. I highly appreciate your wise suggestion.

You are most welcome, my dear friend.

Glossary

Words	Meaning
temper	the tendency to become angry / happy very quickly
proportion	the number or amount of a group or part of something when compared to the whole
idle	not working or being used
appreciate	used when you are thanking someone or showing that you are grateful
sufficient	to have enough

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Comprehension

A Answer the following questions:

1. What possible diseases may unbalanced diet cause?
2. What piece of advice does the author give at the end of the text?
3. Explain the saying:
"Early to bed and early to rise, makes a man healthy, wealthy, and wise".
4. Is it better to be healthy than wealthy? Why?
5. Why are burgers and sandwiches considered unbalanced diet? Explain.
6. What food do you take daily? Does it contain correct amount of nutrients?

B Use summary skills to complete the cloze paragraph.

Healthy eating is about getting the correct amount of nutrients – protein, fat, carbohydrates, vitamins and minerals you need to maintain good health. Foods that contains the same type of nutrients are grouped together on each of the shelves of the Food Pyramid.

C Choose the correct option.

- The text is in the form of a dialogue.
 a. story ☒ b. dialogue c. letter d. narrative
- Healthy eating is about getting the correct amount of all nutrients.
 a. proteins b. carbohydrates c. minerals ☒ d. all nutrients
- We should drink at least eight glasses of water daily.
 a. six b. seven ☒ c. eight d. nine
- Food that contain same type of the nutrients is grouped together in Food Pyramid.
 a. balanced diet ☒ b. food pyramid c. healthy diet d. unhealthy diet
- To lead a healthy life we should take balanced diet.
☒ a. take balanced diet b. exercise daily
 c. sleep and rise early d. eat burgers only

D Read silently and with comprehension to extract main idea and supporting detail of the following paragraph.

I think you are forgetting the fact that good health is the greatest blessing of Allah and a treasure. A healthy person excel in every field of life. As a student, he/she shines in his examinations. As a public worker, he/she renders valuable service and is duly rewarded. He/she keeps a cheerful temper and goes through life's journey with joy.

Vocabulary

Context / comparison clues

Utilize comparison clues to deduce the meaning of underlined words. Also find their synonyms and antonyms from thesaurus. First one has been done.

1. The girls languidly put on their jackets as if they had no energy at all.

Using the comparison clue, the word languidly in this sentence means

- energetically
- quickly
- unenergetically
- actively

languidly	deduced meaning: tiredly	synonym: lazily	antonym: actively
-----------	-----------------------------	--------------------	----------------------

2. The mother was determined to prove her son's innocence; the father was resolute as well.

Using the comparison clue, the word resolute in this sentence means

- wavering
- determined
- not determined
- unsure

3. Some people feel perplexed by brain teasers, while others figure them out quickly.

Using the comparison clue, the word perplexed in this sentence means

- troubled
- at ease
- calm
- relaxed

4. After being unable to get a good night's sleep for many days, Ahmad became lethargic.

Using the comparison clue, the word lethargic in this sentence means

- active
- bubbly
- exhausted
- lively

Writing

Write a dialogue between two friends on the importance of healthy eating.

Listening and Speaking

Informal dialogue between two friends



Formal dialogue between counter clerk and customer



Teacher's guideline

- Tell the students that dialogue is a conversation between two or more people.
- Formal dialogue: It is a conversation that is polite and respectful. It takes place between a person with higher authority over another person or a stranger.
- Informal dialogue: It is a casual conversation which takes place between friends and family members.



Grammar

Linking verbs

Linking verbs do not show action. Instead, they link the subject with a word or words in the predicate that tell something about the subject.

Example:

He was a good banker	=	N + V + N
She is very sad	=	N + V + Adj.

Some linking verbs are:

become	appear	feel	look	remain	seem	grow
--------	--------	------	------	--------	------	------

Read the sentences and circle the linking verb.

- Javeria enjoyed the game, but the popcorn tasted bad.
 a. enjoyed b. tasted c. game d. popcorn
- Mohsin didn't get cut even though the knife felt sharp.
 a. didn't b. cut c. felt d. sharp
- Bacteria grew on the bread, and it turned moldy.
 a. turned b. bacteria c. grew d. bread
- The man worked all day and looked tired.
 a. worked b. all c. looked d. day
- His friend argued a lot but he remained silent.
 a. argued b. remained c. silent d. friend

Modal verbs

A modal verb is a type of auxiliary verb that is used to indicate modality that is likelihood, ability, permission, and obligation.

Modal verbs include

can	could	may	might	must	will / shall	would	ought to	should
-----	-------	-----	-------	------	--------------	-------	----------	--------

A Identify the verb in each sentence. Underline the modal verbs once and the action verbs twice. One has been done.

1. He shall bring the food very soon.
2. We can definitely win the game.
3. May I sit down now?
4. I must go now.
5. Could you pass me the ketchup?

Ought to is used in affirmative, negative and interrogative form of sentences.

Example:

- You ought to come early.

B Complete each sentence with a modal verb.

1. People can walk on grass.
2. Drivers must stop when the traffic lights are red.
3. May I ask a question? Yes, of course.
4. You should take your umbrella. It is not raining.
5. Can you speak Italian? No, I can not.

Use of need and dare in affirmative, negative and interrogative sentences.

need

I need to have my hair cut.	affirmative
You needn't worry about that.	negative
Need you make so much noise?	interrogative

dare

I dare say this.	affirmative
I dare not say this.	negative
Dare she say this?	interrogative

C Make affirmative, negative and interrogative sentences using need and dare.

Transitive and intransitive verbs

Do you remember?

- Transitive verbs require one or more objects.
- Intransitive verbs do not require an object.

A Decide whether the verbs in bold are transitive or intransitive.

1. She was **crying**.
2. We **showed** her the photo album.
3. It was **raining**.
4. She **laughed** at the joke.
5. She **gave** a cookie to the child.

intransitive
transitive
intransitive
intransitive
transitive

20 20
20 20

B State whether the verb is used transitively or intransitively in the following sentences. Also pick out the objects if there are any.

1. The wind is blowing fiercely.
2. Somebody opened the door.
3. The boy went to the park.
4. I like climbing mountains.
5. I am going to buy flowers.

intransitive
transitive
transitive
transitive
transitive

22

C Complete the following sentences with the help of words in the box.

the correct number	a teacher	my good friend (4)
late (1)	for three hours (2)	my younger sister (3)

- They came late
- He walked for three hours
- Sadia is my younger sister
- Rabab is my good friend
- It seems to be the correct number
- He became a teacher

Revision Unit 1-5

A Identify the underlined word in each sentence as a proper, common, countable or uncountable noun.

1. The Zalmi will play cricket tonight.
2. The family will eat together.
3. We travelled down the Indus River.
4. I will walk home after school.
5. I live in Haripur District.
6. They will reach on Monday.
7. The children are playing in the garden.
8. I prefer to have tea.
9. We need some glue to fix this vase.
10. I bought three bottles of water.
11. A rise in oil prices is inevitable.
12. My mother uses butter to prepare cakes.

Proper
Common
Proper
Common
Proper
Proper
Common
Common
Common
Common
Common
Common

B Complete the following sentences, making the underlined singular noun plural. Notice that modifiers like many, most, and two, single the plural form of count nouns.

1. The student studied for the history midterm.
 Many students studied for the history midterm.
2. I studied a story book while I was sick.
 I studied several story books while I was sick.
3. The library has a collection of rare books.
 Most libraries have collections of rare books.
4. I wrote an essay for my history class.
 I wrote many essays for my history class.
5. The woman ran a day-care center.
 The three women ran a day-care center together.

C Complete the following sentences using appropriate collective nouns:

bunch	flock	swarm	(A) crowd	plague	bouquet
-------	-------	-------	--------------	--------	---------

1. A large crowd gathered in the street.
2. The hungry fox saw a bunch of grapes hanging from the vine.
3. We were attacked by a swarm of bees.
4. A plague of locusts attacked the crops.
5. A flock of birds is always a beautiful sight.
6. They welcomed the chief guest with a bouquet of flowers.

D Choose the correct modal verb for each of these sentences.

1. When he was young, he could swim very well. He won medals and championships!

a. had to b. can c. could d. must

2. The company should go bankrupt if they don't find a lot of money quickly!

a. should b. shouldn't c. might d. must

3. You look very confused by the homework, Arshad. Can I help you?

a. will b. can c. must d. can't

4. I left my purse at home. Lily, may you lend me ten dollars?

a. may b. could c. shouldn't d. may not

5. It's wet and windy outside today. You shouldn't go out without an umbrella.

a. shouldn't b. won't c. can d. don't have to

6. I think that sign means we won't enter the building. Look, there's a security

a. won't b. have to c. mustn't d. should

Unit 6

A Green Cornfield

SLOs

By the end of unit, the students will be able to:

- ❖ give main idea of the poem.
- ❖ give summary of the poem through gapped summary exercises.
- ❖ deduce meaning of difficult words from context.
- ❖ identify syllable division and stress pattern.
- ❖ recognize literary techniques such as alliteration.
- ❖ classify adjectives into different types. Change and use degrees of adjectives with reference to than and locate the varying position of adjectives in sentences.
- ❖ form adjectives from nouns.
- ❖ recognize and use absolute adjectives.
- ❖ physical description of a person or thing, moving from general to specific.



Pre-reading

- Have you ever seen a corn field?
- Do you like eating corns?
- Do you remember any poetic device you have read earlier?

Alliteration

It is a literary device in which a number of words, having the same first consonant sound, occur close together in a series.

Consider the following examples:

- **But a better butter makes a batter better.**
- **A big bully beads a baby boy.**

Both sentences are alliterative because the same first alphabet of words is (b) which occurs close together and produces alliteration in the sentence. An important point to remember here is that alliteration does not depend on letters but on sounds.

In our daily life, we notice alliteration in the names of different companies, people and characters. It makes the name catchy and easy to memorize.

Here are several common alliteration examples.

- **Coca-Cola**
- **William Wordsworth**
- **Mickey Mouse**

Can you think of a few such names?



Teacher's guideline



Tell the students that alliteration is a powerful way to:

- allow the poem to flow more quickly as the sounds are repeated
- slow the poem down as each word is emphasised
- create clear images
- create a certain mood or atmosphere – heavy or light, quick or slow

Reading

The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing speck above the corn;

A stage below, in gay accord,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank and soared to sing.

The cornfield stretched a tender green
To right and left beside my walks;
I knew he had a nest unseen
Somewhere among the million stalks.

And as I paused to hear his song
While swift the sunny moments slid,
Perhaps his mate sat listening long,
And listened longer than I did.

By Christina Rossetti

Deduce the meaning of the following words.

sing

walk

nest

longer

sunny

Teacher's guideline



- While reading the stanza aloud, emphasize the beginning sound of each word in order to model alliteration.
- Revise line and stanza with the students.
- Ask the students how many stanzas the poem has?

1/2* * *

Christina Georgina Rossetti (5 December 1830 – 29 December 1894) was an English poet. She wrote a variety of romantic, devotional, and children's poems.

Glossary

Words	Meaning
morn	a morning
skylark	a small, brown bird that is known for its beautiful singing
speck	a very small mark, piece, or amount
gay	happy, If a place is gay, it is bright and attractive
accord	agreement
soared	(of a bird or aircraft) to rise high in the air while flying without moving the wings or using power
sank	to (cause something or someone to) go down below the surface or to the bottom of a liquid or soft substance
stretched	to cause something to reach, often as far as possible, in a particular direction
tender	gentle, loving, or kind
stalks	the main stem of a plant, or the narrow stem that joins leaves, flowers, or fruit to the main stem of a plant
swift	happening or moving quickly or within a short time, especially in a smooth and easy way
slid	to (cause to) move easily and without interruption over a surface
mate	partner
moments	a very short period of time, a particular time or occasion

Comprehension

A Answer the following questions:

1. Write down the main idea of the poem.
2. The poet has used alliteration in the following stanza. One example has been underlined. Find another example from the same stanza.

A stage below, in gay accord,

White butterflies danced on the wing,

And still the singing skylark soared,

And silent sank and soared to sing.

3. What effect is the poet trying to achieve with the technique of alliteration?
4. How do we know that the poet leaves the cornfield before the skylark has stopped singing?
5. List the colours that have been used in the poem. What do you think?
6. Where did the poet pause? Explain.

B Gapped Summary: Choose the correct word to complete the summary of the poem.

The poet describes how (1) ~~happy~~ (content / sad / lonely) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) ~~fly~~ (flying away from the cornfield / flying in the sky / falling towards her). It doesn't sing as it flies (3) ~~low~~ (lower / higher). Below it, butterflies (4) ~~are~~ (sit quietly / move slowly / move quickly) in the cornfield. The poet knows that the skylark's nest is (5) ~~hidden~~ (visible in / hidden in / far away from) the cornfield. She (6) ~~thinks~~ (notices / imagines / knows) that its companion is also listening somewhere in the cornfield.

C Choose the correct options.

1. The pronoun "his" in the line below has been used for the Skylark

And as I paused to hear his song

a. poet

☒ b. skylark

c. butterfly

d. parrot

2. In the lines below "my walks" refers to the Field.

The cornfield stretched a tender green

To right and left beside my walks:

a. paces

☒ c. path

c. steps

☒ d. fields

3. The pronoun "he" in the line below has been used for the skylark.

I knew he had a nest unseen

a. butterfly

b. poet

☒ c. skylark

d. cornfield

4. "I" in the line below refers to the Poet.

Perhaps his mate sat listening long,

And listened longer than I did.

a. butterfly

☒ c. poet

c. skylark

d. cornfield

5. In the lines below "beside" means on to.

The cornfield stretched a tender green

To right and left beside my walks:

a. between

b. far from

☒ c. onto

d. next to

Vocabulary

A Point out alliteration used in the following tongue twisters:

- A big black bug blew big blue bubbles.
- Many mini mice make nice merry music.

B How many syllables do the following words have?

3	4	3	4	2
September	information	discovery	television	stalk

C Find three rhyming words from the poem and create three more rhyming words for the words found.

Listening and Speaking

Say the following sentences, paying attention to the sounds. Work with a partner and practice the following tongue twisters until you memorize them.

When you have memorized, say it for your teacher.

- If two witches were watching two watches, which witch would watch which watch?
- Woodson's waistcoat is weirdly vented.

Teacher's guideline

- Explain to the class that alliteration is used in tongue twisters!

Share these original tongue twisters with the class, being sure to point out how alliteration is used in each one:



Writing

Write an imaginary story to describe a real or imaginary person. Use precise, as well as vivid adjectives to describe this real or imaginary person.

Grammar

Adjectives

Adjectives usually go before the nouns they modify.

Example:

She is a pretty girl.

The adjective pretty modifies the noun girl and goes before it.

Position of Adjectives

Position of adjective is used to show the place where the adjective should stand.

There are three positions of adjective.

- **Adjective stands before noun**

Adjective can stand before noun in the sentences, and it modifies or describes the noun after it.

Example:

We met an intelligent man.

They are happy students.

She is very clever girl.

Teacher's guideline



- Encourage them to pick someone, real or imaginary, that they can vividly describe.

- **Adjective stands after adverb**

Adverb can stand before adjective in the sentences, and it is used to modify adjective that stands after it. So adjective can stand after it.

Example:

She is very clever.

They are so kind.

It is too old.

NOTE: Adverb is a word which is used to modify verb or adjective that stands after it.

- **Adjective stands after linking verb**

Adjective can be used after linking verb as a complement to tell more about the subject.

Example:

She becomes angry.

They seem happy.

The sky grows dark.

We feel bored.

It tastes delicious.

NOTE: A linking verbs is a verb that join the subject of the sentence to the complement / object.

Teacher's guideline



- Revise with the students, nouns, verbs adverbs and linking verbs

Comparative Adjectives

Fill in the spaces with the appropriate comparative adjective.

1. Dawood is Older (old) than Kiran.
2. I am taller (tall) than the bookshelf.
3. My dog is faster (fast) than my cat.
4. The soup is hotter (hot) than the milk.
5. The rock is harder (hard) than the banana.

Absolute Adjectives

Absolute adjectives do not have comparative and superlative forms. If something is complete then this is an absolute adjective.

Example: "He's perfect."

Perfect can NOT be used in comparative and superlative sentences.

Perfect is therefore an example of an absolute adjective.

How about these words, are they absolute adjectives or not?

1. opposite is...

- a. not an absolute adjective
- b. ☒ an absolute adjective

2. beautiful is...

- a. not an absolute adjective
- b. ☒ an absolute adjective

3. round is....

- a. ☒ an absolute adjective
- b. not an absolute adjective

4. unique is...

- a. ☒ an absolute adjective
- b. not an absolute adjective

5. green is....

- a. an absolute adjective
- b. ☒ not an absolute adjective

6. healthy is....

- a. an absolute adjective
- b. ☒ not an absolute adjective

A Write down the comparative and superlative degrees of the following adjectives. The first one has been done.

adjective	comparative	superlative
far	farther	farthest
bad	worse	worst
ugly	uglier	ugliest
pretty	prettier	prettiest
expensive	more expensive	most expensive
tall	taller	tallest
good	bedder better	best
cheap	cheaper	cheapest
many	more	most

Forming adjectives

Adjectives may be formed from nouns

Example:

dirt – dirty, hope – hopeful/ hopeless, silk – silken/ silky

Fill in the blanks with the adjectives formed from the nouns in brackets.

1. Atif is a _____ boy. (mischievous)
2. The man's property was seized because he was _____. (dishonest)
3. Her _____ behaviour won her no friends. (outrageous)
4. I am _____ of no one. (envious)
5. "pleased to meet you," he said in a _____ tone of voice (respectful)
6. The _____ violence seen in the film is repulsive. (senseless)
7. He is a _____ soldier. (courageous)
8. It is not a _____ mistake. (pardonable)
9. Dark _____ clouds gathered in the sky (stormy)

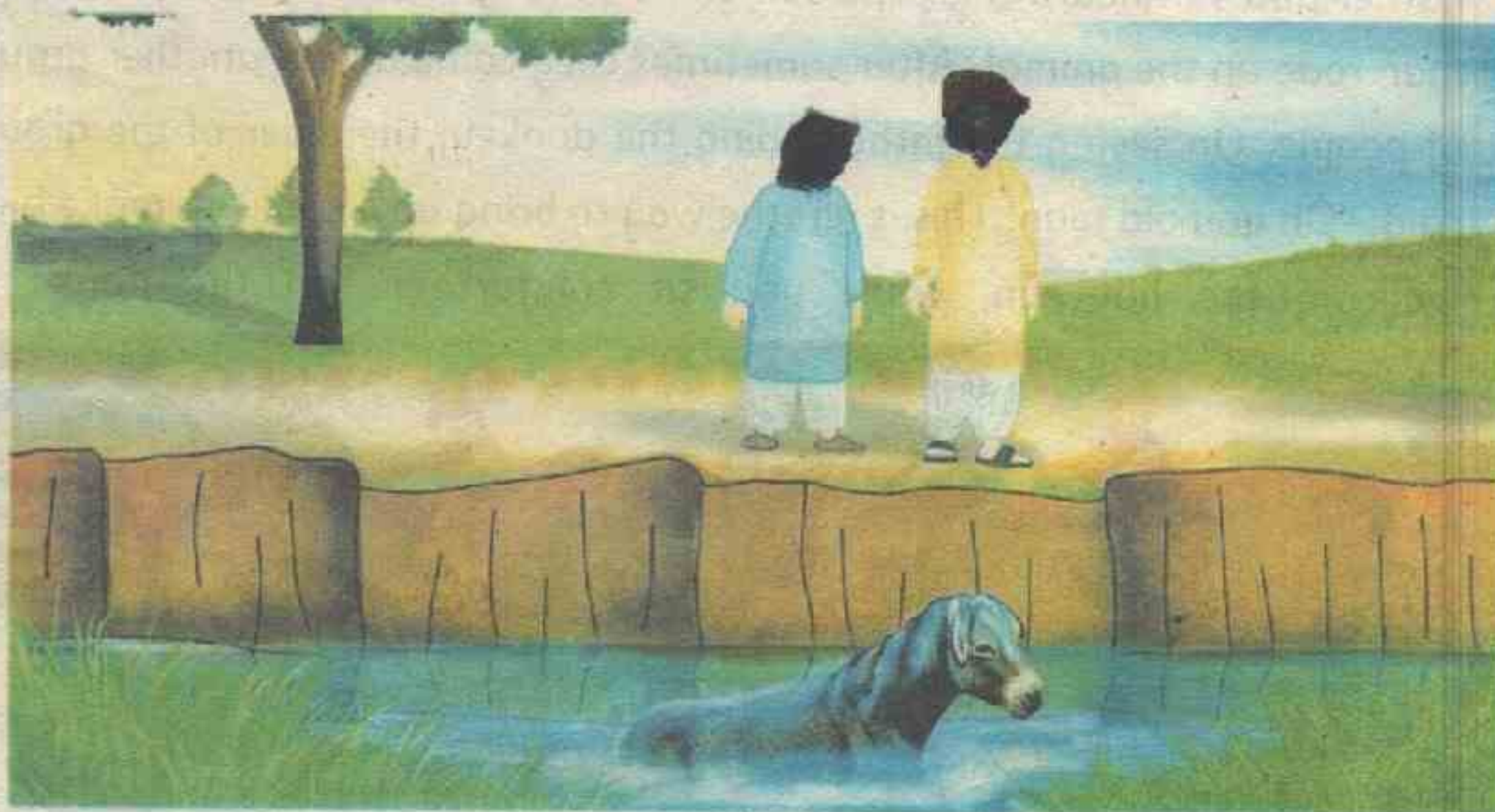
Unit 7

Whose Pleasure Shall We Seek?

SLOs

By the end of unit, the students will be able to:

- ❖ help students recognize and pronounce silent letters in words.
- ❖ analyze paragraphs to identify sentences that support the main idea through
 - definition
 - example
 - evidence
 - illustration
 - cause and effect
- ❖ classify and use different kinds of adverbs learnt earlier.
- ❖ recognize varying positions of adverbs in sentences according to their kinds and importance.
- ❖ use summary skills to transfer the written text to a cloze paragraph.



Pre-reading

- Do you usually listen to other people's opinion carefully?
- Do you accept their opinions mostly?
- What do you feel when another person tells you to do something?

Reading

Many, many years ago there lived a man. He was very wise. One day he said to his son, "Oh son! Do not tie your heart in seeking the pleasure of people. You are not likely to succeed. Do not pay attention to what people say. Instead tell yourself always to seek the pleasure of God." He wanted this lesson to be always remembered. Never to be forgotten. He thought of a way. He then told his son to ride a donkey. The son obeyed. The father followed behind on foot. They traveled in this way for some distance. After some distance they came across a group of people. Seeing the son on the donkey, one of them said, "What an impolite and bad boy. The old father is walking on foot. The young son is comfortably riding on the donkey. This is no manner to show respect to one's father". Father and son heard this. The son came down from the donkey. The old man rode on the animal. After sometimes they came across another group of people. On seeing the father riding the donkey, the elder of the group said, "Oh you old man! This is not the way to bring up a son. You make him walk in the hot sun, while you sit comfortably on the donkey."



The old man paid attention to what the people said. He came down from the donkey. Both father and son walked on foot. The donkey walked in front. They went a little further. People seeing them, said, "How foolish you are? You walk behind a donkey. Why don't you ride it?" The old man and his son once again accepted what the people said. They both rode the donkey and went further. They came across a river. There was a bridge to be crossed. Some people were sitting there. They saw The old man and his son riding the donkey. One of them said, "It is very unkind and cruel of you two to ride on the poor donkey. The little animal can hardly take your entire burden."

The old man and his son got off the donkey and stood thinking of what they could do now. They thought and they thought, till at last they cut down a pole, tied the donkey's feet to it, and raised the pole and the donkey to their shoulders. They went along amid the laughter of all who met them, until the donkey managed to get off the pole and ran towards the river. The donkey fell into to river and died.

The old man said to his son, "You have heard and seen what the people said. It must have assured you, by now, that whatever you do or whichever way you move, one is not able to please the people of the world." He pointed at the flowing river and added, "A person can build a wall across the river. It will stop the flow of the water. But it is not possible to shut the



mouth of the people from criticism." ⑤
 Very clearly, similar is the case in our world today. The tongue has no bone. It can speak even without thought. There are as many opinions as there are people in the world. All you can do is to follow your instincts because you can never please every one.



Glossary

Words	Meaning
wise	having or showing the ability to make good judgments, based on a deep understanding and experience of life
seeking	to try to find or get something
succeed	to achieve something that you have been aiming for
tie	to relate to or connect to
obeyed	to act according to what you have been asked
ride	sit on something such as a bicycle, motorbike, or horse and travel along on it controlling its movements
impolite	not polite; offensive or embarrassing
manners	ways of behaving toward people
bridge	a structure that is built over a river, road, or railway to allow people and vehicles to cross from one side to the other
criticism	the act of giving your opinion or judgment about the good or bad qualities of something or someone
further	to a greater distance or degree, or at a more advanced level
instinct	the way the people naturally react or behave.

Comprehension

A Answer the following questions:

1. Do you like the story? Why?
2. How does the author describe the characters of people?
3. Explain "Please all and you will please none" as taught in the lesson.
4. If you were the boy or his father, would you take others suggestions? Why?
5. Is it good that you do not take others suggestions at all?
6. Why did the boy get off the donkey?
7. Why did the man and his son carry the donkey?

B Tell whether each of the following sentences is true or false.

1. The father was not a wise man. F ☒
2. It is always good to take others suggestions. F ☒
3. The man and his son carried the donkey. T ☒
4. The people said, "The father and his son are unkind." T ☒

C Fill in the blanks to complete the cloze paragraph.

Many, many years ago there lived a man. He was very wise. One day He said to his son, "Oh son! Do not tie your heart in seeking the Pleasure of people. You are not likely to succeed. Do not pay attention to what people say. Instead tell yourself always to seek the pleasure of God." He wanted this lesson to be always remembered. never to be forgotten. He thought of a way. He then told his son to ride a donkey. The son obeyed.

D Under line silent letters in the words below

cl <u>im</u> b	han <u>d</u> kerchief	dr <u>i</u> ve	Wed <u>ne</u> sday	du <u>m</u> b
for <u>e</u> ign	si <u>g</u> n	fe <u>i</u> gn	ga <u>v</u> e	si <u>t</u> e

Writing

Do you remember?

Transitional Devices

Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, from one paragraph to another. It links sentences and paragraphs together smoothly.

Common transitional devices

Addition	and, again, and then, besides, finally, further, furthermore, nor, too, next, lastly, moreover, in addition, first.
Alternative	either, or, nor, on the other hand, however, neither, otherwise.
Comparison and contrast	whereas, but, yet, on the other hand, however, nevertheless, where, compared to, up against, but, although, conversely, in contrast.
Illustration	for example, for instance, in this case, in another case, on this occasion, in this situation, to demonstrate, to illustrate.
Sequence	first, second, third, then, , at this time, now, after, afterward, finally, previously, before this, thus, therefore, hence, next, soon etc.
Conclusion	in brief, on the whole, summing up, to conclude, as I have shown, as I have said, hence, therefore, accordingly thus, as a result, consequently
Cause / effect	therefore, Consequently, as a Result

Teacher's guideline



- Encourage the students to memorize some of the transitional words.
- Have students go through the text and underline all the transitional words.

Analyze the paragraph to identify the main idea, definition, transitional devices, cause and effect, illustration and evidence.

For many teenagers, there are numerous negative factors that can lead them to give up on their education and drop out of school. The first cause is that many teenagers lack positive role models



in their lives. The lack of an encouraging adult in their lives can cause them to think negatively about themselves and it does not allow them to live up to their full potential. Also, when students get involved in negative activities, they usually don't focus on school. This can lead many impressionable young children to give up on their education.

Another factor that causes a student to give up on school is a lack of determination. If they're not determined to study, it can be very difficult for them to stay in school. Many students find it difficult to stay focused on school when they feel that getting an education is useless. The third and final factor is peer pressure.

Main idea: Teenagers need more attention ✓ benefit

Definition: Grown up students do not know about their

Transitional devices: that can their usually in ✓

Evidence: Lack of encouragement ✓

Cause and effect: Teenagers leave school and adopt the

Teacher's guideline

- Explain to the students that cause/effect paragraphs generally follow basic paragraph format. That is, they begin with a topic sentence and this sentence is followed by specific supporting details. If the topic sentence introduces an effect, the supporting sentences all describe causes.

Grammar

Adverbs

- A** Sort the adverbs and write them in appropriate columns. One example is given for each type.

never, almost, nearly, somewhere, at school, seriously, calmly, gladly, at the village, in hospital, soon, then, after lunch, there, slowly, today, next day, on weekends, at home, in the city, on board, rarely, usually, generously, scarcely, hardly, at night, once a month, fast, heavily.

Adverbs of time	Adverbs of place	Adverbs of frequency	Adverbs of manner	Adverbs of degree
now	here	always	quickly	quite
<u>never</u>	<u>somewhere</u>	<u>never</u>	<u>seriously</u>	<u>almost</u>
<u>soon</u>	<u>at school</u>	<u>almost</u>	<u>calmly</u>	<u>hardly</u>
<u>today</u>	<u>at the ^{age} vill</u>	<u>usually</u>	<u>gladly</u>	<u>scarcely</u>
<u>next day</u>	<u>in hospi^{tal}</u>	<u>fast</u>	<u>slowly</u>	<u>generously</u>
<u>in the weekend</u>	<u>there</u>	<u>once a ^{month}</u>	<u>fast</u>	
<u>Once a ^{with} mo</u>	<u>at home</u>	<u>scarcely</u>		
<u>then</u>	<u>in the city</u>	<u>soon</u>	<u>hardly</u>	

- B** Fill in the blanks with suitable adverbs or adverb phrases from the list above (A).

- His son sings gladly.
- There is scarcely any water in the pond.
- He is hardly seen these days.
- usually they clean this tank.
- scarcely in the shadow stood a lonely figure.
- He has to visit a doctor at home.
- He doesn't get time week ends.
- He has to go to school next day.

Varying position of adverb

The position of an adverb in a sentence determines the meaning. If the adverb is placed after a phrase or clause, it is considered to modify that clause or phrase.

Examples:

- They immediately gave up the plan to strike.
- They gave up the plan to strike immediately.
- The leader annoyingly denied that he had made such a statement.
- The leader denied that he had made such a statement annoyingly.

Adverbs can be placed in one of the three positions, viz front position (at the beginning of a sentence), mid positions (close to the verb), and end position (at the end of a sentence).

Front	Mid			End
Then	the girl	slowly	walked	away.
Soon	the child	dramatically	screamed	again.

If the sentence contains more than one auxiliary verbs, the adverbs, are placed after the first auxiliary. or after a modal verb.

If there, the adverb comes before the main verb.

	auxiliary	adverb	auxiliary	main verb	
He	can	never		understand	the full.
The records	have	definitely	been	damaged	implications.
It	could	easily	be	explained	to them.
She	can	really		likes	this book.
I		occasionally		visit	the place.

Adverbs usually come after 'be-form' when 'be-form' of verb is used as main verb.

	adverb	verb	adverb	
We		are	always	on schedule.
He		is	never	rude.
She		was	quite	ill.
The bus		is	usually	on time.
You		are	certainly	a better candidate.
He	sometimes	comes		to the shopping mall.
He	probably	lives		on the outskirts of the city.

When there is a stress on the verb 'be' or on the auxiliary then the adverb usually comes before it.

Examples:

- You certainly are a better candidate.
- You really have made difference.

If there is an object, the adverb is generally placed after the object. But if the object is very long we usually put the adverb before the verb.

adverb	verb	object	adverb
He	signed	the document	yesterday.
He	read	the paper	quickly.
He	looked at	the specimen	carefully.
He carefully	looked at	the entire collection.	
He thoughtfully	picked up	all the documents.	

When an adverb modifies an adjective or another adverb, the adverb is normally placed before it.

Examples: Do not drive so fast. It is very dangerous.

Listening and Speaking

Work in groups of four and practice the conversation between four friends using adverbs.

Rashida asked her friends **eagerly**, "What do you all **usually** do on a Monday?"

Ayesha said **thoughtfully**, "I **always** go to see my parents and friends."

Seema said **quickly**, "I **often** go to the market for grocery."

Nadia said **softly**, "I **sometimes** go to see my parents."



Teacher's guideline:



- Make group of four students to practice the above conversation.
- Tell the students how they can use adverbs in conversation.
- Ask the students to take turns and extend their ideas in the light of discussion.

Unit 8

Encouraging Reading Habits

SLOs

By the end of unit, the students will be able to:

- ❖ use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.
- ❖ write short informal letters to people in extended social and academic environment for various purposes:
 - using correct conventions, appropriate vocabulary, tone and style.
- ❖ comprehend and apply in speech the word stress rule, for example stress shift for emphasis and change in meaning in parts of speech.
- ❖ illustrate use of preposition of position, time, movement and direction.
- ❖ illustrate use of compound prepositions.
- ❖ illustrate use of since and for.



Pre-reading

- Do you like reading?
- Which book are you reading these days?
- How long do you take in reading every day?

Reading

**House # 4, Abdara Road,
University Town, Peshawar.
2nd June, 2017.**

My dear Aman Ullah,

How are you my dear son? We all are well by the grace of Allah. Yesterday I received your school progress card. I am very proud and want to congratulate you for attaining such good grades. Your



teachers are also pleased with your performance except for the fact that they feel you do not read enough. Today I want to address one of the most important things you must do to achieve extraordinary success in life.

You must read in order to seek knowledge, no matter what age you are, you should take time to read on a regular basis. Unless you get the reading habit fairly early in life, you risk losing out on one of the greatest pleasures known to humans. Your choice of books may vary but make sure whatever you read is informative and elevate spirit and thoughts. When the Quran began to be revealed, the first word of its first verse was 'Iqra' that is, read. The students who excel academically are those who read extra books.

The most common and the grave defect in the education of the day is that children fail to acquire the habit of reading. If you don't take time to read some of the great stuff coming out in every possible field, you are taking yourself to a very bleak personal and professional future. History testifies that the nations which were leader in reading, were the most powerful and successful in their times. My son, we are lagging behind in the global race because we have ignored the value of reading books. The gauge for the progress and civilization of any nation is the quality and the number of books people read.

Reading is an exercise of the brain which keeps it active and healthy. It reduces stress, increases knowledge, expands vocabulary, improves focus and concentration. Nowadays, where people waste a lot of time in socializing on Facebook, twitter and other social website, they should save this time for reading good books. The habit of reading is the best pastime. It can keep a person busy when he has nothing else to do. The person who is in the habit of reading, not only make the best use of his spare time but also keeps his mind away from the worries that might chase him. I hope you will act upon my advice and find it helpful. Your mother and sister also extended their love and regards.

Take good care of yourself.

Your loving father,

Inam Ullah Khan.

Teacher's guideline



- Tell the students the difference between formal and informal letter.

Glossary

Words	Meaning
elevate	to make someone or something more important or to improve something:
monstrous	very cruel
bleak	if a place is bleak, it is empty, and not welcoming or attractive
gauge	to calculate an amount, especially by using a measuring device
spare	if something is spare, it is available to use because it is extra
chase	to hurry after someone or something in order to catch him, her, or it
brooding	making you feel uncomfortable or worried, as if something bad is going to happen
testifies	to speak seriously about something, especially in a law court, or to give or provide proof:

Comprehension

A Answer the following questions:

1. What is an informal letter? Why do we need to write a letter?
2. Who do you write informal letters to?
3. What is your very favourite book? Do you have a favourite author?
4. What type of books do you like to read (adventure, science fiction, etc.)? Give reason for your answer.
5. Do you have any favourite magazines or comics? Name them.
6. Is there a library in your city / village / school? Are you a member of the library? How often do you visit the library?

Vocabulary

A Underline the silent letters. Then write the words on the correct line.

<u>k</u> nee	list <u>e</u> n	fast <u>e</u> n	<u>k</u> nead	cast <u>l</u> e	<u>k</u> nock
<u>k</u> now <u>l</u> edge	<u>w</u> rap	<u>w</u> rinkle	<u>w</u> rist	<u>w</u> rote	bo <u>m</u> b

silent "k" knee knead knock knowledge

silent "w" wrap wrinkle wrist wrote

silent "t" tlisten tasten tastle

silent "b" bomb

Word stress rules: There are two very simple rules about word stress:

1. One word has only one stress.
2. We can only stress vowels, not consonants.

Stress shift can change meaning and part of speech

Stress on first syllable

Rule	Example
Most 2-syllable nouns	PRESent, EXport, CHIna, TAbLe

Stress on last syllable

Rule	Example
Most 2-syllable verbs	preSENT, exPORT, deCIDE, beGIN

Example

PRESent means a gift while preSENT means something happening now.

B Make two sentences each with the words present and export showing them as noun and verb depending on whether the stress is on first or second syllable.

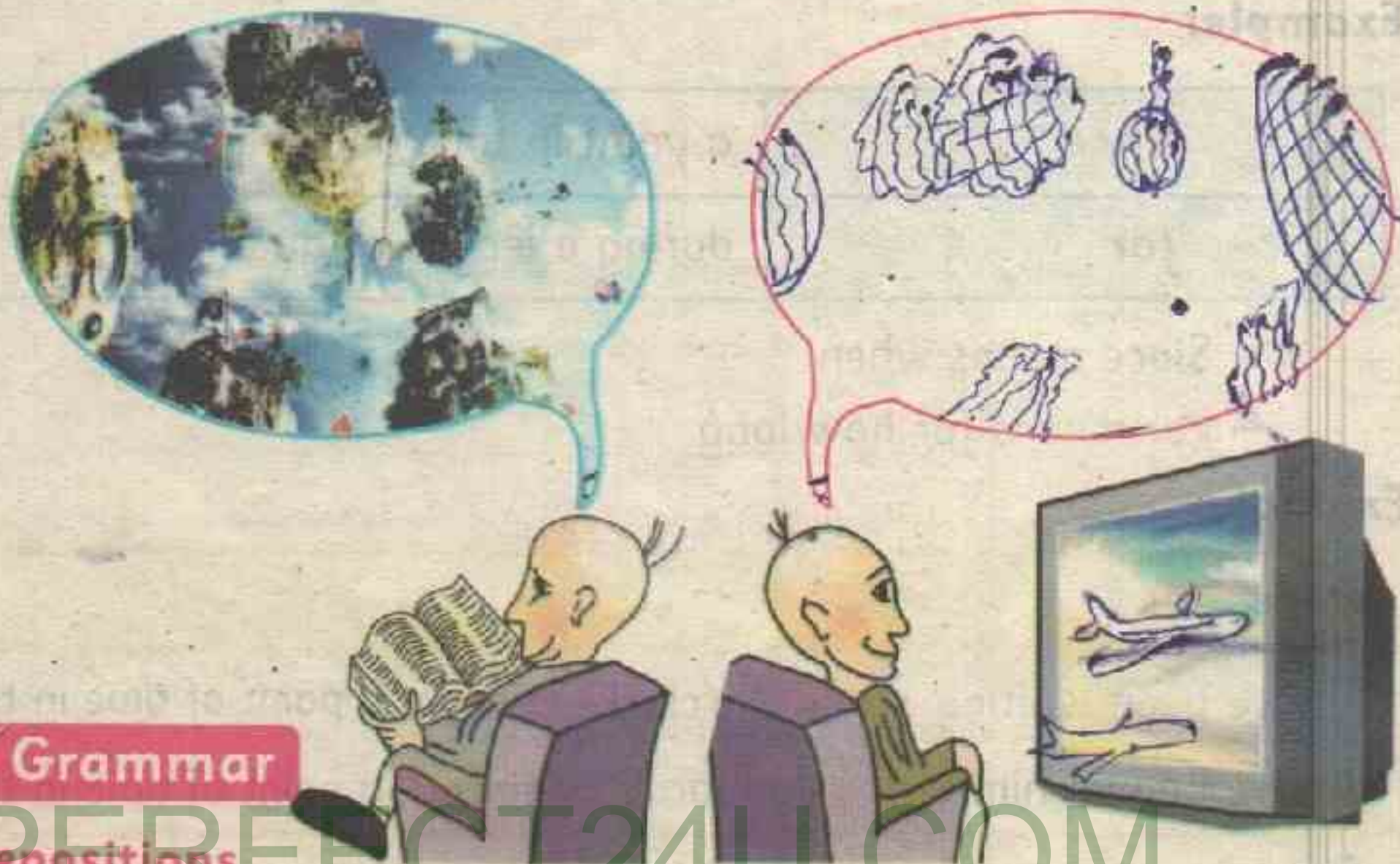
Teacher's guideline



- Tell the students that one word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word.
- There can be a "secondary" stress in some words. But a secondary stress is much smaller than the main stress, and is only used in long words.

Listening and Speaking

Work in pairs and talk about the importance of reading books.



Grammar

Prepositions

A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns.

A Fill in the blanks with appropriate preposition.

1. My best friend lives at Jinnah Road.
2. Since he met his new friend, Jamal never seems to be at home.
3. I'll be ready to leave in about twenty minutes.
4. The child responded to his mother's demands at throwing a tantrum.
5. I think she spent the entire afternoon on the phone.

Teacher's guideline



Help the students use group discussion and interaction to

- give reasons for opinions and actions.
- extend their ideas in the light of discussion.

Prepositions since / For

- Since is used for a point in time
- For is used for period of time.

Example:

since	a point in time (in the past), until now
for	during a length of time

- Since means when
- For means for how long

Example:

since	
I have been waiting since 7 o'clock.	since + a point of time in the past
I have known him since January.	since + a point of time in the past
for	
I have lived here for ten years.	for + a period of time
I have known her for a long time.	for + a period of time

Fill in the blanks with appropriate preposition since / for.

1. I have been living in Manshera period 1 year.
2. I haven't seen you years a week
3. I have been waiting since 12:30.
4. I've lived here him 5 years.
5. She has been married have ten years.
6. They exercise lived two hours daily.
7. He has owned his dog since his cat died.

Teacher's guideline

- Help students identify the prepositions.

Prepositions of movement or direction

Prepositions of movement or direction are used to show movement from one place to another. These prepositions are most often used with verbs of motion and are found after the verb.

Example:

- You walk to work every day.
- You must walk across the street.

Fill in the blanks with the prepositions of movement and direction. Choose prepositions from the given list.

to (1)	across (3)	down (2)	around	along
--------	------------	----------	--------	-------

1. Let's go for a walk to the park.
2. He's walking down the path.
3. I prefer to ride my bike across the hill.
4. I go around school by bus.
5. The boat will take you along the river.

Compound prepositions

Compound prepositions are made up of two or more words. They may be written as one word or as two or more separate words.

Example:

- The bird in the tree outside my window is singing loudly.
(one word compound)
- The bird on top of the tree outside of my window is singing loudly.
(multiword compounds)
- He hanged the picture above the sofa.
(one word compound)

Writing

1. Write a letter to your uncle, asking him to bring you a dictionary to help you in your studies.

- Highlight importance of dictionary in body of the letter.
- Follow conventions of informal letter with respect to layout, salutations etc.
- Recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.

2. Write your uncle's address on the envelop below.

Stamp

Uncle's
name

Uncle's
address

Teacher's guideline



- Help the students write address on envelop clearly and in proper format.
- Ask students to go through the body of the letter they wrote. Ask them to underline all transitional words. If students have not used any, ask them to add one or two transitional words to the letter.

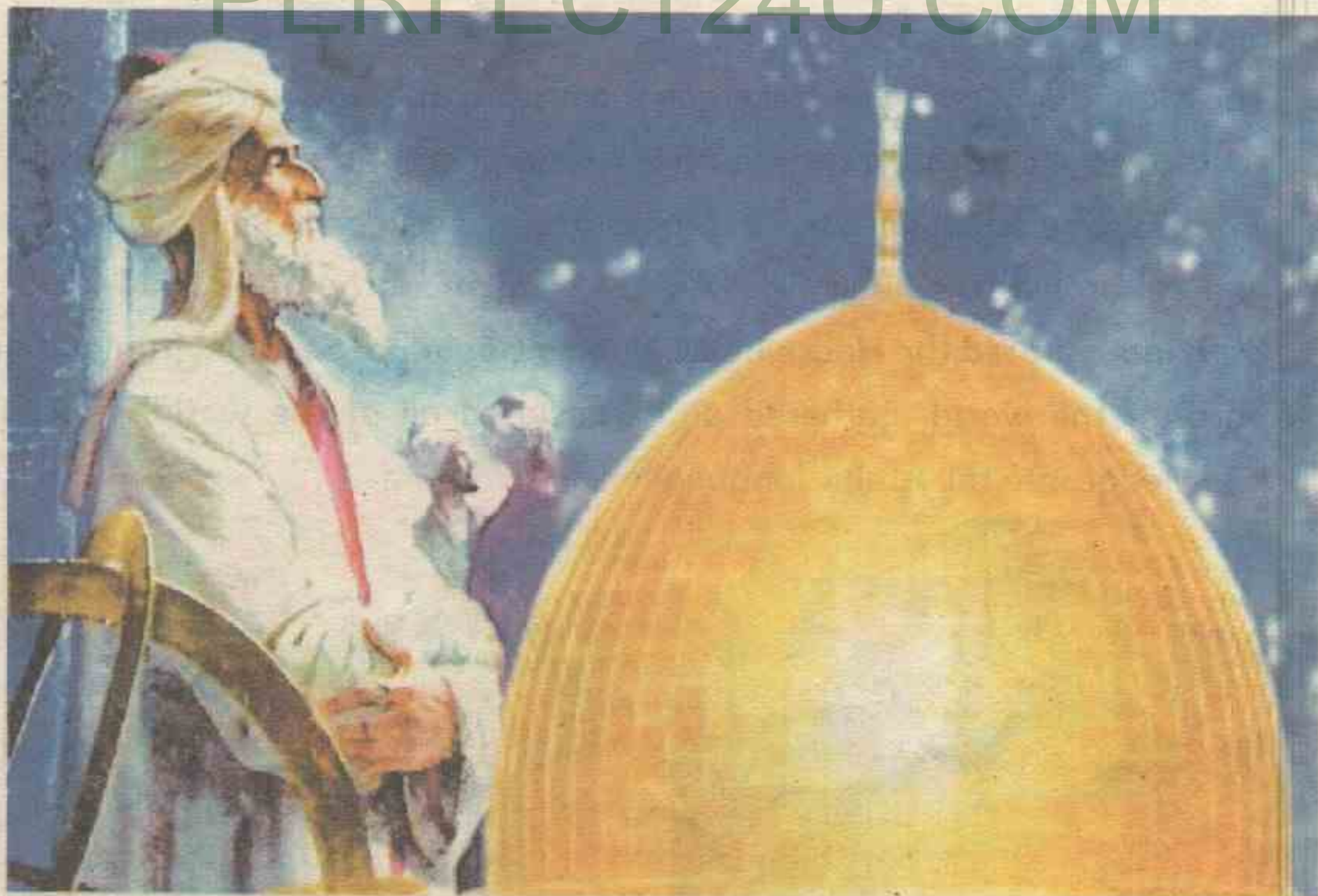
Unit 9

The Golden Age of Islam

SLOs

By the end of unit, the students will be able to:

- ❖ use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.
- ❖ locate synonyms in children's thesaurus.
- ❖ transfer the written text to a diagram, chart or cloze paragraph.
- ❖ illustrate use of tenses learnt earlier.
- ❖ recognize the form and various functions; and illustrate use of present perfect tense.



Pre-reading

- Look at the picture and predict what could be the lesson about.



Reading

Islam emerged as a religious movement in 622 AD when Hazrat Muhammad ﷺ migrated to Madina. One hundred and fifty years later this religion grew and established an empire. This empire stretched from Syria to southern China and from India across to North Africa and southern Spain.

The Islamic Golden Age is the era in the history of Islam, dated from the 8th century to the 13th century, during which much of the historically Islamic world was ruled by various caliphates and science, economic development and cultural works flourished. Abbasid Caliph Haroon al-Rashid (786 to 809) inaugurated the House of Wisdom in Baghdad. Scholars from various parts of the world, gathered and translated all of the world's classical knowledge into the Arabic language.



During the reign of al-Ma'mun, astronomical observatories were setup, and the House was an unrivalled centre for the study of humanities and science. By the middle of the ninth century, the House of Wisdom had the largest selection of books in the world. According to the teachings of the Qur'an, Islamic artists are forbidden from using human figures in religious art. Therefore, they developed a style of geometric shapes and patterns that were used to decorate Masjids. These geometric patterns usually contained verses from the Qur'an written in a stylized form of decorative handwriting called calligraphy.

For centuries, the dry and harsh environment of much of the Muslim lands made the collection, transportation, and storage of water important. It is hardly surprising that the most important progress in medieval Muslim technology and engineering was achieved in relation to water. In the tenth century al-Kindi proposed a plan to dam the Nile. Many of the dams, reservoirs, and aqueducts constructed at that time throughout the Islamic world still survive.

Muslim engineers also perfected the waterwheel and built underground water channels some fifty feet underground. The underground channels had manholes (openings from the street) so that they could be cleaned and repaired. Syrian waterwheel is still working.



روانی طور پر

میں بتایا
حملوں
This period is traditionally said to have ended with the collapse of the Abbasid caliphate due to Mongol invasions and the Sack of Baghdad in 1258 AD. A few contemporary scholars place the end of the Islamic Golden Age as late as the end of 15th to 16th centuries.



Glossary

Words	Meaning
empire	group of countries ruled by a single person, government, or country
inauguration	the act of putting a service, system, etc. into action, or an occasion when this happens
mandated	the authority given to an elected group of people, such as a government, to perform an action or govern a country
unrivalled	having no equal; better than any other of the same type
humanities	literature, language, history, philosophy, and other subjects that are not a science, or the study of these subjects
medieval	related to the Middle Ages (the period in European history from about AD 600 to AD 1500)
cartography	the science or art of making or drawing maps
accumulated	to collect a large number of things over a long period of time

Comprehension

A Answer the following questions:

1. What is the golden age of Islam?
2. Who were the real founders of modern science and technology?
3. What methods did the Muslim scientists proposed to store water?
4. Describe some of the inventions of the early Muslim scientists.
5. Can you name some famous scientists of Pakistan?
6. Do we still use waterwheel in our cities and villages? Have you seen one?

B Fill in the missing words to complete the cloze paragraph.

Muslim engineers also perfected the water wheel and built underground water channels some fifty feet underground. The underground channel had manholes (openings from the street) so that they could be cleaned and repaired. Syrian waterwheel is still working.

C State whether the following statements are true or false.

- Muslims translated most of the scientific works of antiquity into Arabic. T
- The significant achievements made by Muslims led to the naming of this period as the Islamic Golden Age. T
- Europeans used water wheels to bring water up from canals and reservoirs. f
- Muslim scholars did not do much work in the field of astronomy. f

Vocabulary

A Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used.

technology

invention

discovered

carried

reservoir

B Consult a thesaurus and find out the synonyms

heat

fact

knowledge

storage

various

plan

E Pick out all the proper nouns in the lesson and write them in your note books.

Writing

A Write down the summary of the first and second paragraph of the lesson.

B Read the lesson again find out the causes and effects in the lesson. One has been done. Write two more causes and effects.

causes	effects
The dry and harsh environment of much of the Muslim lands made the collection, transportation, and storage of water important.	Many dams, reservoirs, and aqueducts were constructed.

Listening and Speaking

Work in pairs and share with the class some other inventions of the Muslim scientists.

Grammar

A Long and short vowel sounds

	Short vowel	Long vowel
A a	/fæt/ fat	/beɪl/ bail
E e	/wet/ wet	/wi:t/ wheat
I i	/wɪn/ win	/daɪ/ die
O o	/bɒt/ bot	/bəʊt/ boat
U u	/kʌp/ cup	/blu:/ blue

B Determine if the bold vowel inside each word is a short or long vowel sound.

game	lame	fall	bat	cart	put
carve	evil	sea	cease	into	mine
hint	pod	hop	sun	butter	program

Teacher's guideline



- Explain the students that if a word with a certain vowel in it says the name of the vowel, then that vowel is making a "long" sound. By "name" we mean, the name of the actual letter. When we look at "a" we pronounce it /a/, or "ayy." A short vowel sound is a vowel sound that does not follow this rule.

Tenses

As you have learned earlier, tense can be in the present, past, or future. The verb form can be simple, continuous, perfect, or perfect continuous.

Study the table showing the different tenses of the verb 'walk'.

	Past	Present	Future
Simple	I walked.	I walk.	I shall walk.
Continuous	I was walking.	I am walking.	I shall be walking.
Perfect		I have walked.	

A Fill in the blanks with the tense of the verbs stated in the brackets.

1. He (speak) Spoke well yesterday. (simple past)
2. I (forget) ^{have} for gotten all about it. (present perfect)
3. It (rain) is raining now. (present continuous tense)
4. I (carry) ^{will} Shall carry an umbrella. (simple future tense)
5. I (see) Saw her ten years ago. (simple past)

Present Perfect Tense

Actions started in the past and continuing in the present.

Example

- They haven't lived here for years.
- Have you played the piano since you were a child?

When the time period referred to has not finished.

Example

- I have worked hard this week.
- It has rained a lot this year.

Actions repeated in an unspecified period between the past and now.

Example

- They have seen that film six times.
- She has visited them frequently.

Actions completed in the very recent past (+just)

Example

- Have you just finished work?
- I have just eaten.

When the precise time of the action is not important or not known.

Example

- Someone has eaten my soup!
- She's studied Japanese, Russian, and English.

B Put the verbs into the correct form (present perfect tense).

1. I (not/work) ^{worked} ~~have not~~ today.
2. We (buy) ^{got} ~~have~~ a new lamp.
3. We (not/plan) ^{planned} ~~have not~~ our holiday yet.
4. Where (be/you) ^{y.} ~~have been~~?
5. He (write) ^{written} ~~she~~ has five letters.
6. She (not/see) ^{seen} ~~has not~~ him for a long time.



Unit 10

The Happiness and Prosperity of the Home

SLOs

By the end of unit, the students will be able to:

- ❖ use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.
- ❖ identify and correctly pronounce diphthongs and triphthongs in words.
- ❖ write composition of three or more paragraphs following conventions of essay writing.
- ❖ illustrate use of regular and irregular verbs in speech and writing.
- ❖ choose appropriate word definition and identify part of speech of a word through abbreviation used.
- ❖ transfer the written text to a diagram, chart or cloze paragraph.
- ❖ illustrate use of tenses learnt earlier.
- ❖ recognize the form and various functions; and illustrate use of present perfect tense.



Pre-reading

- Read the title and predict what could be the lesson about.

Reading

Pakistan is a developing country. Allah has bestowed many things on Pakistan like different seasons and abundant mineral and natural resources. All we need to do is to streamline these resources in order to gain progress and prosperity.

First of all, to make our country strong and self-sufficient in cash and edible crops, we should adopt the modern techniques of irrigation and cultivation. Sufficient quantity of fertilizer, water supply and seed should be provided to the farmers, so that they can produce more crops and we may save our wealth by not importing food crops from other countries. A country cannot be called a developed country, until it does not expand new industries in all the possible places where resources are easily available. We have a lot of raw cash crops and we earn very little amount of income by exporting them.

Secondly, in the days of science and technology, many countries are adopting new technology in all the fields and, as a result, they have reached on the top of technology and research and now they are able to produce technological goods/products of households and other beneficial



machinery. So we also should try our best to have modern technology for the progress of our country.

Thirdly, unemployment is a curse for a country; it creates a lot of economic, social and political problems. Unemployment causes many evils in the country and the government is compelled to face these serious problems. Unemployment is common in all walks of life, throughout the country. The educated, illiterate, farmers, skilled and unskilled are suffering from this serious problem. It is very essential to take immediate steps to wipe out unemployment from Pakistan.

Moreover, education plays the key role in the prosperity of a country; therefore we must strive hard to increase the literacy rate of our country. Both male and female education should be promoted in order to achieve happiness and prosperity of our home. The need for technical education is very great, our country is on the way to industrialization, therefore, it is necessary that there should be a shift of emphasis in our education. More and more people should get technical education. If we seriously pay attention to these persistent problems, we can certainly add to the progress and prosperity of our beloved homeland Pakistan.



Glossary

Words	Meaning
democratic	controlled by representatives who are elected by the people of a country; connected with this system
streamline	to give something a smooth even shape
prosperity	the state of being successful, especially in making money
illiterate	not knowing how to read or write
sweep	to move or push somebody/something suddenly and with a lot of force
strive	to try very hard to achieve something

Comprehension

A Answer the following questions:

1. How can our country flourish if we adopt modern technique of irrigation?
2. How can we eradicate unemployment from our country?
3. How can we make our country self-sufficient in cash and edible crops?
4. How unemployment leads to social, economic and political problems?
5. What role does education play in the progress of a country?
6. Why technical education should be promoted in our country?

Vocabulary

A Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used.

technology

economic

skilled

sufficient

resources

Writing

Write a short essay on "how to improve the methods of cultivation in our country."

Grammar

Diphthongs

English Language has 8 diphthongs

Diphthongs are sounds which consist of a movement or glide from one vowel to another. They have the same length as the long vowels. The first part (sound) is much longer and stronger than the second part.

iə	beard, fear, ear, beer
eə	air, fair, dare, rage, hair
ʊə	moor, tour, lure, sure
eɪ	paid, pain, face, wait
aɪ	tide, buy, bike, eye, kite
ɔɪ	loin, oil, boil, coin, toy
əʊ	coat, oat, bone, phone
aʊ	out, cow, bow, brow

Triphthongs

A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption.

eɪ + ə = eɪə	layer, player
aɪ + ə = aɪə	lire, fire
ɔɪ + ə = ɔɪə	loyal, royal
əʊ + ə = əʊə	lower, mower
aʊ + ə = aʊə	power, hour.

A Identify the sound (diphthong/triphthong) in the following words.

slayer

tear

pure

boat

how

Hamid

Regular and Irregular Verbs

Regular verbs are those whose past tense and past participles are formed by adding "-d" or "-ed" at the end of the verb.

Example:

roll - rolled

Verb	singular		past participle	present participle
	present tense	past tense		
laugh	he/she laughs	he/she laughed	laughed	laughing
like	he/she likes	he/she liked	liked	liking
boo	he/she boos	she/she booed	booed	booing

There are **many irregular verbs** that don't follow the normal rules.

Irregular verbs are verbs that do not follow the convention of adding 'ed' at the end of the verb to form past tense statements.

Example:

eat - ate

Verb			past participle	present participle
	present tense	past tense		
be	is	was	been	being
begin	begins	began	begun	beginning
bite	bites	bit	bitten	biting
break	breaks	broke	broken	breaking
buy	buys	bought	bought	buying
choose	chooses	chose	chosen	choosing

A Fill in the correct forms of the irregular verbs.

Infinitive	Simple Past	Past Participle
write	wrote	written
come	came	come
get	got	go
wake	woke, waked	waken
leave	left	left
feed	fed	fed
wear	wore	worn
choose	chose	chosen
send	sent	sent

Listening and Speaking

Share your views on the following pictures in front of the class.



Revision Unit 6-10

- A** Write down the comparative and superlative degrees of the following adjectives.

adjective	comparative	superlative
simple	simpler	simplest
busy	busier	busiest
pretty	prettier	prettiest
beautiful	more beautiful	most beautiful
fat	fater fatter	fatest fattest
important	more important	most important
sad	sadder	saddest
happy	happier	happiest
ugly	uglier	ugliest

- B** Choose the correct adverb in a sentence from the given options.

1. I have been a fan of mystery stories since I was quite young.

☒ a. fan b. quite c. since d. young

2. Some stories are incredibly exciting from start to finish.

a. some b. are ☒ c. incredibly d. exciting

3. In many cases, I can scarcely prevent myself from peeking at the last chapter to see the ending.

a. many b. from ☒ c. prevent d. scarcely

4. I like detectives who carefully hunt for clues.

a. like b. hunt c. like ☒ d. carefully

4. My grandfather walks extremely slow.

a. walks ☒ b. extremely c. slow d. grandfather

C Fill in the blanks with correct preposition of time, direction and movement.

1. I always wake up at 7 o'clock.
2. I am going to the cinema for work.
3. The bird flew in the window.
4. Let's meet on Saturday.
5. We're sitting around the campfire.
6. She goes to the gym in the evening.
7. Are you going to bed?
8. We can drive in the tunnel.
9. I have lived here since I was 15.
10. You will have to wait for 10 minutes.

D Complete the following sentences using the correct form of the verbs given in brackets.

1. Tomorrow I think I (start) shall start my new project.
2. Sara usually (put) puts on black shoes.
3. Last week, Maria and Palwasha (go) went to the park.
4. When she (start) started learning English she already knew Urdu.
5. I think I (start) shall start my trip tomorrow.
6. I (know) new him a long time before I (meet) met his family.
7. Tahir (move) moved to his home town in 1994.
8. The receptionist (welcome) welcomed the guests.
9. They (leave) will leave the classroom by the end of the hour.

Unit 11

The King and the Tamarind Drum A folktale from Sub-Continent

SLOs

By the end of unit, the students will be able to:

- ❖ use dictionary to choose appropriate word definition
- ❖ Identify part of speech of a word
- ❖ recognise and use quotation marks to enclose direct speech.
- ❖ distinguish between what is clearly stated and what is implied.
- ❖ recognize the author's purpose.
- ❖ write two paragraphs of comparison between persons.
 - use appropriate similes for comparison:
 - use correct connectors of comparison.
- ❖ use capitalization, full stop, question mark, comma and exclamation mark wherever applicable.
- ❖ Identify function of direct and indirect speech in simple texts.



Pre-reading

You sometimes meet or hear about a person who is very proud of his/her wealth, beauty or strength.

- What do you feel about such person?
- How you wish someone could teach him/her a lesson!

Reading

Once upon a time there lived a king. He was handsome but very vain. He looked at himself constantly in mirrors, in pools of water. "I am the most handsome king on Earth." He said to his courtiers. He spent more time having his hair combed in different styles and as a result, his people grew poorer and sadder. But the king did not care.

He boasted one day in court. "I am probably more handsome than all the fairies." Unfortunately for the king a bad-tempered fairy happened to be flying by and was very angry when he heard this. "Something will have to be done about this king." He searched in his mind for a suitable punishment. At that moment he saw an antelope. "Horns!" the fairy clapped his hands in happiness. "I'll see how handsome the king will look with horns."



When the king awoke the next morning he followed his normal routine. First he sat in front of his mirror. Suddenly the guards outside the king's room heard a loud shriek. They came rushing in to find the king sitting straight in bed with a large pillow on his head. "Out.....out" he waved a trembling finger at them. As they backed away, he shouted after them, "Send for the royal barber immediately."

The royal barber was a talkative little man. He came immediately. "Barber, I am about to show you something, but if you talk about it to anyone, I will have you beaten and hanged." The king slowly removed the pillow from his head. "Oh!" The barber clapped his hands to his mouth in horror. "Well, don't just stand there", said the king ^{مضطرباً} impatiently. "Do something to cover them up." The barber pulled the king's hair this way and that, and managed to cover the horns partially. The king put on his turban to hide the rest. "Now go and tell the court I am unwell. I will not see anyone." He sat up and looked angrily at the barber. "And remember my warning."

The barber ran out of the room. As soon as the door of the bedroom closed, he started laughing. The people in the palace stopped him and asked him why he was so happy. But he only shook his head helplessly and ran laughing through the halls. "I'll die if I don't tell someone." He said, "My stomach is bursting with the secret." He saw the tamarind tree standing in the middle of the royal courtyard.



Teacher's guideline

Tell the students that a folk tale is a popular story from the past whose author is not known. There are many things in a folk tale which you do not find in real life, e.g. fairies, talking animals etc.

He went up to it and whispered the secret to the trunk of the tree. That night there was a fierce storm and the tamarind tree was blown down. The king was informed through the door, for he would not see anyone, and he commanded the tree to be given to the royal musician. "Let him make a drum from the trunk of the tamarind tree and play it outside my door." Soon the drum made of tamarind wood was ready.

The courtiers gathered outside the king's door and the royal musician began to play. But instead of the 'thum thum thum' that everyone expected, the tamarind drum sang, "The king has horns on his head. The king has horns on his head." The courtiers burst out laughing and the king cried with anger. "I won't stay in the palace a moment longer," he shouted. "I'll go to the forest and live by myself." He tore the turban off his head and ran out of the palace, taking the drum with him.

(The king lived for many years in the forest. He gradually learnt about the beauty of the world around him. He learnt to care for creatures smaller than himself. He grew strong and wise and humble. His only companion was the tamarind drum. When he beat it, it gave him good advice. He learnt to play it so beautifully that even the spirits of the trees were charmed, and they went to meet the fairy who had punished him with the horns. "Forgive him." they begged. "He has changed, remove his horns and give him back his kingdom." The fairy waved his hands and the horns disappeared)

(That day the king went down to a forest pool to drink water. While cupping his hand he saw his reflection in the water. His lean, suntanned face looked back at him, without any horns! And as he sat up in surprise, several horse-riders rode into the clearing and he saw his courtiers.

They knelt before him. "Your Majesty, forgive us and come back, the kingdom needs you." The king went back to his kingdom and ruled wisely. And yes, the barber kept his head, but lost his job!

Explicit meaning of the story:

If you praise yourself, people will think that you are boastful and will not respect you.

Implied meaning of the story:

Never be proud.

Glossary

Words	Meaning
vain	unsuccessful or of no value
courtiers	a companion of a queen, king, or other ruler in their official home, especially in the past.
boasted	to speak too proudly or happily about what you have done or what you own
shriek	a short, loud, high cry, especially one produced suddenly as an expression of a powerful emotion
fierce	physically violent and frightening
tamarind	a type of tropical tree
turban	a head covering for a man, worn especially by Sikhs, Muslims, and Hindus, made from a long piece of cloth that is wrapped around the top of the head many times
begged	to make a very strong and urgent request
suntanned	pleasantly brown skin caused by being in hot sun.
horns	a hard, pointed, often curved part that grows from the top of the head of some animals

Comprehension

A Answer the following questions:

- ① 1. The king was a changed man after a long stay in the forest. List three changes in his character.
- ② 2. Why did his people grow poorer and sadder?
- ③ 3. What was the barber's secret and why did he tell it to the tamarind tree?
- ④ 4. A fairy overheard the king calling himself more handsome than even the fairies. How did the fairy feel and what did he decide to do?
- ⑤ 5. What was the king's punishment?
- ⑥ 6. Why did the king send for the royal barber early in the morning?
- ⑦ 7. Why did barber cover his mouth with his hands when he saw the King?
- ⑧ 8. What did the king say he would do if the barber talked about it?

B The following statements tell you what the king was before his punishment for pride and what he became after he ran away to the forest. Put the statement in correct sequence in which they happened:

- Loves only himself. (2)
- Learns to love other creatures. (8)
- Is now kind and humble. (11)
- Boasts he is more handsome than even the fairies. (4)
- Becomes a loving king and rules his people wisely. (10)
- Does not care about the welfare of his people. (3)
- That day the king went down to a forest pool to drink water. (9)
- "Now go and tell the court I am unwell. I will not see anyone." (5)
- I won't stay in the palace a moment longer. (7)
- I am about to show you something, but if you talk about it to anyone (6)
- I am the most handsome king on Earth. (1)

C State whether each of the following is true or false.

1. The people of the kingdom were proud of their king.
2. The bad-tempered fairy decided to punish the king.
3. The barber laughed when he saw the king's horns.
4. The barber told the king's secret to the tamarind tree.

f /
T /
F /
T /

D Choose the best option to answer each question.

1. **Why did the bad-tempered fairy want to punish the king?**
 - He heard the king say that he was as good-looking as the fairies.
 - He heard the king say that he looked better than all the fairies. ✓
 - He heard the king say that he looked better than most fairies.
 - He heard the king say that he looked better than people of kingdom.
2. **What did the king do when he found out that he had horns?**
 - He asked for a new turban.
 - He chased everyone out of the room.
 - He called for the barber to cover his horns. ✓
 - He called for the barber to cut his horns.
3. **Why did the king run off into the forest with the drum?**
 - He wanted to destroy the drum.
 - He did so because the drum knew his secret. ✓
 - He knew the drum would give him good advice.
 - He knew the drum would give him bad advice.
4. **How did life in the forest change the king?**
 - He became a famous musician.
 - He became friends with the tree spirits.
 - He learnt to respect other living things. ✓
 - He learnt to respect himself.

Teacher's guideline



- Ask students opinion in order to involve the students in the lesson.
- Encourage the students to relate each and every information / knowledge with the things that they see or have in their own environment.

Vocabulary

- A** Use dictionary to choose appropriate word definition and identify part of speech of the word.

Word	Meaning	Part of speech
rushing	دوڑنا	verb
barber	صاف	noun
trembling	کھینچنا	verb
humble	عاجز	adjective
strong	طاقتور	adjective
palace	محل	noun
surprise	حیرانگی	verb

- B** Find and underline the direct quotations enclosed in quotation marks from the text.

- C** Rewrite five sentences from the story which have adjectives.

- D** Fill in the blanks with the adjectives given below:

2 black 1 bitter 3 strong 5 warm 4 hot
 7 difficult 10 long 8 hard 6 delicate

Coffee has a bitter taste, and people usually drink it with sugar or milk. Some people like their coffee black. In Italy they drink very strong black coffee. Some people drink their coffee with hot milk. Coffee comes from coffee beans, and these beans grow on trees. Coffee trees need sunshine and water, so they grow well in warm countries. Coffee trees are very delicate and hard to grow, and picking the beans is a difficult process. The workers have a difficult job because they pick the beans by hand. This can take a long time.

Writing

We sometimes want to say something about some particular people, their good qualities and bad qualities, their habits, their achievements and failures etc. They could be important people or ordinary people. They could also be people from the past. Take the story you have just studied.

A Write two paragraphs of comparison, the character of the king in the story "The king and the Tamarind drum." What sort of a person he was in the beginning of the story and after he ran away to the forest?

- Use appropriate similes for comparison
- Use correct connectors of comparison.

B Write a story of your own on "pride".

Grammar

➤ Direct speech and Indirect speech

Direct Speech

Consider the following sentence:

He said, "The weather is stormy and the way is long."

The given sentence is in direct speech.

- The **exact words of the speaker** have been put within **quotation marks**.
- There is a **comma after said**.
- The **first word inside** the quotation marks starts with a **capital letter**.

Indirect speech

Consider the following sentence:

He said that the weather **was** stormy and the way **was** long.

The given sentence is in indirect speech.

- The **quotation marks** as well as the **comma** after said are **removed**.
- The conjunction **that** introduces to us the words spoken by the speaker.
- Change of tense.

Direct and Indirect Rules

direct statement:	Rabia said, "We have to be back."
indirect statement:	Rabia said that they had to be back.

Reporting verbs

say, mention, claim, asked, add, tell, admire, admit, consider, promise.

Rules to follow**Present tense**

He said, "I love cake so much".

Past tense

He said that he loved cake so much.

Past tense

He said, "I loved cake so much".

Past perfect tense

He said that he had loved cake so much.

Present perfect tense

He said, "I have loved cake so much".

Past perfect

He said that he had loved cake so much.

Will future

He said, "I will love cake so much".

Would

He said that he would love cake so much.

Imperative

He said, "Like me!"

Infinitive

He told to like him.

Time/ space expressions

Yesterday	The day before
Today	That day
Last week/ month	The month before/ previous month
Tomorrow	The next day
Next month / year	The following month / year
This / these	That/ those
Here	There
Now	Then/ that moment

Teacher's guideline

- Do a brief recap on punctuations – commas, exclamation marks, capital letters and full stops (when and how they are used)
- Revise the use of quotation marks – "Dad, I am hungry."
- Explain the three elements found in direct speech.

Sentences are given in the direct speech. Change them into the indirect speech.

1. He said, "I have got a toothache".
He said that he had got a toothache.
2. Manu said, "I am very busy now".
Manu said that she ^{then} was very busy.
3. "Hurry up," she said to us.
She ordered us to hurry up.
4. "Give me a cup of water," he told her.
He asked her to give him.
5. She said, "I am going to college."
She was going to college.
6. She said to me, "Thank you".
She thanked me.

Listening and Speaking

Imagine you and your friend have just entered an examination hall and you have to give instructions to your friend about the rules to be observed there. He/she can ask you questions to clarify what you have said.

You can use some of these expressions.

- Don't bring in any papers or books into the hall.
- Write legibly.
- Read through your answers carefully.
- Be silent.
- Don't talk to you neighbour.

Unit 12

Beautiful Hands

SLOs

By the end of unit, the students will be able to:

- ❖ give main idea of the poem.
- ❖ give summary of the poem.
- ❖ deduce meaning of difficult words from context.
- ❖ recognize genres of literature e.g. fiction and poetry.
- ❖ analyze information to know the structure of sentences.
- ❖ understand how a writer / poet uses language to appeal to the senses through use of figurative language including similes.
- ❖ distinguish between direct and indirect object.

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Pre-reading

- Predict the theme of the poem by looking at the picture.



Reading

SUCH beautiful, beautiful hands,
They're ^{نه بزرگ} neither white nor small;
And you, I know, would scarcely think
That they were fair at all. ^{سکون}

I've looked on hands whose form and hue

^{سکون} A sculptor's dream might be,
Yet are these ^{ورنگ} aged wrinkled hands
Most beautiful to me.

Such beautiful, beautiful hands!

^و Though heart were weary and sad
These patient hands kept toiling on
That the children might be glad.

I almost weep when looking back

^{چون} To ^{رسد} childhood's distant day!

^{بود} I think how these hands rested not
When mine were at their play.



Deduce the meaning of the following words.

beautiful

form

patient

fair

sad

Ellen M.H.Gates

Ellen Maria Huntington Gates was a prolific writer who lived from 1835 until 1920, but since the bulk of her writing occurred in the 19th century, we can call her a 19th century writer. That is not to say that she did not write at all in the 20th century, she did indeed.

Glossary

Words	Meaning
such	used to add emphasis
scarcely	almost not / certainly not
hue	a degree of lightness, darkness, strength, etc. of a colour.
sculptor	person who has art of forming solid objects that represent a thing, person, idea, etc. out of a material such as wood, clay, metal, or stone, or an object made in this way
wrinkled	having small lines on skin because of old age
weary	very tired, especially after working hard for a long time
toiling	hard work, especially work that makes you feel physically tired
distant	far away

Teacher's guideline

Tell the students that the two main categories separating the different genres of literature are fiction and poetry.

- **Fiction:** Fiction is the type of book or story that is written about imaginary characters and events and not based on real people and facts.
- **Poetry:** a piece of writing in which the words are arranged in separate lines, often ending in rhyme, and are chosen for their sound and for the images and ideas they suggest.



Comprehension

A Answer the following questions:

1. Who does the poetess praise in this poem?
2. What words or phrases tell us that mother's hand are not pretty in the physical sense?
3. Why does the poetess praise the hands in the second stanza?
4. Who is the speaker in the poem?
5. Write the main idea of the poem.
6. Why is the first word 'such' written in all capital?
7. How can we pay back what our mother does for us?

How to summarize a poem?

Summary is putting down the main ideas of someone else's work in your own words. A summary is always shorter than the original because the idea is to include only the main points of the original work and leave out the irrelevant.

Keep the following points in mind while summarizing a poem.

- Read the poem thoroughly.
- Try to understand the meaning.
- Write down the points.
- Arrange the points in order.
- Find the conclusion.
- Write it in proper order.
- A summary is usually one-third the size of the original.

B Write the summary of the poem.

Writing

"Brainstorm" to complete a list of ways that reflect how your mother worked restlessly in spite of facing problems of life, so that her family might enjoy a happy life. List your responses in mind map titled "mother"

Reading Comprehension

Do you remember?

Simile:

A simile is a poetic technique that compares two things using the words **like** or **as**.

- ◆ I was standing perfectly still like a statue.
- ◆ The biscuit was as tasteless as mud.

Read the poem aloud. Work in pairs and underline the similes. Underline all of the willow similes in one colour and all of the ginkgo similes in another colour.

The willow is like an etching,
Willow tree Fine-lined against the sky.
Then ginkgo is like a crude sketch,
Hardly worthy to be signed.

The willow's music is like a soprano,
Delicate and thin.

The ginkgo's tune is like a chorus
With everyone joining in.

The willow is sleek as a velvet-nosed calf,
The ginkgo is leathery as an old bull.
The willow's branches are like silken thread.
The ginkgo's like stubby rough wool.



Ginkgo tree



Willow tree

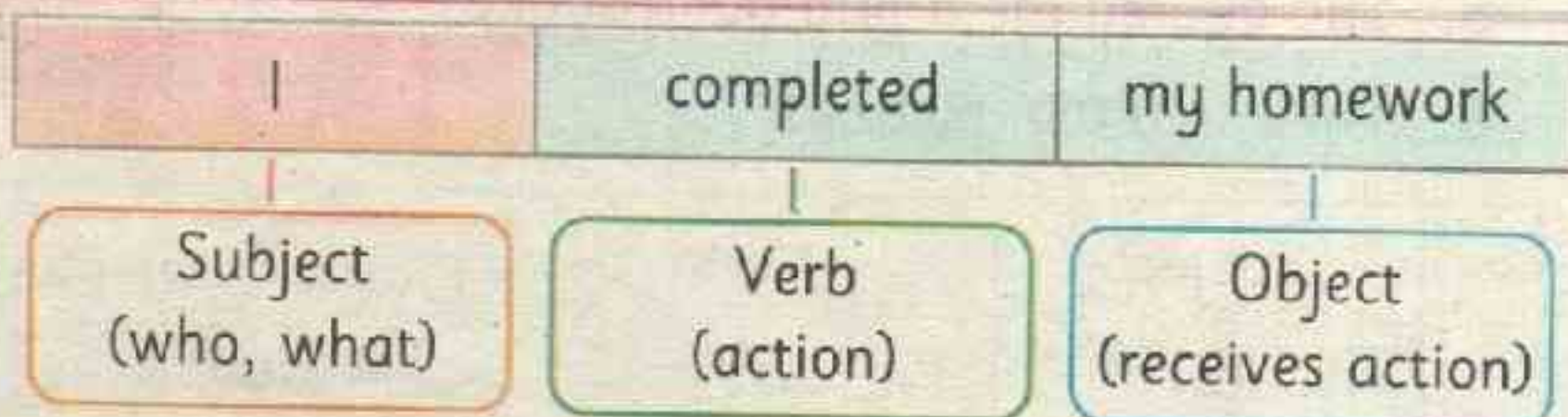
Grammar

Sentence Structure (SVO pattern)

Do you remember?

(SVO) is a sentence structure where the subject comes first, the verb second and the object third.

Example



- The subject of a sentence can be singular or plural.
- The verb must always agree with its subject.

SVO pattern with direct and indirect object

A direct object is a word that is affected by the action of the verb directly. An indirect object tells to whom or for whom the action of the verb is done.

Example



- The pattern could be:
 - Subject + verb + direct object + indirect object
 - Subject + verb + indirect object + direct object

Teacher's guideline

Ask the students for their understanding about subject, object, verb, direct object and indirect object with examples.

A Rewrite the sentences under SVO, DO and IO pattern. One has been done.

1. Arshad gave the dog a bone.
2. He sent us some foreign stamps.
3. The doctor gave her an injection.
4. Sarah sent Palwasha a gift.
5. She offered me a firm hand shake.
6. They sold him pictures.



	Subject (S)	Verb (V)	Indirect Object (IO)	Direct Object (DO)
1.	Arshad	gave	the dog	a bone
2.				
3.				
4.				
5.				
6.				

B Identify whether the words in bold are used as direct objects or indirect objects.

1. She sent **her friend** a letter. _____
2. Sadaf will help **you** with your school homework. _____
3. I need **your help**. _____
4. He gave **them** a bag full of money. _____
5. Javed sold me **his car**. _____

Unit 13

Allame Iqbal

SLOs

By the end of unit, the students will be able to:

- ❖ use dictionary to choose appropriate word definition.
- ❖ identify part of speech through abbreviation used.
- ❖ analyse written texts to use in their own writing features of a simple expository composition showing cause and effect of an event or an action:
 - logical order of events or action.
 - appropriate connectives of cause and effect.
- ❖ classify, use and make declarative, interrogative, exclamatory and imperative sentences.
- ❖ recognise and use comma for series of items, before a short quotation.
- ❖ recognise and use colon to introduce a list of items.
- ❖ recognise and use dash as separator to indicate that a sentence has broken.



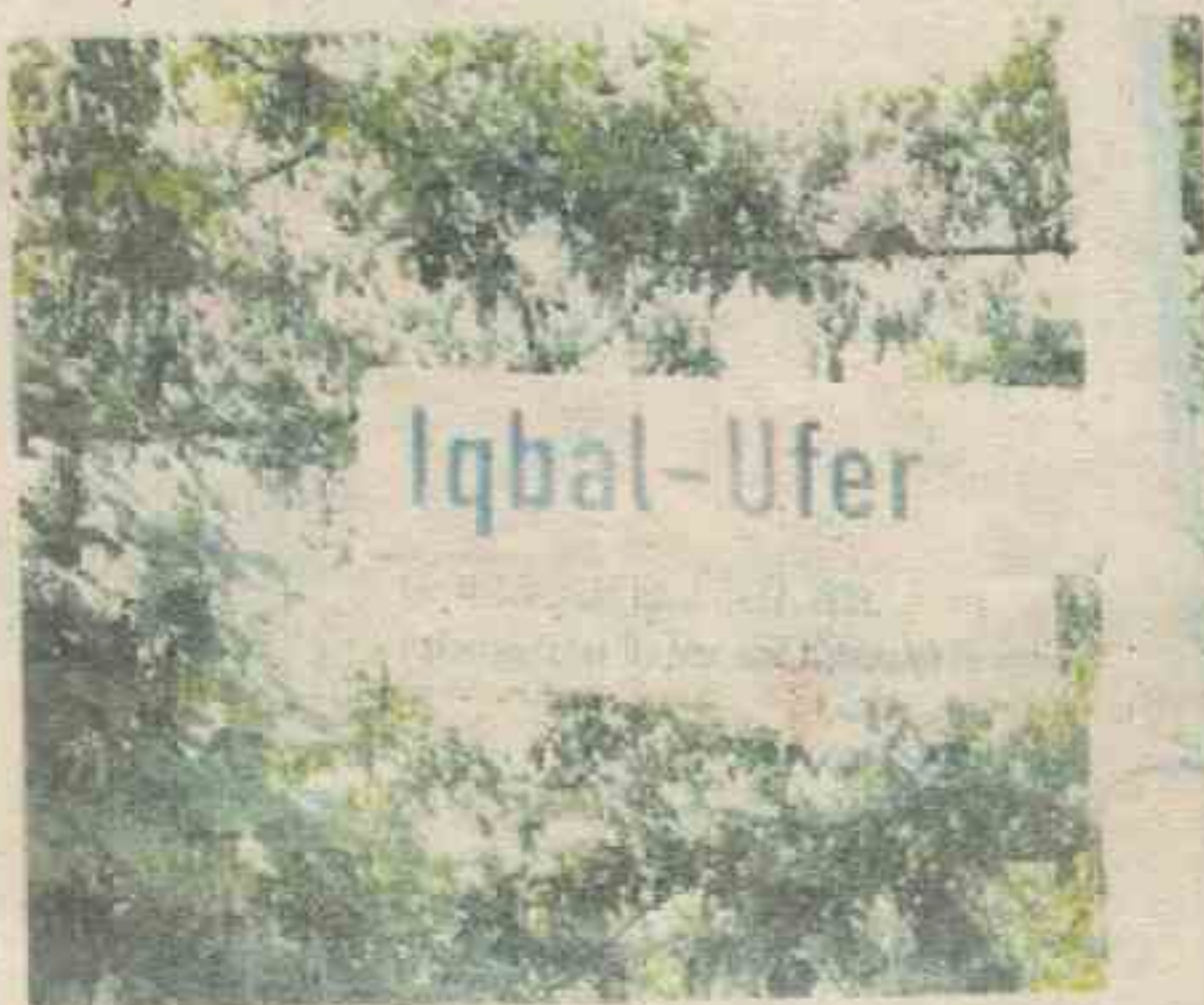
Pre-reading

- Who is the National poet of Pakistan?
- Have you read or heard his poetry?

Reading

Allama Iqbal was born on 9th November at Sialkot, in 1877. His parents Noor Muhammad and Imam Bibi were pious and religious people. He passed his matriculation and intermediate exams in 1893 and 1895 respectively. He did his B.A from Government College, Lahore in 1897 and M.A in philosophy in 1899. He took his Doctorate Degree from Munich. After taking his Barrister's Degree from London, in 1908; he returned home and started practice as a Barrister.

Allama Iqbal was greatly influenced by the philosophical teachings of Jalalud Din Mohammad Rumi. He wrote poetry under his inspiration. He had written poetry in Urdu and Persian. Allama Iqbal left valuable and voluminous treasures of poetry and prose after him. The following are famous poetic works of Iqbal: **Israr-e-Khudi** (1915), **Ramuz-e-Bekhudi** (1918) **Paigham-e-Mashriq** (1923), **Javed Nama** (1932) and **Musafir** (1934) are his great works in Persian. **Bang-e-Dara** (1924) **Bal-e-Jibrael** (1935) and **Zarb-e-Kaleem** (1936) are famous collections in Urdu. The famous prose collection of Iqbal's lectures is '**The Reconstruction of Religious Thoughts in Islam**'.



In 1922, he was knighted by King George V, granting him the title "Sir", while his other titles are "Dr" and "Allama". While studying law and philosophy in England, Iqbal became a member of the London branch of the All-India Muslim League. Later, during the League's December 1930 session, he delivered his most famous presidential speech known as the Allahabad Address in which he pushed for the creation of a Muslim state in Northwest India.

Iqbal was a great mystic (a sufi). Iqbal had good command on 'English, German and Arabic Languages. Iqbal is commemorated widely by Pakistanis, Indians, Iranians, Bangladeshis, Sri Lankans and other international scholars of literature. Allama Iqbal was deeply concerned about the Youth. He was very much aware of the fact that if the youth focus on their self-realization then they can explore and achieve limitless skies.

(In Pakistan he is regarded as the ideological founder of the state. His Tarana-e-Hind is a song that is widely used in India as a patriotic song speaking of communal harmony. In much of South Asia, Iqbal is regarded as the Shair-e-Mashriq (Poet of the East). He is also called Mufakkir-e-Pakistan (The Thinker of Pakistan), Musawar-e-Pakistan (Artist of Pakistan) and Hakeem-ul-Ummat (The Sage of the Ummah). The Pakistan government officially named him as the "The National Poet" and the "Ideological Founder of Pakistan".

He was not only poet and great thinker but also a great moralist, a reformer and an educationist. Iqbal breathed his last on 21st April, 1938. His tomb is located in Hazuri Bagh, the enclosed garden between the entrance of the Badshahi Mosque and the Lahore Fort, and official guards are provided by the Government of Pakistan.



Glossary

Words	Meaning
practice	something that is usually or regularly done, often as a habit, tradition, or custom
barrister	a lawyer, who can give specialized legal advice and can argue a case in both higher and lower courts
philosophical	the use of reason in understanding such things as the nature of the real world and existence, the use and limits of knowledge, and the principles of moral judgment
inspiration	someone or something that gives you ideas for doing something
voluminous	piece of long and detailed writing
mystic	someone who attempts to be united with God through prayer
commemorated	to remember officially and give respect to a great person or event, especially by a public ceremony or by making a statue or special building
ideological	based on or relating to a particular set of ideas or beliefs
communal	belonging to or used by a group of people rather than one single person
harmony	a situation in which people are peaceful and agree with each other, or when things seem right or suitable together
moralist	a person who tries to force or teach other people to behave in ways he or she considers to be most correct and honest
condolence	sympathy and sadness for the family or close friends of a person who has recently died, or an expression of this, especially in written form
reformer	someone who tries to improve a system or law by changing it
ultimately	finally, after a series of things have happened
youth	young people, both male and female, considered as a group
focused	giving a lot of attention to one particular thing

Comprehension

A Answer the following questions:

1. Why is Allama Iqbal known as Dr. Mohammad Iqbal?
2. Write about Iqbal's contribution in different fields?
3. What were the results of Allama Iqbal's efforts?
4. Why did Allama Iqbal want a separate state for the Muslims of India?
5. What can the youth of today do to keep Allama Iqbal's dream alive?
- 6.

B State whether the following statements are true or false.

1. Allama Iqbal is known as a great novelist. f
2. Allama Iqbal could not see the creation of Pakistan although he worked very hard for its creation. f
3. In 1930, Quaid-e-Azam presided over the Allahabad meeting of the All India Muslim League f
4. Allama Iqbal, the poet of the East, was born in Sialkot on 9th November 1877. t
5. Allama Iqbal's efforts woke the Muslims from their sleep. t

C Choose the correct option.

- Zikr-e-Mir is not Iqbal's poetic works.
 - Israr-e-Khudi
 - Ramuz-e-Bekhudi
 - Paigham-e-Mashriq
 - Zikr-e-Mir ✓
- Allama Iqbal was known as Poet of the east
 - Poet of the East ✓
 - Saint of the East
 - Writer of the East
 - Sufi of the East
- Most of Iqbal's work is in Urdu
 - Urdu ,
 - Persian
 - Punjabi
 - Arabic

Vocabulary

- A** Find the meaning of the following words in a dictionary and locate entry words.

humour

wisdom

famous

struggle

presided

- B** Find five nouns from the lesson. Then change those nouns into adjectives.

Example: noun – philosophy

adjective – philosophical

Writing

- A** Write a short paragraph on "Struggle for Pakistan as a separate State." Show cause and effect of events in your writing.
- B** Who is your favourite personality. Give his/ her detailed physical description and personality traits.

description of face:	Muhammed (Saw) is my favorite personality. He was clear faced person.
description of build:	His body was normal colour is white. cum beautiful he shape was attractive.
description of clothes:	He wore simple need clothes.
description of habits:	Preaching of Islam helping the needy.
description of attitudes:	His way of speaking was also Polite and respect ful.

Grammar

Types of sentences

There are four types of sentences:

- declarative sentences
- interrogative sentences
- exclamatory sentences
- imperative sentences

Do you remember?

Exclamatory sentences express strong emotion. Exclamatory sentences always end in an exclamation mark.

Do you remember?

Interrogative sentences always ask a question and end in a question mark.

Do you remember?

Imperative sentences issue commands, requests, desire or wish. They are punctuated with a simple full stop.

Do you remember?

Declarative sentences make a statement to relay information. They are punctuated with a simple period. Formal essays or reports are declarative sentences.

Now or Never; Are We to Live or Perish Forever?

"The two communities Muslims and Hindus will not put their hearts in any venture together!"

Don't get frightened by these furious, violent winds, O Eagle! These blow only to make you fly higher.

"We maintain and hold that Muslims and Hindus are two major nations by any definition or test of a nation."



A Add the ending punctuation marks in boxes and tell what kind of sentences these are: declarative, interrogative, imperative or exclamatory.

1. Alas ! I have lost the contest .
2. I need you to sit down now .
3. It is too dangerous to climb that mountain .
4. Do you know what the weather will be tomorrow .
5. My mother makes delicious cookies .
6. Bravo ! we have won the match .
7. O, that I could fly in the sky .

Exclamation

The question

The full stop

The question

The full stop

Exclamation

The full stop

B Choose the correct option.

1. Which sentence is imperative?

- a. The players were nervous before the game.
- c. Kareem went to school for study.

☒ c. Move the chairs into that corner quickly.

2. Which sentence is declarative?

a. May I have a clean plate?

☒ b. I found my keys on the desk.

d. When will the store open today?

3. Which sentence is exclamatory?

a. Javaid used a towel to clean his hands.

b. I was tempted to take the last piece of cake.

☒ c. Hurray! I won the match.

4. Which sentence is declarative?

a. What is your name?

b. Who told you this?

☒ c. She is a successful writer.

Punctuation marks

Punctuation can be used to alter the meaning of a sentence, without changing a single word.

Examples: Aamir said, "Iqbal is a fool."

"Aamir," said Iqbal, "is a fool."

Punctuation marks commonly used in English are:

1. The Full Stop (.)

The full stop (.) is used:

- to end all sentences except questions and exclamations.

Examples: Do come and visit me.

- After abbreviations for titles, names, and degrees.

Example: P.M. (Prime Minister), M.A, Ph.D.

They are often omitted in modern style.

2. The Question Mark (?)

- It is used to end a direct question.

Examples: How are you?

3. The Exclamation Mark (!)

- It is used after exclamations showing grief, joy, surprise, etc.

Example: How wonderful!

What a terrible thing to happen!

4. The Comma (,)

It is used to indicate a short pause and is also used as a separator, but always within the sentence, never at its end.

The comma (,) is used:

- To separate words in a list.

Examples: I have brought carrots, potatoes, and onions.

Teacher's guideline

- Revise function of punctuation marks (full stop, question mark and exclamation mark).



5. The Colon (:)

➤ The colon is used before a list.

Examples: there are three things on the shopping list: rice, fruit, and biscuits.

6. The Dash (—)

➤ To mark a break in a sentence.

Example: She wanted nothing more than peace — but even that could not be given to her.

7. The Hyphen (-)

➤ It is half the length of a dash and is used in compound words.

Examples: mother-in-law brother-in-law out-of-town

8. Quotation Mark “ ”

➤ These are used to enclose a quotation

Example: She said, “We must hurry now.”

Listening and Speaking

Describe your favourite place in front of the class.

Unit 14

Myth of Why the Sea is Salty

SLOs

By the end of unit, the students will be able to:

- ❖ make predictions about storyline / content, characters, using contextual clues.
- ❖ use dictionary to choose appropriate word definition.
- ❖ identify part of speech through abbreviation used.
- ❖ recognize and describe story elements:
- ❖ analyze to use in their own writing, the elements of a story:
- ❖ give sequential order of ideas.
- ❖ recognize and use varying intonation patterns to show attitude and emotions.
- ❖ describe characters orally and in writing.
- ❖ express preferences about characters giving reasons.
- ❖ analyse analogies; complete analogies correctly.
- ❖ analyse written texts to use in their own writing features of a simple descriptive composition about people, objects and places.
- ❖ apply rules of capitalization wherever applicable.
- ❖ use full stop wherever applicable.



Pre-reading

- Predict the story by looking at the title of the story.
- Where do you think the story is taking place?
- How many characters you think are there in the story?
- What types of stories do you like i.e. fairy tales, folk tales or fables?

Myth and Legend

Myth and legend are semi-true stories passed on from person-to-person. Myths are often used to explain universal and local beginnings and involve supernatural beings.

Reading

Once, there lived two brothers, the elder one was rich, while the younger poor. The elder brother was very selfish and arrogant. But, the younger brother was kind-hearted and generous.

One day, the younger brother's wife said, "We don't have anything to eat, dear! We have been starving for the past two days. How long can we survive like this? Please go and ask your elder brother for some food." The younger brother knew that his selfish elder brother would not offer him anything, but he didn't have any other way out. So, he went to his elder brother's house.

"Please give me some food, dear brother," he pleaded. The elder brother whispered to his wife, "Give him the goat's hoof which the demon wants."



The wife went inside the kitchen and brought the goat's hoof. Giving the hoof to the younger brother, the elder brother said, "Take this and go to the demon that has the magical millstone; he will give you food." Younger brother took the hoof, thanked his elder brother, and started walking towards the forest where the demon with the magical millstone lived.

The forest was dark and gloomy. After a long and tiring journey, the younger brother arrived at the demon's cave. The demon was sitting right at the mouth of the cave. The poor brother saluted the demon and said, "I come from far away good demon, and bring you this hoof." The demon was delighted to see the hoof. "In return, I want that millstone," said the poor brother. "Oh no! I can't part with that!" said the demon. "Take silver, or gold, or even diamonds! Ask for anything, but not this millstone." "Well..." said the poor brother, "I don't want any of these. Give me the millstone if you can or else I shall take your leave." The demon wanted the hoof as it was magical. Finally, he agreed to give away the millstone to the poor brother. "This is a magical millstone," said the demon. "Make a wish and then say, 'Grind, my millstone!' When you have enough and want the millstone to stop, say 'Enough, the work is done!' Use it wisely." The poor brother thanked the demon and carried the magical millstone home to his wife. "Give me food! Grind, my millstone!" said the poor



Teacher's guideline

- Encourage the students to predict the story through the given title or picture.
- Tell the students again about folklore, fairytale and fable.
- Before reading, revise the elements of the story with the students.

brother. In an instant, the magical millstone laid out many delicious dishes wisely." The poor brother and his wife ate well that day. "Enough, the work is done!" said the poor brother, and the millstone stopped grinding. From that day on, the younger brother and his wife were poor no more. The magical millstone gave them good clothes, scrumptious food, and a big house.

One day, the elder brother secretly saw the younger brother using the magical millstone. Overcome with greed, he snatched the millstone away from the younger brother and ran to the beach. He put the millstone in a boat, and rowed out to the sea where the fisherman were catching fish and putting them in salt. "Salt will sell well here," thought the greedy elder brother.

So, he recalled how his younger brother had commanded the millstone, and said, "Give me salt! Grind my millstone!" The millstone poured out heaps of fine salt. However, in his excitement, the elder brother forgot how to stop the millstone. "Stop, my millstone!" he said. But the millstone continued to



Teacher's guideline

- Read out the story to the class using effective intonation and expression to capture the interests of the students.



produce salt and fill the boat. Suddenly, with the weight of salt the boat turned upside down and the millstone sank to the bottom of the sea. The greedy brother drowned. As for the magical millstone, it is still grinding at the bottom of the sea, pouring out salt, thus making the sea salty!

Glossary

Words	Meaning
millstone	one of a pair of large, circular, flat stones used, especially in the past, to crush grain to make flour
generous	willing to give money, help, kindness, etc., especially more than is usual or expected
hoof	the hard part on the bottom of the feet of animals such as horses, sheep, and deer
pouring	to make a substance flow from a container
demons	an evil spirit
scrumptious	tasting extremely good / delicious
rowed	the activity of making a boat move through water using oars
heaps	a lot of
grinding	to make something into small pieces or a powder by pressing between hard surfaces
bottom	the lowest part of something
cave	a large hole in the side of a hill, cliff, or mountain, or one that is underground

Comprehension

A Answer the following questions:

1. Who are the main characters of the story?
2. Are there any minor characters in the story? If so who are they?
3. Is there any moral in the story? If so what is it?
4. Do you think the sea water is salty due to the millstone? Why?
5. Which character do you dislike and why?
6. Who is your favourite character in the story and why?
7. What do you think the poor man will do, now that he doesn't have a magic millstone to make gold, jewel and food for him?

B Write in the space provided, the category each of the sentence falls in i.e. character, setting or problem.

1. Poor man and demon
2. In his excitement, the elder brother forgot how to stop the millstone.
3. The forest was dark and gloomy.

Vocabulary

A Find the meaning of the following words in a dictionary and tell which part of speech they are.

gloomy

drowned

sank

suddenly

greedy

B Rewrite the sentences below in your notebooks using capital letters and punctuation marks in the correct places.

1. did the class go for a nature walk ?
2. the rope almost broke because too many people pulled on it -
3. that effect was spectacular, we enjoyed it very much .
4. the solution to the problem, was posted on the board -
5. i feel so alive today -

- C** Put the three pictures below in sequence with which event happened first. After you have ordered the pictures, write a sentence about what is happening in each picture using sequence markers first, next, then and last.



Listening and Speaking

Make Groups of five students each for role play. Change your voice to act out the role. The rise and fall of your tone should indicate the emotions of shock, discomfort, hate, and anger.

I have sharp pain in my stomach

Leave me alone, I don't want to talk to anyone.

I am shocked to see the size of the telephone bill

I don't want to eat fish.
I don't like fish.



Teacher's guideline

- Read the speech bubbles once, so that those who could not read it may also know the tone.
- Pause and repeat sentences if you feel that the class is having a problem.



Grammar

Analogy

Analogy is a form of reasoning in which one thing is inferred to be similar to another thing in a certain respect, on the basis of the known similarity between the things in other respects. Analogies compare different things to show how they are related to each other.

Example:

Finger is to hand as toe is to foot.

In this example we find a strong relationship between finger and hand, toe and foot.

A Complete each analogy using a word from the box.

hand (5)	hour (6)	under (12)	eye (11)	stop (2)	big (9)
book (8)	water (4)	cherries (7)	car (3)	down (10)	square (10)

- In is to out as up is to down *
- Go is to green as red is to stop *
- Wheel is to bike as tire is to car *
- Land is to dirt as ocean is to water *
- Toe is to foot as finger is to hand *
- Day is to month as minute is to hour *
- Purple is to grapes as red is to cherries *
- Word is to sentence as page is to book *
- Small is to large as little is to big *
- Three is to triangle as four is to square *
- Smell is to nose as sight is to eye *
- Top is to bottom as over is to under *

Writing

- A** Write down the character sketches of elder and younger brother from the story in your notebooks. Give detailed physical description and personality traits.
- B** Write a story with the following beginning.

Once there was a man. He wanted to be wealthy.

So he through a plan to
by a hen it will give eggs
and then the hen will bring
~~chickens~~ chickens from the eggs
and the hen they will grow
bigger it will become to
hens and they will start
egg thus the process will be
go on will sell these hens
and eggs and I will become a
wealthy man so I will marry
a beautiful wife and I will
have children But it
was only his dream is foolish
it was a hard and long
work process.

Unit 15

Woman and Sports Field

SLOs

By the end of unit, the students will be able to:

- ❖ recognize and use passive voice to write sentences in which action is more important than the doer of the action.
- ❖ identify active and passive voice in simple sentences.
- ❖ recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation.
 - make polite introductions.
 - ask someone to say something again.
 - check understanding of message.
 - take and leave a message.
 - infer and draw conclusion about meaning, intention and feeling communicated by the speaker.
 - recognise and respond to moods showing appreciation, pleasure, displeasure, surprise and disappointment.
 - make and respond to inquiries.
 - make and respond to requests.



Pre-reading

- Can you name some female athletes of Pakistan?
- Is it easy for a female to compete?
- Does it take strong determination to win a game?

Reading

Fastest Woman in South Asia: Naseem Hamid from Pakistan.

It took 11.81 seconds for Naseem Hamid, a Pakistani athlete, to become the fastest woman in South Asia.

In February 2010, Naseem Hamid ran to victory in the 100 meters in the 11th South Asian Federation (SAF) Games in Bangladesh, becoming Pakistan's first woman to win a gold medal.

Belonging to a low-income background, Naseem has lived in the Korangi area of Karachi. However she has never been discouraged by the difficulties she has faced. She says that she used to forget all her problems when she ran on the track and has always trained very hard. At times she would come back home with aching legs and fall asleep at once. And there were times when she ran barefooted as the family could not afford jogging shoes.

But Naseem had the spirit to succeed and never gave up practising. Soon she was spotted by the physical education teacher at her Korangi college; she went on to compete in and win the high jump Inter College Championship in 2005 and 2006.

During the 10th South Asian Games in Colombo in 2006, because of an injury, Naseem had to watch her colleagues run the 4x100-metre race and win the bronze medal.

Her mother says, "Naseem has always been very brave. She is like a son to me and has overcome lots of troubles but never lost heart even when she couldn't win races."

“Failures have always given me heart to perform, and I know you can beat all odds through your determination, and I have done that in Dhaka,” said Naseem, who then went on to beat two Sri Lankans and an Indian for the title of South Asia’s Fastest woman in the 11th South Asian Games, 2010.

She also said that she aims to win more medals for her country. In spite of all the hardships, Naseem has never lost faith and has overcome all obstacles. She is a role model for all aspiring athletes and sportswomen.



DHAKA: Pakistan athlete Naseem Hamid flashes victory signs after winning gold in the women’s 400 metre race at the 11th South Asian Games here on Monday. — AFP/Anadolu

Glossary

Words	Meaning
discouraged	feeling less confident or enthusiastic about doing something
aching	to feel a continuous dull pain
barefoot	not wearing anything on your feet
determination	the quality that makes you continue trying to do something even when this is difficult

Exercise

A Answer the questions given below.

1. Why did Naseem’s mother say that she has always been very brave?
2. Why could Naseem not participate in the 10th SAF Games?
3. Describe the achievement of Naseem in the 11th SAF Games.
4. What is the theme of the lesson?
5. Write an incident from Naseem Hamid’s life when she showed determination.

B Find words in the passage which mean the same as:

1. a piece of ground with a special surface for racing. trate
2. a person who competes in sports. athleth
3. seen and noticed. faced
4. hindrance. obstacle

C Frame interrogatives for the following statements.

1. The 10th South Asian Federation Games were held in Colombo in 2006.

Game were held in
there were the 10th South Asia federation Colombo

2. Naseem said that her aim is to win more gold medals for her country.

Why did Naseem say that her aim is to win more gold medals for

3. Naseem lives in the Korangi area in Karachi.

Does Naseem live in the Korangi area hi in Karachi

Vocabulary

A Draw a table with four columns and split the given sentences into subject, verb, indirect object, and direct object.

1. He denied his visitor an appointment.
2. Asma showed him the door.
3. Neha offered her sister a soft drink.
4. The girl told her friend a secret.
5. The court refused him bail.
6. The boy gave his sister a bar of chocolate.
7. The chief guest awarded him a gold medal.



B Fill in the blanks with suitable abstract nouns formed from the verbs / nouns in brackets.

1. _____ is the best chapter in the book of wisdom.
(honest)*ly*
2. He was saved from trouble by this friend's timely _____.
(brave)*ly*
3. There are reports of many deaths from _____ in Somalia.
(hungry)
4. He was known for his generosity and _____.
(kind)*ness*
6. _____ is the best medicine.
(laugh)*ness*
6. "He that have _____ can have what he will".
(patient)*ce*
7. In today's world _____ is not a bliss.
(ignore)*nce*

C Choose the correct pronoun.

1. We / ~~Me~~ are going for picnic on Wednesday.
2. This is the girl ~~who~~/whose parents want to meet you.
3. You and I/~~me~~ are invited to dinner this evening.
4. He is as good as I/~~me~~.
5. Nobody but he/~~him~~ was present at that time.

Teacher's guideline



- Revise abstract nouns with the students and help them form abstract nouns from verbs / nouns.

Listening and Speaking

Etiquettes for a telephonic conversation

Work in pairs and practice the conversation below in front of the class.

Hello!
Good Morning.

Hello!
Good Morning.

May I ask who's
calling please?

This is Tahir,
can I speak to
Asim please?

Hold the line
please. I'll just
put you through.

Okay!
Thank you.

Sorry, he is out
at the moment.

Oh! Can I leave a
message please?

Sure!

Please ask him to call me back
as soon as he is home.
Thank you.

I will tell him. Anything else?

No, thank you. Bye.

Teacher's guideline

- Tell the students the etiquettes for a telephonic conversation:
- make polite introductions.
- ask someone to say something again.
- check understanding of message, take and leave a message.
- infer and draw conclusion about meaning, intention and feeling communicated by the speaker.



Grammar

Active and Passive Voice

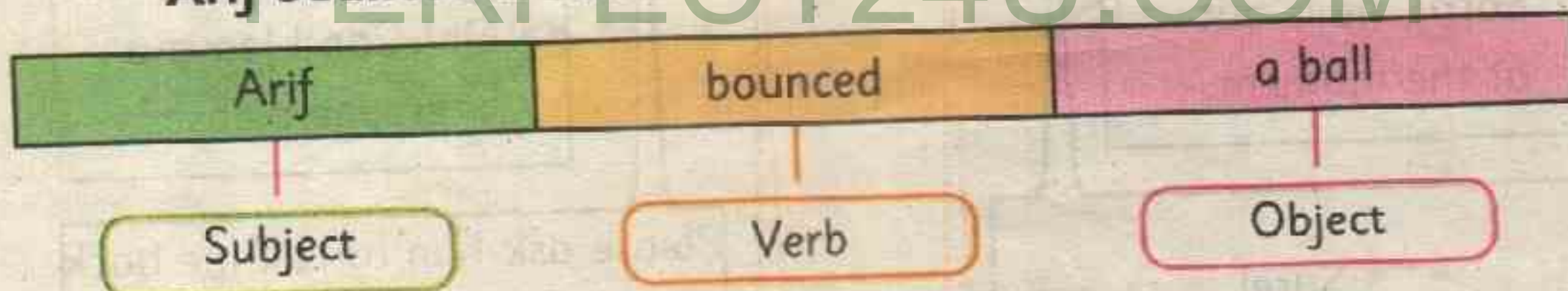
There are two ways to express an action of a subject in relation to its object

- Active voice
- Passive voice

- In "active voice" subject acts upon object, while in "passive voice" object is acted upon by subject.
- The normal structure of an active voice sentence is subject + verb + object but in passive the normal structure of sentence is reversed according to certain rules and becomes like object + verb + subject.

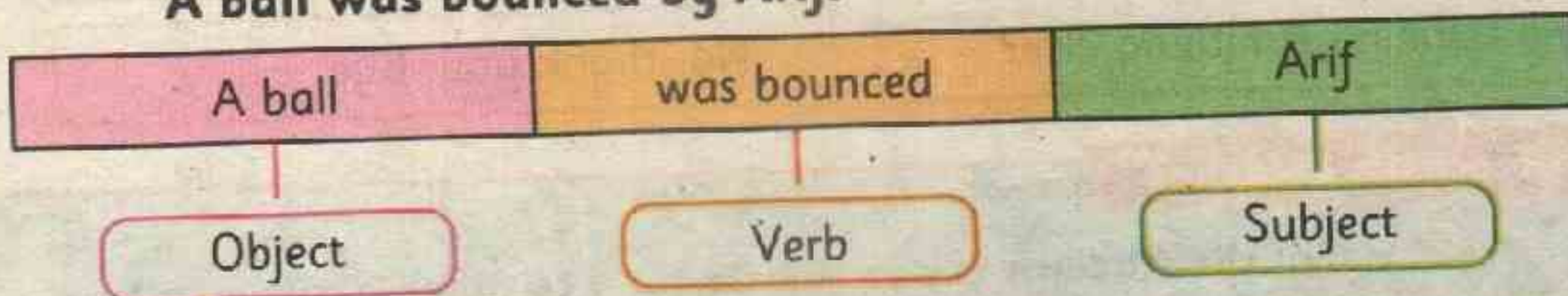
Example of active voice

Arif bounced a ball.



Example passive voice

A ball was bounced by Arif.



Teacher's guideline



- Encourage the students to demonstrate the use of conventions of letter writing:
- Address, Greeting, Main body, Closing, Signature Active and passive voice: Revise SVO pattern with the students.

Passive voice for all tenses rules

1. The places of subject and object in sentence are inter-changed in passive voice.
2. 3rd form of verb (past participle) will be used (as main verb) in passive voice.
3. Auxiliary verbs for each tense are given below in the table.

Present Simple Tense (passive Voice) Auxiliary verb in passive voice: am/is/are	
Active voice: He sings a song. He does not sing a song. Does he sing a song?	Passive voice: A song is sung by him. A song is not sung by him. Is a song sung by him?
Present Continuous Tense (passive Voice) Auxiliary verb in passive voice: am being/is being/are being	
Active voice: I am writing a letter. I am not writing a letter. Am I writing a letter?	Passive voice: A letter is being written by me. A letter is not being written by me. Is a letter being written by me?
Present Perfect Tense (passive Voice) Auxiliary verb in passive voice: has been/have been	
Active voice: She has finished her work. She has not finished her work. Has she finished her work?	Passive voice: Her work has been finished by her. Her work has not been finished by her. Has her work been finished by her?
Past Simple Tense (passive Voice) Auxiliary verb in passive voice: was/were	
Active voice: I killed a snake. I did not kill a snake. Did I kill a snake?	Passive voice: A snake was killed by me. A snake was not killed by me. Was a snake killed by me?

Past Continuous Tense (Passive Voice) Auxiliary verb in passive voice: was being/were being	
Active voice: He was driving a car. He was not driving a car. Was he driving a car?	Passive voice: A car was being driven by him. A car was not being driven by him. Was a car being driven by him?
Future Simple Tense (Passive Voice) Auxiliary verb in passive voice: will be	
Active voice: She will buy a car. She will not buy a car. Will she buy a car?	Passive voice: A car will be bought by her. A car will not be bought by her. Will a car be bought by her?

A Say whether the verbs in the given sentences are in the active or passive voice.

- The boys realized their mistake. active
- Garbage is collected in large bins. Passive
- The birthday girl distributed sweets. active
- An important letter was posted. Passive
- The court refused him bail. active
- Maha is singing a beautiful song. active
- Jamil cleaned his cupboard. active
- Aalia collects old clothes for the poor. active
- A letter was torn into pieces by Amjad. Passive
- A stranger was seen by the neighbours. Passive

Writing

Write a letter to you younger brother and tell him about the determination of the athlete Naseem Hamid.

Revision Unit 11-15

A Choose the correct indirect sentence for the following direct sentences.

1. He says, "They will hurt you".

- ☒ a. He says to me that they will hurt me. ✓
- b. He said to me that he would be hurt me.
- c. He said to me that they would hurt me. ✱
- d. He said to me that they would hurt you. ✱

2. My father said to me, "You must work hard".

- ☒ a. My father said to me that I must work hard. ✓
- b. My father said to me that you must work hard.
- c. My father said to me that you have to work hard. ✱
- d. My father said to me that I had to work hard.

3. She said, "My parents are going to Karachi".

- a. She said that my parents were going to Karachi.
- b. She said that my parents gone to Karachi.
- ☒ c. She said that her parents were going to Karachi. ✓
- d. She said that her parents are going to Karachi.

4. Mother said, "Where are you going?"

- a. Mother said me where I am going. ✱
- ☒ b. Mother said to me where are you going. ✓
- ☒ c. Mother asked where I was going. ✓
- d. Mother asked me where I am going.

5. "Did you come from Lahore"? said Sara to the boy.

- ☒ a. Sara asked the boy if he had come from Lahore. ✓
- b. Sara asked the boy if he come from Lahore.
- c. Sara asked the boy if he came from Lahore.
- d. Sara said the boy did he come from Lahore.

B Complete the following sentences using an indirect object or a direct object, as required.

1. I bought Her a present.
2. He threw the beggar a breadth
3. The British Council offered him for job
4. The man sent hears a message.
5. My friend hit the Proposal.
6. We ran to the mosque.
7. My sister went to School.
8. The earthquake shook the earth.
9. The singer Sings.
10. Will you buy me watch?

C Complete the following sentences using suitable analogies.

1. Bird is to fly as fish is to Swim.
2. Parrot is to feathers as bear is to hairs.
3. Zebra is to stripes as giraffe is to spots.
4. Goose is to flock as fish is to Swarm.
5. Ant is to six legs as spider is to eight.

D Fill in the blanks with the correct punctuation mark for the following sentences. Use full stop, exclamation mark or question mark.

1. I am so excited to see my family for Eid !
2. What day of the week is your favourite ?
3. You need to do your homework right after dinner .
4. Please take out the trash when you get home .
5. My favourite team won the game .
6. What did you want to eat for lunch ?

E Choose the correct passive voice for the given active sentences.

1. Why do they take you on lunch?

- a. Why are you taken by them on lunch?
- b. Why do you taken by them on lunch?
- c. Why is you taken by them on lunch.
- d. Why do you taken by them on lunch?

2. Will she oppose them?

- a. Will she oppose them?
- b. Will they opposed by her?
- c. Will they be opposed by her?
- d. Will they been opposed by her?

3. Will they attend meeting?

- a. Will the meeting attended by them?
- b. Will the meeting being attended by them?
- c. Will the meeting be attended by them.
- d. Would the meeting attend by them?

4. Do you know how to swim?

- a. Is it known by you how to swim?
- b. Does it know by you how to swim?
- c. It is being known by you how to swim?
- d. Is it knows by you how to swim?

5. Why does he always blame others?

- a. Why others always blamed by him?
- b. Why do others always blamed by him?
- c. Why are others always blamed by him?
- d. Why is others always blamed by him.?

Unit 16

Sand and Stone

SLOs

By the end of unit, the students will be able to:

- ❖ use dictionary to:
 - choose appropriate word definition and
 - identify pronunciation of a word with the help of pronunciation key
 - identify syllable division.
- ❖ use pre-reading strategies to predict the content of a text through picture, title etc. by using prior knowledge, asking questions and contextual clues.
- ❖ identify and pronounce consonant clusters with developing accuracy in initial and final positions.



Pre-reading

- Look at the picture and predict what could be the lesson about.

**Reading**

There was a small village in which people lived with interfaith harmony. Mary and Farida lived in the same village and studied in the same school. Since childhood they were best friends. They always helped each other. They also fought for many reasons, but never gave up their friendship. Once flood came in their village and all the crops were destroyed, so the villagers decided to move to another place. Mary's and Farida's parents also decided to move. They went in search of a job and visited many places to earn some money. They passed through various places, villages, towns and forests. The two girls supported each other and the other villagers throughout the journey. One day, they reached a desert. They had very little food and water. Mary said that they should save the food and water for later use. However, Farida disagreed. She wanted to drink water, as she

was very thirsty. They quarrelled with each other for water. Mary slapped Farida, and they walked in silence. Farida wrote on the sand; "My best friend slapped me!" Finally, they reached an oasis. They were very happy, and had a lot of fun in the water. While they both were bathing, Farida was a bit careless and began to drown. Mary rushed to her and saved her. Farida hugged her friend and thanked her. The villagers had a little nap and decided to leave the place. When they were about to leave, Farida carved something on the rock.

It was, "My best friend saved my life!" The friend who had slapped and saved his best friend asked her, "After I hurt you, you wrote in the sand, but now you write on a stone... why?" She said to Mary, "When you slapped me, I recorded it on sand. The wind would have blown it away by now. However, when you saved my life, I recorded it on rock. It will remain there forever."

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We have to forget the bad things and cherish the good things done to us. Unwilling to ask for forgiveness or forgive someone can cause us to feel weighed down inside, as if we are carrying a heavy load. God is ready and willing to forgive us when we come to Him and say we are sorry. Then why can't we humans forgive each other.



Glossary

Words	Meaning
interfaith	relating to activities involving members of different religions
harmony	a situation in which people are peaceful and agree with each other, or when things seem right or suitable together
quarrelled	an angry disagreement between two or more people or groups
slapped	a quick hit with the flat part of the hand or other flat object
oasis	a place in a desert where there is water and therefore plants and trees
rushed	done in a hurry, or feeling that you must do something quickly
blown	to move and make currents of air, or to be moved or make something move on a current of air
cherish	to keep hopes, memories, or ideas in your mind because they are important to you and bring you pleasure

Comprehension

A Answer the following questions:

1. Why did the villagers decide to move to another place? Explain.
- 2.
3. Why Mary and Farida had an argument in the desert?
4. Is God willing to forgive us when we sin?
5. Who saved Farida from drowning in the water? Give detail of the event.
6. Is it hard to forgive someone over and over again? Why?

B State whether the following statements are true or false.

1. To allow our anger or hate to cause someone harm does not please God.

2. We should change our hate and anger into love and forgiveness.

3. When we forgive someone, it means what they did was right.

4. God forgives all of our sins and we need to readily forgive others too.

5. When someone hurts us, we should take revenge.

Writing

A Develop a story using the following situation.

One student is playing a game, and he loses his temper when he doesn't win. He apologizes to the other students playing the game, and they forgive him."

Vocabulary

A Find five verbs from the lesson.

B Use dictionary to find word definition, pronunciation, and syllable division of the following words.

secure	small	thick	quiet
free	lonely	obedient	attentive

Listening and Speaking

Role play: Carry out a role play on the following situations.

1. Your friend accidentally broke your favourite toy.



2. You did something you feel is very bad (forgiving yourself).



3. Your brother takes something of yours without asking.



4. Your friend got angry and said something unkind to you and then apologized.



5. Someone keeps doing something hurtful to you over and over without being sorry.



Teacher's guideline

Tell the students that there are some times when forgiveness won't help someone change their behavior, and it isn't the only virtue you need to call on. While you can let go of the hot feelings, you should also stay away from that person (if you can) and stop giving him or her chance to hurt you. In these cases, respect for yourself and justice (making sure everyone is being treated fairly, including yourself) are just as important as forgiveness.



Grammar

Consonant Cluster

Do you remember?

If two consonants without a vowel in between come together they form a consonant cluster. For example frog, gloves where 'fr' and 'gl' are consonant clusters without having a vowel coming between them.

Three consonant clusters in initial position

spring	string	scr atch	spl ash	screw
---------------	---------------	-----------------	----------------	--------------

- A** Divide the class and ask the groups to discuss and form words with the given clusters in initial position.

scr	str	thr	scr	spl
------------	------------	------------	------------	------------

Three consonant clusters in final position

First	stud nts	attem pt	ten ts	unke mpt
--------------	-----------------	-----------------	---------------	-----------------

- B** Divide the class and ask the groups to discuss and form words with the given clusters in final position.

____ fths	____ rbs	____ dths	____ sts	____ mpt
------------------	-----------------	------------------	-----------------	-----------------

- C** Read the following words and underline the consonant cluster.

street	verbs	instinct	kilns	splendid
---------------	--------------	-----------------	--------------	-----------------

Teacher's guideline



- Encourage the students to pronounce with reasonable accuracy common three consonant clusters in initial positions.
- Revise **digraphs** and help students distinguish between clusters and digraphs.
- Ask the students to use dictionary during group work.

Unit 17

Child Labour in Pakistan

SLOs

By the end of unit, the students will be able to:

- ❖ Encourage them to fill in correctly and legibly, simple forms requiring personal information.
- ❖ Analyze written texts to use in their own writing features of a simple descriptive composition about people, objects and places.
- ❖ interpret vocabulary and structures given in a mind map to write short description of a person using basic connectors.
- ❖ parenthesis can be used to:
 - Enclose numbers or letters in enumeration in the text.
 - Express an amount in numbers previously expressed in words.
- ❖ use different determiners learnt earlier.



Pre-reading

- Examine the following set of pictures and say what is the common point between them.



Reading

Child labour has been an international concern because it damages, spoils and destroys the future of children. The problem of child labour is a serious matter not only in Pakistan but also in other developing countries. It is a great social problem. Children are the hope and future of a nation. Yet, there are millions deprived children in our country who have never known a normal, carefree childhood. Child labour is prevalent throughout Pakistan. The use of Child Labour in the Textile Industry and Sports Goods Industry of Pakistan has been a source of serious concern for the country over the past few years. The use of Child Labour began in 1960 and since then it has been used as a means to expand the manufacturing base in Pakistan. With the

increase in the number of new factories and a desire by factory owners to lower labour costs, further increased child labour in the factories.

Poverty is by far the most important reason for the use of child labour in Pakistan's manufacturing industry. Majority of the families in Pakistan lie below the poverty line which leaves them with no option but to send their children to work so that they can add to the family income.

There is a deficiency of the Education System in Pakistan which leads to children going to work rather than going to schools to acquire education. The educational facilities available in small cities of the country are so poor and insufficient that parents have no motivation to send their children to schools so they prefer sending their children to work in the factories. For instance in Sialkot children engage in football stitching activities which enables them to learn vocational skills that helps them earn a living and hence it is a more viable option than acquiring education.

According to the latest UNESCO statistics, one sixth of the total child population (5-14 years) are child workers. The worst cases of child labour occur in the carpet industry and the soccer ball industry. Children as young as seven years of age spend days stitching footballs and boxing and cricket gloves for export.

'Right to Education' can accelerate eliminating the menace of child labour and can ensure that every child achieves his full potential right.



Glossary

Words	Meaning
prevalent	existing very commonly or happening often
deficiency	a state of not having enough of something that is needed.
conducted	to organize and perform a particular activity
vocational	relating to occupation / employment
accelerate	increase in rate, amount of extent
UNESCO	abbreviation for United Nations Educational, Scientific, and Cultural Organization
menace	something that is likely to cause harm
eliminating	to remove or take away someone or something

Comprehension

A Answer the following questions:

1. How do you know that many people are insensitive to the problem of child labour?
2. What does the government do to help child labourers? What happens to those schemes?
3. Name the fields that employ child labourer?
4. Childhood is bitter phase for these children. Why?
5. What steps have to be taken to eliminate the problem?
6. What is the link between poverty and child labour?
7. What are the advantages for the child's family when he or she works?

B Use the following phrases in sentences of your own.

1. heart-rending
2. amidst much
3. much publicized
4. desired results
5. eliminate the menace
6. achieve one's full potential
7. to strike at the roots of

C Find the words in the passage that mean the same as the following.

1. points at which flow is constricted
2. having skill in handling things
3. risky
4. move faster

D Use the following determiners and fill in the blanks.

a	their	any	quite	many
such	whose	little	the	thousands

1. _____ childhood is spent in terrible conditions.
2. _____ of children work in harmful conditions.
3. It is _____ a torture for them.
4. They work in _____ bad conditions.
5. There is _____ change in living condition of child labourers.
6. Is there _____ hope of _____ bright future for them?
7. _____ responsibility is it?
8. There are _____ of child labourers in _____ world.

Listening and Speaking

Role play: Make group of five students for role play. Each student will perform the role of Zubair Khan in front of the class and will introduce himself as Zubair Khan

Hello!

My name is Zubair Khan. I am 8 years old. I live in Peshawar.

I began working in a motor mechanic workshop at the age of six. As a child I worked from five in the morning till nine at night. If I am late, the manager beats me. I wish I could also go to school like other children and have friends with whom I could exchange story books.



Teacher's guideline



- Encourage them to fill in correctly and legibly Zubair Khan's School information form.
- Encourage them to guess the piece of information that is not clearly stated.

Grammar

Parenthesis – Punctuation Marks

Parentheses are round brackets.

Rule -1

Use parentheses to enclose numbers or letters introducing items in a list or outline.

Example

1. I think we to have to push back the date because we still have to:
 - (a) pack everything into boxes,
 - (b) load the boxes onto a truck, and
 - (c) clean the house.
2. I have three requests:
 - (1) update me with your work status,
 - (2) make any suggestions for how we might improve our process
 - (3) write up a summary of our discussion.

)

Rule -2

Use parenthesis to express an amount in numbers previously expressed in words.

Example

1. Marium and Danish finally sold their table in five thousand (Rs. 5000).
2. The monthly rent seventy thousand (Rs. 70,000) is due by the fifth of each month.

Teacher's guideline



Tell the students that parenthesis can be used to:

- Enclose numbers or letters in enumeration in the text.
- Express an amount in numbers previously expressed in words.

- A** Add parentheses to enclose supplemental information, acronyms and dates or letters and/or numbers in a series. Add or remove any punctuation as needed to use the parentheses correctly. One has been done.

1. She paid a lot Rs. 5000 for the cricket bat.

She paid a lot (Rs. 5000) for the cricket bat.

2. His imprisonment lasted for four years 2002–2006.

3. Quaid-e-Azam 1876-1948 is buried in Karachi.

Writing

- A** Draw a mind map to give detailed imaginary physical description and personality traits of a child labourer. With the help of mind map write short description of the child labourer using basic connectors.

- B** Zubair Khan wishes to go to school. If his dream comes true and he goes to school, how will he fill in the school information form below? After effective discussion over his introduction, help him fill the form below.

School Information Form

Name of Student: _____

Date of Birth of Student: _____

Name of School: _____

Address of School: _____

Class in which the student is in: _____

Nationality: _____

Unit 18

Sow Sow Sow

SLOs

By the end of unit, the students will be able to:

- ❖ recognize, find out, create and use more rhyming words.
- ❖ give main idea of the poem.
- ❖ deduce meaning of difficult words from context.
- ❖ distinguish between what is clearly stated and what is implied.
- ❖ read a story to retell it sequentially.
- ❖ use similes
- ❖ read a poem and give orally or in writing:
 - main idea
 - summary
 - personal response



Pre-reading

- What is sowing?
- Have you ever seen a farmer sow seeds?
- What if the farmers do not sow seeds?

Reading

This is the way my father sow,
As up and down the field he goes.
Walking fast or walking slow.
Right and left the grains to throw.
father knows.
While he goes.
That the grains thrown here and there.
By and by the good crop will bear.
All he loves will have a share.
In the grains he throws with care.
So he throws.
As he goes, Sow Sow Sow.

(Eva Lovet)

Deduce the meaning of the following words.

way

field

knows

fast

slow

Glossary

Words	Meaning
Sows	to scatter seed upon, in, or over the soil.
grains	the fruit of certain grasses which furnish the chief food of man, as corn, wheat, rye, oats, etc.
throw	to fling, cast, or hurl with a certain whirling motion of the arm.
while	a period of indeterminate length (usually short) marked by some action or condition;
crop	grain or other product of the field while standing.
bear	to produce
share	a certain number of equal portions into which any property or invested capital is divided.
care	serious attention.

Vocabulary

- A** Find three rhyming words from the poem and create three more rhyming words from the words found.
- B** find four verbs in first form in the poem and change them into second form.

Comprehension

A Answer the following questions:

1. How does a farmer throw grains?
2. What is the main idea of the poem?
3. Write down the implied and explicit meanings of the poem.
4. Describe the character of farmer in your words.
5. Summarize the poem in your own words.
6. In what ways are farmers useful to us?

Listening and Speaking

A Work in pairs and guess the story. Give the story a title. Share your views with the class.



Teacher's guideline

- Keep the students involved by taking their comments as you discuss the story.
- Ask students to suggest a different ending to the story.
- Revise elements of story.
- Discuss the characters of the story.
- Remind them that fables are stories with moral lesson and animal characters.



Writing

Rewrite the story that you discussed in "listening and speaking" with new ending in your notebooks.

Grammar

- A** Read the situations given below and write a simile against each. Choose suitable simile given in the list. One has been done.

They always fight like cats and dogs.

Then I can fly like an eagle.

He smokes like a chimney.

She eats like a bird.

She can sing like a nightingale.

He sits there like a bump on a log.

I'm as busy as a beaver.

She's as gentle as a lamb.

She is as innocent as a lamb.

Time flies like an arrow.

1. Those two children don't like each other. They always fight like cats and dogs.
2. He will get lung cancer if he's not careful. _____
3. The boy is very lazy. _____
4. We shouldn't waste time worrying. _____
5. That girl won't harm anyone. _____
6. She sings melodiously. _____
7. She doesn't eat much. _____
8. She can't see through his wickedness. _____
9. I have many things to do today. _____
10. I want to do well in my examination. _____

B Match the following statements in column A with the similes in column B.

A	B
Be careful of the broken glass.	It's as fresh as a daisy.
Please water that plant.	He is as blind as a bat.
Put on some warm gloves.	It's as old as the hills.
Go to the bathroom to clean you hands.	He's as wise as an owl.
She has done a lot of makeup.	It's as dry as the desert.
My father taught me many things.	Your hands are as cold as ice.
I have heard that story many times before.	They're as black as coal.
Did you scrub the floor?	He's as strong as a bull.
My brother can push a truck.	It's as clean as a whistle.
The boy could not find the book on the shelf.	She looks as white as a ghost.
This bedsheet is clean and smells good.	It's as sharp as a knife.

Unit 19

A Camping Holiday

SLOs

By the end of unit, the students will be able to:

- ❖ use pre-reading strategies to predict the content of a text from topic by using prior knowledge and contextual clues.
- ❖ use dictionary to choose appropriate word definition
- ❖ identify part of speech of a word
- ❖ transfer written text to a diagram flow chart or a cloze paragraph.
- ❖ recognise division of syllable in aural and written text.
- ❖ demarcate words into syllables with the help of dictionary.

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Pre-reading

Look at the pictures and predict the theme of the lesson.



Reading

All camping holidays have to be carefully planned. This is especially important when you visit a place like Swat. For this reason, the Pak Pioneers send an advance party to Swat District in order to choose the place for the camp. Tahir and Kamal were chosen to do this. They travelled to Saidu Sharif by bus and from there they visited a number of places, including Charbagh, Madayan, Bahrain and Kalam. They liked them all, but finally chose Madayan which they thought would be a perfect place for a camp. Madayan is about fifty six kilometres from Saidu Sharif and there is a good metalled road leading to it. On the right bank of the river, the advance party found a piece of raised ground with a gentle slope. The ground was dry, and of course there was a plentiful supply of water nearby. They decided that this was a perfect spot for their camp, and obtained permission from the authorities for the Pak Pioneers to use it. In the meantime the other members of the troop had been busy in making preparations for their holiday. Raza was appointed responsible for making transport arrangements, collecting money, buying provisions and so on.

The scout hired a bus which took them and all their equipment to Madyan. When they saw the place that had been chosen for their camp, they were all delighted. Having unpacked their things, they set to work. Some pitched the tents, removed stones and pieces of dead wood that lay scattered about. After burning the dead wood for fire, three or four scouts started to cook a meal for the whole troop, while two other brought a supply of water from the river. When this work was completed, the sun had already set and the night was approaching. The scouts were all tired after their long journey and their hard work, so they all went to bed very early.

The next day they got up early and went down to river to wash their faces. The fresh air had given them a good appetite, they all had a big breakfast, which consisted of tea and thick slices of bread covered with delicious Swat honey. Everyone was eager to start exploring the country side, but there were still some important jobs to be done. Having made their beds they went into the nearby forest to cut woods for the various things they needed; stands for their wash basins, towels, cups and plates, stools and even small tables. They were busy all the morning making these things.

After lunch, they had an hour compulsory rest. Then at last they were free to go wherever they liked to go for a few hours. Some climbed the mountain behind the camp, some went into the forest, and others just walked along the river bank and amused themselves by throwing stones into the water. After dinner the troop sat round the camp fire and sang songs for half an hour. Then the leader prepared a programme of activities for the rest of the holidays. One of the things they decided was that the whole troop should walk to Bahrain the following day. It is about ten kilometers from Madyan to Bahrain, so each scout had to carry a small pack containing food and a coat in case of rain.

After breakfast, they set off immediately along the road that winds through the valley quite close to the river. They walked at a good speed and reached Bahrain in about an hour and a half. Bahrain is a village situated where river Swat and the river Daral meet. The sources of the river Swat are about sixty nine kilometers beyond Bahrain. The scouts spent three hours at Bahrain exploring the country side and studying nature. When they returned to camp they were again very tired, as soon as they had dinner, they went to bed.

One day, a small group of scouts came across some tracks. They succeeded in following them for several hundred meters, and then they seemed to stop. They studied the ground for several minutes but they could find no more marks. Suddenly one of the boys said, "The bear must have climbed a tree." They returned to the spot where the tracks ended. They examined the trunks of the neighbouring trees, and on one of them they saw a fresh mark of a bear's claws. They looked up and there, sitting on a branch about six meters above them, was a small mountain bear. When they returned to the camp and told their story all the other scouts rushed into the forest in the hope of seeing the bear, but when they reached the tree in which it had been seen, the bear had disappeared. Like all good scouts the Pak Pioneers take every opportunity of helping other people. They call this DOING A GOOD TURN. So after they had been at Madyan for about a week they set out on a "GOOD TURN" march. They helped a little boy to mend his fishing line. They moved some rocks that had fallen across the road. Every evening the scouts set round a camp fire and sang songs or told each other stories and jokes. Before the troop left Swat, they visited a number of places of interest including the White Palace of the Badshah Jan at Marghazar and some of the Buddhist remains at Butkada near Mingora for which the district is famous.

Glossary

Word	Meaning
camping	The act of encamping and living in tents in a camp
bank	a mound, pile, or ridge of earth, raised above the surrounding level.
slope	any ground whose surface forms an angle with the plane of the horizon
plentiful	existing in great number or quantity
troop	a unit of girl or boy scouts
delighted	greatly pleased
scattered	move away from each other
appetite	desire for food or drink; hunger.

Comprehension

1. Why did the pak pioneers send an advance party to Swat?
2. What did the troop do after dinner?
3. How did the troop get to Madyan?
4. What do you mean by DOING A GOOD TURN?
5. How far did the scouts walk on the second day?
6. Where is Bahrain situated?
7. Why did the scouts think that the bear had climbed up the tree?
8. How many 'good turns' did the scout do on their GOOD TURN MARCH?
9. What places of special interest did the scouts visit?

Vocabulary

- A** Use dictionary to choose appropriate word definition and identify part of speech of the word.

Word	Meaning	Part of speech
pioneer		
load		
climbed		
amused		
journey		

- B** Find and underline the direct quotations enclosed in quotation marks from the text.
- C** Read the words in the box. Count the syllables and write the words in proper columns.

special	cook	bear	tree	trip
troop	advance	good	delighted	appetite
slope	bank	scattered	situated	supplies

1 syllable	2 syllables	3 syllables

Listening and Speaking

Make groups of five students each and think about what you would take on a camping trip. Provide the following sentence:

I would pack _____ because _____.

After brainstorming, share your ideas with the class.

Grammar

Conditional sentences – 1

First conditional is used to talk about actions/events in the future which are likely to happen or have a real possibility of happening.

Example:

- If I have enough money, I will go to Japan.
- If you need someone to help you move, I might be able to help.

The 1st conditional form

If	simple present, will	verb
----	----------------------	------

Uses of the sentence structure

Possibilities

- If you eat too much chocolate cake, you'll get fat.
- If I win the lottery, I'll buy a new house.

Superstitions

- If you walk under a ladder, you will have bad luck.
- If you find a four-leaf clover, you will have good luck.

Future plans

- If you help me with the dishes, I will help you with your homework.
- If you go shopping tomorrow, I'll go with you.

Warnings and threats

- Slow down! If the police catch you speeding, you'll get a ticket.
- If you don't come to my birthday party, I'll never speak to you again.

A Choose the correct option.

1. If you study hard, you _____ the exam.
 a. passed b. will pass c. pass
2. I will go the party if _____ time.
 a. I had b. I will have c. I have
3. If we _____ the game, we _____
 a. win/will celebrate b. win/will win c. will win/celebrate
4. What _____ if it rains?
 a. did you do b. do you do c. will you do
5. If the weather _____ good, I _____ tennis.
 a. will be/will play b. was/played c. is/will play

B Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If I _____ (go) out tonight, I _____ (go) to the cinema.
2. If you _____ (get) back late, I _____ (be) angry.
3. If we _____ (not/see) each other tomorrow, we _____ (see) each other next week.
4. If he _____ (come), I _____ (be) surprised.
5. If we _____ (wait) here, we _____ (be) late.

Second Conditional Sentences

The Second Conditional is used to talk about 'impossible' situations.

- If I had millions dollars, I'd give a lot to charity.
- If there were no hungry people in this world, it would be a much better place.
- If everyone had clean water to drink, there would be a lot less disease.

Teacher's guideline



Understanding the meaning and concept of simple word "if" is crucial. Give lots of examples, and give students opportunities to talk about and share their ideas.

A Complete the Conditional Sentences (Type-II) by putting the verbs into the correct form.

1. If I _____ (be) you, I _____ (get) a new job.
2. If he _____ (be) younger, he _____ (travel) more.
3. If we _____ (not/be) friends, I _____ (be) angry with you.
4. If I _____ (have) enough money, I _____ (buy) a big house.
5. If she _____ (not/be) always so late, she _____ (be) promoted.

B All of these sentences are second conditionals. Choose the correct form of the verb in each question.

1. We don't mind camping, but if we _____ enough money, we _____ in a hotel.

a. have... stayed

b. had... would stay

c. had... stayed

d. would have... stayed

2. He's so stupid! If he _____ an animal, he would be a sheep.

a. would be

b. was

c. were

d. are

3. If there _____ no mosquitos, there would be no malaria.

a. were

b. are

c. would be

d. is

4. If her hair were black, she _____ completely different.

a. looks

b. look

c. will look

d. would look

5. If he were a young man, he _____ able to walk faster.

a. is

b. would be

c. was

d. will be

Writing

Write an imaginary paragraph on the topic "If I were the principal of my school", keeping in mind conventions of paragraph writing and first and second conditional sentences.

Revision Unit 16-19

A Complete the Conditional Sentences (Type-I) by putting the verbs into the correct form.

1. If you (send) _____ this letter now, she (receive) _____ it tomorrow.
2. If I (do) _____ this test, I (improve) _____ my English.
3. If I (find) _____ your ring, I (give) _____ it back to you.
4. Rasheed (go) _____ shopping if she (have) _____ time in the afternoon.
5. Saima (go) _____ to London next week if he (get) _____ a cheap flight.

B Complete the Conditional Sentences Type II.

1. If I (have) _____ more time, I (learn) _____ to play the guitar.
2. If she (study) _____ harder, she (get) _____ better marks.
3. If we (know) _____ more about history, we (be / not) _____ afraid of the test.
4. I (go) _____ jogging with Tania and Sumaira if they (be) _____ here this week.
5. It (surprise) _____ me if she (help / not) _____ you.

C Use parentheses where needed in these sentences.

1. I'll get back to you tomorrow Friday.
2. Which country countries do you want to visit?
3. You put fifty-four 54 books on that shelf.
4. We are going to visit Brazil I don't know where this spring.
5. To take this ride, you need to 1 shut your eyes, 2 hang on tight, and 3 pray.

D Insert similes to complete the sentences.

1. Is there anything to eat? I'm as hungry as a _____.
2. It hasn't rained for months – the ground's as dry as a _____.
3. You'll have to speak up when you're with Tahir; he's as deaf as a _____.
4. Masood was so embarrassed when we found out he was laying: his face was as red as a _____.
5. I can't see a thing without my glasses. I'm as blind as a _____.
6. Your brother's as thin as a _____. Is he eating enough?
7. I promise I won't wake you up when I get home. I'll be as quiet as a _____.
8. This bag's not heavy – it's as light as a _____.

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The Writer

Mamud Ali

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Ms. Aamna Aamad

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