بِسۡمِ اللّٰہِ الرَّحۡمٰنِ الرَّحِیۡمِ ○

ترجمہ: ''شروع اللہ کے نام سے جو بڑا مہربان، نہایت رحم والا ہے۔''

ENGLISH

for Grade VII

Punjab Curriculum and Textbook Board, Lahore

T A B L E O F

Lesson No.	Unit Title	Vocabulary	Reading and Thinking Skills
1	The Last Sermon of the Rasool Hazrat Muhammad (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم)	Finding meanings in context, Use of dictionary and thesaurus	Extending conceptual understanding of events, Comprehension questions
2	Our Villages	Finding meanings in context, Use of thesaurus	Extending conceptual understanding of procedures and processes, Comprehension questions, Dictionary skills
3	Eid-ul-Azha	Dictionary and thesaurus usage	Extending conceptual understanding of processes and procedures, Analyzing text patterns, Comprehension questions
4	Rain in Summer (Poem)	Finding meanings in context, Use of thesaurus	Extending conceptual understanding of processes and procedures, Analyzing text patterns, Comprehension questions
	Review 1		
5	Traffic Sense	Dictionary and thesaurus usage	Extending conceptual understanding of processes and procedures, Analyzing text patterns, Comprehension questions
6	Pollution	Dictionary and thesaurus usage	Extending conceptual understanding of processes and procedures, Analyzing text patterns, Comprehension questions
7	A Dengue Patient Visits a Doctor	Finding meanings in context, Use of thesaurus	Extending conceptual understanding of processes and procedures, Comprehension questions
8	A Nation's Strength (Poem)	Finding meanings in context, Use of thesaurus	Extending conceptual understanding of facts, Gapped Summary

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T A B L E O F

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C O N T E N T S

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INTRODUCTION

Aim:

English for Grade VII is a comprehensive textbook designed to help and guide the students entering the elementary school. The basic purpose is to provide stimulating and challenging learning opportunities to acquire a command of the English language.

The textbook follows the guidelines of National Curriculum 2006. An effort has been made to focus the Competencies, Standards and Benchmarks mentioned in the curriculum document. The basic requirements of Reading and Thinking Skills, Writing Skills, Oral Communication Skills and Formal and Lexical Aspects of language have been incorporated in all units.

Approach:

The textbook integrates the various aspects of English language by following the curriculum guidelines. The activities allow students to work individually, in pairs, in small groups and in class discussion using a variety of learning styles. These activities also encourage all students to accept other people's ideas to share knowledge and opinions and gain confidence in expressing themselves.

Components

Pre-reading:

The pre-reading section introduces students to the subject matter under discussion and gives them an opportunity to express their own experiences, views and understanding of it. This activity centralizes language as a vehicle for communication, prompting students to share their opinions with others and leading them to accept and understand different point of views. It also allows students to explore the topic further by getting new information or consolidating established information. This activity will also help the teacher to evaluate the level of oral competency each student has attained.

Reading Texts:

The textbook includes both literary and non-literary text types. In non-literary texts, students are exposed to a variety of extracts to give them knowledge of the world. They are also encouraged to analyze these genres and be aware of the ways in which they, as readers, can be influenced.

The literary texts also offer a range of genres (poems, stories) written by the authors from different cultures. It is hoped that students will be encouraged to read more poems and stories independently and extensively for pleasure.

While reading:

Being an active reader is a crucial part of being a lifelong learner; therefore, a number of reading strategies through while reading activities are designed. This section helps in recognizing the patterns of text organization through skimming, scanning, making inference, deducing meaning from context, inferring meaning and generating questions to understand text, While reading questions to predict, connect, question, visualize, evaluate, review and respond are designed to interact with the text.

Vocabulary:

This section explores the use and purpose of word roots, contextual clues,

phrases, transitional devices, similes, compound words etc. The variety of vocabulary exercises exposes students to a wide range of vocabulary which encourages them to have confidence in exploring and using new vocabulary. At this stage, dictionary and thesaurus are their constant companions while working on these exercises.

Reading and Thinking Skills:

If students are to become independent learners, they need to acquire thinking skills to enhance their study skills. Thinking creatively, storing fact and opinion, recognizing consequences, defining alternative view points, comprehending and interpreting texts by applying critical thinking are the strategies which will help students significantly in academic and social life. In addition, students answer literal, factual, interpretive, inferential, evaluative, personal response and open ended questions. Within these set of questions a variety of learning opportunities is offered, including individual work and group work.

Grammar:

This section provides contextualized exercises on a particular grammatical item to encourage students to apply their knowledge of its rule. The rule is based on understanding and using principles of pronunciation, grammar, punctuation and syntax for developing accuracy in their spoken and written communication.

Writing Skills:

The writing process is vital to prepare students thoroughly for new stages in academic development, examinations and later life. Thus, each unit restates the steps and strategies that lead to good writing habits. With these skills, students can confidently produce with developing fluency and accuracy, academic, transactional and creative writing which is focussed, purposeful and shows an insight into the writing process.

Therefore, the writing section forms the climax of each unit. Writing is taught as problem-solving process. Students analyze a model of the particular text in each unit and are then taken through steps of the writing process: brain storming, mind mapping and interaction.

Oral Communication Skills:

This section builds on the communication skills using selected linguistic exponents to communicate appropriately for various functions and co-functions of opinions, feelings, emotions, instructions in real life situations. This section also develops the communication skills students need to succeed in their academic life, demonstration through dialogues, panel discussions, talks on particular topics, using conventions and dynamics of group discussion and interaction.

Teacher's Instructions:

A wide range of instructions/guidelines for teachers is provided to create learning environment and achieve learning objectives. Guideline for teachers serve to guide teachers and can be seen as a means for helping teachers develop professionally. These instructions expand and develop teacher's repertoire of knowledge and skills, help teachers teach text and extend activities by keeping contextual realities in view, provide various teaching strategies and rationale for suggested teaching. Attention is focussed on thorough and effective teaching as this is an important transitional level; building from primary and moving towards secondary education.

Authors

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Authors:

- Prof. Mirza Ghulam Muhammad Baig
- Prof. Mumtaz Ahmad
- Mrs. Munazza Tajammal
- Mrs. Tayyaba Sadaf

Editor:

- Prof. Mirza Ghulam Muhammad Baig
- Prof. Mumtaz Ahmad

Supervisor:

- Ms. Yusra Raees (PCTB)

Artist/D.D Graphics: Mrs. Ayesha Waheed

Textbook Review Committee

- Prof. Rao Jalil Ahmad, Principal (R), Govt. Diyal Singh College, Lahore
- Prof. Rashida Saleemi, Head of English Department, Islamabad Model College for Girls, Margalla, F-7/4, Islamabad
- Mrs. Ruhi Zaka Malik, Associate Professor (R), Head of English Department, Islamabad College for Boys, G-6/3, Islamabad
- Prof. (R) Saleem Saddiqai, Head English Department, Govt. Islamia College, Railway Road, Lahore
- Mr. Liaqat Ali Chaudhry, Senior Headmaster, Govt. High School, Shakargarh, Distt. Narowal
- Dr. Muhammad Akram Aziz, SST, Govt Model High School, Bhakkar
- Dr. Muhammad Sohail Sarwar, Desk Officer, Punjab Curriculum Authority, Lahore

Prepared by:
Ch. Ghulam Rasul & Sons, Urdu Bazar, Lahore CURRENT

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Lesson No. 1

The Last Sermon of the Rasool Hazrat Muhammad (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم)

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

- analyze paragraphs to identify sentences that support the main idea through examples
- understand the use of dictionary and thesaurus
- understand common nouns, proper nouns and pronouns
- differentiate between regular and irregular verbs
- recognize and use punctuation
- understand simple present tense
- use appropriate expressions, vocabulary and style to give reasons for expressing ability / inability to do something

Pre-reading:

- What is a sermon?
- How can we save ourselves from evils?
- How can we be blessed in the life hereafter?

Islam covers all the aspects of human life. It is not only a religion but also a complete code of life. Hazrat Muhammad (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) is the last Rasool of Allah Almighty. At the occasion of performing Hajj, he (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) delivered his last sermon on 9th Zil-Hajjah, 10 A.H. He (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) **addressed** more than one hundred thousand companions and advised them to devote their lives for the service of Islam, so that they might gain the glory of Allah Almighty. He (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) taught them how to lead their lives according to the true **spirit** of Islam. In

1

How many companions were present in the last sermon?

the sermon, he (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) gave such guidelines to the Muslims and the entire humanity that aimed to improve their social, moral, personal and political life. Here is the extract from the sermon:

- "All praise is due to Allah, so we praise Him, and seek His pardon and we turn to Him. We seek **refuge** with Allah from the evils of ourselves and from the evil consequences of our deeds. Whom Allah guides aright there is none to lead him astray; and there is none to guide him aright whom Allah leads astray. I bear witness that there is no God but Allah, the One, having no partner with Him. His is the **sovereignty** and to Him is due all praise. He grants life and causes death and is Powerful over everything. There is no God but Allah, the One; He fulfilled His promise and granted victory to His **bondsman**, and He alone routed the **confederates** (of the enemies of Islam).

3. O' People! Listen to my words, for I do not know whether we shall ever meet again and perform Hajj after this year. O' Ye people! Allah says, "O' people We created you from one male and one female and made you into tribes and nations, so as to be known to one another." Verily in the sight of Allah, the most honoured amongst you is the one who is most God-fearing. An Arab has no **superiority** over a non-Arab nor does a non-Arab has any superiority over an Arab; also a white has no superiority over a black nor a black has any superiority over a white - except by piety and good action.

What is the criteria of superiority in Islam?

Guidelines for the Teacher:

- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

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Learn that every Muslim is a brother to every Muslim and that the Muslims constitute one brotherhood. Nothing shall be **legitimate** to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly, Do not therefore do injustice to yourselves.

4 All mankind is the **progeny** of Adam and Adam was created out of clay. Behold; every claim of **privilege** whether that of blood or property, is under my heels except that of the **custody** of the Ka'bah and supplying of water to the pilgrims, O' people of Quraish, don't appear (on the Day of Judgement) with the burden of this world around your necks, whereas other people may appear (before the Lord) with the rewards of the hereafter. In that case I shall avail you naught against Allah.

5 Behold! All practices of the days of **ignorance** are now under my feet. The blood revenges of the days of ignorance are remitted. The first claim on blood I abolish is that of Ibn Rabiah bin Harith who was nursed in the tribe of Sa'ad and whom the Hudhayls

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killed. All interest and **usurious** dues **accruing** from the times of ignorance stand wiped out. And the first amount of interest that I remit is that which Abbas ibn Abd-ul-Muttalib had to receive. Verily it is remitted entirely.

> Whose interest was remitted by the Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم)?

6 O' people! Verily your blood, your property and your honour are sacred and **inviolable** until you appear before your Lord, as the sacred inviolability of this day of yours, this month of yours and this very town (of yours). Verily you will soon meet your Lord and you will be held answerable for your actions.

> Which month do you think is referred here?

7 Treat the women kindly, since they are your helpers and not in a position to manage their affairs themselves. Fear Allah concerning women, for **verily** you have taken them on the security of Allah and have made their persons lawful unto you by words of Allah.

> How should women be treated by men?

8 O' people! Allah, the Mighty and Exalted, has **ordained** to every one his due share (of **inheritance**).

9 All debts must be repaid, all borrowed property must be returned, gifts should be **reciprocated** and a surety must make good the loss to the assured.

10 Beware! No one committing a crime is responsible for it but himself. Neither the child is responsible for the crime of his father, nor is the father responsible for the crime of his child.

Guidelines for the Teacher:

- While-reading activities given in the boxes may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

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Nothing of his brother is lawful for a Muslim except what he ⓫ himself gives willingly. So do not wrong yourselves.

O' People! Every Muslim is the brother of every other Muslim, ⓬ and all the Muslims form one brotherhood. And your slaves; see that you feed them with such food as you eat yourselves, and clothe them with the clothes that you yourselves wear.

Verily I have left amongst you that which will never lead you ⓭ **astray**, the Book of Allah, which if you hold fast you shall never go astray.

What has been left by the Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) for Muslims?

Behold! Worship your Lord; offer namaz five times a day; ⓮ keep saom in the month of Ramadan; pay readily the Zakat (poor due) on your property; and perform pilgrimage to the House of Allah and obey your rulers and you will be admitted to the Paradise of your Lord.

Let him that is present convey it unto him who is absent. And ⓯ if you were asked about me, what would you say?" They answered, "We bear **witness** that you have conveyed the message (of religion) and discharged your ministry of Nabuwat and looked to our welfare."

Thereupon Allah's Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) lifted his forefinger ⓰ towards the sky and then pointing towards people said:

"O' Lord: Bear Thou witness unto it.

O' Lord; Bear Thou witness unto it."

The holy sermon was delivered by the Rasool ⓱ (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) in the plain of Arafat, near the hill named Jabel-e-Rehmat. It can well be claimed as the first ever 'Universal

Charter of Human Rights'. All the obligations of Islam have been precisely and beautifully mentioned therein.

(Khutbat-ul-Hajja-tul-Wida, Seerat Ibne Hesham)

Vocabulary:

A. Match the words with meaning in context.

aspects	relating to heavy interest
usurious	children
progeny	sides
remit	lack of awareness
ignorance	to free somebody from

B. 'Freely' is a word that you have read in the text. 'Willingly' is another word with a different meaning. Consult a dictionary to know the difference in the meaning of both words.

Use both words in sentences to clearly bring out the meaning.

Reading for Comprehension:

A. Read paragraph 1 of the lesson and identify:

topic sentence	→	
supporting details (examples)	→	
main idea of the paragraph	→	

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B. Answer the following questions.

1. Which aspect of human life does Islam cover?
2. When and where was the last sermon delivered?
3. Why were the practices of the days of ignorance abolished?
4. Why should we treat women kindly?
5. What are the important points of the last sermon of the Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم)?
6. Why is the "Last Sermon" called the universal charter of human rights?

C. Fill in the blanks with suitable words given below.

partner praise answerable helpers covers brother

1. Islam _____ all the aspects of human life.
2. All _____ be to Allah.
3. You will be held _____ for your actions.
4. Women are our _____ who cannot manage their affairs themselves.
5. There is no God but Allah, the One, having no _____ with Him.
6. Every Muslim is the _____ of every other Muslim.

Use of Thesaurus:

A thesaurus is a book containing synonyms of a word.

For example:

bright	sparkling, brilliant, glittering, twinkling
fight	quarrel, dispute, battle, clash
hard	firm, severe, tough, stiff
crime	offence, sin, misdeed, fault

Do you know?

What is a thesaurus?
Have you ever used a thesaurus?
Do you have a thesaurus of your own?
How can you find a word in thesaurus?

D. Use a thesaurus to write the synonyms of the following words:

deliver | guideline | legitimate | lawful

willingly | custody | astray | convey

Grammar:

Common Noun

1. A common noun is a name given in common to every person or thing of the same class or kind.
2. For example: woman, dog, bag, office, hospital etc.
3. A common noun does not require a capital letter and takes an article before it.

Guidelines for the Teacher:

- Bring a thesaurus in the classroom and show it to all the students. Also explain the difference between a Dictionary and a Thesaurus.

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Proper Noun

1. A proper noun is the name of some particular person place or thing.
2. For example: Irfan, Islamabad, Quran, Islam, etc.
3. A proper noun is always written with a capital letter at the beginning and does not usually take an article before it.

A. Read paragraphs 3-5 of the lesson and make a list of Common Nouns.

B. Read the last paragraphs of the lesson and make a list of Proper Nouns.

Pronoun

A pronoun is a word used instead of a noun or name to avoid repetition.

The personal pronouns are '**I**, **it**, **you**, **he**, **she**, **they**, **we**' etc. Pronouns can be used as subject as well as object.

For example:

Saleem and Ajmal are neighbours.

They are fast friends. Everybody knows **them**.

C. Read the following and underline the pronouns.

1. He (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) delivered his last sermon on 9th Zil-Hajjah, 10 A.H.
2. He (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم)advised his companions to devote their lives for the service of Islam.
3. If you were asked about me what would you say?
4. All praise is due to Allah, so we praise Him.
5. Verily you will soon meet your Lord.

D. Read each set of sentences. Encircle the pronoun in the second sentence. Underline the noun or nouns in the first sentence that the pronoun replaces. The first one is done for you.

1.	The hearing aid is used for hearing.	(It) is used for hearing.
2.	Bees collect pollen.	They collect pollen.
3.	Mother and father went to the market.	They went to the market.
4.	Sabeeha went home.	She went home.
5.	Books and magazines were piled on the table.	They were piled on the table.
6.	Adnan ran in the race.	He ran in the race.

Regular Verb

A Regular verb is the one that follows the pattern of taking –ed for the Simple Past and Past Participle forms.

For example: end ---- ended

Irregular Verb

An Irregular Verb is one that does not take –ed ending for the Simple Past and Past Participle forms.

For example: catch ---- caught

E. Identify regular and irregular verbs from the following:

run, add, go, pray, light, delay, tie, fly, mend, laugh, come

Guidelines for the Teacher:

- Help the students in recognizing Regular and Irregular verbs. They may practise the verbs with the students.

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Simple Present Tense

The Simple Present Tense is used to express a habitual action. For example:

We take refuge with Allah Almighty.

My clock keeps correct time.

F. Fill in the blanks using the Simple Present Tense of the verbs given in brackets.

1. Everyman _____ what to do. (know)
2. Each child _____ a present. (receive)
3. My father daily _____ me and my sister to school. (drive)
4. The sun _____ in the east. (rise)
5. None of the students _____ a ticket. (have)

G. Pick out few Simple Present Tense sentences from the lesson.

H. Punctuate the following sentences:

1. where are you going
2. hurrah we have won the match
3. its a great tragedy
4. lahore is the capital of punjab
5. what a beautiful scene

Punctuation

Punctuation means the right use of putting in points or stops in writing. The following are the principal stops:

1. Full stop or period (.)
2. Comma (,)
3. Semicolon (;)
4. Colon (:)
5. Question mark (?)
6. Exclamation mark (!)
7. Apostrophe (')
8. Quotation marks ("")

Guidelines for the Teacher:

- Help students recognize the form and function of Simple Present Tense. Also illustrate the use of this tense.
- Activities on verbs and tenses may be revised. Revision work will add to the comprehension of the students.

Writing Skills:

A Write down in simple sentences what you do everyday. (Use Simple Present Tense).

Oral Communication Skills:

Two boys are at the canteen. The host boy tries to skip away from the canteen without paying the bill.

Bilal: Hey! Adnan, stop.

Adnan: Let's get out of here (in a whisper).

Bilal: No, I won't go without paying the bill.

Adnan: Let's move. No bearer is around here.

Bilal: It is dishonesty. Don't you know, Allah Almighty has forbidden us from dishonesty.

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Adnan: No way. You stay here. I am leaving.

Bilal: No, not at all. If you don't have any money, I will pay your bill, but we are not going out without paying our bill.

Adnan: (calling the bearer) I was just checking you. I am proud of having such a noble and nice friend like you.

Bilal: Me too, Thanks a lot.

Group Activity:

Practise this conversation in pairs.

Suggested Readings:

Ask students to visit a library and read books on the life of Hazrat Muhammad (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم). Also share your knowledge about the Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم).

Glossary:

addressed:	said something directly to someone
astray:	go in a wrong direction
accruing:	coming in addition as interest
bondsman:	slave, captive
confederate:	a friend or an ally

Guidelines for the Teacher:

- Highlight the importance of honesty in life.
- Tell the students the story: **"Honesty is the Best Policy."**

custody:	protective care
inheritance:	money, property that one gets after someone's death
legitimate:	lawful
ignorance:	lack of knowledge or awareness
inviolable:	not to be broken or violated; sacred
ordained:	command of Allah Almighty, fate decided by Allah Almighty
progeny:	children
privilege:	a right granted to an individual
refuge:	shelter, protection from danger
reciprocate:	to give and receive mutually.
spirit:	real or intended meaning, purpose of something
superiority:	the condition of being better than someone else.
sovereignty:	supreme and independent political power or authority
usurious:	relating or involving usury
verily:	truly, really
witness:	a person who sees something happen and is able to describe it to other people

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Lesson No. 2

Our Villages

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

- analyze text patterns to identify the topic sentences and supporting details
- analyze paragraphs to identify the problems of our villages
- use dictionary to locate guide words and entry words
- illustrate use of Linking Verbs
- recognize and use Simple and Compound Prepositions
- develop a descriptive paragraph using a mind map
- use appropriate expressions, vocabulary and style to ask and answer questions of everyday aspects

Pre-reading:

- Look at these illustrations. What do these illustrations refer to?
- Have you ever been to a Pakistani village?

Once Anjum's father was very tired of his office work. He ❶ didn't know what to do. His wife **suggested** him to take a few days leave from his office and visit his parents in Noor Pur village. He would be **refreshed** by living in the village. After a few days, he would return home quite fresh to take up his work again.

The next day, Anjum's father reached the beautiful village, ❷ Noor Pur, situated on the bank of a canal. His parents were

overjoyed to see him. His other relatives also gathered to welcome him.

3 A village is a peaceful, **calm** and quiet place. In a village, life is refreshing and **inspiring** as there is no noise and rush of traffic. Pakistan is a land of villages. Almost 70% of our total **population** lives in villages. The population of a big village may go to 5000 or 6000, but a small village usually has a population of about 2000 people or less.

> Identify the topic sentence in this paragraph.

4 The villagers live in simple houses. Every village has a masjid where people offer namaz. Some of the smaller villages do not have electricity. The villagers have green trees in and around their houses. The trees provide shady sitting places in the summer afternoons.

> What kind of life do the villagers live?

5 Usually a small village does not have a hospital, high school and post office. High schools are in nearby towns and bigger villages. Mostly people living in far off villages are not educated. A teacher of the village primary school takes care of the postal needs of the villagers. He also reads and writes letters for them.

> What are the postal needs of the villagers?

6 Most of the villages have only one or two wells. Village women do the **tiresome** duty of **fetching** water from these wells. They also

Guidelines for the Teacher:

- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

NOT FOR SALE (PESRP)

work with their male family members in the fields. Men are mostly farmers who do the work of sowing, growing and **harvesting** crops. It is altogether a hard and tiresome work.

What is the daily routine of the villagers?

A village has a **rural** health centre where patients are checked 7 and given medicines. A village normally has small shops situated here and there. For shopping in **bulk**, the villagers have to go to the nearest town.

The village '**Panchayat**' works for the welfare of the villagers 8 and looks after the needs of the people. It helps the villagers by settling their **disputes**. It also helps in improving their working and living conditions.

What does the Panchayat do for the villagers?

On the whole, the villagers are simple people. They live like a 9 family. They share each others joys and sorrows. Our villagers have

Guidelines for the Teacher:

- While-reading activities given in the boxes may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.
- Show the picture of a village or talk about the simple village life if the school is situated in an urban area.

retained their old **traditions** and **customs.**

10 Anjum's father enjoyed his stay with his parents. He came back to his home fully refreshed.

Vocabulary:

A. Match the words in column 'A' with their meaning in column 'B'.

A	B
fodder	neighbourhood of an area
loans	material for burning
population	inhabitants of village, town, city or country etc.
surrounding	food for cattle
fuel	money given to be returned over a period of time

B. Consult a thesaurus and find the synonyms of the following words:

exchange _____ _____ _____

produce _____ _____ _____

pollution _____ _____ _____

customs _____ _____ _____

Reading for Comprehension:

A. Read paragraph 3 of the lesson and identify:

topic sentence	→	
supporting details (examples)	→	

NOT FOR SALE (PESRP)

B. Answer the following questions.

1. Why do we call Pakistan a land of villages?
2. What is usually the population of a small village?
3. What facilities are available in our villages?
4. Why is it better to live in healthy environment?
5. Where would you like to live and why?
6. How do the villagers retain old traditions and customs?

C. Tick (✓) the correct option to fill in the blanks in each statement.

1. About _____ percent of our total population lives in villages.
   (a) forty (b) fifty
   (c) sixty (d) seventy
2. The population of our large villages is about _____ thousand.
   (a) three (b) five
   (c) seven (d) eight
3. The main occupation of the villagers is:
   (a) mining (b) cutting woods
   (c) rearing cattle (d) farming
4. Village women _____.
   (a) fetch water (b) only do household work
   (c) work in factories (d) work in the fields
5. The 'Panchayat' works for the _____ of the people.
   (a) health (b) education
   (c) welfare (d) house construction

Dictionary Skills:

A dictionary is collection of words in one or more specific languages listed alphabetically with usage, definitions, pronunciation and other information.

Do you know?

What is a dictionary?

Have you used a dictionary before?

How are words arranged in a dictionary?

Ache / eɪk/ ◊ *verb* (***ached, aching***) *intr* **1** to feel a dull continuous pain. **2** to be the source of a dull continuous pain. ◊ *noun* a dull continuous pain. • **aching** or **achy** *adj* (***achier, achiest***).

achieve /ə'tʃi:v/ ◊ *verb* (***achieved, achieving***) **1** to reach, realize or attain (a goal, ambition, etc), especially through hard work. **2** to earn or gain (a reputation, etc). **3** *intr* to be successful. • **achievable** *adj*. • **achiever** *noun*.

achievement ◊ *noun* **1** the gaining of something, usually after working hard for it. **2** something that has been done or gained by effort.

achievement age ◊ *noun* the level of an individual's educational achievement as determined by comparing his or her score in a test with the average score of other people of the same age.

aching and **achy** see under ACHE

achromatic /akroʊ'matɪk, eɪ-/ ◊ *adj* **1** without colour. **2** said of a lens: capable of transmitting light without separating it into its constituent colours. • achromatically adverb.

• **achromaticity** /əkroʊmə'tɪsɪtɪ / or **achromatism** /ə'kroʊmətɪzəm / *noun*.

acid /'asɪd / *noun* **1** *chem* any of a group of compounds that have a sour or sharp taste, turn blue litmus paper red, and react with bases to form salts. **2** any sour substance. **3** slang LSD. *adj* **1** sour to taste. **2** said of remarks, etc: expressing bitterness or anger. **3** said of soil, etc: having an acid reaction. **4** *chem* containing or having the properties of an acid. **5** *pop music* relating to ACID HOUSE. • **acidly** *adverb*. • **put the acid on someone** *Austral & NZ colloq* to pressurize them.

acid drop ◊ *noun* a sweet flavoured with tartaric acid.

acid-head ◊ *noun*, *drug-taking slang* someone who takes hallucinogenic drugs.

acidic /ə'sɪdɪk / ◊ *adj* like, or containing, acid.

acidity /ə'sɪdɪtɪ / *noun* (***acidities***) **1** the quality of being acid or sour. **2** *chem* the extent to which a given solution is acid, as indicated by its pH VALUE.

acid rock ◊ *noun* a type of rock music featuring bizarre electronic and instrumental effects.

NOT FOR SALE (PESRP)

Guide Words:

There are two boldfaced guide words at the top of each page. Guide words help you find the word you want to look up. The guide word on the right shows the last entry on that page.

Entry Words:

An entry word is the word that you look up in the dictionary. Entry words are printed in bold and they are listed in alphabetical order.

D. Identify the guide words and entry words in the sample dictionary page.

E. Give both the guide words on the following pages of your dictionary.

Page No	Guide Words	
15		
37		
62		
85		
110		

F. Find the meaning of the following words in the dictionary:

prime, vivid, cluster, bamboo, scrape, rescue, global, shatter, orchard, leisure

Grammar:

Linking Verbs

Linking verbs do not express action but connect the subject and verb to give more information.

A verb, such as a form of **be** or **seem**, that joins the subject of a sentence to a complement is called linking verb.

For example:

Saima **looks** happy.

Some Linking Verbs are: **be**, **look**, **feel**, **smell**, **prove**, **go**, **run**, **resemble**, **appear**, **seem** etc.

A. Complete the following sentences by filling in the linking verbs:

1. The villagers _____ in simple houses.
2. Ahmad _____ better now after his recent illness.
3. It _____ the villagers by settling their disputes.
4. Yaqub's younger brother _____ him.
5. The Panchayat _____ for the welfare of the villagers.
6. My parents _____ very happy.
7. Hopes _____ true.
8. Sumaira _____ tired.

Guidelines for the Teacher:

- Help the students to understand the usage of Linking Verbs.

NOT FOR SALE (PESRP)

Preposition

A preposition is a word placed before a noun or a pronoun to show its relation to any other word of the sentence.

For example:

She is fond **of** reading books.

The sky is **above** our head.

Arif lives **with** his parents.

He goes **to** school daily.

B. Fill in the blanks with correct preposition.

1. The cows are _____ the field.
2. You should stand _____ her.
3. He killed the snake _____ a stick.
4. I know nothing _____ him.
5. The dog jumped _____ the car.
6. China is _____ the north of Pakistan.

Compound Prepositions

Compound Prepositions are formed by prefixing a preposition to a Noun, an Adjective or an Adverb.

For example:

Across (on + cross), Along (on + long), Behind (by + hind), Beneath (be + neath), Beside (by + side), Underneath (under + neath)

For example:

There is a bridge **across** the river.

He is walking **along** the road.

The treasure lies **beneath** the rock.

He is hiding **behind** the tree.

She is sitting **beside** me.

C. Fill in the blanks with compound prepositions.

1. The Earth revolves _____ the Sun.
2. He knows English _____ Urdu.
3. Divide the apples _____ the two sisters.
4. There is a village _____ the hill.
5. A stranger was walking _____ the pathway of my house.
6. We cannot live_____ water.
7. It helps the villagers by settling the disputes _____ them.

D. Make five sentences using compound prepositions.

Writing Skills:

A. Look at the pictures and write a paragraph of about ten lines.

(Use Present Continuous Tense).

NOT FOR SALE (PESRP)

B. Write a paragraph of 60-70 words on 'My Village'. Make a mind map to develop the paragraph.

Oral Communication Skills:

Ali: Good morning! Saad.

Saad: Good morning! Ali.

Ali: Are you going to plant potatoes this year?

Saad: No, I'm not. I planted potatoes last year.

Ali: What did your uncle plant last year?

Saad: He planted wheat. And your uncle?

Ali: My uncle planted rice last year.

Saad: That's nice.

Ali: OK.

Saad: Thank you.

Guidelines for the Teacher:

- Help the students in proper sequencing of a paragraph with the help of given mind map.

Group Activity:

Practise this conversation in pairs.

Fatima: Where are you going?

Rani: I am going to fetch water from the well.

Fatima: Do you need water badly?

Rani: Yes, all the pots and pitchers are empty. Yesterday I could not go to the well, because I was ill.

Fatima: Are you fine now?

Rani: Yes, I am fine now. I can bring out and take water home.

Fatima: May I help you?

Rani: No, thanks.

Guidelines for the Teacher:

- Help the students to conduct all the activities in the classroom situation.
- Involve the students in teaching-learning process using no cost/low cost teaching material.

NOT FOR SALE (PESRP)

Suggested Readings:

Treasure Island by Robert Louis Stevenson

Glossary:

bulk:	the greater or main part of something, a large quantity
calm:	silent
custom:	accepted way of doing something in a society
dispute:	disagreement on some issue
fetching:	going and getting something and bringing back
harvest:	the act of cutting and gathering crops
inspiring:	exciting and encouraging
population:	number of people living in a place, city or country
refresh:	become fresh once again
retain:	keep, have
rural:	of the village
suggested:	given opinion, advised
tiresome:	making you feel annoyed
traditions:	beliefs, customs or ways of doing something
pollution:	the adverse effect on the natural environment of a harmful substance
panchayat:	a body of senior member of a village which works for the welfare of the villagers.

Guidelines for the Teacher:

- Encourage the students to read the abridged edition of the novel and share the story with class-fellows.

Lesson No. 3

Eid-ul-Azha

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

- analyze paragraphs to identify topic sentences and supporting details
- use thesaurus to find out the words of similar meanings
- differentiate between countable and uncountable nouns
- classify adverbs of frequency
- illustrate use of punctuation
- recognize and articulate English sounds given in the pronunciation key in the dictionary
- plan their own writing through mind mapping
- use appropriate expressions, vocabulary and style to get personal needs met

Pre-reading:

- Look at the illustration and guess what festival is it.
- How did you celebrate last Eid-ul-Azha?

1 A **festival** or a **cultural** event is a **celebration** of an **occasion** to create a sense of **brotherhood**, selflessness, peace and **sacrifice** among the people. The celebrations allow the people to **rejoice** themselves by leaving the daily routines which have made their lives dull and boring.

Identify the topic sentence in this paragraph.

NOT FOR SALE (PESRP)

Different nations of the world have different festivals and cultural events to celebrate. Muslims of the world have two festivals which are celebrated with great religious **devotion**. One is known as Eid-ul-Fitr while the other is known as Eid-ul-Azha.

Note the supporting details.

When the Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) reached Madina Munawarah after leaving Makkah Mukarramah, people told him that they used to celebrate two festivals every year. The Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) asked them: "Should I give you better festivals to celebrate every year". People replied in **affirmative**. He **bade** them to celebrate Eid-ul-Fitr and Eid-ul-Azha.

What did the Rasool (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَسَلَّم) ask the people of Madina Munawarah?

Eid-ul-Azha is celebrated on 10th Zil-Hajjah, the last Islamic month. We celebrate Eid-ul-Azha in the **memory** of Hazrat Ibrahim (علیہ اسلام) and Hazrat Ismail (علیہ اسلام). Allah Almighty told Hazrat Ibrahim (علیہ اسلام) in a dream to **sacrifice** his son Hazrat Ismail (علیہ اسلام). He became ready for that. But Allah Almighty sent a ram. Hazrat Ibrahim (علیہ اسلام) sacrificed the ram in place of Hazrat Ismail (علیہ اسلام).

Guidelines for the Teacher:

- Create interest in the class about festivals by reminding them how do they celebrate festivals.
- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

5 Eid-ul-Azha is a religious festival. Muslims always celebrate Eid-ul-Azha with a great **religious** devotion and **enthusiasm**. On this day Muslims wear new clothes and go to offer Eid Namaz. After Eid Namaz people greet each other. It is a part of the social and cultural traditions.

6 **Millions** of goats, sheep, lamb, cows and camels are sacrificed after the Eid Namaz for the sake of Allah Almighty. Seven people can jointly sacrifice a cow. Those who have arranged an animal for sacrifice, search for a **butcher**. The meat is divided into three equal parts: one for home, one for needy people and one for relatives and neighbours. Later on, the meat is distributed among the neighbours and needy people. People go to meet their relatives and give them the meat of their sacrificial animal.

NOT FOR SALE (PESRP)

Vocabulary:

A. Find the synonyms of the following words in thesaurus:

festival, events, tradition, culture, devotion

B. Look up the meaning of the following words in dictionary. Use these in sentences.

rejoice, religious, sacrifice, celebrate, needy

Reading for Comprehension:

A. Give short answers to the following questions.

1. What is the importance of a festival?
2. Why do Muslims celebrate Eid-ul-Azha?
3. What do the Muslims sacrifice on the day of Eid-ul-Azha?
4. How are Eid celebrations a source of happiness for everyone?
5. Name a few religious festivals celebrated around the world.

B. Each statement is followed by four possible answers. Tick (✓) the correct option.

1. Eid-ul-Fitr is a _____festival.

(a) local (b) historical

(c) religious (d) social

Guidelines for the Teacher:

- Help the students to understand the use of thesaurus.
- Give some words to the students to find their synonyms.

2. Eid-ul-Azha is the festival of the_____

(a) Muslims (b) Hindus

(c) Sikhs (d) Christians

3. Eid-ul-Azha is celebrated in the memory of a Nabi's _____

(a) worship (b) sports

(c) sacrifice (d) anxiety

4. _____can jointly be sacrificed.

(a) goat (b) lamb

(c) sheep (d) cow

Grammar:

Countable Nouns	Uncountable Nouns
Countable nouns are the names of things, persons, etc. that can be counted, e.g., child, cow, books, pen etc.	Uncountable nouns are the names of those things which cannot be counted, e.g., air, water, gas, salt etc.

A. Classify the following nouns into countable and uncountable nouns.

sand, bag, sugar, dust, box, ship, oil, medicine, bale, milk

Countable Nouns	Uncountable Nouns
bag	sand
_____	_____
_____	_____
_____	_____
_____	_____

NOT FOR SALE (PESRP)

B. Pick out and write countable nouns from the lesson.

Adverbs of Frequency

Adverbs of frequency tell how often something occurs or is done. Adverbs of frequency answer the question how often?

These are: **always, often, never, seldom, rarely, usually, again, generally, frequently etc.**

For examples:

Muslims **always** celebrate Eid-ul-Azha with devotion.

He **seldom** comes here.

She **often** makes mistakes.

C. Fill in the blanks with appropriate adverbs of frequency from the given list.

rarely, always, sometimes, usually, regularly

1. My aunt is _____ in a great hurry.
2. My father _____ takes us out for dinner.
3. Ahmad _____ wants to play cricket on a holiday.
4. My sister _____ helps mother in the household work.
5. Eid is _____ a happy occasion for the poor people.

D. There are five adverbs of frequency in this passage. Underline them.

Majid always runs fast. So, he seldom looks right and left. He often thinks of participating in a race competition, but he never gets a chance in the school annual sports event. He is usually shy of talking to his physical training teacher.

E. Look at paragraph 1 of the lesson in which the phrase 'dull and boring' has been used.

- 'Dull and boring' means uninteresting. '**Dull**' is a word which can be used for light colours, weather and person.

Examples: Her dress was rather **dull.** (not bright or shiny)
Yesterday was a **dull** day. (not bright, cloudy)
There are two **dull** students in my class. (slow in understanding)

- '**End**' is another such word. Consult a dictionary and make three sentences indicating different shades of meaning of 'end'.

F. Punctuate the following dialogue:

dr saima has been trying to call us all day long

nimra what does she want

sara she wants to invite us for lunch

nimra when did she come back from the usa

sara last sunday

nimra who else will be there

sara ali hina and frida are also going

nimra would you go to lunch

sara why not

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Pronunciation Key in a Dictionary:

Consonant Symbols

Symbol	Word	Symbol	Word	Symbol	Word
p	pen	f	fall	h	hat
b	bad	v	van	m	man
t	tea	θ	thin	n	now
d	did	ð	this	ŋ	sing
k	cat	s	see	l	leg
g	get	z	zoo	r	red
tʃ	chain	ʃ	shoe	j	yes
dʒ	jam	ʒ	vision	w	wet

Vowel Symbols

Symbol	Word	Symbol	Word	Symbol	Word
i:	free	ɑ:	father	ʊ	put
ɪ	sit	ʌ	cup	u:	too
e	ten	ɔ:	saw	ɜ:	fur
æ	cat	ɒ	got	ə	about
Gliding Vowels: Diphthongs					
aɪ	my	əʊ	go	eə	hair
aʊ	now	ɔɪ	boy	ʊə	pure
eɪ	say	ɪə	near		

Guidelines for the Teacher:

- Help the students to read the Pronunciation Key given above and consult dictionary for better understanding.

G. Give the pronunciation of the following words as given in the dictionary.

air	_____
caption	_____
except	_____
law	_____
wedge	_____

Writing Skills:

A. Write a paragraph of 60-70 words on any festival that you often celebrate with the help of following mind map.

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B. Write the following sentences under relevant box.

1. It is celebrated after Ramadan.
2. Muslims sacrifice sheep, goats and cows.
3. Eid cards are exchanged with each other.
4. It is related with Hazrat Ibrahim (علیہ اسلام).
5. Fitrana is given to the poor and needy fellows.
6. Meat is distributed among the relatives and needy people.
7. Eidi is given to children.
8. It is celebrated on 10th Zil-Hajjah.

Eid-ul-Fitr	Eid-ul-Azha

Oral Communication Skills:

Sana: Good morning, Sobia.

Sobia: Good morning, Sana.

Sana: Can you do me a favour?

Sobia: Sure.

Sana: I've a problem. I have to take some photographs and I don't have a camera. Can I borrow yours?

Sobia: I'm sorry. I don't have one.

Sana: Do you know anybody who has a camera?

Sobia: Yes! You should call Rabia. I'm sure she'll be happy to lend you hers.

Sana: Thank you. I'll call her right now.

Group Activity:

Practise this conversation in pairs.

Suggested Readings:

A Book of Discovery by M. B. Synge

Bush Christmas by Ralph Smart

Guidelines for the Teacher:

- Involve the students in teaching-learning process. Help them to learn by doing. Conduct the activities in classroom situation using low cost teaching material.

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Glossary:

affirmative:	saying 'yes', or expressing agreement
brotherhood:	friendship and understanding between people
bade:	commanded someone to do a specified thing
beef:	meat of a cow or buffalo
butcher:	a person who cuts and sells meat in a shop
cultural:	customs or beliefs of a particular society
celebration:	special event organized to celebrate some occasion
devotion:	great love, care and support for someone
enthusiasm:	strong feeling of excitement and desire
festival:	cultural event
memory:	remembrance
million:	ten lakhs is equal to one million
occasion:	opportunity, chance
rejoice:	to feel happy
religious:	relating to a religion
sacrifice:	the act of offering something to Allah Almighty as a token of worship relating to a religion
Zil-Hajjah:	12th month of the Islamic calendar

Lesson No. 4

Rain in Summer

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

- analyze the poem for main idea, summary and personal response
- identify line and stanza
- understand the use of dictionary and thesaurus
- apply rules of definite and indefinite articles
- recognize syllable division of words in aural and written text
- develop a descriptive paragraph using a mind map
- use appropriate expressions, vocabulary and style to ask and answer questions of personal interest

Pre-reading:

- Read the title of the poem.
- Can you tell what the poem is about?

How beautiful is the rain!

After the dust and heat,

In the broad and **fiery** street,

In the narrow lane,

How beautiful is the rain

Guidelines for the Teacher:

- Give students good practice in recitation.
- The poem becomes more enjoyable and meaningful when it is recited with proper stress and intonation.

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How it **clatters** along the roofs,

Like the **tramp** of **hoofs**!

How it **gushes** and **struggles** out,

From the throat of the overflowing **spout**!

Across the window pane

It **pours** and pours;

And swift and wide,

With a **muddy** tide,

Like a river down the **gutter roars**

The rain, we welcome rain.

H. W. Longfellow

Vocabulary:

A. Find out the words from the poem which have the same meaning as in column 'A' and write them in column B.

A	B
makes repeated sharp sounds	_____
rushes forth	_____
as hot as fire	_____
the hard part of the feet of horses	_____

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

Words	Synonyms		
lane	_____	_____	_____
swift	_____	_____	_____
muddy	_____	_____	_____
narrow	_____	_____	_____

Guidelines for the Teacher:

- Help students to understand the concept and use of thesaurus.
- Take some more words from the poem which can be identified exercise to the students.

Reading for Comprehension:

A. Answer the following questions.

1. When does the rain look beautiful?
2. How does the poet compare the sound of rain dropping on roofs?
3. What is a spout? Why is it called overflowing?
4. Where does the rain water pour?
5. How does the rain water look like in the streets?
6. Who welcomes the rain?

B. Fill in the blanks to complete the following stanza:

1. How it clatters along the _____.
2. Like the _____ of hoofs.
3. How it _____ and struggles out.
4. From the throat of the _____ spout.

Grammar:

Use of Indefinite Articles "a" and "an"

The choice between **'a'** and **'an'** is determined by sound. **'A'** is used before a word beginning with a consonant sound and **'An'** is used before a word beginning with a vowel sound.

If we wish to generalize the Noun, we use the indefinite article, e.g., A lion lives in a forest (i.e., any lion and any forest in general sense). **An** ox is grazing in the field. (Here **an ox**, that is not any particular ox, grazing in a particular field).

'a' before consonant sound	'an' before vowel sound
a book	an apple
a chair	an eye
a table	an ox
a man	an ant

Special Use

'a' before vowel sounding as 'yu' / 'wa'	'an' before consonant sounding as vowel
a union	an hour
a useful book	an M.A.

Use of Definite Article "the"

The is the definite article, because it normally points out some particular person or thing; as,
He saw the teacher; meaning some particular teacher.
The definite nouns and uncountable nouns. For example, the box, the boxes, the milk, etc.

A. Fill in the blanks using indefinite article 'a' or 'an'.

1. Birds of _____ feather flock together.
2. Bilal is _____ business man.
3. Ali is _____ engineer.
4. _____ old man came to our home.
5. She seems to be _____ English.
6. _____ ounce is enough.
7. Rabia is _____ university student.

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B. Complete the following sentences by filling in 'a' or 'an' or 'the' as may be suitable:

1. Gold is _____ precious metal.
2. Do you see _____ blue sky?
3. She returned after _____ hour.
4. _____ sun shines brightly.
5. Makkah is _____ holy city.
6. Let us discuss _____ matter seriously.
7. Who is _____ boy sitting there?

C. Pronounce the following words laying the stress at proper syllable.

1	present	(noun)	present	(verb)
2	contract	(noun)	contract	(verb)
3	object	(noun)	object	(verb)

Writing Skills:

A. Study the flowchart of formation and rainfall. Then write a paragraph of 60-70 words on 'Rainfall'.

B. Look at the picture and write a short paragraph on it.

C. Write the summary of the poem. Use the following words.

beautiful, heat, street, roofs, pours, tide, welcome

Oral Communication Skills:

Majid: How did you learn to swim so well?

Sajid: I started to swim when I was young, and I've been swimming ever since.

Majid: I envy you. I've never swum before.

Sajid: I'll be glad to teach you how to swim.

Majid: That's very kind of you. But isn't swimming very difficult?

Sajid: Not at all. After you practise swimming a few times, you'll probably swim as well as I do.

Guidelines for the Teacher:

- Involve the students in teaching-learning process.
- Use low cost teaching material to make your teaching interesting.
- Explain the rules and use of grammatical items mentioned in the lesson to the students.

Not For Sale - PESRP

Group Activity:

Practise this dialogue in pairs.

Suggested Readings:

Humming-bird by D. H. Lawrence

A Summer Noon by Carlos Wilcox

Glossary:

clatters: makes repeated sharp sounds

fiery: as hot as fire

gushes: rushes forth

gutter: long curved metallic or plastic channel to carry away rain water

hoof: hard part of the foot of some animals -*horses*

muddy: covered with or containing soft, wet earth

pours: falls continuously

roars: makes a very loud, deep sound

spout: a pipe or a tube to pour liquid out—*spout of a teapot*

struggle: try hard to do something

tramp: sound of steps

Review 1

A. Consult a thesaurus to find the synonyms of the following words.

Words	Synonyms	
street	_____	_____
market	_____	_____
boy	_____	_____
beat	_____	_____
pain	_____	_____

B. Look up the meaning of the following words in dictionary. Use these in sentences.

ample, batch, passion, rebate, plenty

C. Read the following and underline the pronouns.

1. Birds build their nests in trees.
2. Shahid has lost his watch and cannot find it.
3. The horse fell down and broke its leg.
4. Rabia, you are a lazy girl.
5. Aslam brought his book and laid it on the desk.

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D. Make questions of the following sentences.

1. He is running in the playground.
2. They are sitting in the examination hall.
3. He is watching television.
4. She is writing a letter to her uncle.
5. They are going to market for shopping.

E. Separate regular and irregular verbs from the given list and put them in relevant column.

attain, buy, help, cut, play, keep, take, invite

Regular Verbs	Irregular Verbs
_____	_____
_____	_____
_____	_____
_____	_____

F. Punctuate the following sentences.

1. alas we have lost the match
2. islamabad is the capital of pakistan
3. hey hina stop
4. i will come back at seven o clock in the evening
5. my email address is cgrs @ yahoo com

G. Fill in the blanks with linking verbs from the given list.

keeps, tastes, prove, looks, sound

1. The food _____ delicious.
2. They always _____ to be the best debaters.
3. Bilal _____ quiet.
4. My neighbours _____ very angry.
5. My sister _____ her books safe.

H. Fill in the blanks with correct preposition.

1. The Moon revolves _____ the Earth.
2. A fair little boy sat _____ a tree.
3. Humpty Dumpty sat _____ a wall.
4. She is afraid _____ the dog.
5. It has been raining _____ yesterday.
6. I left him _____.

I. Separate countable and uncountable nouns from the given list and put them in relevant column.

sugar, rupees, pens, pencils, salt, tea, water, cup

Countable Nouns	Uncountable Nouns
_____	_____
_____	_____
_____	_____

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J. Fill in the blanks with suitable words given below.

hockey, bring, promise, life, pain

1. You should always fulfil your _____.
2. Go and _____a glass of water for me.
3. He was playing _____in the playground.
4. You should not _____on others.
5. We must help the person whose _____is in danger.

K. Fill in the blanks with appropriate adverbs of frequency from the given list.

never, sometime, often, usually, always

1. The postman called _____ .
2. They _____ come to see us.
3. She _____ tries to do his best.
4. The train _____ arrives late.
5. I have _____ seen him.

L. Complete the following sentences by filling in 'a' or 'an' or 'the' as may be suitable.

1. He can play _____ flute.
2. Copper is _____ useful metal.
3. He is _____ European.
4. His father is _____ SDO.

5. My brother is in _____ Army.

6. They run _____ NGO.

M. Write paragraphs of 60-70 words on the following topics.

1. How do I Clean My Room?

2. The Game I Like the Most.

N. Reading and Thinking Skills

An unseen reading passage may be exploited for text patterns, comprehension questions, summary skills and vocabulary.

O. Oral Communication Skills

Form pairs or groups (as required) and give students different situations. Ask them to prepare a dialogue for each situation and present it in the class.

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Lesson No. 5

Traffic Sense

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

- analyze paragraphs to identify sentences that support the main idea showing process or procedure
- understand the use of dictionary and thesaurus
- understand and classify adjectives into different types
- form adjectives from nouns
- demarcate words into syllables with the help of a dictionary
- develop a descriptive paragraph with the help of graphic organizer / mind map
- use appropriate expressions, vocabulary and style to ask and answer questions of everyday aspects

Pre-reading:

- How do you come to school?
- What things do you take care of when you are on the road?
- Read the heading and tell what information you are likely to find in this lesson.

In big cities, hundreds of men, women and children die every ❶ year in road **accidents**. Accidents are mostly caused by our **carelessness**. Someone may walk into the road without looking out and be hit by a **vehicle**. Children playing in a busy street may not be **aware** of a fast **approaching** vehicle.

There will be fewer road accidents if people on the ❷

Guidelines for the Teacher:

- Conduct pre-reading activities to create students' interest in the text and assess their previous knowledge on the topic.

road have **traffic sense**. The **moment** you leave your house, you are at a **risk**. It does not matter whether you walk or ride a bicycle, motor cycle or drive a car. Our actions and those of others on the road are responsible of our **safety.** You can **minimize** the risk by following some simple rules:

> Which crowded places do you go to?

- Walk on the footpath.
- Walk in the right margin of the road to be aware of the oncoming traffic.
- Wait for the traffic to stop before crossing the road.
- Wait at the **zebra crossing**.
- Look right, then left, then right again before crossing the road.
- Cross only when the road is clear.
- Follow the traffic lights.
- Keep to the left while cycling.
- Do not ride a cycle on the main road.
- Give a **signal** before turning.
- Never run on the road.
- When you wait for a bus, stand in a **queue.**
- Do not get in or off in a moving bus.

> Do you follow these rules while using a road?

Guidelines for the Teacher:

- While reading activities given in the boxes may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.
- Help students to analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

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- When in a bus, do not lean out of the door or window. You may fall or hurt yourself.
- At a **level-crossing**, never try to cross the **railway track** when the gate is closed.

Many big cities have traffic lights. Always obey the traffic ❸ lights for road safety. If there is red light, you must stop. When the light turns yellow, you must get ready without moving your bicycle or vehicle. Move on, when the light turns green. **Violation** of these rules may cause serious accidents.

Many more traffic rules and road signs are there for you to ❹ develop a traffic sense. Some of them are given below. Read and understand the message they give.

Do you understand the message of the road signals?

Path for cyclists

Pedestrian path

Zebra crossing

Two-way traffic

Give way

Stop

No entry of cyclists

No pedestrians

No parking

Guidelines for the Teacher:

- Help the students to recognize the Traffic signs and signals and also illustrate to obey them in road life.

Turn right

Go straight/turn right

Turn left

Go straight/turn left

Round about

U turn

Vocabulary:

A. Look up the meaning of the following words in dictionary. Use these words in sentences.

safety, carelessness, minimize, risk, queue

B. Find synonyms and antonyms of the following words in thesaurus.

Words	Synonyms		Antonyms
sense	_____	_____	_____
serious	_____	_____	_____
violate	_____	_____	_____
signal	_____	_____	_____
develop	_____	_____	_____

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C. Make as many words as you can using the letters of the following words. You can change the order of the letters. You can also use any letter more than once.

Word weather (W, E, A, T, H, E, R)

Examples: (i) we (ii) wet (iii) _____

Word feature (F, E, A, T, U, R, E)

Example (i) at (ii) tea (iii) _____

Word climate (C, L, I, M, A, T, E)

Example (i) late (ii) cat (iii) _____

Reading for Comprehension:

A. Answer the following questions.

1. What are the causes of traffic accidents?
2. How can we avoid accidents?
3. What is the importance of traffic lights?
4. How is the traffic controlled in big cities?
5. What should the driver do when there is a red light?

B. Tick (✓) the correct option.

1. Accidents are caused by:
   - (a) crowded roads
   - (b) traffic jams
   - (c) carelessness of the people
   - (d) rash driving

2. Do not walk on the road:
   (a) if there are so many people
   (b) if there is a pavement
   (c) if there is a traffic jam
   (d) if you are in a hurry
3. Zebra crossings are:
   (a) for the safety of the pedestrian
   (b) for traffic control
   (c) for the decoration of road
   (d) for people to cross the road
4. When the light turns yellow:
   (a) we must stop and wait
   (b) we must move on
   (c) we must get ready without moving
   (d) we must keep an eye on the light
5. The number of accidents can be decreased:
   (a) if the people have traffic sense
   (b) if the people are more careful
   (c) if the people do not walk into the road
   (d) if the people walk only on pavements
6. is the road sign of:
   (a) path for the cyclist
   (b) pedestrian path
   (c) no parking
   (d) no entry for the cyclist

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Grammar:

Adjective

An Adjective is a word used to qualify a noun or a pronoun. There are eight kinds of Adjectives in terms of nature:

1. **Proper Adjectives:**

   It is formed from a proper name.

   For example: Asian, Pakistani, English, American, Punjabi, Bengali, etc.

   This is the grammar of the **English** language.

   Pakistani mango is better than **Indian** mango.

2. **Adjective of Quality:**

   It denotes the quality, weakness or state of a person or a thing.

   For example: good, bad, large, wise, rich, poor, foolish, cold, warm, etc.

   Quaid-i-Azam was a **wise** man.

   She is an **honest** woman.

3. **Adjective of Quantity:**

   It denotes the quantity of a thing or an idea.

   For example: much, some, little, huge, all, any, full, half, whole, no, enough, etc.

   He has lost **all** his wealth.

   You have **no** sense.

4. **Numeral Adjective:**

It denotes the number of persons or things.

For example: one, two, three, first, second, third, all, any, some, many, each, several, every, certain, etc.

Some dreams are like reality.

Farah won the **second** prize.

5. **Demonstrative Adjective:**

It points out which person or thing is meant.

For example: this, that, these, those, such, etc.

This girl is younger than Salman.

I hate **such** things.

6. **Distributive Adjective:**

It denotes a person or a thing separately.

For example: each, every, either, neither, every

Each girl will get a prize.

Every **dog** has his day.

7. **Interrogative Adjective:**

It is used before a noun for asking a question.

For example: whose, which, what

Whose pen is this?

Which shirt is your?

8. **Possessive Adjective:**

It denotes possession.

For example: my, our, your, his, her, their, etc.

This is **his** bag.

It is **my** book.

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A. Underline the Adjectives in the following sentences and write to which class each of them belongs:

1. I ate some rice.
2. All men must die.
3. These grapes are sour.
4. Lahore is a large city.
5. Which way shall we go?
6. Each boy got a prize.
7. I like enough sugar.
8. This is her coat.
9. I like a Chinese dish.
10. Akram is a clever boy.

Formation of Adjectives

Adjectives are formed from nouns.

For example:

Noun	Adjective
child	childish
fool	foolish
dirt	dirty
hope	hopeful
education	educational
man	manly
ease	easy
trouble	troublesome
laugh	laughable
peace	peaceful

B. Use the following adjectives in sentences.

educational, childish, popular, easy, foolish, glorious

Pronunciation

A syllable is a word or a word segment that is pronounced as a single sound. Some words have **one syllable** (air, fish, walk). Some have **two syllables** (ques-tion, wa-ter, boy-cott). Some have **three syllables** (con-tin-ue, ne-ga-tive, ex-ce-llent).

C. Write the following words in columns according to their syllables with the help of a dictionary.

school, bicycle, represent, doctor, medicine, replica, rough, oral, patient, important, desert, understand, designate, chalk, comprehend

One Syllable	Two Syllables	Three Syllables
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Guidelines for the Teacher:

- Ask the students to make a list of words with one syllable and two syllables from the lesson (paragraphs 1-4).

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Writing Skills:

A. Write a paragraph of 60-70 words on 'A Roadside Accident'. First make a mind map and add appropriate key words and structure to develop the paragraph.

B. Write a short paragraph on this scene.

Oral Communication Skills:

Bilal: Good morning!

Booking Clerk: Good morning! May I help you?

Bilal: Would you give me a ticket to Hiran Minar, please?

Booking Clerk: Certainly. Do you want to travel by our tourist bus?

Bilal: Will there be any guide in your tourist bus?

Booking Clerk: Yes, of course.

Bilal: How much will it cost for the trip?

Booking Clerk: It will cost Rs. 500/- for a day including food charges.

Bilal: Here's the money, please.

Booking Clerk: Here's the ticket.

Bilal: Thank you!

Booking Clerk: Thank you very much.

Group Activity:

Arrange the class in groups and discuss traffic rules. Each group may prepare a presentation on "Road Safety".

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Suggested Readings:

King Solomon's Mines by H Rider Haggard

Glossary:

accident:	something unlucky that happens by chance
aware:	knowing or realizing
lane:	division of a wide road, marking a passage
level crossing:	a place where a road crosses a railway/railroad line
moment:	very short period of time
minimize:	to reduce something to a minimum
pedestrian:	a person walking on road and not travelling in a vehicle
queue:	a line of people, vehicles etc
railway track:	two parallel rails for train
risk:	possibility of some bad happening
safety:	the state of being safe
signal:	any device or object placed to control traffic
straight:	not curved or bent; in a straight line, direct
sense:	an understanding about something
traffic:	vehicles on road at a particular time
vehicle:	a thing used for transporting people from one place to another e.g., car, truck
violation:	going against or refusing to obey a law
zebra crossing:	area of road marked by black and white stripes for people to walk across

Lesson No. 6

Pollution

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

- analyze paragraphs to identify sentences that support the main idea through examples
- analyze paragraphs to identify causes, effects and solutions of pollution.
- understand the use of dictionary and thesaurus
- recognize and illustrate use of Present Perfect Tense
- identify active and passive voice in simple sentences
- recognize and demonstrate use of appropriate vocabulary, style and tone in informal letter
- develop a paragraph by identifying causes and effects of a problem
- use appropriate expressions, vocabulary and style to give reasons for expressing ability / inability to do something

Pre-reading:

- Read the heading and tell what information you are likely to get from the lesson.
- How is pollution harmful for us?

1 **Pollution** is the addition of any such **constituents** to air, water or land which **adversely** alters the natural quality of **environment**. Pollution is a serious problem of modern age. With rapidly increasing industries especially in developing countries, the problem is of great **magnitude**.

What is meant by 'adversely alters'?

2 After the scientific and industrial **revolution**, there has been an **immense** impact of man on environment. Huge industrial **installations**, introduction of faster **modes** of transport and spreading of large crowded cities are the main outcomes of the modern times.

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Kinds of Pollution

Pollution is a threat to life. There are many kinds of pollution. 3

Air Pollution

Air pollution is a problem particularly for the people living in 4 large cities or in the cities where there are many industries. The air above such places is heavily **laden** with dust, smoke, poisonous gases, and **offensive odours**. It affects both plants and human life directly and indirectly.

What is the impact of pollution on plants and human life?

Air pollution can be controlled by the use of special devices in 5 the factories to remove poisonous gases from the **fumes** before

Guidelines for the Teacher:

- While reading activities given in the boxes may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

releasing them into the **atmosphere**. Gas, electricity and other sources of energy should be used instead of coal and other **fossil** fuels. Trees should be planted in the cities and towns to reduce air pollution.

How can we control air pollution?

Water Pollution

6 Water pollution is caused by many kinds of domestic and industrial wastes poured into streams, rivers and lakes. It may consist of dead remains of animals and plants which lead to bacterial growth, reducing the amount of oxygen dissolved in water. The polluted water damages fish and other **aquatic** life.

What are the causes of water pollution?

7 **Sewage** is another major source of water pollution. Many cities still continue to pour their sewage directly into rivers. This causes cholera, typhoid and other diseases to the population which uses this water.

8 Water pollution can be prevented if the dead remains of animals and plants are not released in the fresh water sources and sewage is fully treated before releasing it into rivers or lakes.

Guidelines for the Teacher:

- Help students analyze each paragraph in the text as a separate meaningful expression with its own topic sentence and supporting details.

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Noise Pollution

Noise pollution is becoming an ever increasing problem in 9
this age of mechanical inventions. Its major sources are the workshops, trains, **automobiles**, jet aeroplanes, high volume radio and television transmission and loudspeakers.

Noise produces several harmful effects on our physical and 10
mental health. It disturbs sleep and leads to many nervous problems. Sudden burst of sound can cause **acute** damage to the ear drum and may cause temporary or permanent deafness.

What are the effects of noise on our health?

In the modern age of industry and electronics, it is almost 11
impossible to get rid of noise pollution. However, there are ways and means to reduce the intensity of noise to a **moderate** level.

Vocabulary:

A. Look up the meaning of the following words in dictionary and use them in sentences.

outcomes, environment, constituents, sources, pollution

B. Find out the synonyms and antonyms of the following words in thesaurus.

Words	Synonyms		Antonyms
fast	_____	_____	_____
collect	_____	_____	_____
continue	_____	_____	_____
harmful	_____	_____	_____

Reading for Comprehension:

A. Answer the following questions.

1. Which kind of pollution is widely spread and most dangerous?
2. What are the bad effects of air pollution?
3. How can air pollution be controlled?
4. What is the cause of water pollution?
5. What is noise? How is it harmful for us?
6. How does cutting of trees adds to environmental pollution?
7. Our elders enjoyed a healthy life as compared to us. How?

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B. Tick (✓) the correct option.

1. The main causes of pollution are:
   (a) huge industrial installation
   (b) introduction of faster modes of transport
   (c) spreading of large crowded cities
   (d) all of above
2. Smoke containing poisonous gases is the cause of:
   (a) air pollution
   (b) water pollution
   (c) noise pollution
   (d) soil pollution
3. Sewage is a major source of:
   (a) noise pollution
   (b) soil pollution
   (c) water pollution
   (d) air pollution
4. Noise is usually defined as:
   (a) any sound
   (b) any voice
   (c) any wanted sound
   (d) any unwanted sound
5. The major source of noise pollution is:
   (a) smoke
   (b) sewage
   (c) workshops
   (d) gases

C. Pollutants are the substances that pollute the environment. Match the pollutants in column 'A' with the kind of pollution in column 'B'.

A	B
loud music	air pollution
sewage poured in rivers	noise pollution
smoke	water pollution

D. Give the following information:

1. Give four examples of air pollution.

(a) _____

(b) _____

(c) _____

(d) _____

2. Give any four water pollutants.

(a) _____

(b) _____

(c) _____

(d) _____

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3. List any two harmful effects of air pollution on human health.

(a) _____

_____

(b) _____

_____

4. List any two harmful effects of water pollution on fish and other aquatic life.

(a) _____

_____

(b) _____

_____

Grammar:

Present Perfect Tense

Present Perfect Tense is used when we see things happening in the past but having a result in the present. In the Present Perfect Tense, we use the present tense of **have + the past participle of the verb.**

Examples:

They have eaten all the eggs.

The train has arrived.

They have learnt their lesson.

Guidelines for the Teacher:

- Help the students understand Present Perfect Tense by giving them more examples and tell them to practise.

A. Separate the sentences in Present Perfect Tense from the following.

1. Students had already reached the station.
2. He has not acted upon my advice.
3. We have finished our homework.
4. He had reached home by evening.
5. The patient has taken medicine.
6. The room had been cleaned before the guests came.
7. The rainy season has set in.
8. The sun had set when we reached home.

Active/Passive Voice:

Active Voice

When the 'subject' of a sentence is the doer or actor, the verb is in Active Voice. It is so because the subject is Active, such as,
I do this work.

Passive Voice

When the 'subject' of a sentence is acted upon, the Verb is in Passive Voice. It is so because the subject is Passive, such as,
The work is done by me.

Active Voice:

Active	subject	verb	object
		→	
	Zoya	opened	the window.

Passive Voice:

Passive	subject	verb	object
		→	
	The window	was opened	by Zoya.

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Rules for Changing Active Voice into Passive Voice

Rule 1:

The **object of the verb** in the Active Voice becomes the subject of the verb in the Passive Voice.

Rule 2:

The **subject of the verb** in the Active Voice becomes the **object** in the Passive Voice, generally preceded by the preposition '**by**'.

Rule 3:

The main verb is changed into the **Past Participle form** and it is preceded by the correct form of the verb '**to be**' in Passive Voice.

Rule 4:

There are some verbs with **two objects**. In such cases either of the objects (preferably the Personal object) can be changed into the subject and the other is retained as an object. This object is called as **Retained Object.**

A. Change the following sentences into Passive Voice.

1. Water or land pollution adversely affects the environment.
2. Poisonous gases affect plants and human life.
3. Noise produces several harmful effects.
4. Noise disturbs sleep.
5. Direct sewage into rivers causes Cholera and Typhoid.

Writing Skills:

Writing an informal letter is to convey the personal message. Here is a sample to help you understand the correct format of letter writing.

2-A Satellite
Town
ABC
October 18, 2017

My dear friend,

I haven't heard from you since long. I am sure you must be doing fine. I was quite busy in preparation of the first term examination.

As summer vacations are about to start, I want to invite you to come over and spend few days with my family. We will enjoy visiting the surrounding places like Murree and Ayubia. It will be a good change after the tiring school routine. Please request your parents to allow you to come and let me know the arrival date.

It will be wonderful if you bring your camera along so that we can take pictures.

Convey my best regards to your parents and love to your younger brother.

Write me soon about your programme.

With best wishes.
Your friend,
XYZ

Guidelines for the Teacher:

- Encourage the students to understand the informal letter format.
- Tell them that the same format can be used in extended social and academic environment for different purposes.

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From the given information chart, write a paragraph on the use of plastic bags.

Problem	Use of Plastic Bags
causes	use of plastic bags is a serious problem of our time_____ plastic materials are non-biodegradable_____ plastic materials are not easily dissolved_____
effects	lead to the blockade of sewage system_____ lead to poisoning of food_____ risk of animals being choked to death_____ risk of children being choked to death while playing with plastic bags_____.
Solution	**Say 'No' to plastic bags.**

Oral Communication Skills:

Naveed: Hi, Saeed. This is Naveed. Would you like to sit with me for sometime today?

Saeed: I'm afraid I can't. I have to return my library books.

Naveed: Would you like to see me after returning the books.

Saeed: I'd really like to, but I can't. I also have to pick up my guests from the railway station.

Naveed: You're really busy today. What would you do after you pick them up?

Saeed: Nothing. But then I'll be really exhausted.

Naveed: Fine. I'll call you in the morning.

Saeed: OK. Fine

Group Activity:

Practise this conversation in pairs.

Suggested Readings:

The Wooden Horse by Eric Williams

Glossary:

acute:	very serious or severe
adversely:	negatively, unpleasantly, not likely to improve
aquatic:	growing or living in or near water
atmosphere:	the air in a particular place
automobile:	car, truck, lorry
civilization:	a society, its culture and way of life
congested:	crowded, full of vehicles or traffic
constituents:	elements
environment:	conditions that affect the behaviour of something
fossil:	remains of plant or animal hardened in rock

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fumes:	smoke, gases or vapour
immense:	great, extreme
installation:	a machinery fixed at a position to be used
laden:	heavily loaded with something
magnitude:	the great size or importance
mode:	particular way of doing something
moderate:	reasonable, staying within limits
odour:	smell
offensive:	extremely unpleasant
pollution:	process of making air, water, soil dirty
prompt:	done without delay, immediate
revolution:	fundamental change
sewage:	waste substance of human bodies and factories carried away by pipes

Lesson No. 7

A Dengue Patient Visits a Doctor

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

- analyze text patterns and identify the topic sentences and supporting details
- understand the use of dictionary and thesaurus
- recognize and demonstrate function and use of modal verbs
- illustrate use of punctuation marks
- write a composition of three paragraphs following conventions of essay writing
- use appropriate expressions, vocabulary and style to ask and answer simple questions of personal relevance

Pre-reading:

- What do you know about Dengue fever?
- How can spread of Dengue fever be prevented?

Ali: Good morning, Dr. Sahib.

Doctor: Welcome! Yes, what are you suffering from?

Ali: Dr. Sahib, I am suffering from high fever for the last few days. I also feel pain behind my eyes and severe headache.

Doctor: Did you take any medicine?

Ali: Yes, but there is no **relief**.

Doctor: I'll check you. Please sit down.
(The doctor checks him up thoroughly and suspects him a **Dengue** patient).
As you know Dengue fever has spread in the area. Let me confirm my findings after some test reports.

Ali: Dr. Sahib, what is Dengue fever?

Doctor: It is an **infectious** disease spread by mosquitoes. The **symptoms** are high fever, headache, pain behind the

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eyes, **aching** of muscles and joints. It is also known as break bone fever. It usually spreads during and after the rainy season.

Ali: Dr. Sahib, this is exactly how I feel. How long will it take to recover?

Doctor: Ali, right now, there is an early stage of the disease. You will recover in about two weeks. Take complete rest and the medicine regularly that I am prescribing besides to take complete bed rest. Take lots of **fluids** like juices, etc. Your blood pressure also should be regularly monitored.

Ali: Dr. Sahib, are there any preventive **measures** also to **avoid** Dengue fever?

Doctor: Yes, certain **preventions** can save us from this infectious disease. Use of **insecticides** and **repellents** is quite essential to **protect** ourselves from the mosquito bite. Do not let water stand in flower pots and in the lawn of your house. Avoid throwing **litter**, **rubbish** in the open. Regularly spray your house. If needed, use mosquito net.

Ali: Dr. Sahib, thank you for giving such useful information. I will share it with all my friends.

Doctor: Now take the medicine regularly. I will check you again after a week.

Ali: Thank you Dr. Sahib.

Doctor: OK.

(Ali leaves the doctor's room and the next patient enters).

Vocabulary:

A. Encircle the word which does not belong to the group.

1. papaya, okra, fig, lime
2. throat, chest, room, belly
3. morning, evening, night, Monday
4. doctor, patient, carpenter, engineer
5. rhombus, parallelogram, trapezium, circle

B. Use the following words in sentences.

prevention, protect, relief, rubbish, disease

C. Consult a thesaurus and find out the antonyms of the following words.

usually, complete, regularly, few

D. Find out the words from the lesson which have similar meaning as in column 'A'. Write them in column 'B'

A	B
feeling ill	
thoroughly	
indications	
feeling cold	
daily basis	
to prevent from some happening	

NOT FOR SALE (PESRP)

Reading for Comprehension:

A. Answer the following questions.

1. What is Dengue fever?
2. What are the symptoms of Dengue fever?
3. What happens if the patient does not take precautions?
4. How can we protect ourselves from Dengue fever?
5. What means can be used to create awareness about Dengue fever?

B. Tick (✓) the right choice.

1. The Doctor advises Ali to take rest for _____.
   (a) one week (b) two weeks
   (c) three weeks (d) four weeks
2. The patient suffers from_____.
   (a) cough (b) flu
   (c) high fever (d) diarrhoea
3. Dengue is also known as_____.
   (a) yellow fever (b) congo fever
   (c) break bone fever (d) viral fever
4. Use of insecticides and repellents is _____to avoid Dengue fever.
   (a) optional (b) desirable
   (c) not required (d) essential
5. Ali wanted to give this information to his_____.
   (a) friends (b) relatives
   (c) parents (d) neighbours

Grammar:

Modal Verbs (Modals)

Modal verbs or modals are those helping verbs which help to express the mode or manner in which the action is done. The modal verbs **"can, could, may, might, will, would, shall, should, must, ought to and need to"** modify the meaning of the main verb.

They are used before ordinary verbs and express meanings such as permission, possibility, ability, inability, request, prayer, certainty, prohibition, negation and habit.

Modals	Functions	Examples
can	ability	They can attempt the paper with in three hours.
	inability	We can't give extra time.
could	permission	Could I borrow your camera?
	request	Could you explain it to me again?
may	prayer	May you live happily and long!
	possibility	Ali is late. He may have missed the lecture.
might	possibility	You might find Saima in the party but I doubt it.
	suggestion	You might go to England for training.
must	necessity	We must leave for the Railway Station.
	prohibition	Students must not litter the park.

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Modals	Functions	Examples
will	habit	She will talk about nothing but films.
	request	Will you lend me your bicycle?
would	desire	I wish you would not chatter so much.
	request	Would you give me a pen, please.
shall	suggestion	Where shall we go?
	promise	You shall have a holiday tomorrow.
ought to	obligation	Children ought to help their parents as much as possible.
	suggestion	This is really a good movie; you ought to watch it.
should	suggestion	We should abide by the traffic rules.
	suggestion	I think we should take precaution, against Dengue fever.

A. Punctuate the following paragraph.

a terrible earthquake hit pakistan on 8th october 2005 at 08 51 am it badly affected the northern areas of pakistan and azad kashmir hundreds of thousands of buildings and houses collapsed or suffered enormous damage children were the worst sufferers as it was a normal school day most were at schools when the earthquake struck many were buried under collapsed school buildings

Guidelines for the Teacher:

- Help students to recognize and demonstrate the function and use of modals.

B. Use appropriate modal verbs given in brackets to fill to the blanks.

1. His opinion _____ be true. (could/might)
2. The girl _____ write an essay. (can/may)
3. You _____ attend the class regularly. (must/may)
4. We _____ to work for our country. (use to/ought to)
5. You _____ work hard to attain good marks. (should/could)
6. _____ you show me the way to the airport? (would/could)
7. You _____ be punished for this. (shall/should)
8. _____ you like another cup of tea? (should/would).

Writing Skills:

Write a composition on 'A Visit to a Hospital'.
Take help from the following flow chart.
Follow the conventions as
Introductory paragraph,
Body paragraph,
Concluding paragraph.

Guidelines for the Teacher:

- Guide the students how to develop a composition, comprising two to three paragraphs.

NOT FOR SALE (PESRP)

Oral Communication Skills:

Beenish: How are you Shehla?

Shehla: I was not well, but now I have recovered.

Beenish: Oh, so sad! What happened?

Shehla: I had Dengue fever.

Beenish: Oh! That's why you could not come to school for two weeks.

Shehla: Yes, the Doctor advised me to take complete rest.

Beenish: What is the cause of Dengue fever?

Shehla: Mosquitoes are the main cause. We must keep the environment clean.

Beenish: Will it help?

Shehla: Yes, that's what the Doctor said.

Beenish: Thanks for sharing such an information. Let's go.

Shehla: OK. Goodbye!

Beenish: Goodbye!

Group Activity:

Divide the class in groups and exchange information on Dengue fever.

Prepare a flyer/poster showing symptoms of Dengue fever and preventions.

Glossary:

ache:	a continuous feeling of pain in a part of a body.
avoid:	prevent something bad from happening
chill:	feeling of being cold
Dengue:	a disease caused by a virus carried by mosquitoes that causes fever and severe pain in joints
fluids:	liquid, substance that flows
infectious:	a disease that can easily be transferred to others
insecticides:	chemical used for killing insects
litter:	rubbish, garbage
measures:	action taken to achieve an aim
monitored:	watch and check over a period of time
preventive:	try to stop something that causes problem, difficulties
protect:	make sure that something or someone is not harmed, injured
repellents:	very unpleasant, causing strong dislike
rubbish:	things thrown away, because you don't need them
relief:	the act of removing or reducing pain
symptoms:	a change in your body or mind that shows that you are not healthy

NOT FOR SALE (PESRP)

Lesson No. 8

A Nation's Strength

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

- analyse a poem for main idea, summary and personal response
- identify lines and stanza
- understand the use of dictionary and thesaurus
- write the summary of the poem through gapped summary exercises
- recognize and demonstrate function and use of indefinite and reflexive pronouns
- articulate complex tongue twisters
- use appropriate expressions, vocabulary and style to seek and offer advice

Pre-reading:

- Read the title of the poem and tell what this poem is about.
- What is a nation's strength?
- How can people make a nation strong?

Not gold, but only men can make

A **people** great and strong;

Men who for truth and **honour's** sake

Stand fast and **suffer** long.

Who make a nation strong?

Brave men who work while others sleep,

Who **dare** while others fly...

They build a nation's **pillars** deep

And lift them to the sky.

Mark rhyming pattern of the poem.

(Ralph Waldo Emerson)

Guidelines for the Teacher:

- Give students model recitation of the poem with proper stress and intonation and ask them to follow.
- Give them good practice in recitation.

Vocabulary:

A- Find out the words from the poem which have almost the same meaning as in column 'A' and write them in column 'B'.

A	B
important	_____
respect	_____
have courage	_____
support	_____
make	_____

B. Find synonyms and antonyms of the following words in thesaurus.

Words	Synonyms		Antonyms
strong	_____	_____	_____
brave	_____	_____	_____
build	_____	_____	_____
deep	_____	_____	_____

Reading for Comprehension:

A. Answer the following questions.

1. What is the peom about?
2. What can we do to make a nation strong?
3. What does the poet want to convey through the poem?
4. Who suffer for the nation?
5. For whom did the poet use the words 'sleep' and 'fly'?

B. Fill in the blanks and complete the following stanza:

1. Not gold, but only _____ can make.
2. Men who for _____ and honour's sake.
3. Brave men who work while others _____.
4. They build a nation's _____ deep.

C. Complete the summary of the poem using the following words.

courageous, wealth, glory, nation, lift, height, idle, foundations, sake, dangers, difficulties,

It is not gold or _____ that makes a _____ strong. It is only men that can bring _____ to a nation. These men are brave and _____. They fight for the _____ of truth and honour. They are ready to face _____. They work while others sit _____ and take a rest. They meet _____ while others run away in fear. They make the _____ of their nation very strong. They _____ their nation to the _____ of the sky.

Grammar:

Indefinite Pronoun

Indefinite pronoun refers to persons or things in general way, but does not refer to any person or thing in particular.

For example:

one, none, all, some, somebody, nobody, few, many, any, other, anybody, everybody, both, etc.

Everybody is welcome at the party.

One hardly knows what to do.

Do good to **others**.

A. Underline the indefinite pronouns in each sentence.

1. Some are born great.
2. He is a man of few words.
3. One never knows who might be listening.
4. Many of them were Christians.
5. Is there anything in that box?

Guidelines for the Teacher:

- Help students to recognize the function and use of indefinite pronouns.

Reflexive Pronouns

Singular	Plural
I — myself	We — ourselves
You — yourself	You — yourselves
He — himself	They — themselves
She — herself	
It — itself	

Some verbs are followed by reflexive pronoun when the subject and object refer to the same person or thing.

For example:

1. I hurt **myself**.
2. She looks **herself** in the mirror.
3. We enjoyed **ourselves** on the picnic.
4. He **himself** cleans the office.
5. They **themselves** gathered the information.

B. Fill in the blanks with reflexive pronouns given below.

ourselves, yourself, himself, myself, herself, themselves

1. We hope to avail _____ all casual leaves.
2. She could not avail _____ of the opportunity.
3. He absented _____ from the class.

Guidelines for the Teacher:

- Help students to recognize the function and use of reflexive pronouns.

4. They saved _____ by contacting the fire brigade immediately.
5. You resigned _____ to your fate.
6. We treated _____ by watching a wonderful movie last night.
7. I bought _____ a new computer yesterday.
8. Don't you deceive _____ ?

Pronunciation

C. Read aloud the following tongue twisters.

1. He took a look at the look and the book.
2. The stern clerk had a thirst for my purse.
3. A giggling girl garnish the green garlic dish.
4. How much den would a dew drop , if a dew drop did drop dew?
5. English language is increasing its ranging as a lingua franca.
6. The noisy boy toils with the soil to make toys.
7. A big bug bit a bold bald bear and the bold bald bear bled badly.
8. He threw the three filthy thieves down with a thud.
9. Cheese chews a chunk of cheap cheddar cheese.
10 The fool threw the soup in the pool.

Writing Skills:

A. Write the summary of the poem. Use the following words and phrases.

B. Write a character sketch of your own in a few lines. Make a mind map to develop the paragraph.

Oral Communication Skills:

Bilal: How are you, Ahmad?

Ahmad: I am fine. How are you?

Bilal: I need your advice as I want to buy a used bike.

Ahmad: Do you want my honest opinion?

Bilal: Yes, of course.

Ahmad: Well ..... to tell you the truth. I don't think that you should buy a used bike.

Bilal: Why?

Ahmad: It won't work for long. Moreover, you'll have to spend time and money to get it repaired again and again.

Bilal: I guess you are right. Thanks for your kind advice.

Ahmad: OK. Goodbye!

Bilal: Goodbye!

Group Activity:

Now practise this dialogue in pairs.

Glossary:

brave:	courageous
dare:	show courage, show boldness and bravery
honour:	respect, regard
people:	when used as people, it means nation
pillar:	a support, (here) foundation of a building / a nation
stand fast:	stand steadfastly, stand unmoved
suffer:	bear problems and troubles with patience

Lesson No. 9

Kaghan Valley

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

- analyze text patterns and identify the topic sentences and supporting details
- to locate synonyms and antonyms in a thesaurus
- recognize and demonstrate function and use of figures of speech: simile, metaphor and alliteration etc
- recognize and pronounce silent letters in words
- understand the use of idioms in sentences
- discuss and understand the importance of scenic beauty in natural objects
- develop a story with the help of graphic organizer
- use appropriate expression, vocabulary and style to engage in conversion

Pre-reading!

- Have you ever visited a valley?
- Do you enjoy visiting parks?
- Can you differentiate between natural and man-made beauty?

Nature has been very kind to make and beautify the earth for human beings. Kaghan Valley is one of the most beautiful places in Pakistan. A large number of people go every year to see this valley. They visit the place and enjoy its **scenic** beauty.

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The valley is known after the name of a small town, Kaghan. ❷ It is the valley of Kunhar River that flows in this area. The valley spreads along the Kunhar River from an **elevation** of 2,134 metres to 4,173 metres. It is 155 Kilometres long. This place is free from **pollution**. The valley presents an extended natural scenic beauty with its mountains, hills, lakes, **rivulets,** water-falls and glaciers.

What adds to the natural beauty of Kaghan Valley?

Kaghan Valley is situated in Mansehra District of Khyber ❸ Pakhtunkhwa Province of Pakistan. The weather in this valley is very cool and pleasant from May to September. Winters are very cold and freezing in this valley, so the tourists do not visit the valley during winters. Their route to Kaghan is through Balakot, Abbotabad and Mansehra. The road goes up and up the mountains **winding** through lovely tall trees.

How many facts you find in this paragraph?

Guidelines for the Teacher:

- Conduct pre-reading activity to create students' interest in the text and to assess their previous knowledge on the topic.
- Help students analyze paragraphs in the text as a larger meaningful unit of expression with the topic sentence and supporting details.

4 Shogran is situated at two hours drive from Balakot. Shogran is a small village **surrounded** by forests and peaks of hills and mountains. The well-known Siri Payay mountain is also a place worth seeing. The view is breath taking. Naran is another small village on the way to Kaghan. It is a three hour easy walk to lake Saif-ul-Muluk; the most wonderful sight in Kaghan Valley.

5 The lake is a lovely spot for picnic and enjoyment. Water of the lake shines blue and green because there is no pollution at all. People come here from far and wide and stay at their **leisure**. Lake Saif-ul-Muluk is named after a **legendry** prince. The lake is located at a height of 3,000 metres from the sea level.

Get more information about the lake Saif-ul-Muluk.

6 In Kunhar River you find trout fish which is very tasty and nutritious. There is a large number of restaurants, hotels and **tourists** resorts. In Persian language, they say that 'listening' and 'seeing' can never be alike. Your visit to the Kaghan Valley will bear the truth of the Persian saying.

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Vocabulary:

A. Find synonyms and antonyms of the following words in thesaurus.

Words	Synonyms		Antonyms
human	_____	_____	_____
natural	_____	_____	_____
tasty	_____	_____	_____
cold	_____	_____	_____

Reading for Comprehension:

A. Answer the following questions.

1. Where is Kaghan Valley situated?
2. What is the route to Kaghan Valley?
3. Where is Siri Payay situated?
4. What is the height of lake Saif-ul-Muluk?
5. Why is the lake known as Saif-ul-Muluk?
6. Do you plan to go to Kaghan Valley in the next vacation?

B. Match the meaning correctly as in example.

leisure	winding	extended

1. elevation means height from the sea level.
2. _____ means longer than usual or expected.

3. _____ means twisting around itself.

4. _____ means time spent in doing something that you enjoy.

Grammar:

Figures of Speech

A figure of speech is ornamental use of words. It is a departure from the ordinary form of expression and is used to increase the effectiveness of words in a sentence.

For example:

If we say, 'There are four **pillars** in this building', the word **pillars** is used in its ordinary sense. But when we say 'Failure is the **pillar** of success', the word **pillar** is used in figurative sense. Here are simple illustrations of some important figures of speech commonly used:

Simile

It is a figure of comparison in which two dissimilar things are compared which have however at least one point in common. The simile is usually introduced by such words as: **like**, **as** or **so.**

For Example:

He ran **like a hare** down the street.

Moon rose up in the east **like a rose**.

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Metaphor

A metaphor is an implicit comparison without using words such as: **like**, **as** or **so**. In it the two objects of completely different nature are identified.

For example:

The camel is the **ship of the desert**.

My eldest son is the **star of the family**.

Alliteration

This consists in the repetition of the same sound or syllable at the beginning of two or more words.

For example:

A **s**trong man **s**truggling with the **s**troms of fate.

A **l**oad of **l**earning **l**umbering in his head.

A. Use similes to fill in the blanks.

crow, day, dog, grass, blood

1. As faithful as _____.
2. As red as _____.
3. As clever as _____.
4. As green as _____.
5. As bright as _____.

B. Name the various figures of speech in the following:

1. Life is a tale told by an idiot.
2. An Austrian army awfully arrayed.
3. Your face is as a book where man can read strange letters.
4. The ship ploughs the sea.
5. Errors, like straws, upon the surface flow.
6. A reeling road, rambles round the shine.

Idioms

Idiom is a group of words the meaning of which is different from the meanings of the individual words.

Idioms play an important part in a language. Many verbs, when followed by a preposition or adverbs acquire idiomatic sense; as, **break down**, **cast away**, **come by**, etc.

Far and wide is an idiom used in the lesson. It means everywhere. We use idioms in sentences to convey the meaning forcefully.

C. Identify the idioms used in the sentences and write their meanings.

1. He does not know English at all.
2. The villagers raised a hue and cry to see the thief.
3. He turn down my proposal.
4. He left the place bag and baggage.
5. There is no such hard and fast rule in this matter.

D. Use the following 'idioms' in sentences.

Dispose of, fall off, knock down, look after, make for

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Pronunciation:

E. Read these words aloud and make sentences.

steal	steel
lose	loose

pole	poll
root	route

Writing Skills:

A. Write a paragraph of 60-70 words on 'A Visit to Murree'. Use the following mind map.

Oral Communication Skills:

Fahad: Have you ever visited Murree?

Sameer: Yes, I went there in summer with my family.

Fahad: It must have been an enjoyable trip.

Sameer: Yes, we also went to Ayubia and Nathiagali. I took many pictures of the places.

Fahad: Can you bring the pictures tomorrow?

Sameer: Yes, I will.

Fahad: Ok. See you tomorrow. Goodbye!

Sameer: Goodbye!

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Group Activity:

Practise this dialogue in the classroom.

Glossary:

breath-taking:	very surprising
located:	situated
Persian:	language spoken in Persia, Iran
scenic:	spread in scenes
spot:	place
stay:	living temporarily at a place
surround:	to be all around
tourists:	people visiting a place
trout:	the name of a fish
valley:	an area of low land between hills or mountains
beautify:	to make more beautiful
elevation:	height of a place from sea level
glacier:	a large mass of ice, formed by snow on mountains
winding:	having a curving and twisting shape
pleasant:	enjoyable, pleasing or attractive
resort:	a place where a lot of people go on holiday / vacation
rivulet:	a small stream of water
leisure:	time spent in doing something that enjoy
legendary:	very famous and talked about by a lot of people
nutritious:	food containing many of substances which help the body to grow

Review 2

A. Find the synonyms of these words in thesaurus.

afraid, beautiful, entertainment, look, picture

B. Find the antonyms of these words in thesaurus.

slow, happy, good, active, harm

C. Each statement is followed by four possible answers. Tick (✓) the correct option.

1. Noise is a kind of----------.

   (a) pollution (b) sound

   (c) energy (d) enjoyment

2. is the road sign of:

   (a) U turn (b) two-way traffic

   (c) round about (d) give way

3. We can reduce noise by shifting----------to far off areas.

   (a) offices (b) factories

   (c) houses (d) shops

4. Noise can also be caused by----------music.

   (a) low (b) soft

   (c) medium (d) loud

5. ----------is harmful for our health.

   (a) sleep (b) walk

   (c) pollution (d) playing

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D. Separate the Past and Present Tenses from the following:

1. Aslam went to Lahore.
2. Akram is reading a book.
3. He plays cricket on Sunday.
4. I am drinking water.
5. She was eating mangoes.
6. Farah bought a dress.
7. We daily play in the playground.
8. He is waiting for the bus at the bus-stop.
9. She passed the Matriculation Examination last year.
10. We surprised them by our sudden arrival.

E. Underline the Adjectives in the following sentences and write to which class each of them belongs:

1. My pen is lost.
2. This boy is stronger than Haris.
3. Pakistani cotton is better than Indian cotton.
4. Every man has his duties.
5. Saleem is a good student.
6. Each boy must take his turn.
7. What news did she bring?
8. He has little intelligence.

F. Change the following Active Voice sentences into Passive Voice.

1. My brother won the match.
2. He ate an apple.
3. Ahmad broke the window.
4. She baked a very tasty cake.
5. The teacher punished the naughty boy.

G. Fill in the blanks with indefinite pronouns given below:

none, anybody, any, somebody, nobody

1. _____ has stolen my book.
2. _____ of his poems are well known.
3. _____ was there to rescue the child.
4. Did you ask _____ to come?
5. We did not see _____ of them again.

H. Fill in the blanks with reflexive pronouns given below:

himself, ourselves, itself, myself, themselves

1. We often deceive _____.
2. I wash _____ when I get up.
3. Shahid has hurt _____.
4. Some people are always talking about _____.
5. A house divided against _____ cannot stand.

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I. Use appropriate modals given in brackets to fill in the blanks.

1. It _____ rain tomorrow. (may/can)
2. You _____ improve your spelling. (might/must)
3. Prices _____ come down soon. (may/ought to)
4. _____ you lend me your camera, please? (Would/Could)
5. This _____ be the book you want, I suppose. (shall/will)

J. Punctuate the following paragraph:

one day a man visited a bird shop in the market he bought all the cages full of birds he opened all the cages one after another and set all the birds free the bird seller was surprised to see the strange act of the man he asked him why have you spent so much money for nothing the man replied when i was a prisoner of war i always longed to be free and see my near and dear ones so i can feel the miserable condition of the birds

K. Use similes to fill in the blanks.

bee, lion, coal, fox, hill

1. As old as _____.
2. As black as _____.
3. As busy as _____.
4. As brave as _____.
5. As cunning as _____.

L. Use the following idioms in sentences.

bed of roses, by chance, out of order, lion's share, far and near

M. Write a letter to your friend inviting him/her to join a birthday party.

N. Write paragraphs of 70-80 words on the following topics:

1. My Favourite Hobby
2. A Rainy Day

O. Reading and Thinking Skills:

An unseen reading passage may be exploited for text patterns, comprehension questions, summary skills and vocabulary.

P. Oral Communication Skills:

Form pairs or groups (as required) and give students different situations. Ask them to prepare a dialogue for each situation and present it in the class.

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Lesson No. 10

Quaid-i-Azam

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

- analyze text patterns and identify the topic sentences and supporting details.
- demonstrate use of pronoun-antecedent agreement recognizing their relationship
- recognize and demonstrate function and use of conjunction and interjection
- understand that some nouns have different meanings in different numbers
- write a composition of three paragraphs following conventions of essay writing
- use appropriate expressions, vocabulary and style to express reasons for their liking

Pre-reading:

- When and where was Quaid-i-Azam born?
- Have you ever read any book about Quaid-i-Azam?

Quaid-i-Azam Muhammad Ali Jinnah was born on 25th December, 1876 in Karachi. After being taught at home, he was sent to Sindh Madrassa-tul-Islam. At the age of 16, he passed his Matriculation Examination from Mission High School. Later in 1893, he joined Lincoln's Inn to **obtain** the highest degree in Law. ❶

Once Jinnah was firmly established in the legal profession, he formally entered politics in 1905. Jinnah believed in working for Hindu-Muslim unity. He always looked after the interests of the Muslims. Soon he realized that the Muslims of the sub-continent are **deprived** of their rights. ❷

When did Quaid-i-Azam first enter politics?

The idea of Pakistan was given by Dr. Allama Muhammad Iqbal in 1930. Quaid-i-Azam was **convinced** that a separate ❸

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Muslim homeland was the only way to **safeguard** Muslim interests. At that time, creation of Pakistan was a **desire** of every Muslim and Jinnah **emerged** as the leader of the Muslim nation. On March 22-23, 1940, Muslim League passed a resolution in Lahore to form a separate Muslim state 'Pakistan'. Quaid-i-Azam faced a strong opposition to achieve his goal. He led the Pakistan movement with great wisdom and intelligence. The Congress and the British government **ultimately** agreed to the partition of India. Pakistan thus emerged as an independent state on 14th August 1947.

> Why did the Muslims struggle for a separate homeland?

4 Quaid-i-Azam took oath as the first Governor General on 14th August, 1947. He handled all the problems of a newly created state with care and authority.

> What kind of problems were faced by the newly created state of Pakistan?

5 Quaid-i-Azam took great interest in the formation and **progress** of the Muslim Students Federation. After the creation of Pakistan, he advised the students: "Now that you have achieved your goal, you have a Government of your own and a country which belongs to you and in which you can live as free men. Your responsibilities and your approach to the political, **social** and economic problems must also change. The duties required of you are; to develop a sound sense of discipline, character, **initiative** and a social academic background. You must devote yourselves

Guidelines for the Teacher:

- Show the Quaid's picture and tell the students that he made Pakistan.
- Tell them the meaning of 'patriotism'. Make them understand by giving examples.

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whole-heartedly to your studies, for that is your first obligation to yourselves, to your parents and to the state".

What is the first obligation of students?

The Quaid's **motto**, 'Work, work and work' is a call to wake us up. We must work hard to achieve our national **goals**. Each one of us should try and act upon the golden principles the Quaid gave to the nation. 6

What is Quaid's motto?

His health **deteriorated** because of working hard for the progress of the nation. He did not care about his health and kept working hard. After a **brief** illness, he died on 11th September, 1948.

Guidelines for the Teacher:

- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

Vocabulary:

A. Encircle the correct option.

1. **realized** means:
   (a) denied (b) accepted
   (c) understood (d) forgot
2. **authority** means:
   (a) stupidity (b) power
   (c) wisdom (d) kindness
3. **whole-heartedly** means:
   (a) annoyingly (b) hesitatingly
   (c) quickly (d) enthusiastically

B. Find out antonyms of the following words in thesaurus:

Words	Antonyms
separate	_____
opposition	_____
partition	_____
wisdom	_____
health	_____

C. Gather information from internet or different books and tell:

1. Why do you think Muhammad Ali Jinnah decided to take up law as profession?
2. How did he perform at Lincoln's Inn as a student?
3. Do you think Quaid-i-Azam worked hard as a student, as a lawyer and as a politician?

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Reading for Comprehension:

A. Answer the following questions.

1. Who gave the idea of Pakistan?
2. What did every Muslim desire?
3. Why is Quaid-i-Azam called father of the nation?
4. When did Quaid-i-Azam take oath as Governor General of Pakistan?
5. What was Quaid's advice to the students?
6. Why did his health deteriorate?

B. Tick(✓) the correct option to complete the sentences.

1. Quaid-i-Azam passed his Matriculation Examination at the age of _____.

   (a) 14 (b) 16

   (c) 13 (d) 18

2. Quaid-i-Azam joined Lincoln's Inn in _____.

   (a) 1890 (b) 1892

   (c) 1893 (d) 1894

3. Quaid-i-Azam had great faith in_____.

   (a) friends (b) businessmen

   (c) students (d) soldiers

4. The idea of Pakistan was given in _____.

   (a) 1929 (b) 1930

   (c) 1941 (d) 1942

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Grammar:

Pronoun - Antecedent Relationship:

Pronoun - antecedent agreement refers to the relationship between a pronoun and the word it stands for.

A pronoun must agree with its antecedent in three ways: i.e., gender, person and number.

pronoun referent

Every (man) must bear (his) own burden.

In the above sentence, the noun 'man' is the antecedent of the pronoun 'his'.

Paragraph 1

Quaid-i-Azam was born on 25th December, 1876 in Karachi. Quaid-i-Azam joined Lincoln's Inn to study law. Quaid-i-Azam entered in politics in 1905. Quaid-i-Azam joined Muslim League in 1913. Quaid-i-Azam united the scattered Muslims of Indo-Pak sub-continent. Quaid-i-Azam led the Pakistan movement with great wisdom and intelligence. Quaid-i-Azam worked day and night to make Pakistan great and strong. Quaid-i-Azam is the father of the nation. Quaid-i-Azam passed away on 11th September, 1948.

Paragraph 2

Quaid-i-Azam was born on 25th December, 1876 in Karachi. He joined Lincoln's Inn to study law. He entered in politics in 1905. He joined Muslim League in 1913. He united the scattered Muslims of Indo-Pak sub-continent. He led the Pakistan movement with great wisdom and intelligence. He worked day and night to make Pakistan great and strong. He is the father of the nation. He passed away on 11th September, 1948.

A. Which paragraph is more appropriate? Why?

B. Join antecedent with its referent in each sentence. Correct the wrong pronoun-antecedent relationship.

1. Rabia is looking for his purse.
2. Sana and Sarfraz have completed her homework.
3. Where is my pen? I cannot find him.
4. Shaikh Saadi is famous for its wisdom.
5. She treats his children with great kindness.
6. Parents must do his duty to their children.
7. I am sorry, I lost your book. I will bring me a new one tomorrow.
8. He earns her living by honest means.
9. He has a bicycle. He wishes to sell his.
10. Deceived by his friends, she lost all hope.

C. Fill in the blanks with the given adjectives.

impressive, valuable, informative, successful, lively

1. Quaid-i-Azam had a _____ career.
2. This is a _____ painting.
3. Zaman is a _____ person.
4. I have an _____ guidebook.
5. My friend has an _____ personality.

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Conjunction

A conjunction is a word used to join words or sentences.

For Example: Seema **and** Farida are good friends.

I ran fast **but** missed the bus.

Learn your lesson **or** leave the class.

Some commonly used conjunctions are: **and**, **but**, **or**, **neither ---- nor**, **as**, **before**, **otherwise**, **else**, **still**, **yet**, **however**, **therefore**, **because**, **as well as**, **after**, **till**, **unless**, **until**, **although**, etc.

Interjection

An interjection is a word which expresses some sudden feeling or emotion. Interjections may express:

(1) **Joy**; as, Hurrah!, How!

(2) **Grief**; as, Alas! (3) **Surprise**; as, Ah!, Ha!, What!

For Example:

- Hurrah! We have won the match.
- Alas! He is dead.
- Ah! Have they gone?

D. Fill in the blanks with appropriate conjunctions/ interjections.

before, because, oh, although, how, but

1. Shahid bought a new car, _____ he is very poor.
2. _____ I got much a fright.
3. She went to hospital _____ she hurt her leg.
4. We tried hard _____ did not succeed.
5. She went away _____ I came.
6. _____ nice to meet you.

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E. Read the following passage and complete the table.

Shah Pur is a small village. There is a river beside it. To the south of the river, there is a wheat field. A man is ploughing in the field. There are some fishermen in the village. They catch fish in the river. Most of the villagers are farmers. They are very poor. But they live honestly and peacefully. How charming is the village life!

Noun	Pronoun	Verb	Adjective
_____	_____	_____	_____
_____	_____	_____	_____

Adverb	Preposition	Conjunction	Interjection
_____	_____	_____	_____
_____	_____	_____	_____

F. Now describe your village/town/city as shown above.

Nouns having Different Meanings in Different Numbers:

Some nouns have different meanings in different numbers. For example:

Singular		Plural	
force	— power	forces	— army
wood	— timber	woods	— forest
air	— wind	airs	— manners
respect	— regard	respects	— compliments
advice	— counsel	advices	— information

G. Now use the following nouns in sentences highlighting their meanings in singular and plural forms.

good(s), return(s), sand(s), iron(s), physic(s)

Writing Skills:

A. Write a composition on Quaid-i-Azam as father of the Nation.

Topic Sentence →	Quaid-i-Azam as a great politician
Supporting Details →	a) Well educated b) Dedicated and hardworking c) Convincing and truthful e) First Governor General of Pakistan
Conducing Paragraph →	Sum up Quaid's golden principles of life

B. Make a chronological map of Quaid-i-Azam's life with the help of the following points.

- Quaid-i-Azam joined politics in _____
- Did his Matric in _____
- Took admission in Lincoln's Inn _____
- Quaid-i-Azam was born in the year _____
- Idea of Pakistan was given in _____
- He died on _____
- Quaid's Motto was _____
- Pakistan came into being in _____

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Oral Communication Skills:

(Asking the students about their hero in history)

Teacher: Hey! Raza, tell me who is your favourite hero in history?

Raza: (Respectfully) Sir! Allama Iqbal is my hero.

Teacher: Why? Any reason.

Raza: Well, Sir! Allama Iqbal gave us the idea of Pakistan.

Teacher: (Pointing towards Shakeel) Who is your favourite hero in history?

Shakeel: Sir! I like Quaid-i-Azam. Therefore, he is my favourite hero.

Teacher: Why? Give reasons.

Shakeel: Sir! Every Pakistani knows that he is the founder of our nation.

Guidelines for the Teacher:

- Help students to arrange the details in proper sequence to make it logical.

Teacher: (Turning to Moeez) Whom do you hold in high esteem?

Moeez: Sir! My hero is a living legend.

Teacher: Who is he?

Moeez: He is Dr. Abdul Qadeer Khan, the eminent Pakistani scientist.

Teacher: Any reason?

Moeez: He made the defence of our country invincible.

Teacher: (The bell rings for the next period) Oh! My period is over.

Students: Thank you, Sir.

Group Activity:

Practise this conversation in pairs.

Suggested Readings:

Take a book on Quaid-i-Azam from the school library and share your knowledge about Quaid-i-Azam.

Glossary:

brief:	short
convinced:	made someone believe that something is true
desire:	strong wish
deteriorated:	became worse
deprived:	without enough food, education and all the things that are necessary for people to live a happy and comfortable life

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economic:	connected with trade, industry, development of a country
emerged:	came out
firmly:	in a strong or definite way
initiative:	a new plan for doing something
motto:	aims and beliefs of a person, group or institution
obtain:	to get by making an effort
profession:	a type of job that needs a high level of education and training
progress:	improvement or development
politics:	the activities involved in getting and using power in public life and being able to influence decisions that affect a society or a country
safeguard:	to protect something, to keep safe
social:	connected with society
ultimately:	in the end, finally

Lesson No. 11

The Rooster and the Fox

Nathan Michael

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

- analyze text patterns and identify the topic sentences and supporting details
- illustrate the use of dictionary for finding appropriate meaning
- recognize the elements of the story: beginning, middle, ending, plot, characters (human / animal, imaginary) and their roles, dialogues and setting
- illustrate the use of transitive and intransitive verbs
- recognize and demonstrate function and use of prepositions and prepositional phrases
- recognize and classify transitional devices that show addition, contrast, comparison, illustration, sequence, effect and conclusion
- develop a story with the help of graphic organizer
- use appropriate expressions, vocabulary and style to give reasons for expressing ability / inability to do something

Pre-reading:

- Do you like reading fables?
- Do you think the rooster will be tricked by the fox?

1 There was a time when the animals talked like people. Once near a farm, a **rooster** sat on a branch of a tall tree. The morning sun was bright, the air was warm and the **countryside** was quiet. The rooster felt so good, he began to sing. His song wasn't beautiful, but it was loud.

2 The rooster saw a fox; it was coming from the forest. The fox heard the rooster. He stopped and looked up at the fat rooster. The fox was feeling very hungry and wanted some breakfast as soon as possible. He thought the rooster would make a fine meal.

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As we all know foxes are **cunning, creatures**, but they ❸ can't climb up trees. He saw that he would have to **trick** the rooster to come down. He smiled up at the rooster. 'How nice to see you!' he said. 'I'm looking for a friend. Why don't you come down? We can have a nice friendly talk'.

> Name any other animal that cannot climb up a tree.

Now the rooster was no fool for this trickery. He knew exactly ❹ what the fox wanted. So he didn't agree to come down. Instead, he said, 'I know you won't harm me. You just want to talk. But what if the hungry wolf comes along? Or the lion? They might eat me up.'

> Was it really dangerous for the rooster to come down?

I want to tell you something really great; said the fox. ❺

The rooster looked down. 'What's it?' he asked. ❻

7 'It's an exciting news! There was a big meeting of the animals. It was decided that all the animals and all the birds will be friends from now on. They have agreed to live in peace. Mice can be friends with cats. Birds can be friends with foxes. Frogs can be friends with **storks.** No more eating each other! Peace has been made forever. So come down and let's be friends.'

8 'That's wonderful news! said the rooster. And then his eyes grew wider as he looked off into the distance. He seemed very excited by what he saw, and he **craned** his neck as if to get a better look. 'What is it that you are looking for?' asked the fox. 'What do you see'?

Why was the rooster excited?

9 'More friends are coming' said the rooster. 'What a fun! It's a big **pack of dogs**, running very fast. They'll be here any minute! Perhaps we can all have a party!'

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The fox's smile disappeared for he had not imagined this turn ⑩ of **fortune**. He took off on the run. 'Help! cried the fox. 'I must go'. 'Don't go fox', said the rooster. Why are you leaving me?' Have you forgotten that all the animals are friends now? The dogs want to talk to you.'

Why was it a turn of fortune for the fox?

But the dogs may not know the wonderful news and the fox ⑪ continued to run towards the **distant** hillside.

'Fox come back! Let's have peace with you', said the rooster. ⑫

'No! The dogs don't want peace with me; they want a piece of ⑬ me! Shouted the fox.

Vocabulary:

A. Guess the meaning of the following words. Confirm your meaning from the dictionary.

Word	Guessed Meaning	Dictionary Meaning
meal	_____	_____
peace	_____	_____
fun	_____	_____
wonderful	_____	_____
meeting	_____	_____

B. Explain the following phrases as used in the text.

looking for, come down, looked down, looked off, took off

C. Make as many words as you can from the root word 'sun'.

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

rooster, hungry, clever, exactly, wider, perhaps, wonderful, mice

Guidelines for the Teacher:

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

Not For Sale - PESRP

Reading for Comprehension:

A. Read the story carefully and answer the following questions.

1. Where was the rooster sitting?
2. What are the foxes famous for?
3. Why was the fox happy on seeing the fat rooster?
4. What was decided in the meeting of the animals?
5. How did the rooster scare the fox?
6. What is the moral of the story?

The Elements of the Story:

- What time is mentioned in the story?
- Where do the scenes take place?
- How many characters are there in the story?
- Are they human, animal or imaginary characters?
- How many events/incidents are mentioned in this story?

Setting
Setting includes the time and location.

Characters
Different persons playing different roles in the story.

Plot
Plot means different events in the story.

Beginning → Middle → End

What is the beginning of this story?
What is the middle of the story?
What is the ending of the story?
What message the writer gives in this story?

Theme
Theme is the central idea of the story.

B. Encircle the correct option.

1 The countryside was

(a) noisy (b) foggy (c) quiet

2 The rooster was

(a) silly (b) clever (c) a good singer

3 The animals decided in their meeting that

(a) they will leave the countryside

(b) they will stop meeting each other

(c) they will make peace forever

4 The fox was

(a) stupid (b) coward (c)cunning

5 The fox continued running towards the

(a) farm side (b) hillside (c) riverside

Grammar:

Transitive and Intransitive Verbs

Read the following sentences.

1. The boy **writes** a letter.
2. The girl **laughs** loudly.

In sentence 1, the action denoted by the verb **writes** passes over from the doer or subject 'boy' to some object 'a letter'. The verb **writes** is, therefore, called a Transitive Verb.

In sentence 2, the action denoted by the verb **laughs** stops with the doer or subject 'girl' and does not pass over to an object. The verb **laughs** is, therefore called an Intransitive Verb.

A transitive verb is a verb that denotes an action which passes over from the doer or subject to an object.

1. **Ring** the bell, Ayesha.
2. The driver **stopped** the train.

An intransitive verb is a verb that denotes an action which does not pass over to an object.

1. The bell **rang** loudly.
2. The train **stopped** suddenly.

Most verbs can be used both as transitive and as intransitive verbs.

A. Name the verbs in the following sentences and say in each case whether the verb is transitive or intransitive. If the verb is transitive, name the object.

1. The girl cut her finger with a knife.
2. The clock stopped this morning.
3. Tell the truth.
4. Put away your books.
5. The sun rises in the east.
6. Time changes all things.
7. The dog ran after me.
8. Birds fly in the air.

Prepositions and Prepositional Phrases

Read the following sentences:

1. The rooster sat **on** a branch **of** a tall tree.
2. He seemed very excited **by** what he saw.

The words **on**, **of** and **by** are prepositions which show the relation of some nouns or a pronoun to some other words in the sentences.

Now read the following sentences:

1. She is ill. 2. She still works.

3. **In spite of** her illness, she works.

4. He made a promise 5. He kept it also.

6. **Besides making** a promise, he kept it.

In sentence 3, '**In spite of**' are group of words used with the force of a single preposition. Such phrases are called prepositional phrases.

Some prepositional phrases are:

According to, along with, away from, because of, by means of, in favour of, in order to, in place of, instead of, on account of, with a view to, with regard to, etc.

B. Encircle the prepositions and underline the prepositional phrases used in the following sentences.

1. Instead of talking, prove your worth by doing something.
2. She sat by the fire, and told me a tale.
3. Owing to his ill health, he retired from business.
4. He is fond of chocolate.
5. There is a big tree in front of her house.
6. Rahim didn't attend the school because of his father's illness.
7. The soldiers passed by.
8. In case of need, phone 042-37243055.

Guidelines for the Teacher:

- Explain the students that a preposition shows a relationship of a noun or a pronoun to another word in the sentence.
- Make them understand the difference between prepositions and prepositional phrases.
- Give them different exercises for more practice.

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Transitional Devices

Transitional devices are words and phrases that help to connect thoughts. These devices can be used to guide the reader through ideas, build an argument, draw conclusions and compare or contrast elements.

Transitional Devices

Addition	Contrast	Comparison	Illustration	Sequence	Effect	Conclusion
and	but	similarly	for example	first	because	in other words
also	now ever	in the same way	for instance	next	therefore	on the whole
in addition to	on the other hand	compared to	to illustrate	afterwards then	as a result	to sum up

C. Identify and write the transitional devices that you find in this lesson.

D. Combine the pair of sentences below into ONE sentence, using appropriate transitional device.

because, as, and, or, but

1. He tried hard. He did not succeed.
2. Tell me the news. You have heard.
3. I returned home. I was tired.
4. Listen carefully. Take notes.
5. Your arguments are weighty. They do not convince me.
6. We must eat to live. We should not eat to live.
7. Govern your passions. They will govern you.

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Writing Skills:

A. Select any story of your choice and identify and write these elements from that story.

B. Develop a story of your own with the help of above graphic organizer / mind map. Give your story a title.

C. After reading 'The Rooster and the Fox' look for the things that could be true (facts) and things that are exaggerated and too difficult to believe (fantasy).

Facts:

_____

_____

_____

Guidelines for the Teacher:

- A story is a tale, a narrative. While writing a story, sequence of happenings has to be kept in mind.

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Fantasy

Oral Communication Skills:

Bashir: I watched a good movie on TV last night.

Akram: What was it?

Bashir: *The Search*. Did you watch it?

Akram: No, I didn't. Our electricity was off.

Bashir: No electricity! What did you do?

Akram: Well, we cooked dinner on the fireplace.

Bashir: Yes, but no TV and no radio. Weren't you bored?

Akram: No, actually we liked it.

Bashir: You liked it!

Akram: Sure. We talked a lot.

Guidelines for the Teacher:

- Encourage the students to read any other fable by Aesop and then discuss various elements of the story in the class.

Bashir: Hmm ..... may be electricity isn't necessary.

Akram: Well, not for one night, anyway.

Group Activity:

Make sentences of the following words to clearly bring out the difference in meaning and then discuss the difference in meaning with your partner.

idol, idle bale, bail piece, peace lawyer, liar

Suggested Readings:

A Fable by Mark Twain

Glossary:

countryside: land outside towns and cities

craned: stretched in order to see something

creature: a living thing that can move around, such as an animal

cunning: to get something by deceiving others

distant: far away

exciting: causing great interest

fortune: chance or luck

pack of dogs: a group of dogs that hunt together

rooster: an adult male chicken

storks: a large black and white bird with long beak, neck and legs

trick: do something to deceive others

trickery: the use of dishonest methods to trick someone in order to achieve what you want

Not For Sale - PESRP

Lesson No. 12

I Dream a World

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

- analyze a poem for main idea, summary and personal response
- identify line and stanza
- to locate synonyms and antonyms in a thesaurus
- use first conditional sentences
- recognize and demonstrate function and use of words commonly confused in meaning (pair of words)
- illustrate use of simile
- use summary skills to summarize a poem
- develop a descriptive paragraph with the help of graphic organizer / mind map
- use appropriate expressions, vocabulary and style to express pleasure

Pre-reading:

- Can you tell what this poem is about?
- What are your dreams about the world?

I dream a world where man

No other man will **scorn,**

Where love will **bless** the earth

And peace its path **adorn**.

I dream a world where all

Will know sweet freedom's way,

Guidelines for the Teacher:

- Give model recitation of the poem in the class with proper stress, intonation and pauses.
- Ask the students to recite the poem independently.

Where greed no longer **saps** the **soul**,

Explain the phrase 'saps the soul'?

Nor **avarice blights** our day.

A world I dream where black or white,

Whatever **race** to be,

Will share the **bounties** of the earth,

And every man is free,

Where **wretchedness** will hang its head

And joy, like a **pearl**,

Express your opinion about the poem.

Attend the needs of all **mankind**

Of such I dream, my world!

Langston Hughes

Vocabulary:

A. Look up the meanings of the following words in dictionary.

scorn, avarice, adorn, bounty, mankind

B. Fill in the blanks to complete the following stanza:

I dream a _____ where man

No other man will _____,

Where love will _____ the earth

And _____ its path adorn.

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C. Find out the synonyms and antonyms of the following words in Thesaurus.

Words	Synonyms		Antonyms
pearl	_____	_____	_____
soul	_____	_____	_____
freedom	_____	_____	_____
dream	_____	_____	_____
greed	_____	_____	_____
peace	_____	_____	_____

D. How many syllables do the following words have?

earth, dream, hand, bounties, greed

Reading for Comprehension:

A. Answer the following questions.

1. What is the dream of the poet?
2. What can we do to make this dream true?
3. Which lines in the poem do you like the most and why?
4. Which lines of the poem indicate equality?

Guidelines for the Teacher:

- Help students identify syllable divisions of words in the dictionary.

5. What does the poet want to convey through the poem?

7. Do you like the poem? Why?

B. Visit the school library. Locate some books and write their title in alphabetical order.

Grammar:

Conditional Sentences

Conditional sentences contain two clauses: the condition and the result (consequence). The condition is the subordinate clause and the result (consequence) is the main clause. The structure can be:

IF + Condition + Result

Example: If it rains (condition), I will stay at home (result).

OR

Result + IF + Condition

Example: I will invite her if Sana is at home tomorrow.

First Conditional Sentences

The verb in the **if clause**	The verb in the **main clause**
Simple Present tense + first form **If you study hard**	Simple Future tense + first form **you will get A⁺ grade.**

Guidelines for the Teacher:

- Help students understand card catalogue.
- Help them locate and use card catalogue.

Not For Sale - PESRP

A. Read the two sentences given below and notice the difference.

If it rains, we shall postpone our picnic. We shall postpone our picnic if it rains.

1. Which class comes first in these sentences? (Anyone)
2. Can you switch these clauses? (Yes)
3. Is there any difference in meaning? (No)
4. What's different about punctuation?
   What happens to the comma?
   When the main clause comes first, there is no need to put a comma.

Remember
You can reverse two clauses.

B. Complete the following first conditional sentences.

1. If I find the book, I _____ it to you.
   (a) gave (b) shall give (c) give (d) have given
2. If you hit the dog, it _____ you.
   (a) bite (b) has bitten (c) will bite (d) bit
3. If it's rainy, we _____ for shopping.
   (a) will not go (b) have not gone
   (c) could not go (d) do not go
4. If you play tricks on people, they _____ you again.
   (a) have not trusted (b) will not trust
   (c) do not trust (d) did not trust
5. He may not come with you if his uncle
   (a) arrives (b) arrived
   (c) has arrived (d) will arrive

C. Write conditional sentences for each of these pictures.

read newspapers/well informed

take bath/healthy

sunny/go for picnic

play games/refresh

throw trash/clean

do not take care/fall ill

Guidelines for the Teacher:

- Let students work in groups, help them make correct sentences.

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Words Commonly Confused in Meaning

In English there are some words which have similarity in sound but bear some difference in spelling and meaning. These are called pair of words.

For Example:

advice	Listen to my advice.
advise	The teacher advised the students.
dairy	We get milk from the dairy.
diary	She has the habit of writing diary.

D. Show the difference of meaning of each pair of words with example:

No.	Pair of Words	Examples
1.	accept	
	except	
2.	bear	
	bare	
3.	die	
	dye	

No.	Pair of Words	Examples
4.	fair fare	
5.	peace piece	
6.	floor flour	
7.	weak week	
8.	tail tale	

Not For Sale - PESRP

E. 'And joy, like a pearl' is a simile used in this poem. Complete the following by inserting a simile from the box.

lark, fox, cucumber, glass, feather, rock

1. As cool as a _____
2. As happy as a _____
3. As hard as a _____
4. As light as a _____
5. As cunning as a _____
6. As brittle as a _____

Writing Skills:

A. Write a paragraph of 60-70 words on 'My Dream of Life'. Make a mind map first to develop a paragraph.

Guidelines for the Teacher:

- Involve students in your teaching-learning process.
- Tell them a variety of pre-writing strategies as brain-storming and mind mapping

B. Write a summary of the poem. Use the following words / phrases.

dream, world, scorn, love, freedom's way, race, bounties, mankind, like a pearl.

Oral Communication Skills:

Babar: See, what a beautiful view it is!

Zain: Yes, but look at those clouds. Probably it's going to rain.

Babar: So what? We'll get some great pictures.

Zain: Pictures of what?

Babar: Of the beautiful scene.

Zain: I wish every place would be so beautiful.

Zain: Yes, but it is not so, because of the stress in life.

Babar: We all must live happily.

Zain: Yes, that would be wonderful.

Babar: We are getting late. Let's go now.

Zain: Yes.

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Glossary:

adorn:	to decorate, to add beauty to something
avarice:	greed, excessive desire for money, possessions
blights:	something having a damaging effect on something
bless:	to ask for divine favour or protection
bounties:	rewards given as encouragement
mankind:	the human race, all human beings thought as one large group
pearl:	a hard shiny jewel found inside the shell of an oyster
race:	a tribe, a nation, a group of people distinct from others
saps:	to weaken, to drain energy from something
scorn:	extreme mocking contempt
soul:	a person, an individual
wretchedness:	unpleasantness, unhappiness, sadness

Lesson No. 13

Inventions and Discoveries

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

- analyze text patterns and identify the topic sentences and supporting details
- illustrate the use of dictionary for finding appropriate meaning
- use second conditional sentences
- recognize and use foreign plurals in sentences
- locate places at the map
- recognize and pronounce silent letters in words
- develop a descriptive paragraph on a given topic
- write an essay on given topic
- use appropriate expressions, vocabulary and style to express their views in the light of discussion

Pre-reading:

- What was life before the inventions of science?
- What kind of life did our forefathers live?
- Do you feel happy to think that you are living in a world of science?

1 This is an **era** of science. At every stage of our life today we depend on science. Science has blessed us with so many gifts. With the help of science man has become the master of the whole universe; in agriculture, commerce, industry, **communication**, household **appliances**, medicine, transport and entertainment. In all departments of life, science and technology have ushered us into a new era of hope and **prosperity.**

Which scientific inventions do you find at home?

2 Man tries to find out the ways to fulfil his needs with the help of science. Science is a **systematic** knowledge and the man who uses this knowledge is called a scientist. We travel to a distant place by train. An engine, either a steam or **diesel** engine, pulls the train. The steam engine was invented by James Watt, who was a

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great scientist. Now these steam and diesel engines have been replaced by electric engines We can fly in air like birds. We can reach any part of the world within a few hours. Do you know who invented this aeroplane? Wright Brothers invented the aeroplane and made our long journeys fast and comfortable.

We can't do anything without electricity. Next to air, water ❸ and food, there comes electricity which plays a **vital** role in our life. Alessandro Volta invented electricity. Electricity helps us in many ways. It gives us light, moves our fans, cooks our food, runs our mills and factories etc.

What is the importance of electricity in our daily life?

Gugliemo Marchese Marconi, another great scientist, ❹ invented radio and wireless. With the help of telephone and wireless, we can talk to anybody in any corner of the world. On television, we can watch a variety of interesting and informative programmes.

Guidelines for the Teacher:

- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

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5 The mobile phone was invented in 1973 by Dr. Martin Cooper. On April 3, 1973, the first cell phone was made by Dr. Martin Cooper himself. Today mobile phone is a part and parcel of our life. It is a great way to keep in touch with family and friends. You can send and receive text messages. You can take a picture or short video. There are interesting games on mobile phones. It is truly **amazing.**

What is the utility of mobile phone ?

6 Science has made a great contribution in the field of medicine and surgery. Different medical inventions have helped us to fight against the **deadly** diseases. Most of the **incurable** diseases are now curable. Surgery has worked wonders. Kidneys can be replaced and hearts can be operated upon.

What is the contribution of science in the field of medicine?

7 Scientists have made impossible tasks possible. This vast world has been changed into a **global village,** because of science. But unfortunately inspite of all these, science has not changed the basic attitude towards the problems of our lives. **Superstitions** and false **notions predominate** in many areas of our social and economic life. By familiarizing science among the

How has science changed the world into a global village?

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common people, we may bring in a new social order. Science must go deep within our social system and bring a positive change in our **attitude** towards life.

Vocabulary:

A. Consult a dictionary to find the meanings of the following words and use them in sentences.

knowledge, informative, technology, impossible, social, curable, entertainment

B. Explain the following phrases as used in the text.

find out, operated upon, part and parcel, keep in touch, global village

C. What do the following abbreviations stand for?

MBBS,	MA,	NADRA,	LESCO,	PHA,
PIA,	WAPDA,	MNA,	KSA,	PAF

Reading for Comprehension:

A. Answer the following questions.

1. What do you understand by era of science?
2. What are the two main contributions of science?
3. How has science changed our attitudes?
4. Which invention do you like the most and why?
5. Can you think of any disadvantage of science? Point it out and discuss.

B. Some inventions are given below in column 'A'. Write the names of the scientists who invented these in column 'B'.

A	B
radio and wireless	_____
steam engine	_____
aeroplane	_____
electricity	_____
mobile phone	_____

C. Fill in the blanks with suitable words given below.

medicine, master, blessed, global village, mobile phone

1. Science has _____ us with so many gifts.
2. Today _____ is a part and parcel of our life.
3. Science has made a great contribution in the field of _____.
4. Our world has been changed into a _____, because of science.
5. With the help of science man has become the _____ of the whole universe.

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Grammar:

Structure of Second Conditional Sentences:

The verb in the **if clause**	The verb in the **main clause**
Simple past tense + second form **If you studied hard**	Modals + first form **you would get A⁺ grade.**

A. Complete the following second conditional sentences.

1. If I had a degree, I _____ a job easily.

   (a) might have (b) could get

   (c) should get (d) would find

2. If we started now, we _____ in time.

   (a) would be (c) could be

   (c) might be (d) must be

3. If you were a millionaire, how _____ your time?

   (a) can you spend (b) could you spend

   (c) may spend (d) would you spend

4. If I were you, I _____ that.

   (a) could not do (b) may not do

   (c) can not do (d) should not do

5. If he stopped smoking, he _____ well.

   (a)would get (b) could get

   (c) might get (d) should get

B. Fill in the blanks by choosing the correct verb.

1. I've _____ a letter.
   (a) write (b) wrote
   (c) written (d) writing
2. My brother has _____ his homework.
   a) do b) did
   c) done d) doing
3. The patient has _____ the medicine.
   (a) taken (b) takes
   (c) take (d) taking
4. We haven't _____ Ali for several days.
   (a) see (b) seen
   (c) seeing (d) saw
5. The boy hasn't _____ the picture so far.
   (a) draw (b) drew
   (c) drawing (d) drawn

C. Some Foreign Plurals are given below. Consult a dictionary and find the meanings of these.

Singular	Plural	Singular	Plural
agendum	agenda	formula	formulae
bacterium	bacteria	hypothesis	hypotheses
criterion	criteria	medium	media
curriculum	curricula	phenomenon	phenomena
datum	data	radius	radii
erratum	errata	syllabus	syllabi

Now use the following foreign plurals in sentences.

agenda, criteria, data, formulae, media

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D. Look at the map and locate the directions.

1. Hospital is _____ the Liaquat Road.
   (a) down (b) up
   (c) opposite (d) next to
2. Playground is _____ the post office.
   (a) opposite (b) at the back of
   (c) between school and bank (d) one block away from
3. Bank is _____ the post office.
   (a) down (b) up
   (c) opposite (d) two blocks away from
4. Bus stand is _____ the hospital.
   (a) behind (b) opposite
   (c) under (d) at the back of

Pronunciation:

Silent Letters

A letter in a word that does not correspond to any sound in the word's pronunciation is called a 'silent letter.'

For Example:

t	match	often	listen
k	knife	know	knee

E. Look at the given words. Encircle the silent letter in each word and pronounce the words.

calm	butcher	whole	wrong
folk	knot	castle	almond
raspberry	wrinkle	column	palm

F. Draw a map of your home and answer the question given below.

1. Where is the drawing room?
2. Where is the kitchen?

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3. Where is the main gate?
4. Where is the dining hall?
5. Where is your bedroom?

Writing Skills:

A. Look around in your home and make a list of inventions you find there. Write their usage and benefits.

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Writing an Essay

An essay is different from a paragraph. It has three main parts:
introduction, body paragraph and conclusion.
Introduction has to be impressive whereas, the body paragraph contains the main points. The conclusion should be logical and not abrupt.

B. Write an essay on 'My School Library' with the help of given mind map.

C. Write an essay on 'Science is a Blessing.'

Guidelines for the Teacher:

- Tell students that introductory paragraph carries the main idea of the essay. Body paragraphs develop the main idea through key ideas. These key ideas are developed through supporting details. The concluding paragraph contains a summary of the body paragraph and a general concluding statement.
- Tell them that paragraphs are linked through various transitional devices.

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D. Write the details of any two Muslim inventions that you have read in some book/magazine.

Oral Communication Skills:

A. Take information from the internet about Pakistan's development in Satellite technology and answer the following questions:

1. What does SUPARCO stand for?
2. What does 'PTCL' stand for?

B. Discuss with your classmates:

1. Technology is an important part of our life.
2. Mobile phones have become a necessity.

Group Activity:

Work in groups and write a few sentences on any of these scientific inventions (tractor, iron, train, computer and telescope). Do not use the name of that invention in your description. Now read aloud your description and ask other groups to guess the answer / invention.

Glossary:

amazing:	surprising
appliance:	a machine that is designed to do a particular thing in the home
attitude:	behaviour
communication:	process or method of sending messages

diesel:	a type of heavy oil used as a fuel instead of petrol/gas
era:	period
incurable:	that cannot be cured
notions:	an idea, a belief or an understanding of something
predominate:	to become supreme
prosperity:	the state of being successful
superstition:	belief of particular events happening in a way other than reason or science
systematic:	done according to a system or plan
usher:	to take or show somebody where they should go
vital:	necessary or essential in order of something to succeed or exist

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Lesson No. 14

A Terrible Earthquake

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

- analyze text patterns and identify the topic sentences and supporting details
- understand meanings of unfamiliar words in the text
- understand the effects of natural disasters on life
- understand the usage of correct form of verbs
- recognize and demonstrate function and use of relative pronouns
- identify function of direct and indirect speech in simple sentences
- develop a story with the help of graphic organizers
- use appropriate expressions, vocabulary and style to discuss and share social work

Pre-reading:

- What is a natural disaster?
- Have you ever read about a calamity?

A natural disaster is a sudden overwhelming and unforeseen ❶ event. No two disasters are the same, yet they all have similarities in human suffering and material loss. There are many natural disasters that can **imperil** life and property. Some of them are **volcanoes**, earthquakes, floods, explosions and **avalanches**, etc. These are the result of natural phenomenon and strike without warning. Some disasters are more **severe** than others. Some can bring more damage to the earth, life and property.

> Do all disasters cause equal damage?

An **enormous** earthquake struck the northern region of ❷ Pakistan on Saturday October 8, 2005, at 8:51 a.m. It caused **widespread**

> Which parts of Pakistan were struck by the earthquake in 2005?

Guidelines for the Teacher:

- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

destruction in many areas of Azad Kashmir (AJK), Khyber Pakhtunkhwa and western and southern parts of occupied Kashmir. Its epicentre was 90 Km north-northeast of Islamabad, the capital of Pakistan. Its magnitude was measured to be 7.6 at **Richter Scale**.

3 This was the deadliest earthquake in the recent history of the sub-continent. According to reports, more than 73,000 people died and almost 2.8 million became homeless. The major affected towns in Pakistan were Muzaffarabad, Bagh, Rawlakot and Balakot. In addition, Islamabad, Shinkiari, Batgram, Mansehra, Abbotabad and Murree were also damaged. Thousands of bodies lay buried under the **gigantic** heaps of **rubble**.

4 The rescue work started immediately, but was initially **hampered** because of the mountainous **terrain,** bad weather, and

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damaged or **collapsed** buildings and roads. Government agencies and NGOs made every effort to deliver relief supplies to the affected people. As the winter was about to set in, temporary camps were set up for the affectees. It was a great **devastation**, but the efforts of the troops as well as civilians provided relief to the survivors.

> Who took active part in the rescue work?

Effective relief work started immediately in the earthquake hit area. The rescue teams were worried about the safety of the affected people. So every effort was made to rescue people at the earliest to safer places. Pakistan Army, social workers, students and people from every walk of life reached the devastated areas without any loss of time. First aid, dry ration, clean drinking water and cooked food was provided. Mobile field hospitals saved many lives. 5

The recent earthquake is not the first devastating incident in the region. The historic record shows that the largest earthquake to strike in the 20th century occurred on 31st May, 1935 near Quetta (Baluchistan). Up to October 2005 earthquake, this has been the deadliest earthquake in the region. It killed about 35000 people. Its magnitude was 8.1. The devastation caused by this earthquake was **beyond belief**. Terrible mud volcanoes followed the earthquake. The houses in outlying villages were completely **wiped** 6

> What does the phrase 'beyond belief' mean?

Guidelines for the Teacher:

- Tell the students that NGO stands for NON GOVERNMENT ORGANIZATION.
- Ask them to search names of some NGOs with the help of internet.

out. It took quite a long time to **rehabilitate** the people and reconstruct the damaged buildings and roads.

7 The areas affected by the 1935 and 2005 earthquakes have been rebuilt. People have started a new life by provision of basic utilities. The ruined school buildings have been rebuilt and life has returned to **normalcy**. The rebuilt buildings are earthquake resistant and residents feel safe.

8 Disaster management can best be handled by local community. Volunteers take active part in such situations. There is a great need for regular disaster management training to bring awareness among people. Committees comprising people from Public Works Department, Police, Fire Department and Communication should be fully prepared to take action immediately. The widespread disasters can be **averted** by timely management.

Vocabulary:

A. Define the following words.

Take help from dictionary.

disaster, rebuilt, community, agencies, property, recent

Guidelines for the Teacher:

- Encourage the students to collect information from internet about the 2005 earthquake and 1935 Quetta earthquake.
- Tell the students to collect newspaper cuttings about disasters and display them in the class and share views.

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B. Find the meanings of these words in the dictionary and write in the given space.

Words	Meanings
deadliest	_____
magnitude	_____
overwhelming	_____
remote	_____
volunteers	_____

Reading for Comprehension:

A Answer the following questions.

1. What is a natural disaster?
2. Which areas were affected by the earthquake of 2005?
3. Why was the initial rescue work hampered?
4. Which was the largest earthquake that struck Quetta (Baluchistan) in the 20th century?
5. How can timely disaster management save lives?
6. How can people be trained for disaster management?

B Mark as true (✓) or false (✗).

1. Some disasters are more severe than others. ☐
2. A mild earthquake hit the northern region of Pakistan in 2008. ☐
3. Government agencies and NGOs were not making efforts. ☐

4. Quetta earthquake was the deadliest earthquake in the recent history. ☐

5. The natural disasters can be averted by timely management. ☐

Grammar:

A Fill in the blanks with the correct form of the given verbs.

1. Some natural disasters _____ life and property. (imperil)
2. It _____ widespread destruction in many areas. (cause)
3. Thousands of bodies lay _____ under the heaps. (bury)
4. It _____ about 35000 people. (kill)
5. It _____ a long time to rehabilitate the people. (take)

Relative Pronouns

Relative Pronouns are used to join two sentences by denoting relation to the antecedent. These are also called 'Linking Pronouns' as they link the dependent relative clause of a sentence to its main clause. Who, whom, whose, what, which, that etc. are the Relative Pronouns. These are usually used in the middle of a sentence. But the Relative Pronouns 'What', 'Who' and 'Whom' may sometimes be used at the beginning of a sentence. **Examples:**

I know the boy. The boy came from Karachi.

I know the boy **who** came from Karachi.

This is the book. This belongs to my uncle.

This is the book **which** belongs to my uncle.

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

This is the rat **that** was caught by a cat.

Table to Classify Different Uses of Relative Pronouns

Relative Pronouns	Used for	Examples
Who (as Subject)	Persons only (Both Singular and Plural)	I know the man **who** is honest. I hate children **who** are cruel.
Whom (as Object)	Persons only (Both Singular and Plural)	This is the boy **whom** all praise. These are the girls **whom** all praise.
Whose (Possessive)	Persons and things	This is the man **whose** books are dropped. A triangle **whose** three sides are equal is called an equilateral triangle.
Which (Object and Subject)	Things without life and for animals	The answer **which** you gave is not correct. This is the cow **which** is milking.
That (as Subject)	Persons, animals, things	This is the girl **that** I told you of. A dog **that** barks seldom bites. Take anything **that** you like.

B. Fill in the blanks with suitable Relative Pronouns.

1. Show me the watch _____ you have bought.
2. I know the woman _____ child was burnt.
3. God helps those _____ help themselves.
4. Please recite _____ what you have learned.
5. Bring me the letters _____ the postman left.
6. This is the juggler _____ we saw yesterday.

Direct and Indirect Speech

We may report the words of a speaker in two ways:

1. We may quote his actual words. This is called Direct Speech or Quoted Speech.
2. We may report what he said without quoting his exact words. This is called Indirect Speech or Reported Speech.

Mr. Sajjad says, "I am ill." (Direct Speech)

Mr. Sajjad says that he is ill. (Indirect Speech)

Punctuation of Direct Speech

The speech which is under Quotation Marks or Inverted Commas in writing is called **Direct Speech** and the Verb by which it is expressed is called **Reporting Verb.**

Three Features of Direct Speech:

1. In writing, the Direct Speech is put within **Inverted Commas** ("....") to mark-off the exact words of the speaker.
2. A **Comma** is used after **Reporting Verb**.
3. **The first letter** of the Direct Speech is a **Capital letter.**

Direct Speech

Speaker	Reporting Verb	Direct Speech
Jamal	said,	"I am very busy."

Indirect Speech

Reporter	Reporting Verb	Linker	Reported Speech
Jamal	said	that	he was very busy.

It will be noticed that, in changing the Direct Speech into Indirect, certain grammatical changes have been made:

1. We have used the linker **'that'** before the Indirect Speech.
2. The pronoun **'I'** is changed to **'he'**.
3. The verb **'am'** is changed to **'was'**.

Rules for Changing Direct Speech into Indirect Speech

1. We usually use a linker before the Indirect Speech:

Direct Speech: He said, "I am very tired."

Indirect Speech: He said that he was very tired.

2. The Pronouns are changed according to sentence.

Direct Speech	Indirect Speech
I, we	he/she, they
you	you, he/she, they
he, she, it, they	remain the same

Examples:

Direct Speech: She said, "I am going to school by bus."

Indirect Speech: She said that she was going to school by bus.

Direct Speech: He said, "My father is writing letters."

Indirect Speech: He said that his father was writing letters.

Direct Speech: She said, "I have passed the examination."

Indirect Speech: She said that she had passed the examination.

Direct Speech: Rahim said, "He will write a story."

Indirect Speech: Rahim said that he would write a story.

Direct Speech: He said, "The sun rises in the east."

Indirect Speech: He said that the sun rises in the east.

C. Change the following sentences into Indirect Speech.

1. He said, "I am teaching English."
2. She said, "I shall play badminton."
3. The boy said, "I will do the work now."
4. Sana said, "I do not like milk in my tea."
5. The teacher said to us, "The earth is round."

Writing Skills:

Choose a topic of your choice from the following and write:

A. You are left alone after a disaster. Describe what happened and write about your feelings and what you did.

B. Write a story about how a Rescue Party saves someone caught in a flood hit area. Take help from the following mind map:

Oral Communication Skills:

A. Discuss in class how you would behave when some people are trapped in a disaster.

B. Discuss the fire regulations for your school. What are they? Are they effective? Would they work in case of an emergency?

C. Discuss the information on First Aid and its importance in our daily life.

Suggested Readings:

Flood Warning by Pierre Berna

Glossary:

avert:	to prevent something bad or dangerous from happening
avalanches:	mass of snow, ice, rock that falls from a mountain
collapsed:	fell suddenly after breaking apart
devastation:	great destruction or damage over a wide area
enormous:	huge, extremely large
gigantic:	extremely large
hampered:	hindered, prevented something from doing
imperil:	endanger, to put something to danger
initial:	happening at the beginning, first
normalcy:	a situation where everything is normal
rubble:	broken stones or bricks from a destructed building
Richter scale:	a system for measuring how strong an earthquake is
rehabilitate:	to help somebody to have a normal life again
severe:	extremely bad or serious
terrain:	area of land for which we mention its natural features
volcanoes:	mountains with large openings at the top through which gases and Lava come out
widespread:	existing or happening over a large area
wiped out:	complete destruction

Review 3

A. Consult a thesaurus to find the synonyms and antonyms of the following words.

Words	Synonyms		Antonyms
legal	_____	_____	_____
quite	_____	_____	_____
freedom	_____	_____	_____
joy	_____	_____	_____
notions	_____	_____	_____
temporary	_____	_____	_____

B. Make as many words as you can from the root word ' Sea'.

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C. How many syllables do the following words have?

punish, optimist, number, lantern, continent

D. Explain the following phrases as used in the text.

WWW, F.A, WHO, MPA, USA, NCC, UNESCO, FIA, PRO, VIP

E. Use the following phrases in sentences.

act upon, carry on, get up, hand over, put off

F. Fill in the blanks with the correct form of the given verbs.

1. The committee has _____ its report. (issue)
2. He _____ to have enjoyed his stay at Murree. (seem)
3. We _____ the matter yesterday. (discuss)
4. They _____ a house last year. (build)
5. She has _____ her work now. (complete)

G. Fill in the blanks with the given adjectives.

great, serious, no, ready, both

1. I have no _____ cash.
2. He was a man of _____ ambition.
3. You cannot have it _____ ways.
4. This is a very _____ matter.
5. There are _____ pictures in this book.

H. Show the difference of meaning of each pair of words with examples:

No.	Pair of Words	Examples
1.	birth berth	
2.	foul fowl	
3.	principal principle	

I. Complete the following by inserting a simile from the box.

fire, bee, donkey, death, crow

1. As busy as _____
2. As clever as _____
3. As hot as _____
4. As sure as _____
5. As stupid as _____

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J. Fill in the blanks with suitable Relative Pronouns.

that, whom, which, who, whose

1. He is the very man _____ we want.
2. Sohail saw the man _____ had been hurt.
3. Here is the book _____ you lent me.
4. This is the boy _____ pocket was picked.
5. This is the way _____ leads to the library.

K. Use the following foreign plurals in sentences.

errata, curricula, syllabi, phenomena, bacteria

L. Fill in the blank with appropriate conjunction / interjection.

till, hush, unless, because, hello

1. I read the paper _____ it interests me.
2. _____ What are you doing there?
3. We shall stay here _____ you return.
4. _____ don't make a noise.
5. _____ you try, you will not succeed.

M. Name the verbs in the following sentences and say in each case whether the verb is transitive or intransitive. If the verb is transitive, name the object.

1. My new watch does not keep good time.
2. You speak too loudly.
3. I shall bring my camera with me.

4. Majid wrote a letter to his uncle.

5. We eat three times a day.

N. Complete the following sentences with appropriate prepositional phrases.

in case of, at the top of, on behalf of, in front of, by means of

1. He got the prize _____ hard work.
2. The Headmaster welcomed the visitors _____ the school.
3. She is waiting _____ the canteen.
4. _____ fire, call the Fire Brigade.
5. He shouted _____ his voice.

O. Join antecedent with its referent in each sentence. Correct the wrong pronoun- antecedent relationship.

1. Where is my bat? I cannot find him.
2. The girl lost his doll.
3. Junaid is looking for her shoes.
4. We have finished their meal.
5. He has an umbrella. He wishes to sell her.

P. Complete the following first conditional sentences.

1. If I find the pen, I _____ it to you.

   (a) shall give (b) give

   (c) gave (d) have given

2. If he runs all the time, he _____ there in time.

   (a) could get (b) will get

   (c) can get (d) has got

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3. If her brothers arrive, she _____ come with you.

   (a) will not (b) could not

   (c) would not (d) many not

4. I shall wash the cups if you _____ the tea.

   (a) would make (b) may make

   (c) make (d) could make

Q. Change the following sentences into Indirect Speech.

1. The students said, "We want to go for a picnic."
2. The teacher says, "I am busy."
3. She said to me, "You must leave the place."
4. "I know her address," said Sana.
5. The old man said, "Honesty is the best policy."

R. Write paragraphs of 70-80 words on the following topics:

1. A Book Fair
2. My Favourite Poet

S. Reading and Thinking Skills:

An unseen reading passage may be exploited for text patterns, comprehension questions, summary skills and vocabulary.

T. Oral Communication Skills:

Form pairs or groups (as required) and give students different situations. Ask them to prepare a dialogue for each situation and present it in the class.

Sample Rubric

1. Sample Rubric for marking paragraphs (descriptive, expository, narrative) and essay at grade VII level

Marks for ideas	04
Marks for organization	04
Grammar	02
Total	**10**

2. Sample Rubric for marking letters at grade VII level

Format	03
Body	05
Grammar	02
Total	**10**

3. Sample Rubric for marking stories at grade VII level

Setting	01
Plot	01
Beginning, middle and end	03
Characters and their roles	03
Dialogues	02
Total:	**10**

4. Sample Rubric for marking Comprehension of an unseen passage at grade VII level.

Text patterns, comprehension questions, summary skills	70% marks
Vocabulary (MCQs)	15% marks
Grammar in context	15% marks

Note: Comprehension paragraphs should not be taken from the textbook.

Comprehension questions should include a variety of question types: factual/textual, interpretive, inferential, personal response and open ended.

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