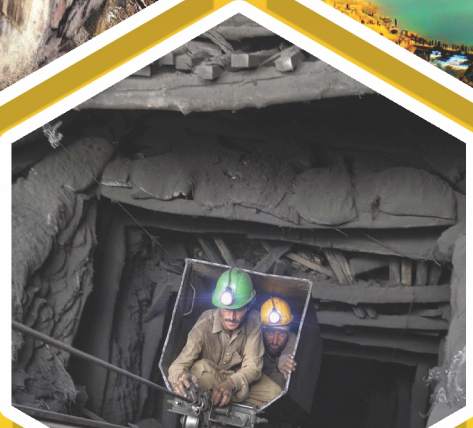


A Textbook of

ENGLISH

Language Grade 8



BALUCHISTAN TEXTBOOK BOARD, QUETTA

ENGLISH

LANGUAGE GRADE 8



BALUCHISTAN TEXTBOOK BOARD, QUETTA

Appeal,

Balochistan Textbook Board is a dedicated organization committed to undertake publication of quality textbooks in line with the curriculum. These books are the fruits of efforts by renowned educationists and experts. Despite our constant endeavours, chances of inadvertent mistakes cannot be ruled out, and there is always room for improvement. Therefore, we look forward to valuable suggestions to enhance the quality of the textbooks.

Yahya Khan Mengal

Chairman

Balochistan Textbook Board
Quetta.

Ph/Fax No. 081-2470501

Email: btbb_quetta@yahoo.com



All rights (copy right etc) are reserved with Balochistan Textbook Board, Quetta.

Approved by the Provincial Education Department Government of Balochistan Quetta. Vide notification no. According to the National Curriculum 2006 under the National Textbook and Learning Materials Policy 2007. N.O.C. No. 2829-31/CB Office of the Director Bureau of Curriculum & Extension Centre, Balochistan, Quetta dated. 03/11/2015. This textbook has been published by Balochistan Textbook Board under a print licence arrangement for free distribution in all Government Schools in Balochistan. No part of this book can be copied in any form especially guides, help books etc., without the written permission of Balochistan Textbook Board, Quetta.

Authors:

Prof. Jamshed Ahmed

M.A (English Literature)
(Aizaz-e-Fazilat)

Miss. Fozia Dilawar

M.A (English Literature) (M.Ed. Gold Medalist)
Govt. Girls Middle School Kakar Colony, Quetta.

Editor:

Prof. Sultan Mehmood Niazi

M.A (English Literature)
PGD - TEL (Sydney University, Australia)

Internal Review Committee

Ms. Munawara Rehman

Assistant Professor, English Department
University of Balochistan.

Mr. Nadir Shah

Assistant Professor, English Department
Govt. Degree College, Quetta.

Mr. Mohammad Raheem

S.S.T (G) Govt. High School,
Kili Sheikhan, Quetta.

Ms. Mehreen Naseer Kurd

Lecturer English Department
SBK Women's University Quetta.

Mrs. Farzana Khurram

Principal
Meridian Public School, Quetta.

Mr. Muhammad Hassan Sarparrah

S.S English
Balochistan Text Book Board, Quetta.

Provincial Review Committee

Mr. Ehsanullah

Chairman / Supervisor
Director Bureau of Curriculum, Quetta.

Mr. Daroo Khan

Associate Professor
Govt. College of Education Balochistan Quetta.

Mr. Azmat Butt

Senior Subject Specialist
Spectrum Academy, Quetta.

Ms. Zainab Ismail

S.S.T
Govt. Girls High School Mominabad, Quetta.

Syed Abdul Majeed Shah

Deputy Director Curriculum

Mr. Abdul Ghafoor

Senior Subject Specialist
Bureau of Curriculum, Quetta.

Mr. Anis Ahmed

S.S.T
Bureau of Curriculum, Quetta.

Mr. Abdul Khaliq Bughlani

Co-ordinator

Layout Designing: Farrukh Iqbal

Prepared by: New College Publications, Quetta.

Supervision: Muhammad Hassan Sarparrah

Printer: New College Publications, Quetta.

C O N T E N T S

Unit No.	UNIT TITLE	Reading and Thinking skills	Writing skills
REVISION Class 7			
1	The Beauty of Friendship (Poem)	<ul style="list-style-type: none"> - Recognize poetry as a kind of literature. - Tell the main idea, theme and summary. - Give personal response about poem. - Paraphrase the stanzas. 	<ul style="list-style-type: none"> - Paraphrase the stanzas. - Restate the message of stanza in simple prose. - Write the main idea of the poem. - Write summary of the poem.
2	Grandparents	<ul style="list-style-type: none"> - Scan text to answer the comprehension questions. - Analyze paragraph to understand the main idea / topic sentence and supporting details. 	<ul style="list-style-type: none"> - Write a simple unified paragraph with the help of topic sentence, supporting details and conclusion.
3	Women's Role in our Society	<ul style="list-style-type: none"> - Answer the comprehension questions. 	<ul style="list-style-type: none"> - Write a composition. - Write an application.
4	Those Two Boys (poem)	<ul style="list-style-type: none"> - Tell the main idea, theme and summary. - Give personal response about the poem. - Paraphrase the stanzas. 	<ul style="list-style-type: none"> - Write the main idea of the poem. - Write the summary of the poem. - Creative writing. - Paraphrase the stanzas.
5	Sagacity of Ibrahim Ibn Adham (رحمة الله عليه)	<ul style="list-style-type: none"> - Use Skimming and scanning to answer the comprehension questions. - Analyze paragraphs to understand the main ideas. - Use of transitional devices. - Pre-reading strategies. 	<ul style="list-style-type: none"> - Write a composition of three paragraphs.
REVISION 1-5			
6	Rashid Minhas (Shaheed)	<ul style="list-style-type: none"> - Answer the comprehension questions. 	<ul style="list-style-type: none"> - Expository writing cause/effect.
7	Modern Means of Transportation	<ul style="list-style-type: none"> - Answer the comprehension questions. 	<ul style="list-style-type: none"> - Use of Précis writing.

C O N T E N T S

Oral Communication	Grammar Structure	Vocabulary	Pronunciation	Page. No.
REVISION Class 7				8
- Agree or disagree partially.	- Use similes and metaphors. - Use of collective nouns/material nouns and abstract nouns.	- Use the dictionary to locate guide words and entry words.	- Common problem consonants	10
	- Pronoun antecedent agreement - Simple and compound sentences.	- Use the dictionary for locating meanings of the bold words in the text.	- Use of diphthongs and triphthongs.	18
	- Use of comma and inverted commas. - Use of nouns with different meanings in singular and plurals. - Use of helping/linking and modal verbs.		- Use of difficult words with correct accent.	26
- Sharing ideas in group discussion.	- Use connotations and synonyms. - Subject verb agreement. - Direct and indirect objects.			35
	- Use of colon. - Use of transitional devices. - Regular and irregular verbs. - Direct and indirect speech.	- Use of dictionary for locating meanings of the words and forms of the verbs.	- Long and short vowel sounds.	45
REVISION 1-5				58
	- Use of hyphen. - Use of direct and indirect speech.	- Syllable divisions.	- Use of difficult words with correct accent.	59
- Ask someone to say something again.	- Use of round brackets. - Use of reflexive and emphatic pronouns. - Use first conditional sentences.	- Deducing the meanings of the difficult words.		69

C O N T E N T S

Unit No.	UNIT TITLE	Reading and Thinking skills	Writing skills
8	Tolerance (Story)	<ul style="list-style-type: none"> - Answer the comprehension questions. - Give personal response with reasons. - Summarize the story. 	<ul style="list-style-type: none"> - Describing character. - Likes / dislikes about the character.
9	A Feast for Clothes (Story)	<ul style="list-style-type: none"> - Understand and answer the comprehension questions. - Understand the theme of the story. 	<ul style="list-style-type: none"> - Write a story in 1st or 3rd person narrative.
10	The Coal Miner (Poem)	<ul style="list-style-type: none"> - Tell the main idea, theme and summary. - Restate the message of the poem. - Paraphrase the stanzas. 	<ul style="list-style-type: none"> - Write the main idea, theme and summary. - Restate the message of the poem. - Paraphrase the stanzas.
REVISION 6-10			
11	Deforestation	<ul style="list-style-type: none"> - Comprehension questions. 	<ul style="list-style-type: none"> - Writing three paragraphs of comparison between persons, places and objects.
12	Disaster Management	<ul style="list-style-type: none"> - Use Skimming and scanning to answer the comprehension questions. 	<ul style="list-style-type: none"> - Formal letter writing. - Writing composition.
13	Tourist Sites in Pakistan	<ul style="list-style-type: none"> - Answer the comprehension questions. 	<ul style="list-style-type: none"> - Expository composition.
14	Nature's Way (Poem)	<ul style="list-style-type: none"> - Tell the main idea, theme and summary. - Restate the message of the poem. - Paraphrase the stanzas. 	<ul style="list-style-type: none"> - Write the main idea, theme and summary. - Restate the message of the poem. - Paraphrase the stanzas.
REVISION 11-14			
Glossary			
Teacher's Guide			

C O N T E N T S

Oral Communication	Grammar Structure	Vocabulary	Pronunciation	Page. No.
	<ul style="list-style-type: none"> - Relative pronouns. - Active voice / passive voice. 		<ul style="list-style-type: none"> - Stressed syllables. 	80
	<ul style="list-style-type: none"> - Types of sentences - Direct / indirect for requests and orders. - Use of infinitives. 		<ul style="list-style-type: none"> - Use of difficult words with correct accent. 	87
<ul style="list-style-type: none"> - Making request and responding to request. 	<ul style="list-style-type: none"> - Use of the past perfect tense. - Use of ellipses. 		<ul style="list-style-type: none"> - Use of difficult words with correct accent. 	97
REVISION 6-10				103
	<ul style="list-style-type: none"> - Use of second conditional sentences. - Forming adjectives from nouns. 			106
	<ul style="list-style-type: none"> - Use of prepositions, compound prepositions and prepositional phrases. 			116
	<ul style="list-style-type: none"> - Degrees of adjectives. - Absolute adjective. 			123
	<ul style="list-style-type: none"> - Forming adjective from verbs. 	<ul style="list-style-type: none"> - Use of analogy. 		130
REVISION 11-14				134
				135
				140

Revision Class 7

I. Fill in the blanks with indefinite pronouns:

someone, anyone, no one, everyone, nothing, anything, nobody, something.

- i) There is _____ in the clothes basket. It is empty.
- ii) I have tried to make telephone calls but every time I called there was _____ in the house.
- iii) I have prepared _____ for dinner which you like very much.
- iv) Would you like _____ to start with before the main menu?
- v) He sat at the table but didn't have _____ to eat.

2. Write the correct reflexive pronoun in the blanks.

myself , himself , itself , ourselves , themselves.

- i) The cat nearly killed _____ when it ran across the road.
- ii) I enjoyed _____ at the party.
- iii) He always looks at _____ in the mirror.
- iv) We helped _____ with coffee.
- v) The children enjoyed _____ at the beach.

3. Which is the correct ending of the sentence in the Reported Speech?

Choose from the given options and mind the tenses of the reporting verbs.

- i) Hina : "They live in Karachi."

Hina said that _____

(a) they live in Karachi.

(b) they lived in Karachi.

- ii) Tahir: "They don't invite students to the parties."

Tahir told me that _____

(a) they do not invite students to the parties.

(b) they did not invite students to the parties.

- iii) Teacher : "She understands Japanese."

Teacher remarks that _____

(a) she understands Japanese. (b) she understood Japanese.

- iv) Saleem: "Bilal doesn't collect stickers."

Saleem explains that _____

(a) Bilal does not collect stickers (b) Bilal didn't collect stickers.

- v) Rubina: "My brother often downloads the latest tunes."

Rubina added that _____

(a) her brother often downloads the latest tunes.

(b) her brother often downloaded the latest tunes.

4. Change the following sentences into passive voice.

Active voice	Passive voice
i) Jamil buys the food.	<u>The food is bought by Jamil.</u>
ii) Tehmina washes the dishes.	-----
iii) Maria prepares the food.	-----
iv) Mother cleans the kitchen.	-----
v) My father pays the bills.	-----

Unit 1

The Beauty of Friendship (Poem)

Student Learning Outcomes:

At the end of the unit the students will be able to:

- recognize poetry as a kind of literature.
- restate the message in simple prose.
- tell and write the main idea, theme and summary of the poem.
- **give personal response with justification** about the poem.
- paraphrase the stanzas.
- use the dictionary to locate guide words and entry words.
- use similes and metaphors.
- identify and pronounce in minimal pairs common problem consonants.
- use the collective nouns.
- differentiate between, and demonstrate the use of material and abstract nouns.
- agree or disagree partially.

Pre-reading:

- What is the role of friends in our life?
- Which characteristic of your friend makes him/her the best for you?

Friendship is a **Priceless** Gift,
It cannot be **bought** or **sold**;
But its **value** is far **greater**,
Than a mountain made of Gold.

For gold is cold and **lifeless**,
It can neither see nor hear;
And in the time of **trouble**,
It is **powerless** to **cheer**.



It has no ears to listen,
Nor heart to understand.
It cannot bring you **comfort**,
Or **reach out** a **helping hand**.

So when you ask God for a gift,
Be **thankful** if He sends...
Not diamonds, **pearls** or **riches**,
But the Love of **Real True Friends**.

(Helen Steiner Rice)



Reading and Thinking Skills:

Comprehension:

1. Answer the following questions.

- i) What is the main idea of the poem?
- ii) Why can't we buy friendship?
- iii) Why does the poet give no importance to gold in stanza no. 2 and 3?
- iv) What should we ask for from Allah as a gift?
- v) Do you like this poem? If yes, give reason.

2. Match the meanings of the following words.

Column (A)

priceless

riches

lifeless

pearls

value

Column (B)

worth

having no life

gem

treasure / wealth

very costly / precious

NOTE

Poetry: The art of rhythmical composition, written or spoken, for exciting pleasure through beautiful and imaginative thoughts.

Stanza: Two or more lines of poetry that together form one of the divisions of a poem. The stanzas of a poem are usually of the same length and follow the same pattern of meter and rhyme.

Critical Thinking:

Give your personal response with justification about the poem.

Writing skills:

Example:

Paraphrase of stanza no. I :

- i) **Thought group of stanza no. I**: Friendship is a priceless gift.
- ii) **Poetic words and their meaning**: Priceless means very precious and nobody can pay its price.
Value means worth.
Greater means very high.
- iii) **Message of stanza no. I in simple prose/paraphrase**: In this stanza the poetess tells about friendship and its value. According to her, the friendship is a very precious gift and no one can buy or sell this relation. This relation has very high position, even the mountain made of gold cannot be equal to its worth.

Paraphrase

Using your own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the main ideas need to come through, but the wording has to be your own.

Activity

1. **Paraphrase stanza no. 2, 3 and 4 of the poem and also highlight;**
 - i) Thought group
 - ii) Poetic words explained in simple words
 - iii) Message of the stanza in simple prose
2. **Summarize the poem.**

The guide words: Guide words tell the first word and the last word on each page. The words on the page are given in alphabetical order in between the guide words. The purpose of the guide words is to help the users of a dictionary find a word more quickly.

Entry words: Each word defined in a dictionary is called an entry word.

harvest Guide word Entry word (sample page of dictionary) Guide word hatch

harvest (här'vest) *n.* The reaping season; the gathering in of crops; that which is reaped and gathered. — *vi. & vt.* To reap and gather, as a crop; to win, as a reward or gain from service or investment.

Harvest, the gathering of ripened crops from the field. In garnering cereals, sickles and scythes were formerly used; replaced by mowing machines; then by mechanical reapers. Much hand labor has been eliminated by the self-binder, the harvester and thresher, and the hay loader. Symbolic rites and celebrations have climaxed harvest seasons since primitive times.

Harvest-Bug, immature specimens of a small red mite which lives in the grass and burrows into the human skin, setting up severe irritation. The best treatment is sulphur ointment or tincture of iodine.

harvester (här'ves tēr) *n.* One who reaps; a reaper; a reaping machine.

harvest home (här'vest hōm). The gathering of the crops in autumn; a festival or a song celebrating this.

harvestman (här'vest mən) *n.* 1 One who harvests; a reaper. 2 An insect, looking like a long-legged spider, which appears during the harvest season: the *daddy long-legs*.

harvest moon (här'vest mōon). The full moon coming nearest to the autumn equinox: Sept. 23.

Harvest Moon, the full moon nearest the autumnal equinox, Sept. 23; due to angle of moon's orbit, period of ascension seems to be uniform for several days.

Harvey, Ill., city, p. 20,683. Suburb of Chicago; mfrs. ry. equipment, Diesel engines.

Harvey, George Brinton McLellan, 1864-1928, Am. journalist, reporter on various newspapers until he became editor of N.Y. *World* 1891. Bought *North American Review*, 1899, editing it for over 20 yrs.

been cooked and served; a jumble or botch. — *vt.* To cut up and mix; to botch, as a job: *hash* over, to go over and over the same ground in discussion.

hashish or **hasheesh** (hash'ēsh) *n.* A preparation of the stalks and leaves of cannabis (Indian hemp), a subtle, crazing drug used in the Orient as a narcotic stimulant; illegally sold (usu. to school students) in U. S. A. in cigarette form called *Marijuana*; named by narcotic officials *The Assassin of Youth*.

Hashish, a drug composed of the dried tops of Indian hemp, *Cannabis indica*. It is used in the East to a considerable extent as a hypnotic, and can either be eaten or smoked. The active constituent is stated to be an alkaloid to which the name cannabin has been given, but the chemistry of this and allied compounds is not known with any degree of accuracy. The preparations of hemp go by various names: 'hashish' is often applied to a sweet meat containing the drug; gunja or ganga are the resin-coated tops of the plants, while bhang is the dried leaves, and churrus is the resin obtained by scraping the leaves. The use of the drug in medicine has been discarded, but it is still widely used in Egypt and India. Another drug, marijuana, derived from the *Cannabis sativa*, is made into cigarettes and sold in Mex. and the U.S., principally in the southwestern portion. Its influence on the smoker is to deprive him of all sense of moral values, and addicts often, while under its influence, commit crimes of violence, murder and robbery being most frequent. See **Marijuana**.

haslet (has'let) *n.* The heart, liver, etc., of a hog or other animal, used as food.

hasp (hāsp) *n.* A metal strap with a hole designed to fit over a staple, to which it may be secured by a padlock, pin, or stick. — *vt.* To lock or fasten with a hasp.

Activity

Use dictionary to find the following words and fill in the table as directed.

Words	(Guide words)		Entry words
	First	Last	
friendship			
value			
cheer			
trouble			
pearls			

Similes and Metaphors

Similes

Examples:

- I am as happy as a clown.
- This cake is as hard as a rock.
- He is brave like a lion.
- She is beautiful like a fairy.
- They are cunning like a fox.

Simile

A Simile is a word or phrase used to describe something or someone as similar to another.

Similes make comparisons using the words 'like' or 'as'.

Metaphors

Examples:

- He has the voice of a crow.
- He has the voice of a wolf.
- He has the heart of a lion.
- He tried to help but his legs were rubber.

Metaphor

A metaphor compares two things by saying that one thing is another.

Activity

Write down some metaphors to describe friendship.

For example:

- i) Friendship is a rainbow.
 - ii) Friendship is a precious diamond.
-
-

Pronunciation:

Common problem consonants (r, l, v, w, th, ya)

Read aloud the following words with correct pronunciation.

/ r /	/ l /	/ v /	/ w /
rice	lice	vest	west
wrong	long	vault	walt
jerry	jelly	vary	wary
crime	climb	roving	rowing
card	called		

/ ð /	/ j /
lather	yell
this	year
though	yacht
mother	yack
bathe	yellow

Grammar:

Collective noun

Example:

crowd, mob, team, flock, herd,
army, fleet, jury, family, nation,
parliament, committee, bunch.

Collective noun

A collective noun refers to a group of persons or things taken together and spoken of as one whole.

Activity

Fill in the blanks with the given collective nouns.

heaps, bunch, herd, band, galaxy.

- i) A _____ of sheep was grazing in the field.
- ii) We bought a _____ of juicy grapes from the shop.
- iii) The _____ of singers performed well at the school function.
- iv) I saw a _____ of stars in the sky at night.
- v) _____ of trash filled our garbagecan after the holidays.

Abstract nouns:

Quality beauty, kindness, honesty, wisdom, bravery, etc.

Action laughter, help, movement, judgement, etc.

State childhood, boyhood, manhood, youth, slavery, etc.

Abstract noun

An abstract noun is the name of a thing that cannot be touched but it refers to feelings, ideas, actions, states and characteristics, or qualities.

NOTE

1. We cannot see 'happiness' but we can feel that in our heart or mind.
2. The names of the subject of study (e.g. Grammar, Music, Chemistry, etc.) are also Abstract Nouns.

Activity

Circle the abstract nouns in the given sentences.

- i) The teacher told the students about the importance of friendship.
- ii) We should all work hard to achieve victory.
- iii) She looked at the jewelry with admiration.
- iv) The drawing teacher appreciated my creativity.
- v) He was given an award for his bravery.

Material noun

Examples:

iron, aluminum, gold, mercury, stones, plastic, brass, mat.

Material noun

A material noun is a word that is uncountable, concrete and usually common. It is called 'material' because many nouns in this class are the materials that other items are made out from, such as cloth, metal, wheat, etc.

Activities

1- Underline the material nouns in the given sentences.

- i) Cotton dresses are cheap.
- ii) Calcium is good for health.
- iii) This building has marble blocks.
- iv) Iron is a very useful metal.
- v) Plastic is for ordinary use.

2- Use the following nouns in your own sentences.

band, club, flock, company, culture, pride, sympathy, cement

Oral Communication

Agree or Disagree partially

Anam: Sara! Is everything ready for the birthday party?

Sara: Yes, everything is almost ready.

Anam: Wow! it is great. Are those balloons part of the decoration?

Sara: Yes, they are. And these are the tablecloths that will be used.

Anam: What! Pink ones? But this colour does not look good. You should use white tablecloths.

Sara: I do not think so. Pink colour stands for love and calm feelings and everyone uses pink tablecloths on birthday parties now a days.

Anam: That's quite true, but... Okay anyway.



Student Learning Outcomes:

At the end of the unit the students will be able to:

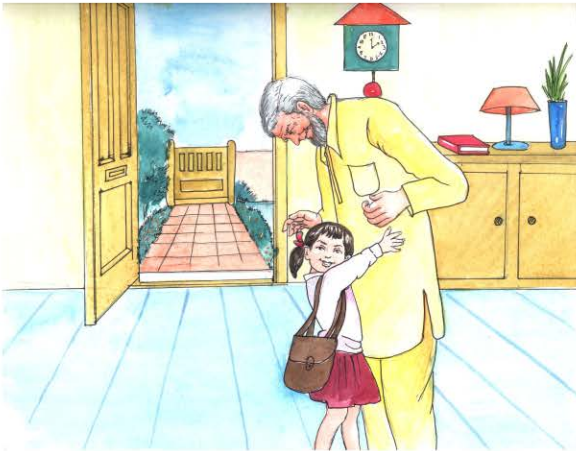
- scan text to answer short questions.
- analyze a paragraph to identify a topic sentence and supporting details.
- write a simple unified paragraph on a given topic.
- identify and correctly pronounce diphthongs and triphthongs in words.
- demonstrate use of pronoun antecedent agreement.
- identify and differentiate between simple and compound sentences.

Pre-reading:

- Who are the older persons in your family?
- How do you treat them?

Grandparents are like a shady tree which are always there to offer their cool shade to the next generation. It seems that they have all the love, affection and **warmth** in the world stored within them. The unconditional and **infinite** love creates a special bond between the two generations. More than the parents, grandparents feel the pain when the child gets hurt or starts crying. It is a fact that the grandparents look like the happiest individuals in this world, when they spend time with their grandchildren.

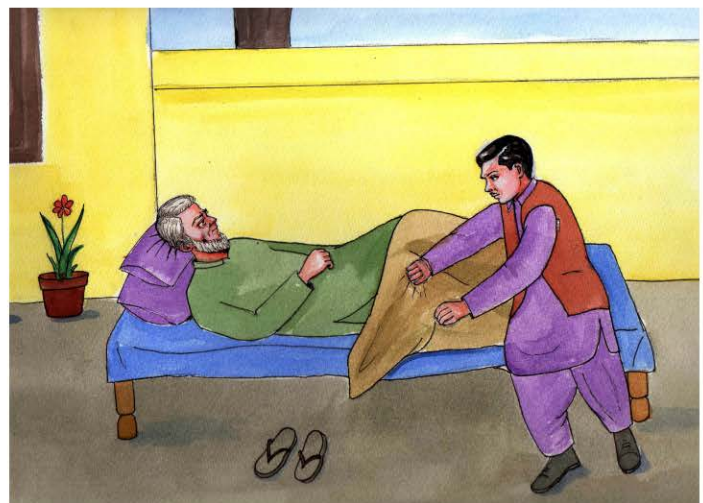
Grandparents are the symbols of wisdom; they speak from their experiences and guide us in every walk of life. They are usually experts at relationships. Many of us have learnt at their knees, things that have saved us from pain and misery in later life. It is grandparents who tell us that though money and other symbols of wealth are nice to have, the real values in life are honesty, love, patience, respect for elders, brother-hood, truth, and cooperation. They themselves had probably discovered this through the



hardships and experiences of life. We often see them trying to make up to their children (our parents) for having been strict, perhaps even unkind to them when they were young. As it often turns out, they often try to parent us to make up for the mistakes they made in parenting their own children. Being thus close to them, many of us who listen to them are saved from making the same mistakes.

Today children often **look up** to their grandparents for suggestions, since they know the grandparents have seen and faced the real world **inside-out**. Children often reveal secrets and problems about their life to their grandparents, and they offer them valuable advice on how to deal with the problems. Being the most experienced persons of the family, they are also entrusted with the responsibility of keeping the family together.

But unfortunately, as part of the modern lifestyle,



we are losing contacts with our grandparents. We are pushing them out of scene. Many of them are being sent to old houses or not being given their due respect in homes.

But the situation in Pakistan is a bit different. Most of the Pakistani families follow the joint family system and give much respect to their customs and traditions and pay due attention to family values.

Each member of a Pakistani family has respect for the older family members. The Grandparents are considered a beacon in a traditional Pakistani family, where they are treated with reverence. They work together with other elder family members to solve problems, and pass their skills and experiences on to the next generation. They are good role models and looked upon as the primary source of guidance.

It is our responsibility to give them their due respect and spend time with them so that not only they could be happy but we also could benefit from their advice and experiences.

Reading and Thinking Skills:

Comprehension:

I. Answer the following questions.

- i) When do grandparents feel the happiest persons on this world?
- ii) How can they help their grandchildren in tackling the problems of this world?
- iii) What is the role of grandparents in keeping a family united?
- iv) Why are we losing contact with grandparents?
- v) How are grandparents treated in a traditional Pakistani family?

2. Complete the following sentences by choosing the correct option.

- i) Grandparents are like a shady _____ that has an everlasting welcoming attitude towards life.
(a) cover (b) flower (c) plant (d) tree
- ii) Today the task of raising the children is not _____ to the parents.
(a) equally (b) finally (c) only (d) restricted
- iii) Children often reveal _____ and problems about their life to their grandparents.
(a) lies (b) secrets (c) stories (d) talks
- iv) It is unfortunate fact that, as part of the modern lifestyle, we are losing _____ with our grandparents.
(a) contact (b) cooperation (c) connection (d) relationship
- v) We are _____ them out of scene.
(a) bringing (b) inviting (c) pushing (d) throwing

Critical Thinking:

What is the role of your grandparents in your family? Discuss in groups.

Writing skills:

Basic Paragraph Structure

1

The topic sentence: (opening and first sentence)
It tells what the paragraph is about.

2

The supporting details: Other sentences that give ideas to support topic sentence.

3

The concluding sentence: (last sentence)
Restates the topic sentence in a different way.

Activity

Write a simple unified paragraph on any topic and also highlight the topic sentence, supporting details, pronoun antecedent relationship and transitional devices.

Pronunciation:

Diphthongs:

A sequence of two vowels in the same syllable.

PARAGRAPH

A paragraph is a series of sentences that support a main idea, or point.

A paragraph typically starts with the main idea or point (also called the topic sentence), and the rest of the paragraph provides specific details to support and develop the point.

Diphthongs	Examples
1. ai	light, tiger, eye.
2. au	loud, amount, mountain.
3. oi	noise, boy, boil.
4. ia	ear, deer, really.
5. ou	low, go, own.

Triphthong:

A union of three vowel characters representing together a single sound.

Examples:

aiə (fire, tired, flyer)

aʊə (hour /our, power, tower)

eiə (player, mayor)

əʊə (lower, widower)

ɔɪə (loyal, royal)

Activity

Write down some diphthongs and triphthongs of your own choice.

Vocabulary:

Use dictionary to find out the appropriate meanings of the bold words in the text.

Grammar:

Pronoun-Antecedent Agreement:

- Pronouns must agree with their antecedents in numbers/gender and person.
- A singular pronoun refers to a singular antecedent.
- A plural pronoun refers to a plural antecedent.

Examples:

Antecedent
singular (noun)

singular
(pronoun)

1. My brother picked his bat and went to play.
2. Mother went to the market to buy her clothes.
3. The children are watching their favourite history channel.
4. Someone left his/her bag in the library.

PRONOUN

A word that takes the place of a noun. Pronouns are used to avoid repetitive use of the same noun within a sentence or narrative.

Pronoun Antecedent

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. So, if the antecedent, or word that comes before, is singular, then the pronoun that takes its place must also be singular.



Activity

Choose the correct option to complete the following sentences.

- i) When _____ slipped on the steps, he fell down.
a) Ahmed and Shakeel b) Jamil
- ii) The _____ are eating their dinner now.
a) guest b) guests
- iii) The cups are set in _____ saucers.
a) their b) its
- iv) Iqbal and Anees rode _____ bicycles today.
a) their b) his
- v) _____ should always try to be helpful to his or her classmates.
a) A student b) People

Activity

Identify pronoun antecedent agreement used in the text.

Simple and Compound Sentences

Simple sentence A simple sentence has three basic elements that make it a sentence: a subject, a verb, and a complete thought. It consists of only one clause.

Examples:

1. Jamil waited for the train.

↓ ↓
subject verb

2. The train was late.

↓ ↓
subject verb

3. Mansoor and Sohail took the bus.

↓ ↓
plural subject verb

CLAUSE

A group of words which forms part of a sentence and contain a subject and a predicate.

Example: He has a chain which is made of gold.

Independent Clause

An independent clause is a clause that can stand by itself, also known as a simple sentence.

Example: I drive a car

(one independent clause)

He is a doctor, and his wife is a

teacher (two independent clauses)

Compound sentence:

A compound sentence is made up of two or more independent clauses, joined by a coordinating conjunction.

The coordinating conjunctions are: for, and, nor, but, or, yet, and so.

Note: The acronym for remembering these is FANBOYS.

In a compound sentence, the first clause starts with a capital letter

and ends with a comma, then we add the conjunction, and the second clause.

Examples:

- I am going home, and I intend to stay there.

First clause

conjunction

Second clause

- It was raining but he went to play football.
- You can play squash, or play cricket.
- I couldn't find a hammer, so I banged the nail in with a stone.



Activity

Analyze the sentences and select the right option for the answer.

- We bought tickets for the hockey match.
 - simple sentence
 - compound sentence
- Hockey is a fast game and fans clap with excitement.
 - simple sentence
 - compound sentence
- Hockey players are careful, but still they often get hurt.
 - simple sentence
 - compound sentence
- Players obey the rules or they receive penalties.
 - simple sentence
 - compound sentence
- Hockey is a popular sport in many countries round the world.
 - simple sentence
 - compound sentence

Unit 3

Women's Role in Our Society

Student Learning Outcomes:

At the end of the unit the students will be able to:

- write a composition of three paragraphs.
- write an application.
- recognize and use comma to separate an introductory phrase containing a verb from the main sentence.
- recognize and use quotation marks to enclose a direct quotation.
- use nouns with one meaning in singular but two in plural.
- use helping verbs and linking verbs.
- recognize the function of modal verbs.

Pre-reading:

- What tasks does your mother do at home?
- How can women play their role in the development of the country?

A woman is an **integral part** of the society. She has always been a **motivating** force in shaping a healthy and **prosperous** society. Although women hold **immense** importance, they have been struggling to get their due place and share of respect in the society.

In the past, women were considered to be **inferior** to men. They were **deprived** of taking part in social and political activities. Their **sphere** of activities was limited to the domestic work as were considered to be the weaker ones. There are some people who still consider them to be weak. History



reveals that in the remote past, women were as strong and as brave as men. They used to participate in wars and in other walks of practical life.



With equal opportunities of higher education in the modern world, women have a dual role to play; the first one is, within the home and the other is, in the community in which they live.

They cannot play this role unless they are encouraged and **assisted** by the menfolk. A mother, who brings up her children properly is really a great **benefactor** of the society. Islamic Society gives a very respectable status to women. As a mother, she has more rights than men. There is a saying of our Hazrat Muhammad (ﷺ) "Verily, the Paradise lies under the feet of your mother." (Sunan An-Nasai, Book of Jihad:3104). This saying is more than enough to **emphasize** the importance and **prestigious** status of a woman.

We can see that the status of women has been improving slowly and steadily in Pakistan. The government is trying to provide opportunities to women which could help them not only show their talent but also to take part in the development of society.

Our constitution states, that our women shall have equal opportunities in the fields of education, employment, economics, science

and politics. They shall be entitled to equal wages and opportunities .



We are **observant** of the fact that in our urban areas, educated women have started enjoying their constitutional rights and we can see women playing their role in different fields of life. They have started joining even those professions which were previously considered fit only for men, like police, armed forces and administrative services. But the situation in our rural areas is still unchanged. There is **scarcity** of lady doctors, lady health workers, teachers and other female professionals.

We ought to realize that the **contribution** of women can be of immense help to their husbands and other working members of the family. They can teach, train and bring up useful future citizens of the state. They can assist the male members of the family in solving important property, business and professional matters through their valuable **counseling**.

The most important measure to be taken in this regard is the promotion of female education throughout the country. **Concrete** steps must be taken to **eliminate** illiteracy. This would automatically spread awareness among the females and they will be able to realize the importance of their role both at home and outside.

Reading and Thinking Skills:

Comprehension:

1. Answer the following questions.

- i) Why a woman is considered an integral part of our society?
- ii) What was the condition of women in the past?
- iii) How are women playing their role in the modern world?
- iv) Highlight the status of women in the Islamic society.
- v) What measures are to be taken to increase the participation of women in our society?

2. Choose the correct option to complete the following sentences.

- i) A woman is an _____ part of the society.
(a) amazing (b) integral (c) interesting (d) stable

- ii) In the past, women were considered to be _____ to men.
(a) better (b) inferior (c) powerful (d) superior

- iii) History _____ that in the remote past, women were as strong and as brave as men.
(a) guides (b) informs (c) reveals (d) shows

- iv) There is _____ of lady doctors, lady health workers, teachers and other female professionals.
(a) abundance (b) excess (c) opportunity (d) scarcity

- v) Concrete steps must be taken to _____ illiteracy.
(a) eliminate (b) increase (c) remove (d) stop

Critical Thinking:

Form pairs and discuss "what role Pakistani women are playing in the different fields of life."

Writing skills:

Write a composition of three paragraphs on "Role of women (Rural and Urban) in our society".

Writing an application.

To,

The Headmaster/Headmistress,
Govt. Middle School,
City A.B.C.

Subject: **FEE CONCESSION.**

Respected Sir/Madam,

With due respect it is stated that my father is a poor man, and his income is very small. He has to support a large family. He works hard to meet the needs of the family. I am a brilliant student of your school, and I want to continue my studies. You are, therefore, requested to grant me full fee concession to enable me to carry on my studies.

I will be very grateful to you for this act of kindness.

Yours obediently,
X.Y.Z.

Date: _____

Class _____



Activity

Write down an application to your principal for re-admission in school.

Grammar: Use of Comma: (,)

Use of Comma to separate an introductory phrase containing a verb from the main sentence.

A comma tells readers that the introductory phrase has come to a close and that the main part of the sentence is about to begin. The comma will indicate the boundary between the introductory phrase of the sentence and the main idea.

Examples:

1. Looking for help, the man fell on his knees to beg.
2. On our walk in the zoo, we saw a variety of birds.



Activity

Write down five sentences by putting comma after an introductory phrase.

Use of Quotation Marks/inverted commas to enclose a direct quotation:

Direct quotations are another person's exact words --either spoken or written, incorporated into your own writing. Anything which is not part of those exact words must be placed outside the quotation marks.

Example:

Direct Quotations by Muhammad Ali Jinnah.

1. Quaid-e-Azam said, "Expect the best, prepare for the worst."
2. "Pakistan is proud of her youth, particularly the students, who are nation builders of tomorrow. They must fully equip themselves with discipline, education, and training for the arduous task lying ahead of them."
3. "Failure is a word unknown to me."
4. "Think 100 times before you take a decision, but once that decision is taken, stand by it as one man."

Nouns with one meaning in the Singular but two meanings in some plurals.

1. **arm** (part of the body): He is feeling pain in his left arm.
arms (parts of the body): She is holding a red bag in her arms.
arms (weapons): He got a license to open the arms shop.
2. **custom** (habit): Balochistan is famous for the custom of hospitality.
customs (habits): Culture is the mixture of customs and traditions.
customs (revenue duties): You have to pay customs at the airport.
3. **manner** (behaviour): I don't like her cold manner towards her child.
manners (behaviours): Their manners are not civilized.
manners (method): It is bad manners to talk while eating.
4. **minute** (1/60th part of an hour): He ran 500 meters in one minute.
minutes (plural of minutes): Thirty minutes are left before the show starts.
minutes (official notes of a meeting): Irfan will take the minutes of the meeting.
5. **glass** (A drinking container): Every morning I drink one glass of milk.
glasses (plural of glass): I bought six glasses from the market.
glasses (eyeglasses for defective vision or to protect eyes from light or dust): look at that man wearing red glasses.



Find out more nouns with one meaning in the singular but two meanings in the plural and use them in your own sentences.

Linking verbs and Helping verbs :

Linking verb:

A linking verb is a verb that connects the subject with an adjective or a noun that describes it.

For example:

'am', 'become', 'turn'

Example sentences:

1. 'I am a singer.' (**am** connects the subject **I** with the noun **singer**.)
2. 'She became angry.' (**became** connects the subject **she** with the adjective **angry**.)
3. 'The light turned red.' (**turned** connects the subject **light** with the adjective **red**.)

Helping verb:

(also called an "auxiliary verb"): A helping verb is a verb that is used together with the main verb of the sentence to express the action.

Helping verb + main verb = a complete idea. Some helping verbs are: be, (am, is, are, was, were, shall, will) do, did, have, has, had.

Example sentences:

1. "We have eaten." (have is the helping verb, and eaten is the main verb. They are used together to express the action.)
2. "They are working." (are is the helping verb, and working is the main verb. They are used together to express the action.)
3. "She has been studying all morning." (has and been are the helping verbs, and studying is the main verb. They are used together to express the action.)
4. "You will win." (will is the helping verb, and win is the main verb. They are used together to express the action.)

Note: Difference between a helping verb and a linking verb.

The linking verb is used to CONNECT the subject with something that describes it: "I am tall." The helping verb is used together with an additional main verb to express the action: "I am running."

Activity

Determine whether the underlined verbs in the following sentences are action or linking verbs.

- i) Father grew angry when we didn't listen to him carefully.
- ii) She liked to smell the flowers when she walked near the vase.
- iii) The air smelled stale, so we opened the window.
- iv) Immad and Saad tasted my delicious peach cake.
- v) Asma's white socks turned pink in the wash.

Modal verbs

Modal Verbs

Modal verbs help "modify" the main verb so that it changes the meaning somewhat. They help express possibility or necessity.

Activity

Complete the following sentences by choosing the right modal verb, given in the brackets.

- i) It is a hospital. You _____ smoke. (may not, must not)
- ii) I _____ speak Arabic fluently when I was a child and we lived in Morocco. (can, could)
- iii) The teacher said, "We _____ read this book for our own pleasure as it is optional." (must, can)
- iv) Take an umbrella. It _____ rain today. (can, might)
- v) You _____ leave small objects lying around. (should not, must not)

Student Learning Outcomes:

At the end of the unit the students will be able to:

- read the poem and tell the main idea of the poem.
- mark the thought group/main idea in the stanza.
- restate the message of stanza in simple prose.
- paraphrase the stanza.
- write the summary of the poem.
- write two paragraphs with two different purposes (creative writing)
- use connotations and synonyms in writing.
- understand and use subject verb agreement.
- analyze and use sentences with direct and indirect objects.
- share ideas in groups.

Pre-reading:

- Have you ever received/got any prize or praise from your teachers/parents?
- If yes, for what?

When Bill was a **lad** he was **terribly** bad.

He **worried** his parents a lot;

He'd lie and he'd swear and pull little girls' hair;

His boyhood was naught but a blot.

At play and in school he would **fracture** each rule

In **mischief** from autumn to spring;

And the villagers knew when to manhood he grew

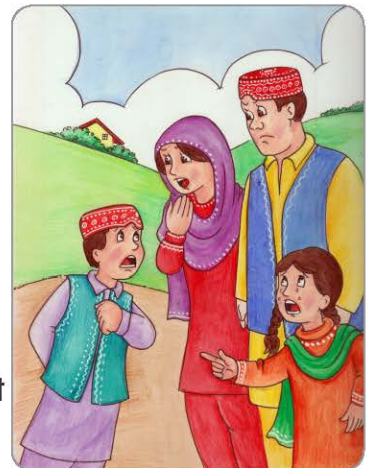
He would never amount to a thing.

When Jim was a child he was not very wild;

He was known as a good little boy;

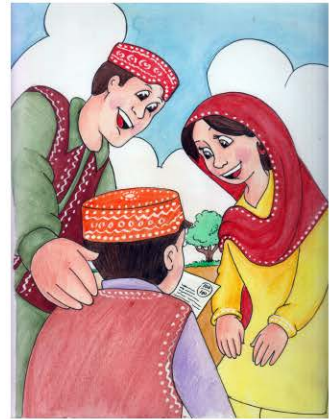
He was **honest** and bright and the teacher's **delight**

To his mother and father a joy.



All the neighbours were sure that his **virtue'd endure**,
That his life would be free of a **spot**;
They were certain that Jim had a great head on him
And that Jim would amount to a lot.

And Jim grew to manhood and honor and fame.
And bears a good name;
While Bill is **shut up** in a dark prison cell
You never can tell.



(Franklin P. Adams)

Reading and Thinking Skills:

Comprehension:

Answer the following questions.

- i) What is the main idea of the poem?
- ii) What kind of a boy was Bill?
- iii) What did he do at play and in school?
- iv) What kind of a boy was Jim?
- v) Who carried a good name and why?



Activity

- i) Paraphrase the stanzas of the poem and tell the thought group of each stanza.
- ii) Do you like the poem? Give your answer with justification.

Critical Thinking:

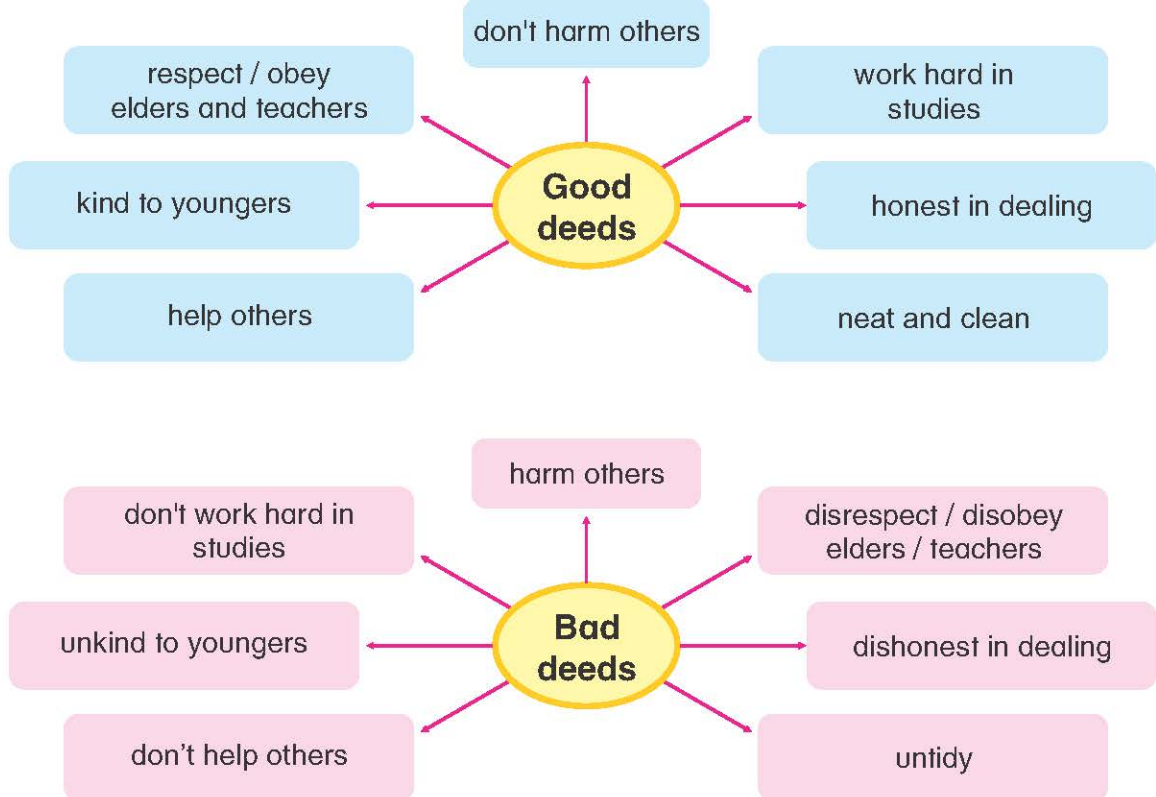
Find out more examples like Bill and Jim from your surroundings and share them with your class fellows.

Writing skills:

Activity

- I Paraphrase the stanzas of the poem by highlighting, “the though group of the stanza, replacing the poetic words with simple ones and restate the message in simple prose.”
- ii) Summarize the poem in your own words.

(Mind Maps)



Activity

Write two paragraphs about good and bad behaviour with help of the given mind maps.

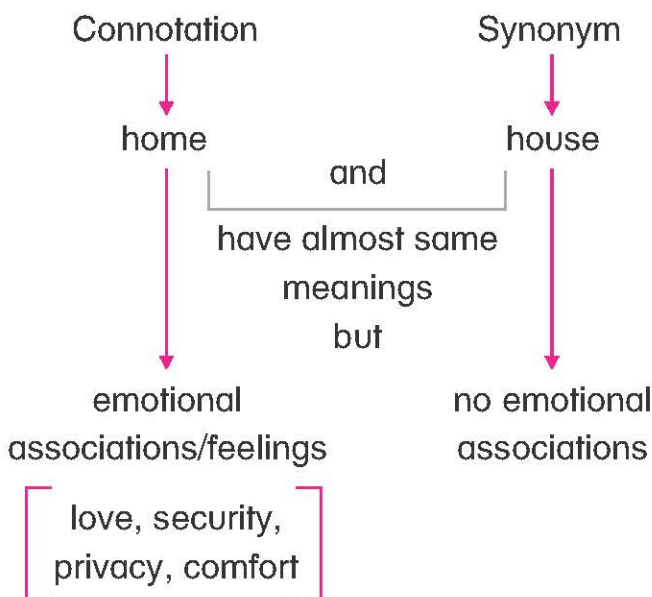
Grammar:

Connotations and synonyms

Connotations: A feeling or idea that is suggested by a particular word although it needs not to be a part of the word's meaning.

Synonyms: Synonym is just a word that can be substituted for another word with little difference in meaning.

Example:



NOTE

Emotional meanings are known as connotation. They are usually the secondary meaning of a word in addition to its primary meaning.

Consider the following table, each row contains a list of words with similar dictionary meanings but different shades of feelings.

Positive connotation	Neutral connotation	Negative connotation
1. relaxed	inactive	lazy
2. genius	intelligent	clever
3. modest	shy	mousy
4. self confident	proud	conceited

Activity

Read the following sets of words and write each word in the appropriate column according to the connotation, or association.

1. thin, skinny, slim.
2. diseased, ill, sick.
3. fat, overweight, obese.
4. decay, decompose, rot.
5. strict, rigid, inflexible.

Positive connotation	Neutral connotation	Negative connotation
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

Activity

Choose three words from the table above. Write a sentence in which the word appears and the positive or negative connotations associated with it.

Example: 1. word: slim

sentence: she is very slim.

connotation: slim (Positive)

Synonym with different connotation: Skinny (Negative)

2. Word: _____
Sentence: _____
Connotation: _____
Synonyms with different connotation: _____

3. Word: _____
Sentence: _____
Connotation: _____
Synonyms with different connotation: _____

4. Word: _____
Sentence: _____
Connotation: _____
Synonyms with different connotation: _____

5. Word: _____
Sentence: _____
Connotation: _____
Synonyms with different connotation: _____

Grammar: Subject Verb Agreement

What is subject-verb agreement?

Subject-verb agreement refers to ensuring that singular subjects have singular verbs, and plural subjects have plural verbs.



Activity

Tick (✓) the correct form of the verb that agrees with the subject.

1. Annie and her brothers (is, are) at school.
2. The cat (is, are) outside.
3. Ahsan and Bilal (doesn't, don't) want to see that cartoon show.
4. The man who has lots of birds (live, lives) in my street.
5. The crowd (is/ are) watching the magic tricks.

Basic Rules

1. Two singular subjects connected by "or" or "nor" require a singular verb.
2. Two singular subjects connected by "either/or" or "neither/nor" require a singular verb.
3. Collective nouns like herd, senate, class, crowd, etc. usually take a singular verb form.
4. When a singular and plural subject are connected by either/or or neither/nor, put the plural subject last and use a plural verb.
5. As a general rule, use a plural verb with two or more subjects when they are connected by 'and'.
6. The pronouns each, everyone, everybody, anyone, anybody, someone and somebody are singular and require singular verbs. Do not be misled by what follows "of."



Activity

Select one answer from the choices provided after each sentence.

1. Either the physicians in this hospital or the chief administrator _____ going to make a decision.
(i) is (ii) are
2. Some of the votes _____ to have been miscounted.
(i) seem (ii) seems
3. He seems to forget that there _____ things to be done before he can go to the playground.
(i) are (ii) is
4. Some of the grain _____ to be contaminated.
(i) appear (ii) appears
5. A high percentage of the population _____ casting vote.
(i) is (ii) are

Direct and Indirect Objects

There are two main types of objects. They are called direct and indirect objects.

- Examples:**
1. We sent him a notice.
 ↓ ↓ ↓ ↓
 Subject Verb Direct object Indirect object
 2. Tabish sold me his property.
 ↓ ↓ ↓ ↓
 S V D.O I.O
 3. I sent you a message.
 ↓ ↓ ↓ ↓
 S V D.O I.O
 4. They lent him some money.
 ↓ ↓ ↓ ↓
 S V D.O I.O
 5. Hina gave her a gift.
 ↓ ↓ ↓ ↓
 S V D.O I.O

OBJECT

The object is the noun or pronoun towards which the actions are directed.
Example: He eats an apple.

↓ ↓ ↓
Subject Verb Object

Direct object

A noun or pronoun that receives the action of a verb or shows the result of the action. It answers the question "What?" or "Whom?" after an action verb e.g. "She helped me". "We watched a play".

Indirect object

An indirect object precedes the direct object and tells to whom or for whom the action of the verb is done, and who is receiving the direct object. There must be a direct object to have an indirect object e.g. She gave us the report.



Activity

Identify the direct and indirect objects in the following sentences.

- i) Danial brought Tahir some apples, bananas, and strawberries from the store.
- ii) Saliha sent an e-mail to her friend in Muree.
- iii) The children played street hockey all afternoon.
- iv) Immad got an invitation to visit museum during the summer vacation.
- v) Zain brought a newspaper to read while he waited for Ali to finish his work.
- vi) The instructor offered her students a bar of chocolate after the class.
- vii) The plumber sent father the bill for fixing the sink.
- viii) Father bought us tickets for Sunday's match.
- ix) Grandmother reads Fozia and Saliha a story before bed.
- x) I need more time to finish my project.

Oral Communication

Sharing Ideas in Group Discussion:

Ahsan, Shahid, Nasir and Faisal are working on a project on pollution.

The following conversation takes place when they share their ideas.

Ahsan: Friends, I think we should make a project on water pollution.

Shahid: Yes, it sounds interesting.

Nasir: You are right. I have a magazine with an article on water pollution at home. We can get a lot of information from that magazine.

Ahsan: Faisal, what do you think?

Faisal: I do agree with you all. But we have to make something new about water pollution to make our project attractive and effective.

Shahid: You are right. We should make a project to find the causes of water pollution in our area.

Faisal: Fine, let's start our project.

Activity

- i) Practise the above given dialogue in groups.
- ii) Form new dialogues for sharing ideas with the help of your teacher.

Student Learning Outcomes:

At the end of the unit the students will be able to:

- scan text to answer the questions.
- skim text to have general idea.
- write a composition of three paragraphs.
- use long and short vowel sounds correctly.
- differentiate between long and short vowel sounds.
- recognize and use colon to introduce a long quotation and to introduce a list of items.
- examine and interpret transitional devices with different types.
- recognize the use of transitional devices in writing.
- recognize the function of transitional devices in text.
- use the regular and irregular verbs.

Pre-reading:

- Who was Ibrahim Ibn Adham (رحمۃ اللہ علیہ)?

Abu Ishaq Ibrahim Ibn Adham (رحمۃ اللہ علیہ) was born in Balkh, which was an ancient city, now in the northern Afghanistan as a province of Balkh. It was one of the major cities of Khorasan and was known as a 'noble and great city'. Ibrahim ibn Adham (رحمۃ اللہ علیہ) was of **Arab descent**. He is one of the earliest documented great Sufi saints. He was a King of Balkh Who **renounced** his throne for a **spiritual** life and wandered to live a life of complete **asceticism**.

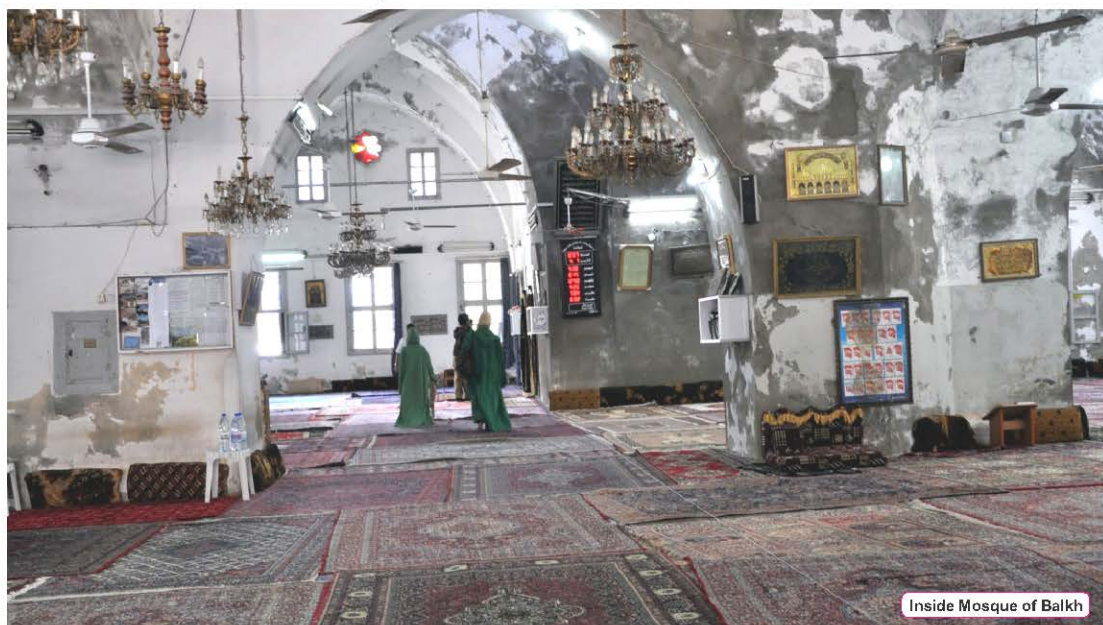
Once a man came to Ibrahim Ibn Adham (رحمۃ اللہ علیہ), and



Old Mosque of Balkh

said, “Abu Ishaq, I am unable to control myself, from disobeying Allah. Please give me a piece of advice to **cure** this defect”. “If you accept five conditions,” said Ibrahim, “and are able to put them into practice, your disobedience will not cause you any problem.” “Just tell me what they are, Abu Ishaq!” the man said. “The first is that when you want to disobey Allah you must not eat anything He provides.” “Then how will I get anything to eat? Everything on the earth is from Him!” “Then is it right to eat His **provision** and disobey Him at the same time?” replied Ibrahim. “No, it is not. What is the second condition?” “When you want to disobey Him, move off His land.” “That is even more difficult!” **exclaimed** the man. “In that case where will I live?”

“Is it right to eat His provision and live on His land and then to disobey Him?” asked Ibrahim. “No, it is not.”



“What is the third condition?” “When you want to disobey Him in spite of eating His provision and living on His land, find a place where He will not see you. You may disobey Him there.”

“What do you mean, Ibrahim? He knows everything that happens

even in the most hidden places!" "So is it right to disobey Him when you eat His **provision** and live on His land and when you know that He can see everything you do?" "It certainly is not!" the man replied.

"Tell me the fourth condition." "That when the Angel of Death arrives to take your soul, you say to him, "Give me a **reprieve** so that I can repent and act righteously for Allah."

"But he won't listen to me!" "Then if you cannot **ward off** death long enough to give yourself time to repent, and you know that when it comes, there will be no reprieve, how can you hope to be saved?"

"What is the fifth?" "That when the angels of the Fire come to take you to the Fire, you do not go with them." "They will take me whether I like it or not!" exclaimed the man.

"So how can you hope to be saved?"

"Enough, enough, Ibrahim! I ask Allah's forgiveness and I turn to Him!"

The man's **repentance** was sincere and from that time onwards he worshiped Allah regularly and avoided acts of disobedience till his death.



Reading and Thinking Skills:

Comprehension:

I. Answer the following questions.

- i) Why is Ibrahim Ibn Adham famous for ?
- ii) Why did the man come to Ibrahim Ibn Adham ?
- iii) What did Ibrahim Ibn Adham tell the man to cure his defect ?

- iv) What was the answer to the fourth condition ?
- v) What is the moral of the lesson ?

SCAN

A type of reading used to locate a particular piece of information without necessarily attending to the other parts of the text .

2. Choose the correct answer.

- i) Answer to first condition was:
 - (a) "Then how will I get anything to eat?"
 - (b) "In that case where will I live?"
 - (c) "They will take me whether I like it or not."

- ii) Once a man came to Ibrahim Ibn Adham:
 - (a) to tell that he hoped to be saved.
 - (b) to take advice against the evil of disobedience.
 - (c) to ask for something to eat.

- iii) The man's repentance was:
 - (a) fake (b) sincere (c) saved

Activity

Skim and tell what is the main idea of the text.

Critical Thinking:

Find more information about Ibrahim Ibn Adham as ascetic.

Writing skills:

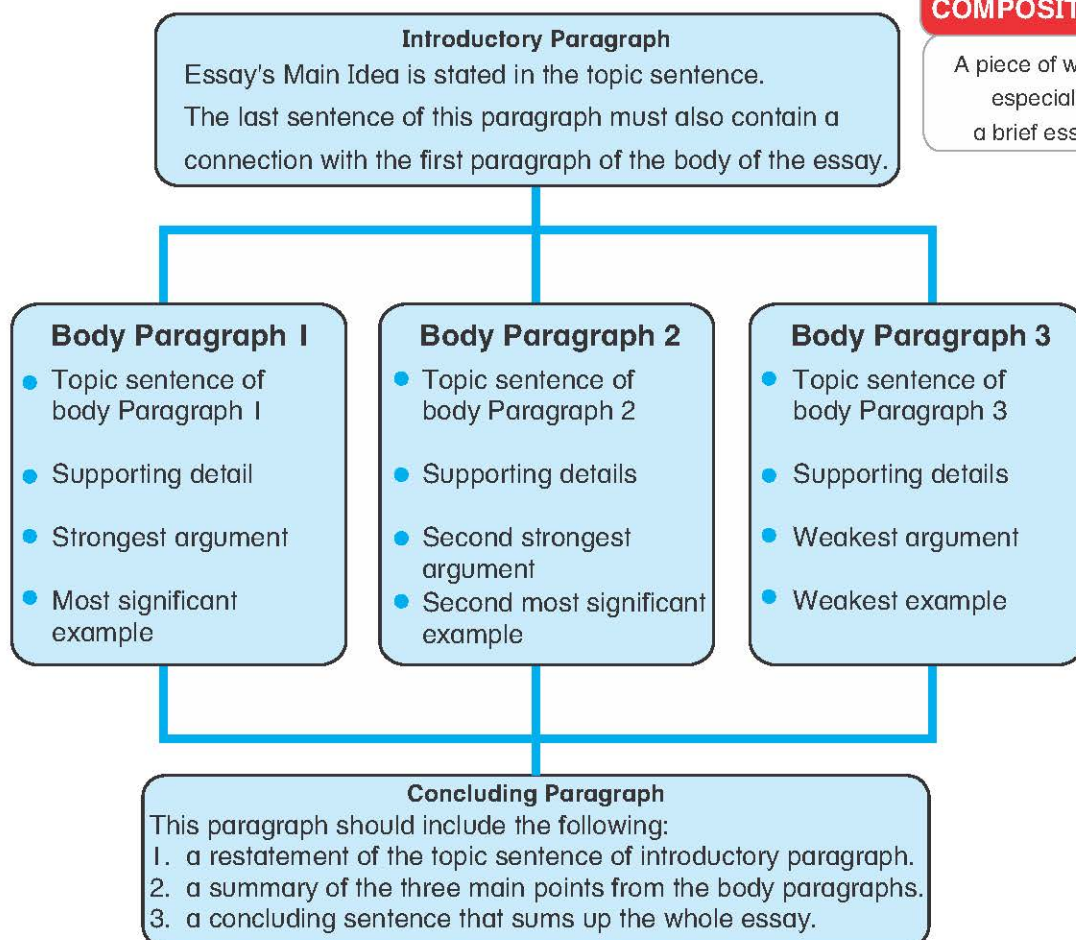
Write a composition of three paragraphs on Ibrahim Ibn Adham with the help of given composition format.

SKIM

To look over or read (something) quickly especially to find the main ideas.

COMPOSITION

A piece of writing especially a brief essay.



Pronunciation:

Long and short vowel sounds

Letter	"Short"	"Long"	Example
A a	/æ/	/eɪ/	'mat' / 'mate'
E e	/ɛ/	/i:/	'pet' / 'Pete'
I i	/ɪ/	/aɪ/	'twin' / 'twine'
O o	/ɒ/	/oʊ/	'not' / 'note'
U u	/ʌ/	/ju:/	'cub' / 'cube'

THESIS STATEMENT

THE THESIS STATEMENT IS THE SENTENCE that contains the focus of your essay and tells your reader what the essay is going to be about. It can be the first sentence of an essay, but that often feels like a simplistic, unexciting beginning. It more frequently appears at or near the end of the first paragraph or two.

Examples:

Long vowel sound

a : ape, lake, gate, cake, tape.

e : eat, eel, feet, eagle.

i : ice bergs, kite, bite, iron, bike.

o : oak, rose, lonely, goat, potatoes.

u : tube, ruler, cube.

Short vowel sound

a: apple, axe, ant, jam.

e: echo, nest, edge, net, elephant.

i : insect, bird, panic, fish, igloo.

o: ox, ostrich, off, octopus, top.

u: under, up, ugly, rug, sun.

Activity

Colour each box according to the vowel sounds, by following colour codes given in the table.

sound	colour
long a	red
long e	orange
long i	dark green
long o	purple
long u	dark blue

sound	colour
short a	pink
short e	yellow
short i	light green
short o	brown
short u	light blue

snow	only	aim	date	may	make	cape	coat	grow
five	time	at	hat	apple	man	act	drive	mine
kite	bed	pet	web	leg	pen	test	jet	wide
hit	bean	lean	top	hop	doll	free	we	sit
use	tea	me	sock	cup	mom	deer	here	used
kid	she	bee	log	pop	copy	he	see	fin
dive	west	nest	next	hen	vest	peg	ten	spy

Examples:

Word pairs- short vowel to long vowels. (difference in meaning due to vowel length)

Read the following pair of words aloud.

bit	bite	cub	cube	cut	cute
cap	cape	dug	dog	dam	dame
fad	fade	fat	fate	hat	hate
rat	rate	pin	pine	pan	pane
rid	ride	tap	tape	sit	site
rag	rage	quit	quite	slim	slime
hid	hide	hop	hope	kit	kite
rip	ripe	hug	huge	plan	plane
rod	rode	van	vane	hid	hate
mad	made	not	note	tub	tube

Grammar: Use of Colon:

Use of Colon to introduce a list of items:

- Put a colon after the introductory sentence when the 'list items' are written vertically.

Example:

There are the following dishes in the menu:

Biryani Karahi Namkeen rosh Kabab

Use a colon when introducing a long quotation:

- Use a colon when introducing a quotation of more than 6 words, and a comma for a shorter quotation.

Example:

The teacher shouted: "Revise it again. The next time I come here, I will give you a test and you must give correct answers to the questions."

Introducing long quotations with colons

- If the quotation is short, introduce it with a comma.
- If the quotation is long, introduce it with a colon.

Look at the following two examples for comparison.

- i) What did Ahmed say at the meeting? Not much, (so a comma does the job). Ahmed stated, "I have no comment on the incident."
- ii) What did Ahmed say at the press conference? Too much: (so a colon is better). Ahmed explained: "The media has been entirely too critical of my preparations for election. Despite the fact that I have spent a lot for the last ten years for the welfare of public and passed many policies as well."

Activity

Punctuate the sentences with correct use of colon.

1. I bought three items a pen, a note book and a colour box.
2. Alia won the cooking competition and said excitedly "I would like to thank my grandmother for teaching me everything I know."
3. You may be required to bring many things for picnic sleeping bags, tents, pans, utensils, and warm clothing.
I want the following items butter, sugar, and flour.
4. The examiner will give you the following topics politics, history and economics.
5. You have three choices
 - i) Buy the car
 - ii) Buy the ticket
 - iii) Save the money and take a nap

Use of Transitional Devices

Transitional devices are used to create a natural flow of thoughts in writing. They enable a unified, cohesive writing style that not only makes what we write easier to read, but also helps us as we write.

Transitional Devices

The word "transition" means passing over.

Thus transitional guides are connectives (symbols, words, phrases; sometimes whole sentences and paragraphs) that make possible a smooth "passing over" from one idea to the next.

Types of transitional devices:

1. Transitions that add, repeat, or emphasize:

and	further	finally
also	furthermore	after all
in addition	moreover	first, second,
besides	indeed	to conclude
too	in fact	to sum up
in other words	as a result	accordingly
again	nevertheless	in the end

Important Note

Transition sentences can be located at the end of a paragraph to signal its relationship with the next one, or at the beginning of a paragraph to show that the new paragraph is a logical outgrowth of thoughts in the prior one.

2. Transitions that compare, contrast, or contradict:

similarly	as, as if	regardless	rather than
like	unlike	in spite of	despite
in comparison	however	but, yet	even when
on the other hand	along with	whereas	although
to the contrary			

Important Note

These words introduce additional support for your content, draw your readers to specific information, and set the stage for you to place information that both sums up what the paragraph offers and introduces your next paragraph.

3. Transitions that show a time or space relationship:

before	earlier	alongside	
next	now	between	at first
afterwards	in time	later	at last
finally	eventually	ever since	then
until	soon	the following	across
during	still	day/night	over
within	meanwhile	beyond	from . . . to

4. Transitions that limit or prepare for adding an example:

if	that is	unless	namely
when	for example	for instance	to illustrate
in case	such as	in particular	provided that

5. Transitions that signal cause or result:

because	thus	for	as a result
so	consequently	therefore	for this reason

6. Transitions that assert a truth or acknowledge opposition:

no doubt	of course	in fact	naturally
doubtless	granted that	certainly	conceding that
surely	without a doubt		

Activity

Analyze the following sentences and underline the transitional devices and also tell the type of transitional devices.

Example:

First of all, pour a half-cup of milk in the bowl; second, add two eggs; and **third**, stir the mixture. (Addition)

1. Kamal is in the basketball team this semester at boys school Quetta.
In addition, he is in the football team.
2. To conclude, I want to wish you all a very happy vacation.
3. She was still asleep when I got back home from work.
4. Although Bano was extremely tired, she washed the dishes.
5. I was late for school because of the heavy traffic.

Activity

Write two paragraphs, using transitional devices of:

- (a) Time and space relationship
- (b) Cause or result

Regular and Irregular Verbs

Regular verb: Past tenses of regular verbs are formed by adding -d or -ed. The past participle of a regular verb is the same as the past tense.

Examples using the verb 'walk':

Past Tense:

I walked through the maze. (past indefinite tense)

Past Participle:

I have walked through the maze. (present perfect tense)

NOTE

The past participle form is used in the present perfect, past perfect, and future perfect tenses.

Irregular verb

The past tense of irregular verb is formed by - changing its spelling or sometimes the same word or sometimes a completely new word.

Examples:

i) I run 5 km in 20 minutes.

He ran in the race competition and stood first.

ii) I write a story about aliens.

Mr. Akbar wrote a report about the sports week.

iii) He feels uncomfortable while traveling.

She felt drowsy after taking medicines.

iv) They go to the museum.

They went to the museum.

Examples using the verb “see”:

Past Tense: We saw the secret maps. (past indefinite tense)

Past Participle: We had seen the secret maps. (past perfect tense)



Activity

Change the verb that comes after each sentence to its past tense form and write it in the blank. You may refer to a dictionary. The first one is done for you.

i) I **did** all my homework in one hour. (do)

ii) She _____ of a better way to do it. (think)

iii) Samina _____ us to lock the doors. (remind)

iv) They _____ their names on the list. (put)

v) We never _____ his real name. (know)

Activity

Change the verb that comes after each sentence to its past participle form and write it in the blank. You may refer to a dictionary. The first sentence has been completed for you.

1. I have never driven such a wonderful car. (drive)
2. Faizan had _____ the whole cake before we arrived. (eat)
3. They've _____ and trusted her for years. (know)
4. Immad has always _____ others for his mistakes. (blame)
5. The candidates have _____ their opinions on the pages. (write)

Revision 1 to 5

1. Summarize the poem "Those Two Boys" in your own words.
2. Write five sentences of similes and five sentences of metaphors.
3. What is the difference between an "Abstract and a Material" nouns.
Explain with the help of examples.
4. Determine which pronoun best fits for pronoun-antecedent agreement in each sentence.
 - i) Somebody dropped (their/his or her) wallet.
 - ii) Most of the students are sitting in (their/its) classes.
 - iii) Some of the girls sang (their/her) favourite song.
 - iv) Dawood or Abbas left (their/his) sunglasses on the table in the classroom.
 - v) Many good athletes spend (their/his or her) time in training after school.
5. Identify the subject and choose the correct verb in each of the following sentence.
 - i) Each of the students (were/was) given ten minutes to speak on the topic.
 - ii) Neither of the salesmen (wants/want) to help me.
 - iii) Here (is/are) your notebook and dictionary.
 - iv) My entire supply of chicks (was/were) missing.
 - v) Physics (is/are) taken by many students to complete their science requirement.
6. Write a composition of three paragraphs on any topic.

Student Learning Outcomes:

At the end of the unit the students will be able to:

- infer the main idea of the text.
- recognize the features of a simple expository composition showing cause and effect.
- write expository essay on cause and effect relationship.
- recognize syllable divisions in their reading and writing.
- use hyphen to indicate the division of a word at the end of a line.
- identify function of direct and indirect speech in texts.

Pre-reading:

- Who was Rashid Minhas?
- Do you know any martyr of army ?

History witnesses that only those nations **survive** in this world which honour and remember their heroes. Heroes are those people who do something **extraordinary** even at the cost of their lives. Such people set examples and become legends. The history of Pakistan is full of such **legendary** characters. Rashid Minhas is one of the brightest stars in this list.

Rashid Minhas was born on February 17, 1951 in Karachi. He spent his early childhood in Lahore. Then his family moved to Rawalpindi. Minhas got his early education from St. Mary's Cambridge School Rawalpindi. After some years his family settled in Karachi.

Minhas had been a very hard working and intelligent student since his childhood. He was



fascinated by the Air force. This was the very reason that he was fond of collecting different models of aircrafts and jets.

He joined the Pakistan Air Force as a pilot officer and was commissioned on March 13, 1971, in the 51st GDP (General Duty Pilot) Course. He was in the squadron unit 2.

1971 was the very **unfortunate** year in which Indo-Pak war of 1971 took place and we lost our eastern wing i.e East Pakistan. On August 20, 1971, Rashid Minhas was getting ready to take off in a T-33 jet trainer in Karachi. It was his second solo flight. As Minhas started turning towards the runway, he was **signalled** to stop by his instructor. He climbed into the instructors seat and took the control of jet. His **intentions** were not good. He wanted to take that jet aircraft to India. Minhas resisted but the instructor succeeded to turn the jet to India. Minhas radioed PAF base with the message that his jet was being hijacked. He physically struggled to get the control back but could not do so. After great effort he turned his jet towards the ground. His jet **crashed** near Thatta, some 51 km from the Indian border. Both men died. This was no doubt the greatest act of bravery.

He was **awarded** "Nishan-e-Haider" which is the top Military award of Pakistan. He is the only and the youngest Pakistan Air Force (PAF) officer who received this honour. His name would be written for ever in golden words. In his memory, a



main road in Karachi is honoured after his name, "Rashid Minhas Road". Not only this, the Pakistan Air force base at Kamra was renamed PAF base Minhas, often called Minhas Kamra. Moreover Pakistan Post in December 2003, issued a two rupee postage stamp bearing his image.

We can not forget the **sacrifices** of Rashid Minhas and our other **martyrs** who saved our lives by sacrificing their lives. They are really our

pride. Minhas set the example of bravery, patriotism, dutifulness and faithfulness. He is an inspiring figure for the young generation. May Allah shower His blessings upon him.

Reading and Thinking Skills:

Comprehension:

1. Answer the following questions.

- i) How do people become heroes of the nations?
- ii) What fascinated Rashid Minhas in his childhood?
- iii) What career did Minhas choose for himself?
- iv) What important event took place in 1971?
- v) Why did Rashid Minhas crash his jet?

2. Skim the text and infer the main idea of the text.

3. Choose the correct answer while using your post reading skills.

- i) Rashid Minhas was born on February 17:
(a) 1951 (b) 1971 (c) 2014
- ii) The Indo-Pak War took place in:
(a) 1951 (b) 1971 (c) 1981
- iii) Some 51 km from the Indian border, the jet crashed near:
(a) Thatta. (b) Lahore (c) Karachi
- iv) Minhas "forced the aircraft to crash" in order to prevent the instructor from taking the jet to:
(a) India (b) Afghanistan (c) Bangladesh
- v) Rashid Minhas was awarded.
(a) Nishan-e-Haider (b) Tamgha-e-Jurat (c) Hilal-e-Jurat

Critical Thinking:

Discuss and write the names of all the martyrs who have been awarded "Nishan-e-Haider" in Pakistan.

Writing skills:

A) Expository Writing

Cause and effect

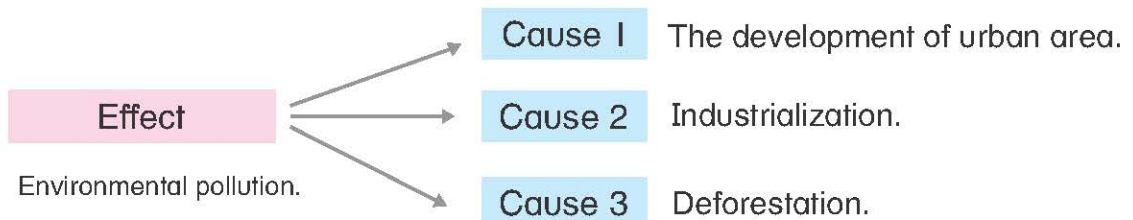
Cue Words

reasons why; if...then; as a result; therefore; because

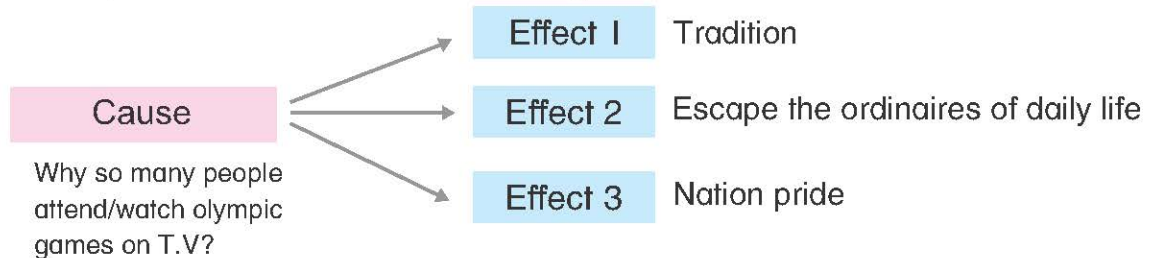
Cause and Effect Composition / Essay

Writing Format:

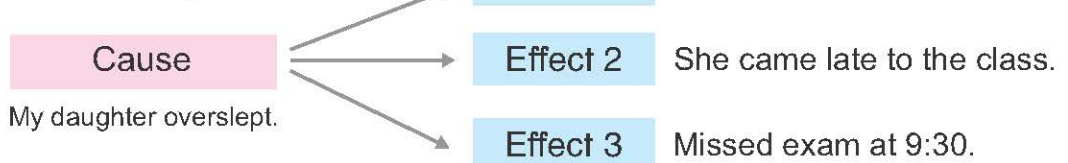
1. Multiple causes lead to a single effect. The following is an example:



2. Multiple effects derive from a single cause:



3. Chronological order:



Cause and effect

Cause and effect essay focuses on the relationship between two or more aspects or situations. It explains how things affect each other and depend on each other. The writer identifies a clear relationship between subjects. This model could be presented as a cause essay concentrated on why things happen and/or as an effect essay focused on what happens as a result of specific circumstances. The cue words are because, since, for, so, due to, as a result, consequently, thus, hence, resulted in, and so on.

Chronological order

Details are organized in order to follow one event after another in time. Transition words in this pattern are then, afterward, the following morning, next, that Sunday, earlier, later, a few hours later, by noon, when, that month, and so on.

Activities

- 1- Find out some sentences showing cause and effect from the text “Rashid Minhas”.
- 2- With the help of Brainstorming on 'Air Pollution' write down an essay on the causes and effects of Air Pollution.

NOTE

What is a cause and effect essay?

Cause and effect essays are concerned with why things happen (causes) and what happens as a result (effects).

Cause and effect is a common method of organizing and discussing ideas.

Vocabulary:

Syllable Division:

V/CV pattern:

If a word has one consonant between two vowels, divide the word before the consonant. The V/CV division is the most common. If the pattern is V/CV the vowel will always say its long sound.

VC/V pattern:

If a word has one consonant between two vowels, divide the word after the consonant. If the pattern is VC/V the vowel will say its short sound.

VC/CV pattern:

If a word has two consonants in the middle, divide between them.

VC/CCV pattern:

Words with three or more consonants in the middle position, divide them after the first consonant.

Example:

V/CV vowel / consonant vowel	VC/V vowel consonant / vowel	VC/CV vowel consonant consonant-vowel	VC/CCV vowel three consonants vowel
Consonant Vowel ↑ Vowel ↑ ↑ ↑ m u s i c m u / s i c f i / n a l s i / l e n t z e / b r a m i / n u s	Consonant Vowel ↑ Vowel ↑ ↑ ↑ t o n i c t o n / i c s a l / a d l e m / o n n e v / e r b a l / a n c e	Consonant Vowel ↑ Vowel ↑ ↑ ↑ n a p k i n n a p / k i n c o n / t a i n c l a p / p i n g c a c / t o s a f t / e r	Consonant Vowel ↑ Vowel ↑ ↑ ↑ m o n s t e r m o n / s t e r c o n / t r o l d i s / t r i c t s a m / p l e j u n / g l e

Activity

Divide the following words into syllables with the help of dictionary.

Words	Syllables Division	Number of Syllables
spelling	_____	_____
insect	_____	_____
address	_____	_____
surprise	_____	_____
hundred	_____	_____
after	_____	_____
legal	_____	_____
moment	_____	_____

Punctuation

Use of Hyphen to divide words at end of line

Hyphens are used to divide words at the end of a line when the word cannot fit on the remaining space of the line. There are seven rules to follow, while considering the space or format.

Example:

re-exam, multi-media, anti-alergy, semi-final inter-national,
mother-in-law, pre-Islamic, pre-medical, etc.

Activity

Hyphenate the given words.

exfellow, selfassured,
midSeptember, antiseptic,
Tshirt , prepaid,
interprovincial, primeminister.

Grammar:

Direct and Indirect Speech

Words spoken by a person can be reported to another person in two ways.

- (i) They can be directly reproduced in their original form.
- (ii) They can be indirectly presented in the words of the narrator.

These two ways of narration are called direct speech and indirect speech.

RULES

1. Divide the word between syllables. This means, of course, that one-syllable words are never divided.
2. The hyphen goes at the end of the first line.
3. Prefixes and suffixes make natural divisions.
4. There should be at least two letters plus the hyphen on the first line and three letters on the second.
5. Do not divide proper nouns or proper adjectives.
6. Divide hyphenated word using the hyphen already in the word.
7. Do not divide a word at the end of a line if the parts of the word are on two separate pages, it will confuse the reader.

Direct Speech	Indirect Speech
<p>When we use direct speech, we quote the actual words said by the speaker.</p> <p>Examples:</p> <ul style="list-style-type: none"> • She said, 'I am going to the market.' • Jamil said, 'I will be late today.' • Ali said, "Would you like to come with me?" 	<p>When we use indirect speech, we do not quote the exact words said by the speaker.</p> <p>Instead, we express the idea in our own words. In order to report the words of the original speaker, we have to make several changes in his / her sentence.</p>

Rules of changing the tense

When the reporting verb is in the past tense, all present tenses inside the quotation marks will change to their corresponding past tenses.

Reporting verb in Past tense.

- The simple present tense will change into the simple past tense.
- The present continuous tense will change into the past continuous tense.

Reporting verb in present/future

If the reporting verb is in the present or the future tense, the tense of the verb in the direct speech does not undergo any change in the indirect speech. She says, "I have done my duty." (Direct speech) She says that she has done her duty. (Indirect speech)

NOTE

Past perfect and Past perfect continuous do not change.

- The past continuous tense will change into the past perfect continuous tense.
- The present perfect tense will change into the past perfect tense.
- The present perfect continuous tense will change into the past perfect continuous tense.
- However, universal truths are always narrated in the present tense.

Helping verbs change in reporting speech, as shown in the given table.

I st form of the Verb →	Changes into 2 nd form of the Verb →	Changes into had + 3 rd form of the Verb
do/does →	did →	had + 3 rd form
Is/am/are + I st form+ing →	Change into was/were + I st form+ing →	Change into had been + I st form+ing
has/have + 3 rd form →	Change into had+3 rd form →	'had' doesn't change (No change)
has/have been + I st form+ing →	Change into had been + I st form+ing →	'had been' doesn't change (No change)
shall/will + I st form →	would + I st form	

Rules for the Change of Adverbs in Indirect Speech

Besides the changes in the tenses and the pronouns, words expressing nearness in direct speech are changed into words expressing distance in indirect speech. The rules are as follows:

This will change into **that**.

These will change into **those**.

Here will change into **there**.

Now/just will change into **then**.

Today will change into **that day**.

Yesterday will change into the **previous day** or the **day before**.

Last night will change into the **previous night** or the **night before**.

Tomorrow will change into the **next day**.

Ago will change into **before**.

The **next day / week / year** will change into the **following day/week/year**.

Hence will change into **thence**.

Thus will change into **so** or in **that way**.

Activity

Choose the correct option.

1. Maria said, "I saw them leave the meeting early yesterday."
 - a) Maria said that she sees them leave the meeting early previous day.
 - b) Maria said that she was seeing them leave the meeting early previous day.
 - c) Maria said that she'd seen them leave the meeting early the previous day.
2. Laiba said, "I've forgotten your name."
 - a) Laiba said that she'd forgotten my name.
 - b) Laiba said that she wouldn't forget my name.
 - c) Laiba said that she's forgetting my name.
3. Kashif said, "I'm not hungry now."
 - a) Kashif said that he wasn't hungry then.
 - b) Kashif told that he wasn't hungry then.
 - c) Kashif told that he hasn't been hungry then.
4. Shahid said, "I can give you a ride today."
 - a) Shahid said that he could give me a ride that day.
 - b) Shahid said that he has given me a ride that day.
 - c) Shahid said that he is giving me a ride.
5. Jamil said, "My sister is coming over this afternoon."
 - a) Jamil said that his sister had come over that afternoon.
 - b) Jamil said that his sister was coming over that afternoon.
 - c) Jamil said that his sister came over that afternoon.
6. Tahir said, "I'm thinking about buying a new computer."
 - a) Tahir told me that he is thinking about buying a new computer.
 - b) Tahir said that he was thinking about buying a new computer.
 - c) Tahir said me that had thought about buying a new computer.
7. Saad said, "Immad has already left."
 - a) Saad said that Immad had already left.
 - b) Saad told Immad that I had already left.
 - c) Saad told me that Immad was already leaving.

Unit 7

Modern Means of Transportation

Student Learning Outcomes:

At the end of the unit the students will be able to:

- skim and scan text to answer the questions.
- write Précis of simple passage.
- recognize and use parentheses (round brackets)
- recognize function of and use reflexive and emphatic pronouns.
- recognize and use variety of first conditional sentences.
- ask someone to say something again.

Pre-reading:

- What does transport mean?
- What are the means of transportation?



Means of transport play an important role in our everyday life. They are considered very important for the prosperity and development of any

country. Transport means conveyance of people or carrying of goods from one place to another. People of earlier times used bullock carts and horse carriages for journey on the road and boats for journey on the sea. Travel in the past used to be very tiresome, time consuming and tedious.

Modern means of transport are considered an important element of country's progress. Their role in the economic and social **uplift** cannot be ignored. Modern means of transport include all means and facilities used in the movement of people or goods. Currently there are four types of transport: rail transport, road transport, water transport, and air transport. These means of transport have made traveling very easy, fast and comfortable. A journey that took months or years in the past can now be covered within hours.

Rail transport is a means of conveyance of passengers and goods. Railway is widely used for traveling within a country. It carries thousands of passengers and tons of cargo from one place to another. Modern high-speed rail is capable of speeds up to 350km/h (220mph), but this requires specially built track.

With the development of modern road network, most of the people have started using road transport. Buses, trucks, cars, rickshaws and motor bikes are commonly used in our country. Within cities, buses provide a significant role in commuting a large number of travelers from one place to another. Recently, large CNG busses have been put onto the streets of various cities. Since 2000 however, the government has taken a comprehensive initiative to modernize the existing bus fleets and minimally impact the environment. This venture will ensure high standards of efficiency and cleanliness. Recently Metro Bus System has been introduced in Lahore and Rawalpindi.

Water transport consists of boats, ships and tankers. In our country

the people who live near sea shores, use boats for short traveling and catching fish. Ships and tankers are mainly used for carrying cargo or oil from one country to another.

Air transport is the fastest means of travelling . people use this service to save time or to cover long distances within short period of time, particularly for traveling abroad.

Our government should take all necessary steps to modernize our means of transportation because modern advancement of technology has greatly enhanced the utility of means of transportation in the national progress. These means should be speedy, efficient, environment friendly and cheap to fulfil the requirements of social, economic and political uplift of the country.

Reading and Thinking Skills:

Comprehension:

I. Answer the following questions.

- i) What means of transport were used by the people of earlier times?
- ii) How is water transport used in our country?
- iii) Why do people prefer air transport?
- iv) What vehicles are used as the means of road transport in our country?
- v) Highlight the role of modern means of transport in economic uplift of a country.

2. Read the lesson and deduce the meanings of the difficult words.

Words	Meanings
tiresome	_____
tedious	_____
cargo	_____
uplift	_____
abroad	_____
prosperity	_____
consider	_____
comfortable	_____
ignore	_____
widely	_____

Critical Thinking:

Discuss in groups the role / impact of modern means of transportation in our daily life.

Writing skills:

Précis Writing

How to write a Précis!

1. Make an outline of the most important ideas of the text and identify the purpose, audience and tone of the text.

PRÉCIS

A précis is a clear, compact summary of a longer composition. A précis retains the essential ideas, mood and tone of the original text.

Why should we learn précis writing?

Writing a précis will improve

- reading and writing skills
- note-making
- précis language use
- study skills
- critical and analytical thinking.

2. Take your outline and develop the points therein into sentences and paragraphs in your own words.
3. Discard unimportant material such as anecdotes, illustrations, proverb, idioms, adjectives and details.
4. Avoid 'in this article,' the author / speaker says,' or 'the paragraph means...'
5. Avoid copying long phrases or entire sentences from the original.
6. Use formal, standard English (no contractions, no abbreviations)
7. A précis is no more than one-third the length of the original text.

Passage

Mehrgarh is the centre of the first known developed place of civilization in its advanced form as compared to the contemporary way of life and the preceding human settlements around the world. The most unique discovery is the first known origin of the dental surgery and related medicinal activities exercised in Mehrgarh area. The discovery proves the great innovative mind and developmental level of those people about 9000 years ago. It was also a centre of manufacture for various ceramic statues of male and female. It is interesting that the male statues have turbans much like those worn by the inhabitants of Balochistan today. These statues were of high quality and had great demand in the surrounding regions of South Asia.

Activity

Write down the précis of the above given passage.

Grammar: Parenthesis (Round brackets)

- Use of round brackets to enclose numbers or letters in an enumeration.

Example:

1. A project proposal should include:

- i) a description of the project
- ii) an identification of the target audience
- iii) an explanation of why the project deserves funding
- iv) a comparison with similar projects implemented in recent years

2. Writing a précis will improve:

(i) reading, (ii) writing, (iii) note-taking (iv) critical thinking.

• Your school bag should include;

- (a) books, (b) notebooks, (c) maps,
- (d) workbooks (e) geometry box.

3. The story should include:

(a) theme (b) characters (c) plot (d) conflict (e) solution

• Use round brackets to express an amount in numbers previously expressed in words.

- 1. The mother spent five thousand rupees (5000/-) on the tea party for my friends.
- 2. Almost seventy percent (70%) of Pakistan's population depends on agriculture for earning.

• Use round brackets to mark off explanatory or supplementary material.

- 1. Fatima Jinnah (the youngest sister of Quaid-e-Azam Mohammad Ali Jinnah) was a dentist by profession.
- 2. Do you know Jamal (my brother's friend)?

Activity

Write down at least three sentences by using round brackets to enclose:

- (i) numbers, (ii) to mark off explanatory material

Emphatic pronouns and Reflexive pronouns.

Emphatic pronouns	Reflexive pronouns
<p>When reflexive pronouns are used to put emphasis on a particular noun (action of the subject), they are called emphatic pronouns.</p> <p>Note: Emphatic pronouns cannot be used as subject.</p> <p>Examples:</p> <ol style="list-style-type: none">1. I myself will do it.2. She herself washed her clothes.3. He himself painted the walls.	<p>When the subject and the object refer to the same person, a reflexive pronoun is used for the object.</p> <p>Examples:</p> <ol style="list-style-type: none">1. She hurt herself.2. We often amuse ourselves.3. The boys hid themselves behind the door.

Activity

State which pronouns in the following sentences are reflexive and which are emphatic.

1. Samina hurt herself.
2. I will do it myself.
3. The minister himself said this.

4. We often deceive ourselves.
5. I myself heard the remark.
6. The boys hid themselves behind the door.
7. We enjoyed ourselves at the picnic.
8. Immad himself drove the car.

The First Conditional Sentence:

The 1st (first) conditional sentence structure is also called the future possible/real conditional.

Structure:

If + simple present + will + verb

- Even though this sentence structure is used to talk about the future, the condition clause [If I eat too much] uses the simple present tense.

Examples:

- i) If it rains, we won't have our picnic.
- ii) If you stay out in the rain too long, you'll get sick.
- iii) If you eat too much ice cream, you'll make yourself sick.

Variations of First Conditional Sentences

1. The imperative can be used in the result clause.

- If you call your father tonight, pay my regards.
- Remember to buy some bananas if you go to the supermarket.
- If anyone calls for me, tell him I'm busy.

2. Conjunctions can be used to talk about the future.

- We can use conjunctions of time [when, before, after, as soon as, until] instead of 'if' in the condition / dependent clause.
- They are always followed by the simple present tense.

When

- I'll wash the dishes when my favourite TV show is over.
- I'll come inside when it gets dark.

Before

- I'll finish this report before I leave tonight.
- He'll call you before he goes out tonight.

After

- I'll eat dinner after I finish my homework.
- He'll look for a place to live after he finds a job.

Until

- I'll sit outside until it gets dark.
- We'll wait until the rain stops, then we'll go outside.

As soon as

- Call me as soon as you get in.
- We'll start the function as soon as the principal arrives.

3. The present perfect can be used with the first conditional

The present perfect can be used in the result clause with "when and after."

There is no change in the meaning of the sentence when the present perfect is used with "after":

- Tell me what you think of the lecture after you attend it.

(or)

Tell me what you think of the lecture after you've attended it.

- After I find a job, I'll look for a place to live.

(or)

After I've found a job, I'll look for a place to live.

When means that the event/action must happen before a future event/action occurs:

- When I have saved enough money, I'll buy a car.
- When I have saved enough money, I'm going to buy a car.
- When I find a job, I'll look for a place to live.

Activity

Choose the correct option and complete the sentences.

1. If I lose my job now, I _____
a) would start a business of my own.
b) will take a long holiday and apply for a new job later.
2. If he calls me 'lazy' again, I _____
a) won't ever help him.
b) go and tell his parents.
3. My sister won't ever speak to me again if _____
a) I let her down now.
b) I would let her down now.
4. If they demand increases, prices _____
a) rise. b) will rise.
5. I will take a bath after:
a) I will reach home. b) I reach home.

Oral Communication

Ask someone to say something again

Student: Excuse me teacher, what topic can I choose for the speech?

Teacher: Pardon me?

Student: I said what topic I could choose for the speech.

Teacher: You can select a topic related to the Independence Day.

Student: Ok fine, I will deliver a speech on role of women in making Pakistan.

Teacher: I'm sorry. It's very noisy here, could you repeat it?

Student: I said I will deliver a speech on role of women in making Pakistan.

Teacher: Ok, it sounds good but come to my office tomorrow. We will discuss it there.

Student: Thank you very much.

Teacher: You're welcome.



Activity

Practise the given dialogue in pairs.

Student Learning Outcomes:

At the end of the unit the students will be able to:

- understand and write the main theme of the story.
- analyze the characters and give personal response with reasons.
- summarize the story.
- identify demonstrate function and use relative pronouns.
- recognize and use passive voice for various purposes.
- recognize and use stressed syllables.

Pre-reading:

- Why do you read stories?

Once upon a time, there lived a farmer who had small piece of land. His name was Karim. He was a kind and good natured person. He lived in a hut with his wife and children and earned livelihood by selling crops.

Karim loved to help others. Whenever someone fell ill or needed something, Karim was there to help that person. If someone died in the village, Karim assisted the family members of **deceased** person in whichever way he could. There seemed to be none who hated him. He appeared to be loved by one and all.

But there was one person, Jamal, one of his neighbours, hated Karim. He was a lazy person by nature.

So, he could not grow as much crops as Karim did. Hence, every year when he saw Karim earning more profit than him, he became more jealous.

One year, what happened that Jamal in his utmost hatred, set fire to the crops of Karim. But luckily one of the neighbours came to help and much of the crops were saved from being



destroyed. Karim thought who could do it? He tried to find out which direction the fire had started from. He suspected that Jamal could have done it, but he was not sure. Therefore, he decided not to take any action unless he could see himself the culprit doing it again.



A few days later, Karim was awakened by the loud voices of neighbours. He went out and saw a crowd in front of Jamal's hut. He was told that Jamal's son was bitten by a poisonous snake. The village doctor did not have injection for snake bite. Karim knew what he had to do. He took Jamal and his son in his tractor trolley to the town hospital that was 5 miles away, where doctors saved his life.

A day later, Jamal went to Karim's hut and began to weep bitterly. He confessed that it was he who set his crops to fire, but he was surprised when Karim told him that he knew about it all.

"You knew! I had set fire to your crops? And still you helped me saving my son's life?" asked the astonished Jamal.

Karim nodded and said, "I did what I knew was right. Could I do wrong just because you had done so?"

Jamal stood up and embraced Karim. Both men were in tears and so were the others who stood by them.

From that day, Jamal changed himself. Within a year, he was able to produce more crops through his hard work. When the others asked him how he had changed so much, he only replied, "It was the goodness and love of Karim that brought a change in my life."

Reading and Thinking Skills:

Comprehension:

I. Answer the following questions.

- How did Karim earn his livelihood?
- How did he help others?

- iii) How were Karim's crops burnt?
- iv) Why did Karim help his enemy?
- v) What is the moral of the story?

2. Choose the correct option to complete the following sentences.

- i) Karim was a kind and _____ natured person.
 - (a) good (b) ill mannered
 - (c) greedy (d) loose tempered
- ii) Jamal was a _____ person.
 - (a) lazy (b) active
 - (c) aggressive (d) kind
- iii) Jamal _____ Karim with all his heart.
 - (a) hated (b) loved
 - (c) loved (d) respected
- iv) Jamal set fire to Karim's _____ at night.
 - (a) crops (b) home
 - (c) farm (d) clothes
- v) Karim _____ that Jamal had lighted the fire.
 - (a) knew (b) did not know
 - (c) informed (d) wrote

Critical Thinking:

- Share any moral story with your class fellows.

Writing skills:



Activity

Write down a few sentences about the main characters of the story and give your personal response about the character. (Give reasons to support the response)



Activity

Write down the summary of the story.

Grammar:

Relative pronouns

A pronoun that "relates" a subordinate clause to the rest of the sentence. A relative pronoun links two simple sentences (or clauses) into a single complex clause.

Examples:

1. I know the boy. The boy came from Karachi.

I know the boy who came from Karachi.

2. This is the book. This belongs to my uncle.

This is the book which belongs to my uncle.

3. This is the rat. It was caught by the cat.

This is the rat that was caught by the cat.

Table of classification of different uses of relative pronouns.

Relative Pronouns	Used for	Examples
Who (as subject)	Persons only (Both singular and plurals)	I know the man who is honest. I hate the people who are cruel.
Which (Object and Subject)	Things without life and for animals	The answer which you gave is not correct. This is the cow which I bought.
That (as Subject)	Persons, Animals, Things	This is the girl that I told you about. A dog that barks seldom bites. Take anything that you like.

Activity

Fill in the blanks with relative pronouns. (which, who, that)

1. Mr. Anwar, _____ is our English teacher, lives in Quetta.
2. It is the car _____ is very expensive.
3. This is the teacher _____ I told you about.
4. The children, _____ shouted in the street, are not from our school.
5. What did you do with the money _____ your mother gave you?

Use of passive voice for various purposes:

1. The actor is unknown:

- His pen was stolen.
- Pistachio nuts are grown in Iran.
(We do not know who grow them)

2. The actor is irrelevant:

An experimental solar power plant will be built in the Australian desert. (We are not interested in who is building it)

3. You want to be vague about who is responsible:

- Mistakes were made.
- Bad advice was given.

4. Talking about a general truth:

- Rules are made to be broken.
- Marriages are decided in Heavens.

5. Lab reports and scientific research papers:

- Our planet is wrapped in a mass of gases.
- Heart disease is considered the leading cause of death in the world.





Activity





Write five passive voice sentences for various purposes.

Pronunciation:

Stressed syllables.

It is very important to know if a syllable is stressed (or not)

For example			
Words	Pronunciation	Syllable	Stressed Syllable
<u>PHO</u> TO GRAPH		3	1 st
PHO <u>TO</u> GRAPH ER		4	2 nd
PHO TO <u>GRAPH</u> IC		4	3 rd
PHO TO <u>GRAPH</u> I CALLY		5	3 rd

For example			
DESS <u>ERT</u>		(to) RE <u>CORD</u>	
DE <u>SERT</u>		(a) RE <u>CORD</u>	

Rules for stress.

Words with 2 syllables		
Noun	Stress on the 1st syllable	TA ble CH ina
Adjective	Stress on the 1st syllable	CLE ver HAP py
Verb	Stress on the 2nd syllable	En JOY , Com PLAIN
in general but there are exceptions:		
a lot of verbs ending in -ow, -en, -y, -er, -le, -ish have the stress on the 1st syllable:		
FOL low, O pen, CAR ry, OF fer, SPAR kle, FI nish		

Adjective	Noun	Verb
GRACE ful	AC cent	ac CENT
GOR geous	CON test	con TEST
HAND some, FI nal PRE sent LOVE ly	IN crease IN cline	in CREASE
SLEN der	PRE sent	in CLINE
SUS pect WOOD en	PRO gress	pre SENT
	PRO test SUS pect	pro GRESS pro TEST sus PECT
	TRANS port	trans PORT

Compound words		
Nouns	Stress on the 1st part	GREEN house, STEAM boat, SNOW ball, RAIN bow
Adjectives	Stress on the 2nd part	Red- HAIR ED, Bad- TEMP ERED, Old- FASH IONED
Verbs	Stress on the 2nd part	Over FLOW , Under STAND , Be HAVE , For GIVE

Suffixes	
Stress on the last Syllable	Stress on the Syllable before the Suffix
Japa NESE Mountai NEER	Expla NA tion Fan TAST ic

Unit 9

A Feast for Clothes (Story)

Student Learning Outcomes:

At the end of the unit the students will be able to:

- understand the first/ second and third person narrative.
- tell the theme of the story.
- classify and convert different types of sentences.
- recognize the rules of, and change the narration of statements, requests and orders.
- recognize and demonstrate the function and use of infinitives.

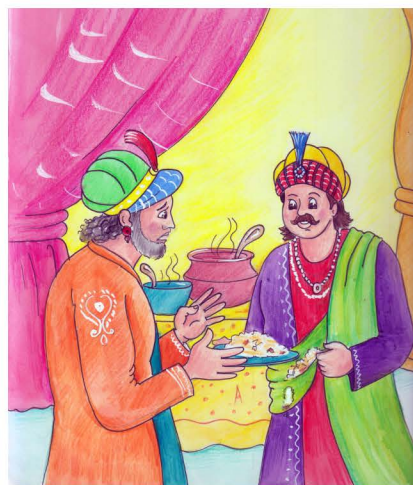
Pre-reading:

- Who was Sheikh Saadi?
- What is he famous for?

Once upon a time, there lived a persian poet and scholar, Sheikh Saadi. He belonged to Shiraz, a city of Iran. He is famous for the quality of his writings and for the depth of his social and moral thoughts. Like most other poets and **philosophers**, Sheikh Saadi was not a rich man. He led a very simple life.

Once a rich merchant of Shiraz invited Sheikh Saadi along with a lot of other big businessmen of the town on the **occasion** of his daughter's marriage which was to be a grand function. Sheikh Saadi accepted the invitation and decided to attend.

On the day of the wedding, the **host** and his family were receiving the guests at the gate. They were **ushering** all the guests towards the dining hall. All the rich people of the town attended the wedding feast. They had come out in best of their **attires**. Sheikh Saadi wore simple clothes which



were neither grand nor expensive. He waited in a corner for someone to approach him but no one gave him even a second glance. Even the host did not acknowledge him and looked away. Seeing all this, Sheikh Saadi quietly left the party and went to a shop from where he could hire clothes. There he chose a richly **brocaded dress** which was embroidered in gold on the margins. He selected a fancy turban and a waist-band to go with it. As he put on the hired dress and looked into the mirror, he found himself a changed person.



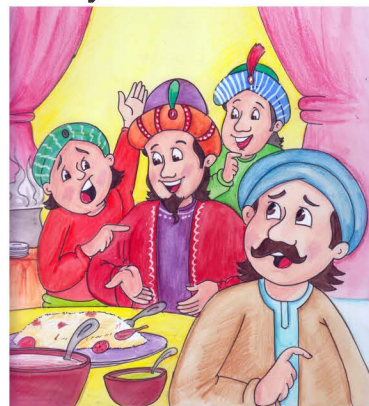
With this, he entered the dining hall and this time was welcomed with open arms. The host **embraced** him as he would do to an old friend and **complimented** him on the clothes he was wearing. On seeing him, he said, "And here comes our favourite poet. What took you so long, friend? We have been waiting for you for ages! How good of you to have come. The gathering surely would have been incomplete without your gracious presence!" Saadi did not utter a word and allowed the host to lead him to the dining room where other guests had assembled. Tasty dishes had been laid out on grand carpets. Saadi was offered a seat with soft cushions. The food was served in fine **crockery** with **cutlery** made of silver.

The host led Sheikh Saadi by hand and himself served out the chicken soup and the fragrant rice to him. After this, something strange happened. Sheikh Saadi dipped the corner of his waist-coat in the soup and sprinkled some rice on it. Addressing the clothes, he said: "This is a feast for you, you should enjoy it."

All the guests were now staring at him in surprise. The host said, "Sir, what are you doing? How can your clothes eat? And why should

they?" To this query, Sheikh Saadi very calmly replied: "My dear friend, I am indeed surprised with the question coming from you."

"Aren't you the same person who did not even throw a look at me when I came dressed in simple clothes. I can guess that it is my clothes and appearance that matter with you, not my individual worth. Now that I have put on rich clothes, I see a world of difference in reception here. All that I can now say is that this feast is meant for my clothes, not for me."



Acknowledgment: "islam can.com"

Reading and Thinking Skills:

Comprehension:

Answer the following questions.

- Who was Sheikh Saadi?
- Who invited Sheikh Saadi on the occasion of marriage party?
- Why did no one pay attention to him in the party?
- Why did he leave the party and where did he go?
- What lesson did you learn from the story?

Writing skills:

First Person Narrative, Second Person Narrative and Third Person Narrative.

First Person Narrative	Second-Person Narrative	Third Person Narrative
means writing from the "I" point of view.	is the least-used form in novels/stories, mainly because it usually reads more awkwardly. Second person is the "you" point of view.	form is written in "He, She" form.



Activity

Write a story in the first or third person narrative.

Follow the steps:

- Use the sequential order.
- Use adjectives/adverbs.
- Use the correct tense.
- Use the correct transitional devices.

Critical Thinking: What is the main theme of the story?

Grammar: Types of Sentences

Sentences can be classified according to the purpose of the speaker or writer. **For example:**

1. Declarative Sentence is used to make a statement of fact, wish or feeling.
2. Imperative Sentence is used to state a command, requesting, or direction.
3. Interrogative Sentence is used to ask question.
4. Exclamatory Sentence is used to express strong feelings.



Activities

I- Use the numbers to classify these sentences according to their types. (Also mention the name of each type).

Example:

- . Please set the table. (Imperative sentence)
1. I wish I could go to Hajj this year. _____
2. Have you ever delivered a speech? _____
3. Asma wants to be a doctor. _____
4. Turn left at the second stop. _____
5. Ouch! I burned my finger. _____

2- Change the following sentences into interrogative and negative sentences.

1. I take bath daily.
2. She cooked delicious food.
3. I offer my prayers regularly.
4. We help one another.
5. Union is strength.

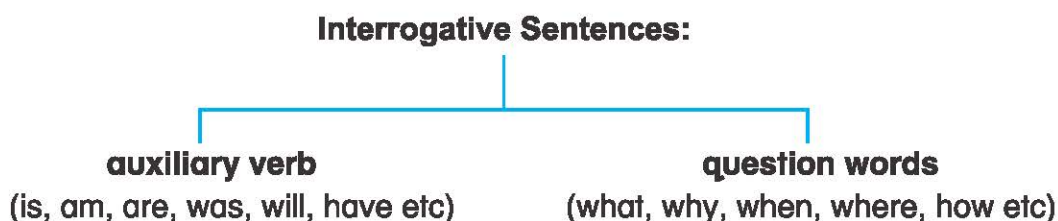
Interrogative sentences

When a question begins with a question word such as what, who, whom, when, where, why, how etc., the same word is used to introduce the question in the indirect speech. In other words, the question word becomes the joining word instead of that, if or whether. Instead of 'said' we use one of the following reporting verbs:

Direct and Indirect speech

(Interrogative Sentences

in indirect speech)



Interrogative sentences beginning with an auxiliary verb are changed into indirect speech by using the connective **"if"** or **"whether"**. The reporting verb said (or any other word used as the reporting verb) changes into **asked, queried, questioned, demanded of or enquired of** in the indirect speech.

NOTE

- 'of' is used after enquired and demanded only when the reporting verb has an object.
- The indirect narration is always in the assertive form. In other words, the interrogative sentences in the direct speech will change into assertive. Sentences in the indirect speech.
- The auxiliary verbs should, could, would, ought to and might do not change in the indirect speech.

- **Direct:** She said to me, "Are you coming with us?"
Indirect: She asked me if I was going with them. OR She asked them if I was coming with them.
- **Direct:** I said to him, "Were you present at the meeting yesterday?"
Indirect: I asked him whether he had been present at the meeting the day before (or the previous day).
- **Direct:** The woman asked the stranger, "Should I help you?"
Indirect: The woman asked the stranger whether she should help him.
- **Direct:** I said to him, "Who are you?"
Indirect: I asked him who he was.
- **Direct:** The mother said to the daughter, "Do you know where Jamil is?"
Indirect: The mother asked the daughter whether she knew where Jamil was.
- **Direct:** "Have you anything to say on behalf of the accused?," said the judge to the lawyer.
Indirect: The judge enquired of the lawyer if he had anything to say on behalf of the accused.

Activity

Change the following sentences into indirect speech.

1. "What do you want?", she asked him.
2. "Are you coming with us?", he asked me.
3. "Which way should I go?", asked the little girl.

4. Alladin said to the magician, "What have I done to deserve so severe a punishment?"
5. "Don't you know the way home?", I said to her.
6. "Who are you, sir, and what do you want?", they asked.
7. "Can you solve this problem?", he asked me.

Imperative Sentences in indirect speech:

Imperative sentences:

They express ideas such as advice, order, request, suggestion, instruction, permission, etc. In order to change an imperative sentence into indirect speech, we use to + first form of the verb or "that clause" is also possible to be used in some cases.

Example:

(1)

Direct: The old man said to the boy, "Please help me."

Indirect: The old man requested the boy to help him.

(2)

Direct: My grandmother said to me, "Love and obey your parents."

Indirect: My grandmother advised me to love and obey my parents.

(3)

Direct: The gardener said to the children, "Don't walk into the flower beds."

Indirect: The gardener forbade children to walk into the flower beds.

(4)

Direct: I said to my brother, "Do not climb up the roof."

Indirect: I warned my brother not to climb up the roof.

Imperative sentences

After suggest, we use a –that clause and not an infinitive. The verb propose is not followed by an object. The verb forbid itself conveys a negative sense. Therefore, we do not use not in the following clause.

Remember

Expressions used for requests / orders. Advise, command, request, suggest, order, forbid, decree, propose, beg, instruct etc.

Activity

Change the followings into indirect speech.

- 1) The teacher said to the students, "Work hard."
- 2) The doctor said to the patient, "Quit smoking."
- 3) He said to me, "Wait here till I return."
- 4) Ahsan said, "Where does your family usually go on vacation?"
- 5) She said, "Will you lend me your camera for two days?"
- 6) He said, "What is your name?"
- 7) She said, "Where are you going?"
- 8) The teacher said to the students, "Do it immediately".

Grammar:

THE INFINITIVE

Function

The most common uses of the infinitive are:

To indicate the purpose or intention of an action (where the 'to' has the same meaning as 'in order to' or 'so as to'):

- He came to help me.
- I went bazar to buy books.

As the subject of the sentence:

- To be or not to be, that is the question.
- To err is human.

(Note: this is more common in written English than spoken)

With nouns or pronouns, to indicate what something can be used for, or what is to be done with it:

- Would you like something to drink?
- I don't have anything to eat.
- The children need a garden to play in.

After adjectives in these patterns:

- It is + adjective + to-infinitive
It is good to talk.
It is good to talk.
- It is + adjective + infinitive + for someone + to-infinitive.
It is hard for elephants to see the mice.
It is hard for elephants to see the mice.
- It is + adjective + infinitive + of someone + to-infinitive.
It is unkind of her to say that.
It is unkind of her to say that.

After an adjective + noun when a comment or judgement is being made:

- It was not an appropriate place to park the car.
- This is the right thing to do.
- It was an astonishing way to behave.

With too and enough in these patterns:

too much/many (+ noun) + to-infinitive

- There's too much sugar to put in this bowl.
- I had too many books to carry.

too + adjective + to-infinitive

- He is too weak to walk.
- She was too tired to work.

too + adverb + to-infinitive

- He arrived too late to see the actors.

enough (+ noun) + to-infinitive

- I've had enough (food) to eat.

adjective + enough + to-infinitive

- She's old enough to make up her own mind.

not enough (+noun) + to-infinitive

- There isn't enough milk to drink.

not + adjective + enough + to-infinitive

- You're not tall enough to touch the ceiling.

Activity

Choose the correct answer.

1. Are you ready _____ now?
a) go b) to go
2. I saw her _____ the road.
a) to cross b) cross
3. They did not let us _____ on a picnic.
a) go b) to go
4. She wanted _____ because she was very tired.
a) sit down b) to sit down
5. I have heard her _____.
a) to sing b) sing
6. It is difficult _____ as your mother cooks.
a) to cook b) cook
7. You would rather _____ because it is dangerous.
a) not try b) not to try.
8. You must not _____ left. It is forbidden.
a) turn b) to turn
9. They did not let us _____ in groups
a) to work b) work
10. They planned _____ a picnic with all the family.
a) have b) to have

Unit 10

The Coal Miner (Poem)

Student Learning Outcomes:

At the end of the unit the students will be able to:

- write a summary of the poem.
- tell and write the main idea of the poem in simple words.
- paraphrase the stanzas by using paraphrasing skills.
- use past perfect tense.
- use ellipses.
- make request and respond to request.

Pre-reading:

- Do you work at home?
- What kind of work do you do?

He **emerges** from a hole in the ground
and yes he is all black
no no no
he isn't a rabbit or a mouse
don't mistake his blackness

as ugliness of his **soul**
even if his lungs are **smeared** black
he helps the world stay warm
he **drills** the ground like his life
he fills his **lungs** with dirt

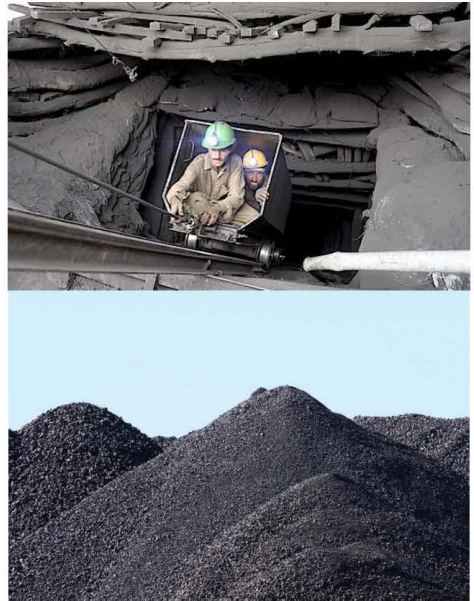
to feed his wife and son
whom he returns to at night
with pride and love
without washing or dining
he **blows** his dirt filled lungs



at the fire place
so his family stays warm
so the world keeps moving and
you feel his presence
in your life

if you ponder enough
for without the coal miner
and his soothing face black
his family would be wasted
the world would be cold.

(by William Words Worth)



Reading and Thinking Skills:

Comprehension:

Answer the following questions.

- i) Why is the coal miner important for us?
- ii) How is his health affected?
- iii) What is the main idea of the poem?
- iv) How do we benefit from the hard work of coal miners?

Writing skills:

- i) Write down the summary of the poem 'The Coal Miner' in your own words.
- ii) Restate the message of the poem in few simple words.
- iii) Paraphrase the following stanza.

"If you ponder enough
for without the coal miner
and his soothing face black
his family would be wasted
the world would be cold".

Grammar:

Past perfect tense:

We form the past perfect tense with 'had'+past participle'

Example:

I had fallen asleep when she came to the library to pick me up.

Why do we use it?

Let's look at the above sentence.

We have two past tense actions:

I fell asleep. She came to the library.

To indicate which past tense action happened first, we write it in the past perfect form:

I had fallen asleep (this happened first) **when she came to the library to pick me up** (this happened later).

Structure:

Subject + had + Past participle (Affirmative)

They	had	gone	to the shopping mall.
She	had	found	her wallet.

Subject + had + not + Past participle (Negative)

They	had	not	gone	to the shopping mall.
She	had	not	found	her wallet.

Had + Subject + Past participle (Interrogative)

Had	they	gone	to the shopping mall?
Had	she	found	her wallet?

Who / What / Where / When / Why / How + had + Past participle

Where	had	they	gone?
What	had	she	found?

Examples:

- i) Before my aunt moved to Islamabad, my uncle had already bought a house there.
- ii) They were hungry because they had not eaten anything.
- iii) Saira did not go to the school because she had a headache.



Activity

Fill in the blanks to complete the following sentences.

- 1. She _____ (live) in Pishin before she went to Mastung.
- 2. When I arrived at the school, the assembly _____ (start).
- 3. She told me that she _____ (study) a lot before the exam.
- 4. She said that she _____ (not/visit) the museum before.
- 5. The fire _____ (already/reach) the roof by the time the firemen arrived.

NOTE

Do use an ellipsis to show omission. Don't use ellipses to change the meaning of a quotation.

Use of Ellipses:

An ellipsis is a set of three dots (. . .) indicating an omission.

The word "ellipsis" comes from the ancient Greek roots "el" (out) and "lip" (from the verb "leipo," "leave"), so it literally means "leaving something out" or "something left out."

Using an Ellipsis to Show an Omission

In formal writing, the most common way to use an ellipsis is to show that you have omitted words. For example, if you are quoting someone and you want to shorten the quote, you use ellipses to indicate where you've dropped words or sentences.

Informal writing:

In informal writing, an ellipsis can be used to represent a trailing off of thought.

Example:

If only she had . . . oh, it does not matter now.

Ellipses for omitted material spanning two or more sentences

- Choose the point at which the pause or trailing off occurs.
- Insert the ellipsis between two words where the pause occurs, or after the last word to trail off at the end of a sentence.
- If the ellipsis occurs at the end of the sentence and the sentence would normally end with a question mark or exclamation mark, place this after.
- Use three dots for any omission.
- Omissions within a sentence should use three dots (...) while omissions between sentences should use a period and a space followed by three dots (. . .)

Example:

Today...we voted.

I cannot believe that I managed to escape alive ... it was a miracle.



Write a few sentences by using ellipses.

Oral Communication

Making request and responding to request:

Shazia: Can you show me your photo album, please?

Asma: Sure. Here you are.

Hina: Would you help me with this exercise, please?

Tayyaba: Sure. I'll be glad to.

Ali: Shall I open the window for you?

Nasir: Yes please. That would be very kind of you.

Activity

Practise the given dialogue in the class.

Revision 6 to 10

1. Write an expository essay on cause and effect on the topic "Effects of Self Medication."
2. Write a précis of the following passage to one-third of its length and also give a suitable title?

Today there are 3000 million people in the world. Fifty years ago only about 2000 million people lived in it. If earth's population was evenly distributed over its land surface, there would be about 550 persons to the square mile. But Earth has vast areas of forests, mountains and deserts which are almost totally un-inhabited. On the other hand, it has great cities each with millions of people living on a few square miles.

In order to feed the fast growing population of our earth, scientists and planners have to discover new ways of producing more food. One possible way is to bring more land under cultivation. This can be done only in places where in land is not used for productive purposes. In many places it is no longer possible as all the arable land is already cultivated.

A second way is to make use of new types of seeds to produce more. Already a number of new strains of paddy and wheat have been developed in different parts of the world. India is one of the countries where a lot of useful work has been done in the field of agriculture research.

3. Change the following questions into reported speech.

- | | |
|---|--------------------|
| i) "Where do you live?" | Meena asked Tayyab |
| ii) "How are you going to travel to Italy?" | Laiba asked Shazia |
| iii) "Why did you buy that book?" | Akram asked Anwar |
| iv) "What's the time?" | Munir asked Karim |
| v) "Who helped you with your work?" | Saira asked Hina |

4. Change the following sentences into indirect speech.

i) The doctor said to old man, "Stop smoking!".

ii) "Get out of the car!" said the policeman.

iii) "Could you please be quiet," she said.

iv) The man with the gun said to thieves, "Don't move!"

5. Form conditional sentences (type I) by using correct form of the verb given in brackets.

i) I _____ (to be) very angry with Nasir if he forgets my worksheet again.

ii) If the boys _____ (to win) this match, their coach will invite them to a barbecue.

iii) If you don't read these articles, you _____ (won't/don't) know the facts about Africa.

iv) The engine _____ (not/to start) if Bashir does not connect these two cables.

v) We won't fetch something to drink if Naila _____ (not/to bring) some sandwiches.

6. Choose the correct answer.(active and passive voice)

- i) A new book _____ by that company next year.
(a) will publish (b) will be published
- ii) The teacher _____ the girl's name even now.
(a) remembers (b) is remembered
- iii) The secretary _____ to his new boss yesterday.
(a) introduced (b) was introduced
- iv) A prize _____ to whoever solves this equation.
(a) will be giving (b) will be given
- v) When the manager arrived, the problem _____
(a) had already been solved. (b) had already solved.

7. Make the positive or negative tenses of past perfect tense.

- i) When I arrived at the class, the lecture _____ (start).
- ii) She _____ (live) in Quetta before she went to Lahore.
- iii) When we _____ (finish) dinner, we went out.
- iv) She said that she _____ (not/visit) the UK before.
- v) They _____ (not/eat) any thing so we went to a restaurant.

Student Learning Outcomes:

At the end of the unit the students will be able to:

- analyze written texts to use in their own writing, features of a simple descriptive composition about people, objects and places.
- write three paragraphs of comparison between persons, objects or places.
- use second conditional sentences.
- form adjectives from nouns.

Pre-reading:

- What is the importance of forests?

Forests play an important role in the development of a country. They are considered as natural resources. According to the experts, forests should cover at least 25% of the total area of a country. But unfortunately in Pakistan, only 4.5% of the total area is covered with forests.

Deforestation is a main environmental concern in the world. Deforestation includes the cutting down, burning, and destructing of forests. It is the first link in a chain of environment **degradation** that includes erosion, climatic changes, air pollution and the loss of hardwood and fuel wood.



The forests are being cut down at a **petrifying** rate to supply man with lumber (timber), pasture land, and farm land. The outcome of such human activities is deforestation; the world's most valuable environment is being **ruined**. Plants and animals life is gradually diminishing as the natural habitat is being affected.

Pakistan is not self sufficient in wood based products and spends billions of rupees on import of wood and wood based products. Pakistan's forest resources are **shrinking** at a rate of one percent which will have dreadful effects on the people of Pakistan.

Main causes of this large scale deforestation in Pakistan are:

Sprawling growth of cities has converted forests into cities thus losing the forest or decrease in forest area. According to some sources, around 32% people of Pakistan live in urban areas and if the current growth rate of urbanization is kept, Pakistan's urban population will surpass the rural one by 2030.



Building of roads in order to have access to the far flung areas has also caused deforestation especially in areas of Kohistan and Northern areas.

The increase in demand of industrial products has also caused deforestation as most of the industries require wood as their fuel. Wood industries such as hard wood and safety match box, plywood etc have also

played their part in deforestation.

Overgrazing of land by cattle, sheep and goats have converted subtropical and tropical thorn forest areas into deserts.

The effects of deforestation can be **devastating**. Deforestation can damage to the environment, usually stemming from its ability to cause land erosion. When an area is cleared, the soil under the surface is essentially stripped off the roots that provided it structural integrity and support. Without this support, the force of water, gravity, or both can cause the land to move, either as one piece, or more commonly, steadily and **incrementally**.

Deforestation is a severe environmental destruction which cannot be revived if damaged at current rate. People cut down trees to meet out their own need without considering future outcome. They do not recognize about the damage they are doing. The deforestation affects the plant life. People have general impression that if trees and plants are cut down, they will grow back in a few years. Plants will ultimately grow back, but the forest will be changed into a secondary forest and may never be the same.

If preventive measures are not taken immediately to stop the process of deforestation, humans will be under the grip of severe crisis. They may lose animals, plants, and there are great possibilities for fatal diseases which could severely harm the mankind. We must join hands to work out a plan that is appropriate for the environment.



Reading and Thinking Skills:

Comprehension:

1. Answer the following questions.

- i) Why do people cut trees?
- ii) How does deforestation affect the environment?
- iii) Highlight the main causes of large scale deforestation process in Pakistan.
- iv) Suggest some of the preventive measures to avoid the process of deforestation?
- v) How can we create awareness of tree plantation among the people in our country

2. Tick the correct option.

- i) Deforestation is a main _____ concern in the world.
a. environmental b. social c. political d. economical
- ii) The forests are being cut down at a _____ rate.
a. alarming b. mediocre c. petrifying d. slow
- iii) People cut down _____ to meet out their own need without considering future outcome.
a. plants b. trees c. grass d. wood
- iv) Plants and _____ life is gradually diminishing as the natural habitat is being affected.
a. animals b. human c. marine d. world
- v) We must join hands to work out a _____ that is appropriate for the environment.
a. draft b. plan c. plot d. scheme

3. Match the meanings of the following words, in column A and column B.

Column (A)

- degradation •
- devastating •
- incrementally •
- petrifying •
- ruined •

Column (B)

- destroyed
- becoming greater
- terrifying
- the act of reducing
- to break beyond recovery

Critical Thinking:

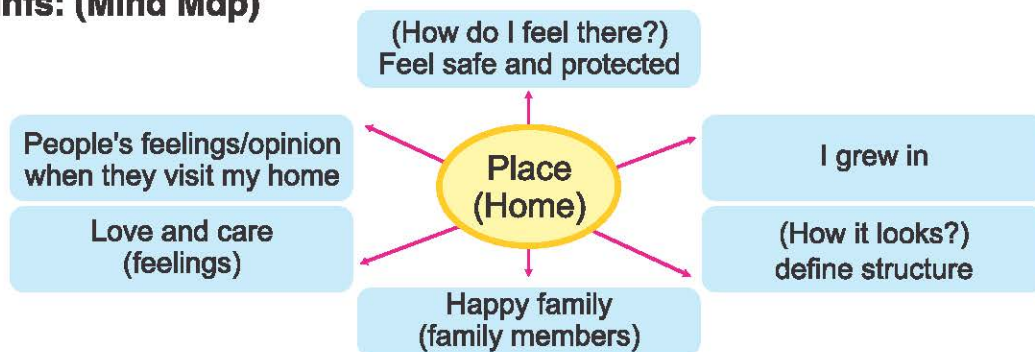
Discuss in groups and write down the advantages of forests and disadvantages of deforestation.

Advantages of forests	Disadvantages of deforestation

Writing skills: Descriptive writing about place.

Analyze the following descriptive composition.

Hints: (Mind Map)



Descriptive composition on 'My Home'.

Introductory Paragraph: I believe home is where you find peace, joy and most importantly where you feel safe. we cannot feel safe anywhere else. I feel protected the most in my home where I grew up.

Body Paragraph: When I step inside the house and close our big wooden door, I feel relieved. I look around recognizing everything, walking through the living room then enter the dining room. This is where we all gather for lunch and dinner, after that I use the stairs to go to the favourite part of my home, it is the room that has my warm comfortable bed, fluffy pillows and cozy blanket - that's where I end up relaxing every day.

I hear the voices of my brothers and sisters playing and shouting, and the sound of my mother's steps walking around the house to make sure that everything is all right. Hearing these sounds around me makes me feel that I am not alone and I shall always be safe with them. At the end of the day everyone wants to hear the voice of my father saying, " I am home" when he comes back from work. So everyone moves ahead to give him a hug.

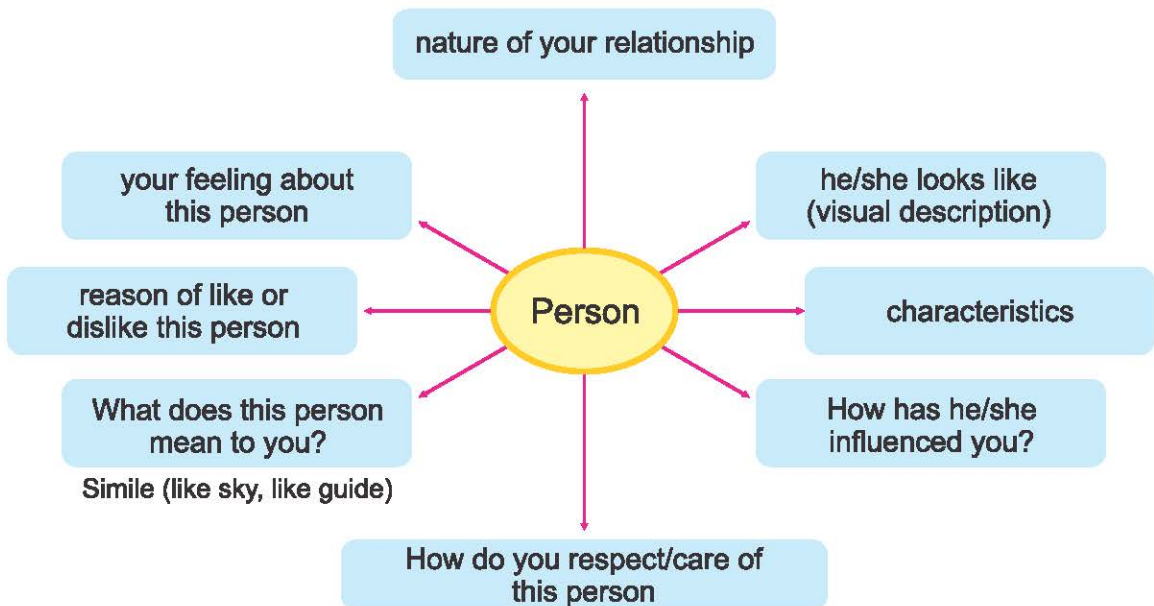
Concluding Paragraph: All our relatives and friends like our beautifully built home which is a mixture of love, care and happiness. They say that our home is a heaven. No doubt my home has no match in this world. I can never ever think of living anywhere else except my home. In short the most secure place for me is my home, full of material and abstract reliefs.



Activity

Write down three paragraphs describing a person, a place and an object with the help of the given mind maps. (Also use similes for comparison)

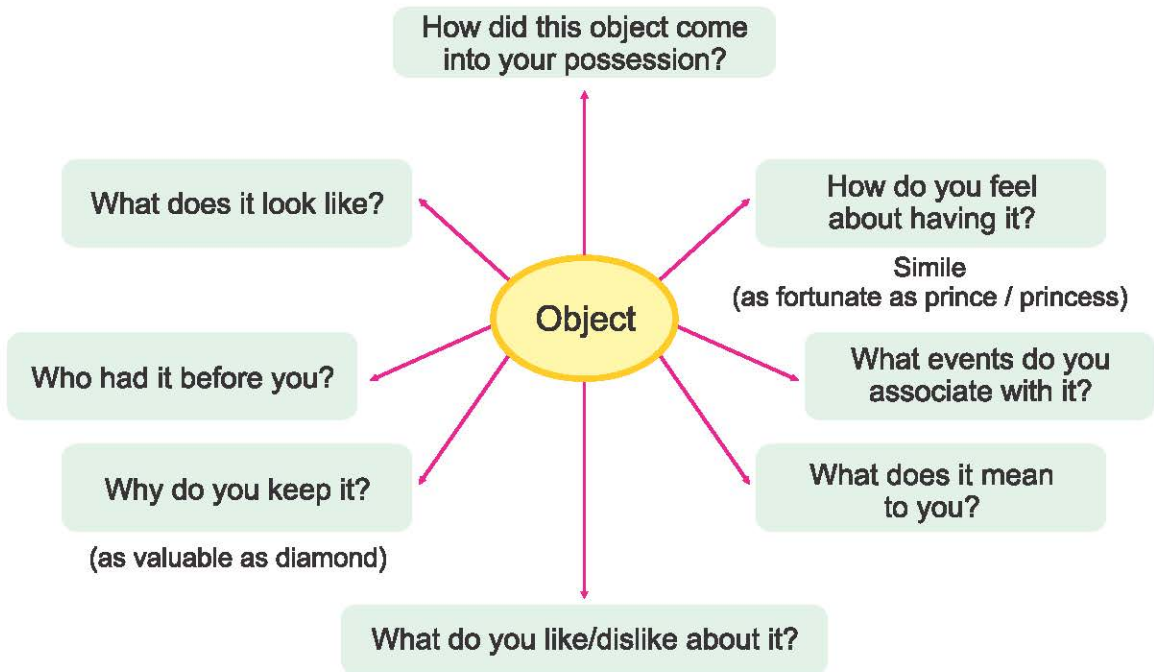
Brainstorming on describing a person:



Brainstorming on describing a place



Brainstorming on describing an object



Grammar:

Forming adjectives from nouns

Look and read the following examples carefully.

Nouns	Adjective	Nouns	Adjective
accident	accidental	fun	funny
region	regional	cost	costly
fool	foolish	science	scientific
friend	friendly	success	successful

Activity

Form adjectives from the given nouns and then use adjectives in your sentences.

	Nouns	Adjectives	Sentences of Adjectives
1.	danger	_____	_____
2.	accident	_____	_____
3.	fool	_____	_____
4.	beauty	_____	_____
5.	wonder	_____	_____

Conditional sentences type II

if + simple past, ...would + infinitive



NOTE

The simple past is used in "if clause" and would + infinitive is used in "result clause"

Uses;

First, we can use it to talk about things in the future that are probably not going to happen.

Examples:

- If I won the lottery, I would travel around the world.
(I probably won't win the lottery)
- If I met the Queen of England, I would say hello.

Second, we can use it to talk about something in the present which is impossible, because it's not true.

Examples:

- If I had his number, I would call him.
(I don't have his number now, so it's impossible for me to call him).
- If I were you, I wouldn't go out with that man.

Activity

Complete the following sentences by using appropriate verb forms.

1. I _____ be perfectly happy if I had a car.
(a) would (b) will (c) were (d) had
2. Would it be alright if I _____ round about seven tomorrow.
(a) come (b) came (c) am (d) will
3. If I were rich, I _____ go to Switzerland.
(a) would (b) will (c) were (d) has
4. If you worked harder, you _____ win.
(a) would (b) will (c) have (d) should
5. If you _____ me nicely, I would get you a tea.
(a) asked (b) ask (c) asks (d) asking

Student Learning Outcomes:

At the end of the unit the students will be able to:

- write formal letters.
- use compound prepositions.
- use prepositional phrases.

Pre-reading:

- What are natural disasters?
- Why do we need protection from natural disasters?

Disaster is defined as “a **catastrophic** event that brings about great damage, destruction and **devastation** to life and property.” The damage caused by disasters varies depending upon the geographical location, the **severity** and above all, the type of the disaster. Disasters have been classified into two categories, natural disasters and man-made disasters. **Cyclones, tsunami, floods, droughts, earthquakes and volcanoes** are a few examples of natural disasters; and wars and nuclear accidents fall in the category of the man-made disasters. However, the disasters can be mitigated and losses can be **minimized** with efficient **preparedness** and management.



Disaster management is the process of coordinating and **utilizing** the available resources to deal with emergencies effectively, in order to save lives, avoid injuries and minimize losses.

Disaster management is a systematic process, consisting of response and recovery (relief and rehabilitation).

However, it remains incomplete without **mitigation** and **preparedness**, which are basically pre-disaster management phases. All these phases are very important in managing the disasters.

Mitigation, the very first phase of disaster management, is a **sustained** action that reduces both short-term and long-term risks to people and property from the **hazards** and their effects. It involves activities like scientific hazard analysis, **vulnerability** analysis, risk assessment, avoiding construction in high risk zones, launching awareness **campaigns**, training and **capacity building** of responders and managers, etc. Mitigation, therefore, is an effort to lessen the impact that disasters may cause.

Preparedness, the second phase of disaster management is a set of steps that enhances the ability of communities and government to respond to a disaster. The steps included in this phase are the **maintenance** of available resources, storage, **logistic** planning, communication planning, and needs assessment. The key to effective disaster management is readiness to provide a rapid emergency response. It entails everyone to be prepared to respond to extreme situations.

Response, includes the action of responding to an emergency. It aims at providing immediate emergency support to a community to maintain health, safety and morale until a permanent solution can be put in place.

The steps involved in response phase are situation analysis, crisis maps, information, communication, shelters, **dispatching** of resources and early damage assessment.

Recovery, is the process of returning to normal. Recovery phase may be short-term as well as long-term and it begins after the disaster

commences. Recovery phase is consisting of reconstruction, rehabilitation, infrastructure building, housing, livelihood, social security, transport, clean drinking water, communication and agriculture.

Pakistan has fallen **victim** to disasters many a time. The earthquake – 2005 Hunza **landslides** and floods 2010 and 2014 are some of the incidents. The available data suggests that Pakistan suffered heavily as a result of those disasters due to the lack of efficient disaster management.

The floods that began in 2010 dealt a serious blow to Pakistan. The floods of such a **magnitude** had never been witnessed in the history of Pakistan. Heavy monsoon rains in Khyber-Pakhtunkhwa, Sindh, Balochistan and Punjab were mainly responsible for the floods. The heavy rains also affected Indus river basin. Almost one/fifth of Pakistan **submerged** in water. Moreover, almost 20 million people were directly affected by the destruction of property, livelihood and infrastructure. And the death toll rose to about 2, 000 people.

In the same way the earthquakes also struck the region of Quetta in 1935 and Northern areas in 2005 and caused heavy destruction in many areas of Azad Kashmir (AJK) and Khyber-Pakhtunkhwa. According to data, more than 73,000 people died in the earthquake of 2005 and almost 2.8 million became homeless.

The government has established “National Disaster Management Authority” (NDMA) for disaster management in order to equip and train **personnel**. Being the responsible citizens of Pakistan, it is our duty to equip ourselves for disaster management. It will help us to handle the disasters more effectively.

Reading and Thinking Skills:

Comprehension:

Answer the following questions.

1. Define a disaster.
2. What is disaster management?
3. Name the phases of disaster management.
4. Briefly tell about each phase of disaster management.
5. Name some of the natural and man-made disasters.

Critical Thinking:

Divide students into groups and ask them to prepare a plan to save their area from natural disaster like floods, earthquakes, landslide and droughts.

Writing skills:

Write a composition on disaster management.

Formal Letter Format (Sample Letter of Complaint)

The diagram illustrates the components of a formal letter. Labels on the left point to specific parts of the letter template:

- The sender's full address and the full date** points to the top right corner.
- The designation and address of the receiver (person to whom the letter is addressed)** points to the recipient's address.
- Salutation: Address the person to whom the letter is written** points to the salutation.
- Closing: Thank you/Sincerely.** points to the closing text.

Labels on the right point to specific parts of the letter template:

- Subject or topic of the letter** points to the subject line.
- Body: clearly explains the purpose of the letter or problem and suggests a solution.** points to the main body of the letter.
- Signature and name of sender.** points to the signature and name at the bottom.

The letter template itself contains the following text:

House # B-30
Chaman Housing
Quetta.
Sep 15, 2015

The Director,
Park Services,
Quetta Development
Authority.
Subject: Safety Measures

Sir/Madam,

Yesterday, I noticed a situation at public Park that could be very dangerous for the children who play there. The equipment appears to be old and worn out. For example, the leather seats on the swings are falling apart. I observed a child who had difficulty staying on a seat because it was damaged. In addition, the mats under the equipment are torn or missing entirely. This concerns me greatly.

Would you please look into this matter? Perhaps the equipment needs to be repaired, or preferably replaced, to ensure the continued safety of our children.

Sincerely,
Abdul Ali
Abdul Ali

Activity

Write a formal letter to the Chief Minister of Balochistan to request for a play ground in your area.

Grammar:

Preposition:

It is a word that shows the relationship between a noun or pronoun and other words in a sentence. Prepositions commonly convey the following relationships: comparison (like, as . . . as); direction (to, toward, through); place (at, by, on); possession (of); purpose (for); source (from, out of); and time (at, before, on).

Compound Preposition:

It is also known as two-word unit (a word + a simple preposition),

Example:

1. **according to:** (as stated by, on the authority of)
According to Aslam, no one enjoyed the party very much.
2. **due to:** (on account of)
I was unable to go to the party, due to heavy rain.
3. **for the sake of:** (in the interest of, for the good of)
We should sacrifice our personal benefits for the sake of peace.
4. **in accordance with:** (in agreement with)
In accordance with your instructions, we are shipping this item to you.
5. **on behalf of:** (speaking or acting as a proxy or representative)
On behalf of the mayor and the people of our beautiful city, I welcome you all.
6. **in contrast to (with):** In contrast to (with) his earlier attitude, he is now very friendly and cooperative.
7. **instead of:** (in place of, substituting for) I walked to school instead of going by bus.

Activities

1- Fill in the blanks with correct compound preposition.

Instead of, due to, because of, In addition to, away from, in respect with.

- i) There were three other people present _____ the committee.
- ii) We don't have any tea. Would you like coffee _____ tea?
- iii) She was _____ class for a week.
- iv) I speak _____ my teacher.
- v) The success of Ahmed is _____ the hard work of his mother.
- vi) We had to drive slowly _____ the heavy rain.

2- Find out some compound prepositions from the unit.

Prepositional Phrase

The prepositional phrase consists of the preposition, its object, and modifiers of the object. The object of the preposition is always a noun, pronoun, or a group of words used as a noun. They provide important information on location, descriptions of people and things, relationships, time, and ideas.

A prepositional phrase begins with a preposition, such as in, on, at, between, or among, and ends with a noun, pronoun, or gerund.

Examples:

on the road,	at home,
between us,	without crying,
behind a tree,	with her baby,
on my cycle,	towards the car,
at the end of recess,	
during the race	

PHRASE

A phrase is a group of related words that function as a single part of speech. A phrase does not have a subject.

MODIFIERS

Modifiers are words, phrases, or clauses that provide description in sentences. Modifiers allow writers to take the picture that they have in their heads and transfer it accurately to the heads of their readers. Essentially, modifiers breathe life into sentences. It is also called qualifier because it qualifies the sense of another word; for example, the noun alarm is a modifier of clock in alarm clock and the phrase every day is an adverbial modifier of walks in he walks every day

Activities

1- Underline the prepositional phrase in each sentence and circle the preposition. First is done for you.

1. The strange man parked his car next to the tall tree.
2. The confused student walked through the school halls.
3. My cousin wore a bandage on his hand to cover the wound.
4. Mr. Akbar had to drive through the large puddles.
5. My friend came to visit from London.

2- Rewrite each of the sentences below, and add one prepositional phrase. (answers may vary)

Example:

1. The funny clown jumped.
The funny clown jumped into the small car.
2. They ate dinner.

3. Saleem threw the ball.

4. Aamna parked the car.

5. Children played cricket.

NOTE

In a sentence a prepositional phrase will function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question Which one?

As an adverb, a prepositional phrase will answer questions such as How? When? or Where?

Student Learning Outcomes:

At the end of the unit the students will be able to:

- skim the text and answer the questions.
- write an expository composition.
- classify and change the degrees of adjectives with "than" and "the".
- recognize and use the absolute adjective.

Pre-reading:

- What are the famous or historical places of Pakistan?
- Have you ever been to any one of them? Share your experience.

I. Ziarat

Ziarat is a district and a famous hill station located in the north of Balochistan. It is a famous holiday resort.

The name Ziarat means 'Shrine'. There is a shrine of Baba Kharwari 8 km from Ziarat town. A huge number of tourists come to visit his shrine.

Quaid-e-Azam Residency also known as "Ziarat Residency" is also located in Ziarat. Quaid-e-Azam, Muhammad Ali Jinnah spent his last days here. It is declared a national monument and heritage site and is of great architectural importance.

Ziarat is also famous for its agricultural produce, like apples and cherries, and juniper forests. In winter it receives heavy snowfall and people come from different parts of the country to visit and enjoy the snowfall.



Raishem Tangi and Manna Dam are also famous sites of Ziarat valley.

2. Hunza Valley

The Hunza is a mountainous valley in the Gilgit–Baltistan. The Hunza is situated to the north west of the Hunza River. Aliabad is the main town while Baltit is a popular tourist destination because of the spectacular scenery of the surrounding mountains like Hunza Peak, Passu Peak and Diran Peak.



3. Neelam Valley

Neelam Valley is a 200 km long bow-shaped thick forested region in Azad Kashmir. It is named after the River Neelum, which flows through the length of the valley. Apart from it Pattika fish farm and restaurant, Kutton / Jagran valley and Tao Batt Neelum village are the sites which attract a large number of tourists.

The valley is situated in the north-east of Muzaffarabad, running parallel to Kaghan Valley. The two valleys are only separated by snow-covered peaks.



4. Kaghan Valley

The Kaghan Valley is an alpine-climate valley in Mansehra District of the Khyber Pakhtunkhwa. The valley is a popular tourist destination for Pakistanis, and foreigners. The sites for tourists attraction in this area are Lake Saiful Muluk, hill walking and river rafting.



Saiful Muluk is a mountainous lake located at the northern end of the Kaghan Valley, near the town of Naran. It is in the north east of Mansehra District in the Khyber-Pakhtunkhwa. It is well above the tree line, and is one of the highest lakes in Pakistan.



Tourists can also enjoy the Trekking and Hill walking in this valley. There are a number of trekking routes all along the valley.

River Rafting and kayaking are new sports currently under development along the Kunhar River. As the lifeline of Kaghan Valley, Kunhar River is excellent for rafting.

In addition to short duration jeep rides to Sri Paya, Saiful Muluk, Lalazar and Sharan. Kaghan valley is also ideal for thrilling jeep rides from Naran to Babusar Pass and Nori Top.



5. Taxila

Taxila is a town and an important archaeological site in Rawalpindi District of Punjab, Pakistan. Taxila is situated about 32km north-west of Islamabad and Rawalpindi, just off the famous Grand Trunk Road. It is the headquarters of the Taxila Tehsil in Rawalpindi district. A large the remains of the Gandahara civilization.



6. Malam Jabba

Malam Jabba (also Maalam Jabba), is a Hill Station in the Karakoram mountain range nearly 40 km from Saidu Sharif in Swat Valley, Khyber Pakhtunkhwa, Pakistan. It is 314 km from Islamabad and 51 km from Saidu Sharif Airport.

Malam Jabba is home to the only “ski resort” in Pakistan. The area also contains two Buddhist stupas and six monasteries that are scattered around the resort. Tourists from all over the world come to see the scenic beauty of Malam Jabba.



7. Murree

Murree is an attractive place for tourists. It is located in the Pir Panjal Range, some 60 km northeast of Islamabad and Rawalpindi.



Patriata is a famous place also called New Murree is on distance of

15km from Murree Hills. It's a great created mountain resort having tall trees with beautiful green hills. Patriata is famous for its chairlift which provides a beautiful bird eye view of the valley. Apart from it, Mall road, Nathia Gali and Ayubia attract a large number of tourists every year.

Reading and Thinking Skills:

Comprehension:

1. Answer the following questions.

- i) Why do tourists visit Hunza and Neelum valleys?
- ii) Where is lake Saifu-ul-Maluk situated?
- iii) Which tourist site provides the facilities of river rafting and kayaking?
- iv) Which is the only ski resort in Pakistan?
- v) Why is Ziarat famous for?

2. Tick the correct option.

- i) The Hunza is a mountainous valley in the:
(a) Balochistan (b) Gilgit-Baltistan
(c) Punjab (d) Sindh
- ii) Saiful Muluk is a mountainous lake located at the northern end of the:
(a) Hunza Valley (b) Kaghan Valley
(c) Murree Valley (d) Ziarat valley
- iii) Ziarat is a district and a famous hill station located in the north of:
(a) Balochistan (b) Khyber Pakhtoon Khawa
(c) Punjab (d) Sindh
- iv) Patriata is famous for its:
(a) chairlift (b) flowers
(c) fruits (d) towers
- v) Malam Jabba, is a hill station in the:
(a) Himalaya mountain range (b). Hindukush mountain range
(c) Kirther mountain range (d) Karakoram mountain range

Grammar:

Comparative and Superlative Degrees of adjectives

(Use of "the" and "than")

1. The comparative degree is used to compare two nouns or pronouns. The adjectives are followed by 'than' in the comparative degree.

Example:

1. Immad is taller than Saad. (tall)
2. The plane is heavier than a bird. (heavy)
3. The butterfly is more beautiful than the spider. (beautiful)
4. This tree has more branches than that tree. (much)

Adjective

An adjective tells the quality of a noun or pronoun.

- for one syllable adjectives, we add 'er' to the ending.
- for two syllable adjectives that ends in 'y', we omit the 'y' and add 'ier' to the ending.
- for more than one syllable adjectives that does not end in 'y', the ending of the adjective remains unchanged and we use 'more' or 'less' before the adjective.

2. The Superlative degree is used to compare more than two things.

The adjectives are followed by 'the' in the superlative degree.

Example:

1. Bill Gates is the richest person in the world.
2. Mount Everest is the highest mountain in the world.
3. His house is the biggest on the street.
4. The winter is the coldest time of the year.

NOTE

Irregular forms of adjectives: good, better, best. bad, worse, the worst. many, (much) more, the most, little, less, the least.

Activity

Fill in the blanks with the correct comparative and superlative degree of adjective. Also use 'the' and 'than' with the correct degree.

1. The night of the 23rd June is _____ (short) night of the year.
2. The Pacific Ocean is _____ (large) ocean in the world.
3. A bicycle is _____ (cheap) _____ a motorbike.
4. It is the _____ (ugly) bag of all.
5. The Swat valley is _____ (beautiful) _____ Murree.

Absolute adjectives:

Adjectives that do not have degrees are called absolute adjectives.

Examples:

absolute, impossible, sufficient, complete, main, unanimous, unavoidable, entire, minor, major, unique, final, universal, ideal, whole, preferable, etc.

1. The dog is dead. (the adjective dead is non-gradable because dead can not be more or less dead).
2. The answer is correct.

Non Gradable Adjective

Adjectives that cannot be used in the comparative and superlative forms, or be used with words like 'very' and 'less' are called non-gradable adjectives.

Gradable Adjective

Adjectives that can express different degrees of qualities, properties, states, conditions, relations, etc. are called gradable adjectives.

Activity

Use the adverbs "a bit, very, really, extremely or quite" with gradable adjectives and the adverbs "absolutely" and "completely" with non-gradable adjectives.

Unit 14

Nature's Way (Poem)

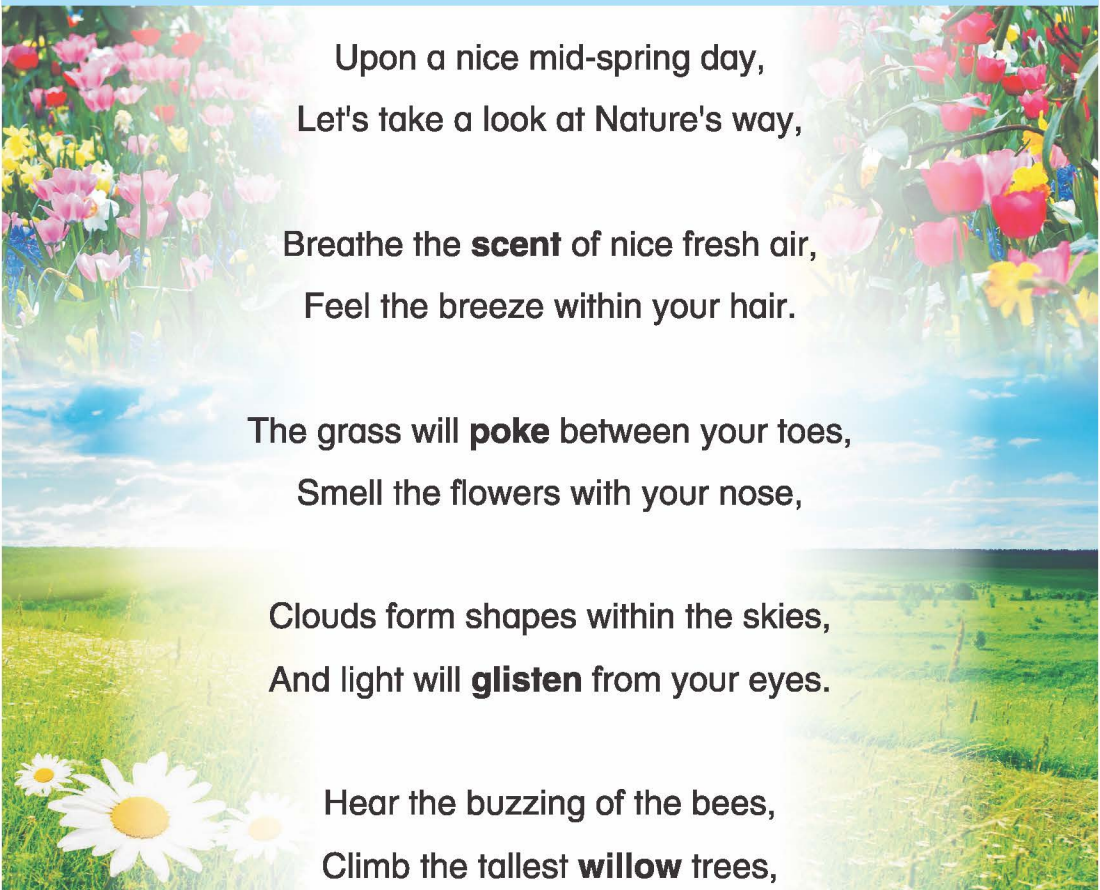
Student Learning Outcomes:

At the end of the unit the students will be able to:

- tell and write the main idea of the poem in their own simple words.
- write the summary of the poem.
- paraphrase the stanzas by using paraphrasing skills.
- form adjectives from verbs.
- analyze analogies: complete analogies correctly.

Pre-reading:

- Which season of the year do you like the most?
- Why do you like that particular season?



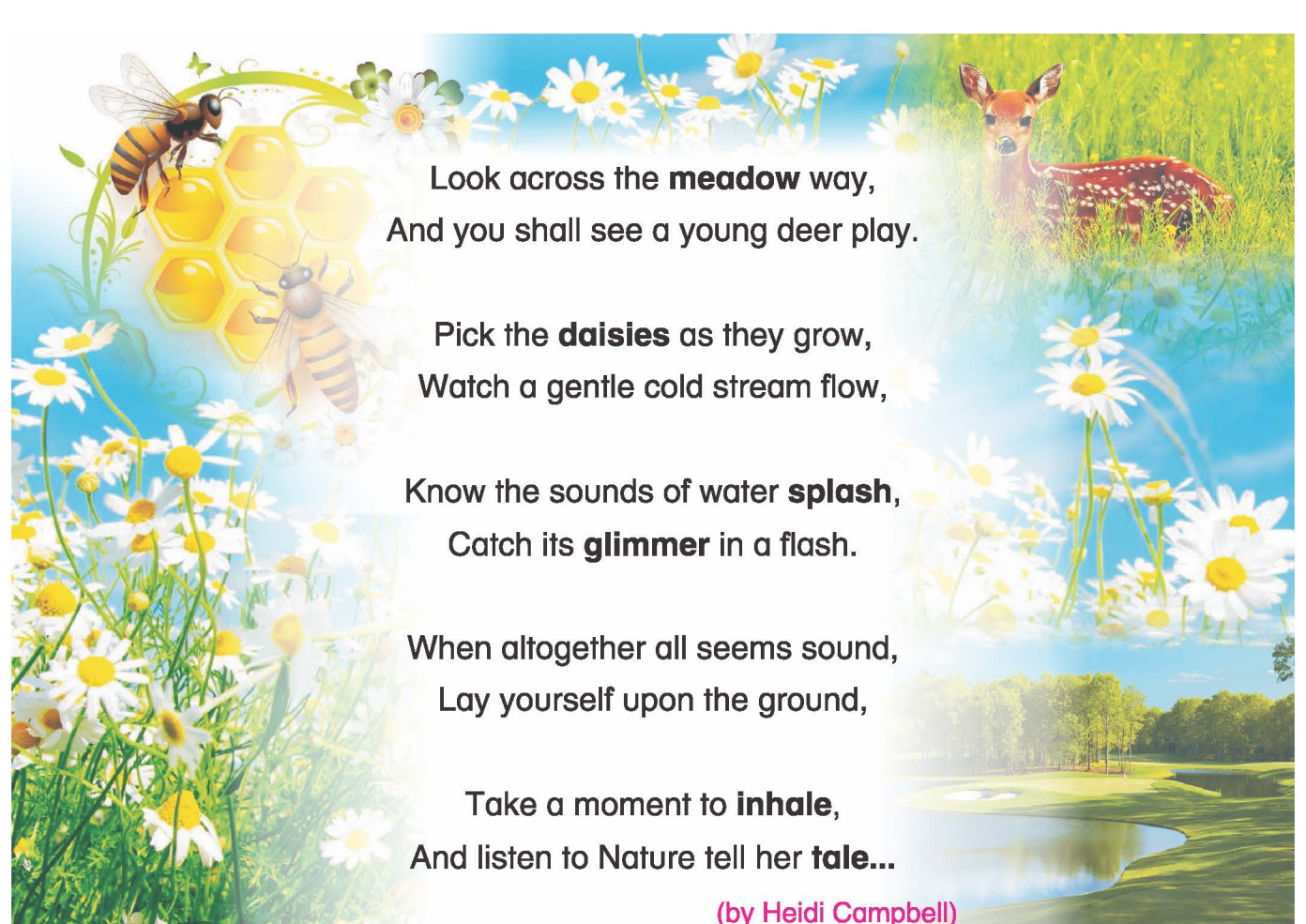
Upon a nice mid-spring day,
Let's take a look at Nature's way,

Breathe the **scent** of nice fresh air,
Feel the breeze within your hair.

The grass will **poke** between your toes,
Smell the flowers with your nose,

Clouds form shapes within the skies,
And light will **glisten** from your eyes.

Hear the buzzing of the bees,
Climb the tallest **willow** trees,



Look across the **meadow** way,
And you shall see a young deer play.

Pick the **daisies** as they grow,
Watch a gentle cold stream flow,

Know the sounds of water **splash**,
Catch its **glimmer** in a flash.

When altogether all seems sound,
Lay yourself upon the ground,

Take a moment to **inhale**,
And listen to Nature tell her **tale...**

(by Heidi Campbell)

Reading and Thinking Skills:

Comprehension:

Answer the following questions.

- i) Which season of the year is poet appreciating in the poem?
- ii) Name the five senses, the poet wants us to use to feel the nature.
- iii) Restate the message of stanza no 3 in your own words.
- iv) How does nature add to the beauty? Justify your answer with reasons.

Writing skills:

- I) What is the main idea of the poem? "Nature's way" explain in your own words.
- ii) Write down the summary of the poem in your own words.

Grammar: Forming adjectives from verbs

Look and read the following examples carefully.

Verb	Adjective	Verb	Adjective
agree	<u>agreeable</u>	freeze	<u>frozen</u>
access	<u>accessible</u>	sense	<u>sensible</u>
please	<u>pleasant</u>	select	<u>selective</u>
excel	<u>excellent</u>	destruct	<u>destructive</u>

Activity

Form adjectives from the given verbs and use those adjectives in your sentences.

attract, ignore, vacate, create, equal, pay, relax, urge

Vocabulary:

Analogy:

A likeness in some ways:

- i) Between things that are otherwise unlike e.g. human heart and pump.
- ii) Similarity between two things or situations e.g. sheep is to lamb as cat is to kitten.

Examples:

- i) petal: flower
- ii) player: team
- iii) exam: result
- iv) hard work: success
- v) painter: brush

Activity

Choose the correct option to complete the analogy.

1. Petal is to flower as student is to _____.
(a) book (b) pen (c) class (d) bag

2. Nail clipper is to nails as comb is to _____.
(a) face (b) hair (c) wash (d) colour

3. Novel is to novelist as poetry is to _____.
(a) ship (b) poet (c) cooking (d) library

4. Food is to hunger as disease is to _____.
(a) germs (b) doctor (c) knowledge (d) music

5. Beat is to drum as song is to _____.
(a) violin (b) singer (c) sound (d) colour

6. Geology is to rock as zoology is to _____.
(a) birds (b) plants (c) animals (d) stars

7. Archaeology is to ruins as astrology is to _____.
(a) animals (b) stars (c) human race (d) memory

Revision 11 to 14

1. Describe a historical place, you have visited with the help of similes for comparison.
2. Form adjectives from the given nouns and use them in your sentences.
Fool, use, success, dirt, beauty, width
3. Write a formal letter to the director of municipal corporation about the unhygienic conditions in your area.
4. Describe an object of your own choice (i.e. book, wrist watch, pen, picture, etc.) by **using similes of comparison**.

GLOSSARY

abroad:	foreign country
odourless:	without a smell.
aerosol:	a metal container in which paint or hairspray is kept under pressure and released as a spray.
ancient:	very old
array:	a large and impressive group of collection of things or people.
ascetic:	not allowing yourself physical pleasures, especially for religious reasons;
assisted:	to help somebody to do something.
astonished:	very surprised.
attires:	clothes.
aviation:	the designing, building and flying of aircraft.
awarded:	a prize such as money, etc. for something that somebody has done.
banquet:	a formal meal for a large number of people, usually for a special occasion.
benefactor:	a person who gives money or other help to a person or an organization such as a school or charity
bitumen:	black sticky substance obtained from oil, used for covering roads or roofs.
blows:	to send out air from the mouth.
blot:	stain
borrow:	to take and use something that belongs to somebody else, and return it at a later time.
brocaded dress:	a dress made of or decorated with brocade (a type of thick heavy cloth with a raised pattern made especially from gold or silver silk thread).
campaign:	a series of planned activities that are intended to achieve an aim.
capacity:	the ability to hold.
catastrophic:	causing a lot of damage and suffering.
cheer:	to express joy
comfort:	relaxed and free from pain.
compatriots:	a person who was born in, or is a citizen of, the same country as somebody else.

complimented:	a remark that expresses praise or admiration of somebody.
concentration:	attention.
concrete:	solid.
confrontation:	a situation in which there is an angry disagreement between people or groups who have different opinions.
contemporary:	belonging to the same time.
contribution:	something given or offered
conquerors:	persons who take control of a country by force
counseling:	professional advice about a problem.
crashed:	an accident in which a vehicle hits something.
crockery:	plates, cups, dishes, etc.
cure:	a solution to a problem or disease.
cutlery:	knives, forks and spoons.
cyclone:	a violent tropical storm in which strong winds move in a circle.
daisies:	a small wild flower.
descent	a drop to a lower status or condition.
deceptive:	likely to make you believe something that is not true.
defect:	fault.
deforestation:	the process of destroying a forest and replacing it with something else.
degradation:	the act of reducing.
deprive:	to prevent somebody from having or doing something.
devastation:	great destruction or damage, especially over a wide area.
devastating:	to break beyond recovery.
dispatch:	to send somebody / something somewhere especially for a special purpose.
drill:	to create a hole with a drilling tool.
droughts:	a long period of time when there is little or no rain.
dual:	having two parts or aspects.
earthquakes:	a sudden violent shaking of the earth's surface.
eliminate:	to remove or abolish.
embarrassed:	ashamed
embrace:	hug
emerge:	to come into view
emphasize:	to stress.
endure:	to continue despite hardships

exclaimed:	to say something suddenly and loudly, especially because of strong emotion or pain.
extraordinary:	not ordinary / exceptional
famine:	lack of food during a long period of time in a region.
fascinated:	very interested.
feast:	special meal to celebrate an occasion.
floods:	a large amount of water covering an area that is usually dry.
fracture:	[countable] a break in a bone or other hard material.
fragrant:	having a pleasant smell.
giant:	an unusually large person, animal or plant
glimmer:	a faint unsteady light.
glisten:	to shine
hazard:	a thing that can be dangerous or cause damage.
hijacked:	to use violence or threats to take control of a vehicle, especially a plane, in order to force it to travel to a different place or to demand something from a government.
host:	a person who invites guests to a meal or a party.
immense:	extremely large or great.
incrementally:	with the action of increasing or becoming greater.
inferior:	of lower rank.
infinite:	endless.
inhale:	to take air, smoke, gas, etc. into your lungs as you breathe.
inside-out:	thoroughly.
integral:	being an essential part of something
intention:	a course of action that a person intends to follow.
lad:	boy or young man.
landslide:	a mass of earth, rock, etc. that falls down the slope of a mountain or cliff.
legend:	a person of extraordinary accomplishment.
lifeless:	having no life.
logistic:	movement of equipment, supplies and people.
look up:	to obtain information.
martyr:	a person who sacrifices his / her life.
meadow:	a field covered in grass, used especially for hay.
mischief:	bad behaviour.
mitigate:	to make something less harmful.
mitigation:	relief / alleviation
motivating:	encouraging / stimulating.

observant:	alert / watchful.
pearls:	a hard, spherical mass, typically white or bluish-grey, formed within the shell of a pearl oyster and highly prized as a gem.
personnel:	the people who work for an organization.
Petrifying:	terrifying.
philosopher:	a person who studies or writes about philosophy.
pilgrimage:	a journey to a holy place for religious reasons.
poke:	thrust
ponder:	to think about something carefully for a period of time.
prestigious:	respected and admired
priceless:	costly.
prosperous:	rich and successful.
provision:	item of goods or supplies
query:	question
ragged:	(of clothes) old and torn.
recruit:	to find new people to join a company or the armed forces.
renounce:	to give up / resign.
renowned:	famous and respected
repentance:	the feeling of regret.
relieve:	to cancel or delay the punishment.
reveal:	to make something known to somebody.
riches:	wealth / treasure.
ruined:	destroyed.
sacrifice:	the fact of giving up something important or valuable in order to get or do something that seems more important.
sagacity:	good judgment and understanding / wisdom.
scarcity:	shortage
scent:	the pleasant smell.
severity:	extremely bad or serious.
shrinking:	reducing.
signaled:	a movement or sound that you make to give somebody information, instructions or a warning.
smeared:	to spread an oily or soft substance over a surface in a rough or careless way / turned into
soothing:	free from fear or anxiety.
soul:	inner character.

sphere:	an area of activity.
splash:	falling of a liquid (especially water) noisily onto a surface.
spot:	small mark.
stare:	to look at somebody/something for a long time.
submerged:	under the surface of water or liquid.
survive:	to continue to live or exist.
tale:	imaginative story full of action and adventure.
terribly:	extremely / ver badly.
tsunami:	an extremely large wave in the sea caused by an earthquake.
unfortunate:	unlucky
up lift:	to raise.
usher:	a person who shows people where to sit in a church or public hall, etc.
utilize:	to make the best use of.
value:	worth
victim:	a person who has been attacked, injured or killed, as the result of a crime, a disease or an accident.
virtue:	behaviour or attitudes that show high moral standards.
volcanoes:	a mountain with a large opening at the top through which gases and lave come out.
vulnerability:	the quality of being weak and easily hurt physically or emotionally.
ward off:	to prevent.
warmth:	kindness / affection.
willow:	a tree with long thin branches and long thin leaves, that often grows near water.
worried:	unhappy

TEACHER'S GUIDE

Unit No 1:

- Make the students understand poetry as a kind of literature that is written in meter and is recited. It is different from prose that is the ordinary form of written language that uses sentences and paragraphs. Newspapers, essays and letters are written in prose. (a model reading should be done by teacher for students, then the students should be asked for recitation).
- It is the teacher's task to introduce the poem to the students stanza by stanza and after understanding the thought group or main idea of each stanza, tell the students the main idea of the whole poem with the help of main ideas of the stanzas.
- Help them to replace the bold difficult words into simple words with the help of dictionary to make them easier for understanding.
- Ask the students to use these simple words to write the message of the stanzas in simple language of prose.
- Help the students to write the summary of the poem with the help of key points or key ideas of the poem.
- Encourage students to make more similes and metaphors for friendship and for some other words.
- Ask the students to do the practise of oral communication in pairs.

Unit No 2:

- Pre reading and post reading questions are given, for better understanding of the text
- During reading make the students understand the basic paragraph structure and while proceeding ask the students to identify the topic sentence, supporting details and concluding sentence in the other paragraphs of the unit.
- Give time to practise the diphthongs and triphthongs.
- Explain the basic function of pronoun and its types, after making them understand about pronoun introduce 'Pronoun- antecedent agreement'. Explain it with the help of examples.
- Explain the types of sentences with the help of examples and ask students to find out simple and compound sentences from the given text.

Unit No 3:

- Ask students to write a composition of three paragraphs, they may take help from the English book of grade 7. Teacher may assist them. Their ideas may be the same but expression of every student may vary.
- A sample of application is given to make the students understand the format and style of an application. Teacher should make the students write various applications for practice.
- Explain the use of comma and inverted commas with the help of examples.
- Ask the students to make more sentences of the given nouns to understand their meanings in singular and plural.
- Explain the linking and helping verbs and ask students to use them in their sentences.
- Ask students to fill in the blanks with the help of model verb.

Unit No 4:

- Follow the instructions of unit no. 1 about teaching poem.
- First do the brainstorming activity in the class on board about good and bad deeds. Let the students share their ideas and views about these topics and then encourage them to write two paragraphs on them.
- The practice of connotation and synonyms should be done in order to improve the vocabulary.
- Practice of subject verb agreement and direct and indirect objects should be done in the class and home assignments should be given.
- Make groups of students to practice the oral communication on different topics.

Unit No 5:

- For reading follow the instructions of unit no.2. Make the students understand the use of transitional devices within the text.
- Make the students understand the format of composition of three paragraphs and ask them to write on different topics in order to improve their writing.
- Types of transitional devices should be explained to the students and ask the students to use them in their writing.
- Explain the difference of regular and irregular verbs and give them at least 20 to 30 verbs of regular and irregular for memorizing so they can use them effectively in writing and speaking.

Unit No 6:

- Expository writing is a new concept for the students so ample time should be spent on practising this type of writing. Different topics may be given to the students for this writing.
- Syllable division is very important for correct pronunciation and spellings therefore good practice should be done.
- Explain the rules of using hyphen and give them enough practice of using hyphen.
- Explain direct and indirect speech by telling students different rules of changing the tense.

Unit No 7:

- Explain different means of transportation with the help of examples.
- Précis writing is very important writing skill. Make the students understand it. Teacher can use different passages for précis writing for students.
- Explain the use of parenthesis and ask students to use them in their writing.
- Emphatic pronouns and reflexive pronouns should be clarified with the help of more daily examples. Difference between them should be clarified. Students must know emphatic pronouns are used to just emphasize the action of the subject.
- At this level make the students understand the variation of first conditional sentences let them practice in class.
- Ask students to practise the dialogue in pairs.

Unit No 8:

- Read the story and ask while reading questions from the students for better understanding of the story.
- Explain the characters of the story and describe them briefly.
- Teacher may put different situations of the story before the students and ask them to arrange the events sequentially.
- Explain the function and use of relative pronouns with the help of examples.
- Active and passive voice should be practised and more sentences should be given for better understanding.
- Give students practice of stressed syllables to improve their pronunciation.

Unit No 9:

- Tell the students about the importance of Sheikh Saadi. Follow the instructions of unit no 8 regarding reading and summarizing the story.
- Ask the students to guess about the moral of the story.
- After explaining the types of narratives, ask them to write sentences by using three types of narrations.
- Interrogative and imperative sentences should be explained to the students and then make the students understand how to change them in indirect speech. The given sentences are for the convenience of the teachers, teachers may use more sentences for practice.
- Infinitives should be explained to the students and list of verbs should be provided which are used with infinitives and without infinitives.
- Help the students to point out transitional devices / words used in the text and reason of their usage there.

Unit No 10:

- Follow the instructions of unit no.1 for teaching poem.
- Explain past perfect tense and give more sentences of this tense. Ask students to make more sentences of this tense.
- Ellipses should be explained and different stories and compositions should be provided to the students for understanding the use of ellipses.
- Encourage students to use the expressions for making and responding to request in the form of dialogue.

Unit No 11:

- Ask students to do comprehension questions. After that make students understand the descriptive writing with the help of the given mind map.
- Explain them the introductory, body and concluding paragraphs. Ask them to describe any other place and write about that place.
- Practise conditional sentences type II, with the help of examples.

Unit No 12:

- Explain the natural disasters and their preventive measures with the help of the text.
- Make the students understand the conventions of formal letter and ask them to write formal letters, for different occasions.
- Prepositions are very important explain the students about the function of preposition and then make them understand the compound prepositions.
- Encourage them to use more compound prepositions and then use them in their own sentences.

Unit No 13:

- Explain the tourist sites in Pakistan.
- Encourage students to do comprehension question for better understanding of the unit.
- Explain the degrees of adjectives with 'than' and 'the' with the help of examples.
- Explain the use of absolute adjectives and ask students to use them in their sentences.

Unit No 14:

- Explain the poem and help students in getting the main theme of the poem.
- Ask students to write the summary of the poem.
- Help students in making adjectives from verbs.
- Explain and practise the concept of analogy with the help of examples.

Note: Teachers are the facilitators in the classroom. Their role should be like mentors. They should encourage the students to do the activities themselves .



All rights (copy right etc) are reserved with Balochistan Textbook Board, Quetta.

Approved by the Provincial Education Department the Government of Balochistan Quetta. Vide notification no. According to the National Curriculum 2006 under the National Textbook and Learning Materials Policy 2007. N.O.C. No. 2829-31/CB Office of the Director Bureau of Curriculum & Extension Centre, Balochistan, Quetta dated. 03/11/2015. This textbook has been published by Balochistan Textbook Board under a print licence arrangement for free distribution in all Government Schools in Balochistan. No part of this book can be copied in any form especially guides, help books etc., without the written permission of the Balochistan Textbook Board, Quetta.

قومی ترانہ

پاک سرزمین شادباد کشورِ حسین شادباد
 تُو نشانِ عزمِ عالی شان ارضِ پاکستان
 مرکزِ یقین شادباد
 پاک سرزمین کا نظام قوتِ اخوتِ عوام
 قوم، ملک، سلطنت پابندہ تابندہ باد
 شادباد منزلِ مراد
 پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
 ترجمانِ ماضی شانِ حال جانِ استقبال
 سایہِ خدائے ذوالجلال

Serial No.

Code No. E-VIII/410(NP-2007)(2016)

Year	Edition	Copies	Price
2020	First	33,924	Free