ہِسُمِدِ اللّٰہِ الرَّ حَمْنِ الرَّ حِيْمِ ○ ترجمہ الرّرون اللّٰہ كام سے جوہ امریان، تهایت رقم والا ہے۔"

# ENGLISH

# for Grade VII



Punjab Curriculum and Textbook Board, Lahore

# TABLE OF

No. of		1 1	D L E U F
Lesso No.	n Unit Title	Vocabulary	Reading and Thinking Skills
1	The Last Sermon of the Rasool Hazrat Muhammad (خارفنهراند)	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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11	The Rooster and the Fox	Use of dictionary, Phrasal Verbs, Pronunciation, Words making from the root word	understanding of processes and procedures, Analyzing text
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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.

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# Lesson No.

# The Last Sermon of the Rasool Hazrat Muhammad (مَثَلُ اللَّهُ عَلَيْهِ وَاللَّهِ وَسُلَّمُ اللَّهُ عَلَيْهِ وَاللَّهِ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهِ وَاللَّهِ وَاللَّهُ وَاللّهُ وَاللَّهُ وَاللَّالِي وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللَّهُ وَاللّ

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

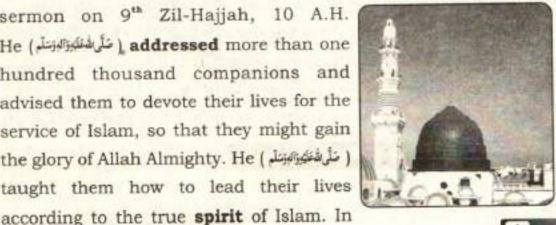
- analyze paragraphs to identify sentences that support the main idea through examples
- understand the use of dictionary and thesaurus
- understand common nouns, proper nouns and pronouns
- differentiate between regular and irregular verbs
- recognize and use punctuation
- understand simple present 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 10 religion but also a complete code of life. Hazrat Muhammad is the last Rasool of Allah How many companions Almighty. At the occasion of performing Hajj, he ( تَلْي الْعَلْكِيرَ الْهِرَتُلُم ) delivered his last sermon on 9th Zil-Hajjah, 10 A.H. He (مَثَلُ الْمُتَلِّبُوْ الْمُرْسَلِّمُ ) 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 الْفَعَيَّةِ وَالْهِ إِسْلَامًا } taught them how to lead their lives

were present in the last



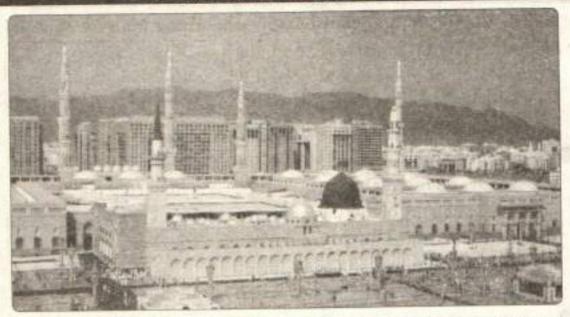
the sermon, he (عَلَيْ هَا اللهُ ) gave such guidelines to the Muslims and the entire humanity that aimed to improve their social, moral, personal and political life. Here is the extract from the sermon:

- "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).
- 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.

### Guidelines for the Teacher:

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



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.

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.

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

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

Whose interest was remitted by the Rasool ( مَلْم الْمُعَلَّدُونَالِوَتَلُم )

had to receive. Verily it is remitted entirely.

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, Which month do you think this month of yours and this very town is referred here? (of yours). Verily you will soon meet your Lord and you will be held answerable for your actions.

Treat the women kindly, since they are your helpers and not position to manage their affairs themselves. Fear Allah concerning women, for verily you have How should women be taken them on the security of Allah treated by men? and have made their persons lawful unto you by words of Allah.

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

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

O' People! Every Muslim is the brother of every other Muslim, 
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 

astray, the Book of Allah, which
if you hold fast you shall never

Rasool (مَثَرُ مُونَامُونَا ) for Muslims?

go astray.

Behold! Worship your Lord; offer namaz five times a day; 
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 **6** 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 (مَلْيُهُمُونَا ) lifted his forefinger 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 ( مَلْيُ الْعَالِينَامِ ) in the plain of Arafat, near the hill named Jabel-e-Rehmat. It can well be claimed as the first ever 'Universal

### (مزمنونية The Last Sermon of the Rasool Hazrat Muhammad (مزمنونية)

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

(Khutbat-ul-Hajja-tul-Wida, Secrat 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	<b>→</b>	
supporting details (examples)	- [	
main idea of the paragraph	-	

В.	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 الشَّمَاتِيوَ آلهِ وَسَلَّم اللَّهِ عَلَيْدِوَ آلهِ 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.	Islamall the aspects of human life.		
1. 2.			
	Islam all the aspects of human life.		
2.	Islam all the aspects of human life.  All be to Allah.		
2.	Islam all the aspects of human life.  All be to Allah.  You will be held for your actions.		
2.	Islam all the aspects of human life.  All be to Allah.  You will be held for your actions.  Women are our who cannot manage their affairs		
<ol> <li>3.</li> <li>4.</li> </ol>	Islam all the aspects of human life.  All be to Allah.  You will be held for your actions.  Women are our who cannot manage their affairs themselves.		

### 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

- 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.
- 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.

### **Proper Noun**

- A proper noun is the name of some particular person place or thing.
- 2. For example: Irfan, Islamabad, Quran, Islam, etc.
- 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.

- Read the following and underline the pronouns.
- He (مَثَلَى الْفَعَلْيَةِ الْمِينَالَم) delivered his last sermon on 9th Zil-Hajjah, 10 A.H.
- He (مَلَى الْمُعْلَى الْمُعَلَّى ) advised his companions to devote their lives for the service of Islam.
- If you were asked about me what would you say?
- 4. All praise is due to Allah, so we praise Him.
- 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.
- The <u>hearing aid</u> is used for hearing.
- It is used for hearing.

Bees collect pollen.

They collect pollen.

Mother and father went to the market. They went to the market.

4. Sabeeha went home.

She went home.

Books and magazines were piled on the table. They were piled on the table.

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.

### 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)
- My father daily \_\_\_\_\_ me and my sister to school. (drive)
- 4. The sun in the east. (rise)
- 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
- hurrah we have won the match
- 3. its a great tragedy
- 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 (,)
- Semicolon (;)
- 4. Colon (:)
- 5. Question mark (?)
- 6. Exclamation mark (I)
- 7. Apostrophe (')
- 8. Quotation marks ("")



#### Guidelines for the Teacher:

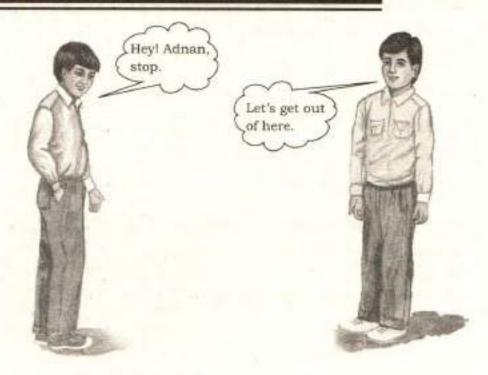
- Help students recognize the form and function of Simple Present Tense. Also illustrate the use of this tense.
- Activities on verbs and tenses may be revised. Revision work will add to the comprehension of the students.

### 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.

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 اللَّهَ عَلَيْهِ وَاللَّهِ وَمَلَّمُ ). Also share your knowledge about the Rasool (صَلَّى اللَّهُ عَلَيْهِ وَاللَّهِ وَمَلَّمُ ).

### 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."

#### (ترفنتونت) The Last Sermon of the Rasool Hazrat Muhammad

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

# Lesson No. 2

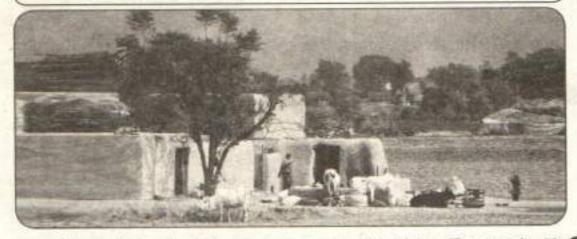
### Our Villages

### 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 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,

Noor Pur, situated on the bank of a canal. His parents were

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

- 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.
- 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 What kind of life do the green trees in and around their villagers live?

  houses. The trees provide shady sitting places in the summer afternoons.
- 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
- Most of the villages have only one or two wells. Village women do the tiresome duty of fetching water from these wells. They also

# **Guidel**

letters for them.

### Guidelines for the Teacher:

 Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details. 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 What is the daily routine of the villagers?

A village has a **rural** health centre where patients are checked 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 and looks after the needs of the people. It helps the villagers by settling their disputes. It also helps in what does the Panchayat improving their working and living do for the villagers?

On the whole, the villagers are simple people. They live like a 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.

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 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	



A. Read paragraph 3 of the lesson and identify:

topic sentence	<b>→</b>	
supporting details (examples)	-	

3.	Answer the following questions.						
,	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?						
١.	Why	is it better to live in	healthy	environment?			
5.	Whe	ere would you like to	live and	why?			
5.	How	do the villagers reta	in old to	aditions and customs?			
<b>.</b>	Ticl	x (~) the correct o	ption to	fill in the blanks in each			
	stat	ement.					
l.	Abo	ut perc	ent of o	ur total population lives in			
	villa	ges.					
	(a)	forty	(p)	fifty			
	(c)	sixty	(d)	seventy			
2.	The	The population of our large villages is about					
	thou	isand.					
	(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.	Villa	age women					
	(a)	fetch water	(b)	only do household work			
	(c)	work in factories	(d)	work in the fields			
5.	The	'Panchayat' works fo	r 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

Ache / cik/ 0 werb (ached, aching) intr 1 to feel a dull continuous pain. 2 to be the source of a dull continuous pain. 0 noun a dull continuous pain. • aching or achy adj (achier, achiest).

achieve /3'tfi:v/ 0 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.

achievement 0 noun 1 the gaining of something, usually after working hard for it. 2 something that has been done or gained by effort.

achievement age 0 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

achievable adj. \* achiever noun.

achromatic /akro<sup>©</sup>matik, ei-/ ◊ adj 1 without colour. 2 said of a lens: capable of transmitting light without separating it into its constituent colours. • achromatically adverb. 12

Acid rock

 achromaticity /əkroumə'tisiti / or achromatism /ə'kroumətizəm / noun.

acid / asid / 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 collog to pressurize them.

acid drop \( \phi \) noun a sweet flavoured with tartaric acid.

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

acidic/ə'sıdık/0 adf like, or containing, acid.
acidity/ə'sıdıtı/ 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 0 noun a type of rock music featuring
bizarre electronic and instrumental effects.

### 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	continue of a season of the se		
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:

- The villagers \_\_\_\_\_\_ in simple houses.
   Ahmad \_\_\_\_\_ better now after his recent illness.
   It \_\_\_\_\_ the villagers by settling their disputes.
   Yaqub's younger brother \_\_\_\_\_ him.
   The Panchayat \_\_\_\_\_ for the welfare of the villagers.
   My parents \_\_\_\_\_ very happy.
   Hopes \_\_\_\_\_ true.
  - 8

8.

### Guidelines for the Teacher:

Sumaira \_\_\_\_\_ tired.

Help the students to understand the usage of Linking Verbs.

### 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.

Ariflives with his parents.

He goes to school daily.

### B. Fill in the blanks with correct preposition.

- The cows are \_\_\_\_\_ the field.
- You should stand \_\_\_\_\_ her.
- He killed the snake \_\_\_\_\_ a stick.
- 4. I know nothing him.
- 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.

- Fill in the blanks with compound prepositions.
- The Earth revolves \_\_\_\_\_ the Sun.
- He knows English \_\_\_\_\_ Urdu.
- Divide the apples \_\_\_\_\_ the two sisters.
- There is a village \_\_\_\_\_ the hill.
- 5. A stranger was walking \_\_\_\_\_ the pathway of my house.
- We cannot live \_\_\_\_\_ water.
- It helps the villagers by settling the disputes \_\_\_\_\_\_
   them.
- Make five sentences using compound prepositions.

### Writing Skills:

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

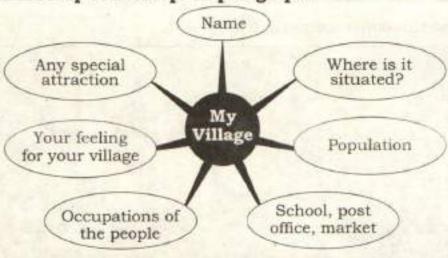
(Use Present Continuous Tense).





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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?

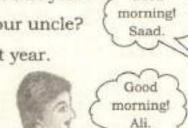
Saad: He planted wheat. And your uncle?

Ali: My uncle planted rice last year.

Saad: That's nice.

Ali: OK.

Saad: Thank you.



Good

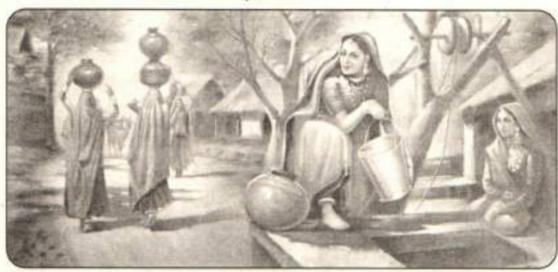


### Guidelines for the Teacher:

 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.

### 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?



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 in this paragraph.

by leaving the daily routines which have made their lives dull and boring.

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

When the Rasool (المرافقة reached Madina Munawarah after leaving Makkah Mukarramah, people told him that they used to (عَلَى الْفَالِيَّةُ وَاللَّهُ عَلَيْهِ وَاللَّهُ عَلَيْهِ وَاللَّهِ عَلَيْهِ وَاللَّهِ عَلَيْهِ وَاللَّهِ اللَّهِ عَلَيْهِ وَاللَّهِ عَلَّهُ وَاللَّهُ عَلَيْهِ وَاللَّهِ عَلَيْهِ وَاللَّهِ عَلَيْهِ عَلَيْهِ وَاللَّهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ وَاللَّهِ عَلَيْهِ عَلَّهُ عَلَّهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَّهُ عَلَيْهِ عَلَّهُ عَلَيْهِ عَلَّهِ عَلَيْهِ عَلَّهِ عَلَيْهِ عَلَّهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَّهِ عَلَيْهِ عَلَيْهِ عَلَّهِ عَلَيْهِ عَلَّهُ عَلَّهُ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَيْهِ عَلَّهِ عَلَيْهِ عَ celebrate two festivals every year. The Madina Munawarah?

What did the Rasool

Rasool (مَثْلُ فَعُثُوالِهُونَامُ ) 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.

Eid-ul-Azha is celebrated on 10th Zil-Hajjah, the last Islamica month. We celebrate Eid-ul-Azha in the memory of Hazrat Ibrahim

and Hazrat Ismail (علد اسلام). Allah Almighty told Hazrat Ibrahim (عليه اسلام) in a dream to sacrifice his son Hazrat Ismail (عليه اسلام ). He became ready for that. But Allah Almighty sent a ram. على اسلام Hazrat Ibrahim ( على اسلام

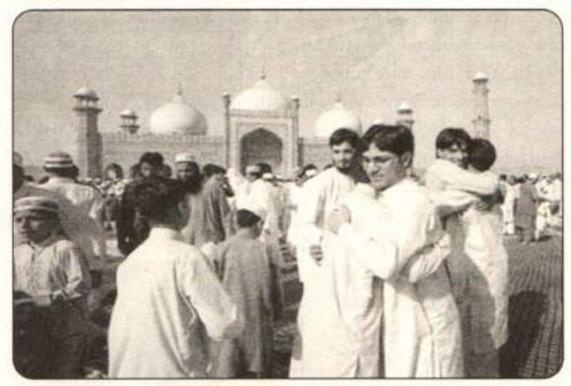


sacrificed the ram in place of Hazrat Ismail (عليه اسلام).

### 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.

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.



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.

### 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.
- 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.
- 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 fest	tival of the_			
	(a)	Muslims	(b)	Hindus		
	(c)	Sikhs	(d)	Christians		
3.	Eid-	ul-Azha is celebra	ated in the	memory of a	Nabi's	
	(a)	worship	(b)	sports		
	(c)	sacrifice	(d)	anxiety		
4.		can	jointly be s	sacrificed.		
	(a)	goat	(b)	lamb		
	(c)	sheep	(d)	cow		
C	rom	ımar:				
		Countable Nouns		Uncountable	Nouns	
	name that	table nouns are s of things, persons can be counted, cow, books, pen etc	e.g., can	ountable nounter es of those the not be counted er, gas, salt etc	ings which d, e.g., air,	
A.	Classify the following nouns into countable an uncountable nouns.					and
	sa	nd, bag, sugar, du	ıst, box, shi	p, oil, medicii	ne, bale, mil	k
	868	Countable Nouns		Uncountable	Nouns	
		bag		sand		
			6			
					arient i	
	100					

Eid-ul-Azha

#### 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
----------------------------	--------------------

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

Not For Sale - PESRP

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

### Pronunciation Key in a Dictionary:

#### **Consonant Symbols**

Symbol	Word	Symbol	Word	Symbol	Word
p	pen	f	fall	h	hat
b	bad	ν	van	m	man
1	tea	θ	thin	n	now
d	did	ð	this	D	sing
k	cat	s	see	1	leg
9	get	Z	Z00	r	red
t l	chain	I	shoe	j	yes
d3	jam	3	vision	w	wet

#### **Vowel Symbols**

Symbol	Word	Symbol	Word	Symbol	Word
i:	free	O:	father	U	put
1	sit	Λ	cup	u:	too
e	ten	D;	saw	3:	fur
æ	cat	D	got	9	about
	Gli	ding Vowel	s: Diphtho	ongs	
aı	my	20	go	ea	hair
au	now	10	boy	ປວ	pure
er	say	10	near		



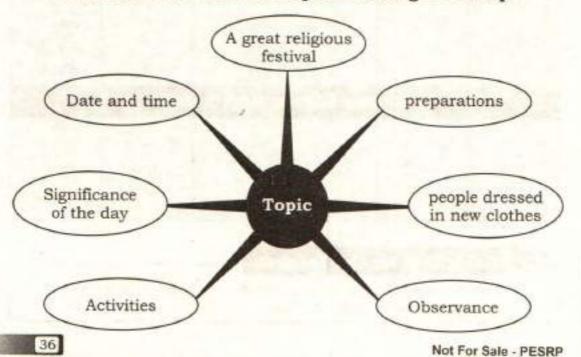
### Guidelines for the Teacher:

 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 _	Coll year

### Writing Skills:

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



- B. Write the following sentences under relevant box.
- It is celebrated after Ramadan.
- Muslims sacrifice sheep, goats and cows.
- Eid cards are exchanged with each other.
- It is related with Hazrat Ibrahim (عليه اسلام).
- 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.
- It is celebrated on 10<sup>th</sup> Zil-Hajjah.

Eid-ul-Fitr	Eid-ul-Azha
Septimental and the	
	The state of the s

### 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.

### 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.

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	В
makes repeated sharp sounds	
rushes forth	
as hot as fire	To The Agreement of the
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.
- 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:
- 2. Like the \_\_\_\_\_ of hoofs.
- 3. How it \_\_\_\_\_ and struggles out.
- 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

- book a
- chair а
- table
- man

- apple an
- an eye
- an OX
- an ant

#### Special Use

'a' before vowel sounding as 'yu' / 'wa'

aunion

a useful book

an' before consonant sounding as vowel

an hour

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.

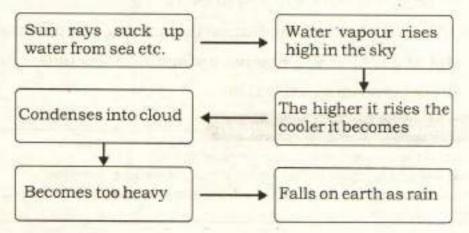
#### Fill in the blanks using indefinite article 'a' or 'an'.

- Birds of \_\_\_\_\_\_feather flock together. 1.
- 2. Bilal is \_\_\_\_\_ business man.
- Ali is \_\_\_\_\_ engineer. 3.
- old man came to our home. 4.
- She seems to be \_\_\_\_\_ English. 5.
- 6. \_\_\_\_ounce is enough.
- Rabia is \_\_\_\_\_ university student.

- B. Complete the following sentences by filling in 'a' or 'an' or 'the' as may be suitable:
- Gold is \_\_\_\_\_ precious metal.
- Do you see \_\_\_\_\_ blue sky?
- She returned after \_\_\_\_\_ hour.
- sun shines brightly.
- Makkah is \_\_\_\_\_ holy city.
- 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 <u>object</u> (noun) object (verb)

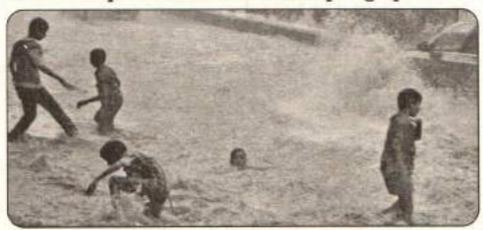
### Writing Skills:

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



Not For Sale - PESRP

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.



### 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



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

Synonyms

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

ample, batch, passion, rebate, plenty

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

- D. Make questions of the following sentences.
- 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

	Irregular Verbs	Regular Verbs
HER		
1000	The second second second second	Constitution of the second

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

Bi My My Fi Th A	ne food ney always lal y neighbours y sister ll in the blanks y ne Moon revolves fair little boy sat	delicion to quiet her b	very angry.  ooks safe.  preposition.	paters.
Bi M; M; Fi Th A	lal y neighbours y sister Il in the blanks y ne Moon revolves fair little boy sat	quiet her b with correct the	very angry. ooks safe. preposition.	oaters.
M; M; Fi A H;	y neighbours y sister Il in the blanks the Moon revolves fair little boy sat	her b	ooks safe.	
M; Fi Th A	y sister Il in the blanks the Moon revolves fair little boy sat	her b	ooks safe.	
Fi Th A H	Il in the blanks one Moon revolves fair little boy sat	with correct the	preposition.	
Th A H	ne Moon revolves fair little boy sat	the		
A H	fair little boy sat		Earth.	
H		a tr		
			ree.	
SI	umpty Dumpty sa	t a	wall.	
	ne is afraid	the dog.		
It	has been raining	yes	sterday.	
11	eft him			
	parate countab ven list and put t			ns from
			ils, salt, tea, wa	AN-YES-THE
	Countable Nov	ns	Uncountable N	touns

J.	Fill in the blanks with suitable words given below.					
	hockey, bring, promise, life, pain					
1.	You should always fulfil your					
2.	Go anda glass of water for me.					
3.	He was playingin the playground.					
4.	You should noton others.					
5.	We must help the person whoseis 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 isEuropean.					
4.	His father isSDO.					

- 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?
- 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.

## 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 
year in road accidents. Accidents are mostly caused by our

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



### ) (

#### Guidelines for the Teacher:

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

#### Traffic Sense

road have traffic sense. The moment you leave your house, you are at a risk. It does not matter Which crowded places do whether you walk or ride a bicycle, you go to? 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:

- 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.

Do you follow these rules while using a road?

- When you wait for a bus, stand in a queue.
- Do not get in or off in a moving bus.



#### 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.



- 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 **3** 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 develop a traffic sense. Some of them Do you understand the are given below. Read and understand message of the road signals? the message they give.



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					

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:

- Answer the following questions.
- 1. What are the causes of traffic accidents?
- 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.
- Accidents are caused by:
  - (a) crowded roads
  - (b) traffic jams
  - (c) carelessness of the people
  - (d) rash driving

#### **Traffic Sense**

- 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
- 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

#### 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.

#### 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?

#### Possessive Adjective:

It denotes possession.

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

This is his bag.

It is my book.

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

- 1. I ate some rice.
- All men must die.
- These grapes are sour.
- Lahore is a large city.
- 5. Which way shall we go?
- 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

Aujective		
childish		
foolish		
dirty		
hopeful		
educational		
manly		
easy		
troublesome		
laughable		
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

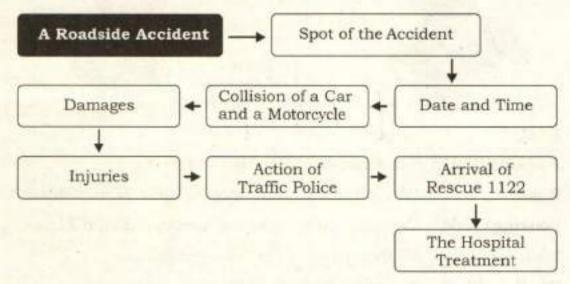
One Syllable	Two Syllables	Three Syllables
	THE RELEASE	Fur seaming.
	0012055	
	ENGLINE AND	THE WAY
	E SHALME.	The second of
Se de la lace		

#### 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).

### Writing Skills:

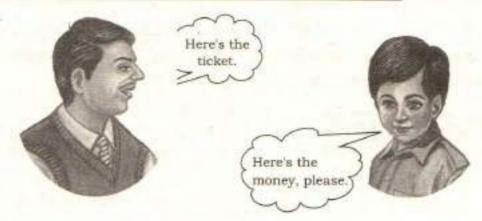
A. Write a paragraph of 60-70 words on 'A Roadside Accident'. First make a mind map and add appropriate key words and structure to develop the paragraph.



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".

### 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 devicé 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?
- 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 What is meant by 'adversely problem of modern age. With rapidly increasing industries especially in developing countries, the problem is of great magnitude.
- 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.

### Kinds of Pollution

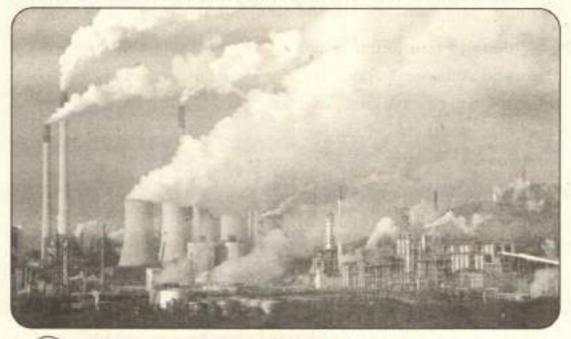
Pollution is a threat to life. There are many kinds of pollution.

### Air Pollution

Air pollution is a problem particularly for the people living in large cities or in the cities where there are many industries. The air above such places is heavily laden What is the impact of pollution with dust, smoke, poisonous gases, on plants and human life?

and offensive odours. It affects both plants and human life directly and indirectly.

Air pollution can be controlled by the use of special devices in 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?

### Water Pollution

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 What are the causes of water and plants which lead to bacterial pollution?

growth, reducing the amount of oxygen dissolved in water. The polluted water damages fish and other aquatic life.

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.

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



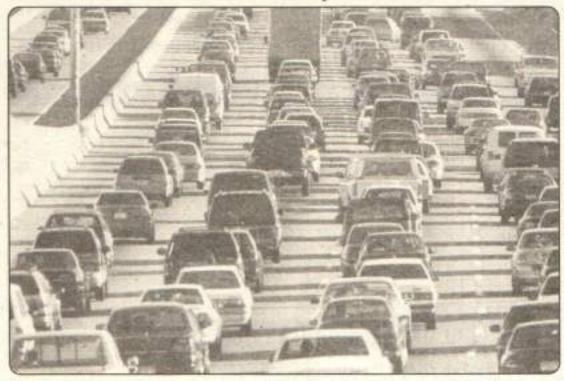
treated before releasing it into rivers or lakes.

### 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.

### Noise Pollution

Noise pollution is becoming an ever increasing problem in 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 mental health. It disturbs sleep and leads to many nervous problems. Sudden burst of sound what are the effects of noise on can cause acute damage to the ear our health?

drum and may cause temporary or permanent deafness.

In the modern age of industry and electronics, it is almost 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		12
continue		
harmful		



## Reading for Comprehension:

- A. Answer the following questions.
- Which kind of pollution is widely spread and most dangerous?
- What are the bad effects of air pollution?
- 3. How can air pollution be controlled?
- 4. What is the cause of water pollution?
- 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?

### B. Tick (/) the correct option.

- 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
- Smoke containing poisonous gases is the cause of:
  - (a) air pollution
  - (b) water pollution
  - (c) noise pollution
  - (d) soil pollution
- Sewage is a major source of:
  - (a) noise pollution
  - (b) soil pollution
  - (c) water pollution
  - (d) air pollution
- Noise is usually defined as:
  - (a) any sound
  - (b) any voice
  - (c) any wanted sound
  - (d) any unwanted sound
- 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'.

Α	В
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)		

Give any four water pollutants.

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: o

### 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.

## 8

### 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.

- Students had already reached the station.
- He has not acted upon my advice.
- We have finished our homework.
- 4. He had reached home by evening.
- The patient has taken medicine.
- The room had been cleaned before the guests came.
- 7. The rainy season has set in.
- 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
		<b>→</b>	
	Zoya	opened	the window.

### Passive Voice:

	subject	verb object		
Passive				
	The window	was opened	by Zoya.	

### 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.
- Noise produces several harmful effects.
- Noise disturbs sleep.
- 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.

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.

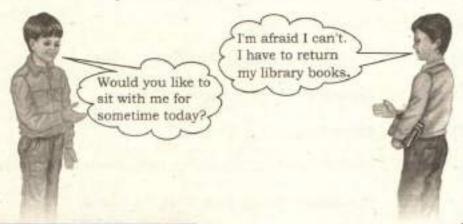
### Oral Communication Skills:

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.



#### Pollution

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

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

NOT FOR SALE (PESRP)

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.
- papaya, okra, fig, lime
- throat, chest, room, belly
- 3. morning, evening, night, Monday
- 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 DATE OF THE STATE OF THE STAT	В
feeling ill	
thoroughly	
indications	
feeling cold	
daily basis	+6-2
to prevent from some happening	



## Reading for Comprehension:

Ans	wer the following qu	estion	S.	
Wha	at is Dengue fever?			
Wha	at are the symptoms of	Dengu	e fever?	
Wha	at happens if the patie	nt does	not take precautions?	)
How	v can we protect oursel	ves from	n Dengue fever?	
		to crea	te awareness about D	engue
Tiel	k (/) the right choice	ce.		
The	Doctor advises Ali to	take re	st for	
(a)	one week	(b)	two weeks	
(c)	three weeks	(d)	four weeks	
The	patient suffers from_			
(a)	cough	(b)	flu	
(c)	high fever	(d)	diarrhoea	
Den	gue is also known as		COLUMN TOWN	
(a)	yellow fever	(b)	congo fever	
(c)	break bone fever	(d)	viral fever	
Use	of insecticides and re	pellent	s isto av	oid
Den	gue fever.			
(a)	optional	(b)	desirable	
(c)	not required	(d)	essential	
Ali v	wanted to give this inf	ormatic	on to his	
(a)	friends	(b)	relatives	
(c)	parents	(d)	neighbours	
	What What How What feve Tick (a) (c) The (a) (c) Den (a) (c) Use Den (a) (c) Ali v (a)	What is Dengue fever? What are the symptoms of What happens if the patient How can we protect oursel What means can be used fever?  Tick ( ) the right choice The Doctor advises Ali to (a) one week (c) three weeks The patient suffers from (a) cough (c) high fever Dengue is also known as (a) yellow fever (c) break bone fever Use of insecticides and red Dengue fever. (a) optional (b) not required Ali wanted to give this information of the patients of the patien	What are the symptoms of Dengu What happens if the patient does How can we protect ourselves from What means can be used to creat fever?  Tick ( ) the right choice.  The Doctor advises Ali to take refailed one week (b)  (c) three weeks (d)  The patient suffers from  (a) cough (b)  (c) high fever (d)  Dengue is also known as  (a) yellow fever (b)  (b) the of insecticides and repellent Dengue fever.  (a) optional (b)  (c) not required (d)  Ali wanted to give this information (a) friends (b)	What are the symptoms of Dengue fever?  What happens if the patient does not take precautions?  How can we protect ourselves from Dengue fever?  What means can be used to create awareness about Degree?  Tick ( ) the right choice.  The Doctor advises Ali to take rest for

### 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.
	permission	Could I borrow your camera?
could	request	Could you explain it to me again?
	prayer	May you live happily and long!
may	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.

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

### 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.

#### A Dengue Patient Visits a Doctor

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:

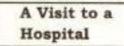
Write a composition on 'A Visit to a Hospital'.

Take help from the following flow chart.

Follow the conventions as

Introductory paragraph, Body paragraph, Concluding paragraph.

Diet instructions



Purpose of Visit

Feelings after the

visit

Preventions Knowing details of the fever Seeing a Degue patient

Guidelines for the Teacher:

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

Telling others

## 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

## 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...

Mark rhyming pattern of the poem.

They build a nation's pillars deep

And lift them to the sky.

(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'.

В
A STATE OF THE STA
The state of the second

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

Synonyms	Antonyms
The second second	10000000000000000000000000000000000000
	THE PERSON NAMED IN
	Synonyms



## Reading for Comprehension:

Answer the following questions.

4.0	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 onlycan make.				
2.	Men who for and honour's sake.				
3.	Brave men who work while others				
4.	They build a nation'sdeep.				
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 o	nly men that can bring to a nation. These men are				
bray	re and of truth and				
hon	our. 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				
stro	ng. 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.

- Some are born great.
- He is a man of few words.
- One never knows who might be listening.
- 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

I - myself

You - yourself

He - himself

She - herself

It - itself

### Plural

We - ourselves

You - yourselves

They - themselves

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

- We hope to avail \_\_\_\_\_\_ all casual leaves.
- She could not avail \_\_\_\_\_\_ of the opportunity.
- He absented \_\_\_\_\_\_ from the class.



### Guidelines for the Teacher:

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

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

### Pronunciation

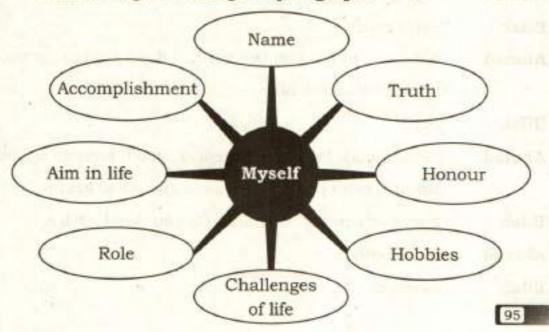
- Read aloud the following tongue twisters.
- He took a look at the look and the book.
- The stern clerk had a thirst for my purse.
- A giggling girl garnish the green garlic dish.
- 4. How much den would a dew drop , if a dew drop did drop dew?
- English language is increasing its ranging as a lingua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

## Writing Skills:

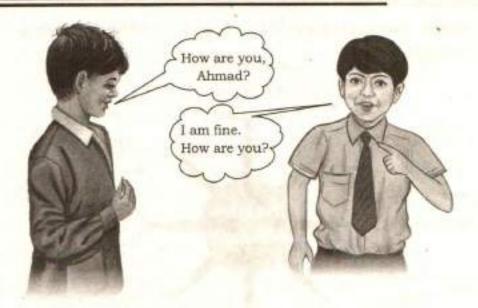
A. Write the summary of the poem. Use the following words and phrases.



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

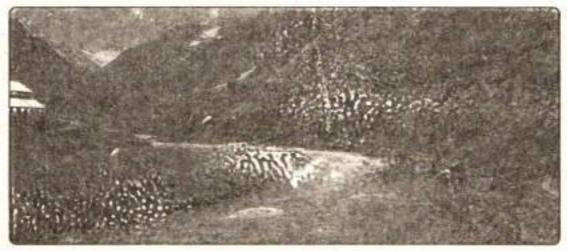
## Kaghan Valley

### 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
- o 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. The valley is known after the name of a small town, Kaghan. 2

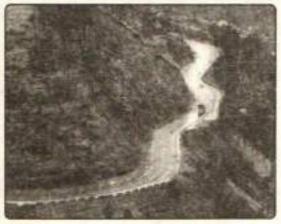
It is the valley of Kunhar River that flows in this area. The valley spreads along the Kunhar River from an elevation of 2,134 metres to 4,173 metres. It is 155 Kilometres long. This place is free from pollution. The valley presents an What adds to the natural extended natural scenic beauty with beauty of Kaghan Valley?

its mountains, hills, lakes, rivulets, water-falls and glaciers.

Raghan Valley is situated in Mansehra District of Khyber 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 How many facts you find in tourists do not visit the valley during this paragraph?

winters. Their route to Kaghan is through Balakot, Abbotabad and Mansehra. The road goes up and up the mountains winding through lovely tall trees.



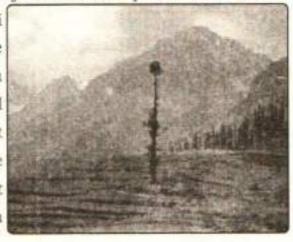


## Guidelines for the Teacher:

- 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.

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.



The lake is a lovely spot for picnic and enjoyment. Water of the lake shines blue and green Get more information about the lake Saif-ul-Muluk.

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.



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.

# Vocabulary:



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

Synonyms	Antonyms
	SOF MULAN
	Synonyms

# R

# Reading for Comprehension:

- Answer the following questions.
- Where is Kaghan Valley situated?
- 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?
- Match the meaning correctly as in example.

_	The second secon	The second second second second
leisure	winding	extended

- elevation means height from the sea level.
- means longer than usual or expected.

- means twisting around itself.
- 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.

### 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 strong man struggling with the stroms of fate.

A load of learning lumbering in his head.

A.	Use	similes	to	fill	in	the	blanks.
----	-----	---------	----	------	----	-----	---------

crow, day, dog, grass, blood

- As faithful as \_\_\_\_\_\_.
- 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:
- Life is a tale told by an idiot.
- An Austrian army awfully arrayed.
- 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.
- He does not know English at all.
- The villagers raised a hue and cry to see the thief.
- He turn down my proposal.
- He left the place bag and baggage.
- 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

# Pronunciation:

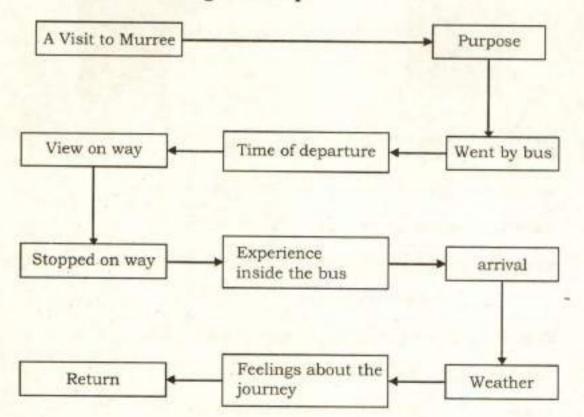
Read these words aloud and make sentences.

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!

# 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



		W. R	eview 2	
A.	Find	the synonyms of	these wo	ords in thesaurus.
	afrai	id, beautiful, entert	ainment,	look, picture
В.	Fine	i the antonyms of	these wo	ords in thesaurus.
	slow	, happy, good, activ	ve, harm	
c.	Eacl	h statement is follo	owed by f	our possible answers. Tick
	(/) t	the correct option.		
1.	Nois	e is a kind of		
	(a)	pollution	(b)	sound
	(c)	energy	(d)	enjoyment
2.	0	is the road sign of:		
	(a)	Uturn	(b)	two-way traffic
	(c)	round about	(d)	give way
3.	Wed	can reduce noise by	shifting	to far off areas.
	(a)	offices	(b)	factories
	(c)	houses	(d)	shops
4.	Nois	se can also be cause	d by	music.
	(a)	low	(b)	soft
	(c)	medium	(d)	loud
5.		is harmfu	l for our h	ealth.
	(a)	sleep	(b)	walk
	(c)	pollution	(d)	playing Not For Sale - PESRP
1000	LUOR			MULTUR DAIL - PESKP

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

- Aslam went to Lahore.
- Akram is reading a book.
- He plays cricket on Sunday.
- 4. I am drinking water.
- She was eating mangoes.
- Farah bought a dress.
- 7. We daily play in the playground.
- 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:
- My pen is lost.
- This boy is stronger than Haris.
- Pakistani cotton is better than Indian cotton.
- Every man has his duties.
- 5. Saleem is a good student.
- Each boy must take his turn.
- 7. What news did she bring?
- He has little intelligence.
   Not For Sale PESRP

Change the following Active Voice sentences into Passiv
Voice.
My brother won the match.
He ate an apple.
Ahmad broke the window.
She baked a very tasty cake.
The teacher punished the naughty boy.
Fill in the blanks with indefinite pronouns given below:
none, anybody, any, somebody, nobody
has stolen my book.
of his poems are well known.
was there to rescue the child.
Did you ask to come?
We did not see of them again.
Fill in the blanks with reflexive pronouns given below:
himself, ourselves, itself, myself, themselves
We often deceive
I wash when I get up.
Shahid has hurt
Some people are always talking about
A house divided against cannot stand.

I.	Use appro	priate modals given in bra	ckets 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.	- mil miles	you lend me your camera, plea	ase? (Would/Could)
5.	This	be the book you want, I s	suppose. (shall/will)
J.	Punctuate	the following paragraph:	
	one day a r	nan visited a bird shop in the r	narket he bought all
the	cages full of l	oirds he opened all the cages o	ne after another and
set	all the birds f	ree the bird seller was surpris	ed to see the strange
act	of the man h	e asked him why have you sp	ent so much money
for	nothing the r	nan replied when i was a pris	oner of war i always
long	ged to be free	and see my near and dear o	nes so i can feel the
mis	erable condit	ion of the birds	
K.	Use simile	s to fill in the blanks.	
	bee, lie	on, coal, fox, hill	
1.	As old as _		
2.	As black as	S	
3.	As busy as		
4.	As brave as	s	*

As cunning as \_

- Use the following idioms in sentences.
  - bed of roses, by chance, out of order, lion's share, far and
- 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:
  - My Favourite Hobby
  - 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.

# Lesson No.

# 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 Madrassatul-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.



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 When did Quaid-i-Azam after the interests of the Muslims. Soon first enter politics? he realized that the Muslims of the sub-continent are deprived of their rights.

The idea of Pakistan was given by Dr. Allama Muhammad 3 Iqbal in 1930. Quaid-i-Azam was convinced that a separate

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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

Why did the Muslims struggle for a separate homeland?

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.

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

of Pakistan?

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:

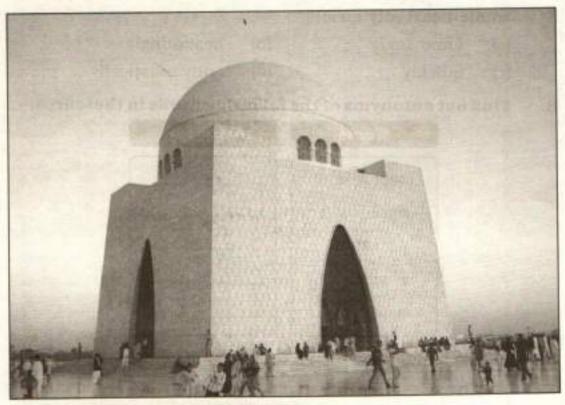
- Show the Quaid's picture and tell the students that he made Pakistan.
- Tell them the meaning of 'patriotism'. Make them understand by giving examples.

whole-heartedly to your studies, for that is your first obligation to yourselves, to your parents and to the 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 What is Quaid's motto?

national goals. Each one of us should try and act upon the golden principles the Quaid gave to the nation.

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:

- Encircle the correct option.
- realized means:
  - (a) denied

(b) accepted

(c) understood

- (d) forgot
- authority means:
  - (a) stupidity

(b) power

(c) wisdom

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



# Reading for Comprehension:

<b>A.</b>	Answ	ver 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	n did Quaid-i-Aza	am take oat	h as Governor General	of				
	Pakis	stan?							
5.	Wha	t was Quaid's advi	ce to the stu	idents?					
6.	Why	did his health det	eriorate?						
B.	Tick	(/) the correct of	ption to co	mplete the sentences.					
1.	Qua	id-i-Azam passed	his Matricu	ulation Examination at th	1e				
	age o	of							
	(a)	14	(b)	16					
	(c)	13	(d)	18					
2.	Qua	Quaid-i-Azam joined Lincoln's Inn in							
	(a)	1890	(b)	1892					
	(c)	1893	(d)	1894					
3.	Qua	id-i-Azam had gre	eat faith in_						
	(a)	friends	(b)	businessmen					
	(c)	students	(d)	soldiers					
4.	The	idea of Pakistan w	vas given in	A CONTRACTOR					
	(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 subcontinent. 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.

- Rabia is looking for his purse.
- Sana and Sarfraz have completed her homework.
- Where is my pen? I cannot find him.
- 4. Shaikh Saadi is famous for its wisdom.
- She treats his children with great kindness.
- Parents must do his duty to their children.
- 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

- 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.

### 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/
	inte	rjec	tion	3.			

before, because, oh,	although, how, but
Shahid bought a new ca	r,he is very poor.
I got much a f	right.
She went to hospital	she hurt her leg.
We tried hard	did not succeed.
She went away	_ I came.
nice to meet	you.

## 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					
force	_	power			
wood	_	timber			
air	-	wind			
respect	-	regard			
advice	-	counsel			

	Plural
forces	— army
woods	- forest
airs	— manners
respects	— compliments
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)

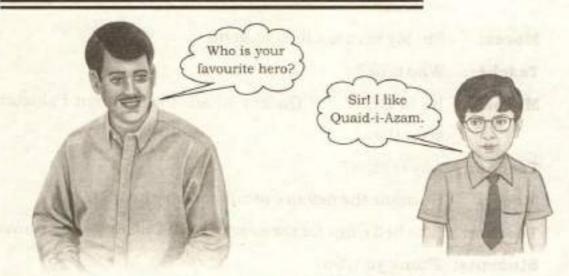
# Writing Skills:

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 \_\_\_

# 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.

#### Quaid-i-Azam

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.

# 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?
- 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.
- 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 can't climb up trees. He saw that he Name any other animal that would have to trick the rooster to come cannot climb up a tree.

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'.

Now the rooster was no fool for this trickery. He knew exactly
what the fox wanted. So he didn't agree to come down. Instead, he
said, 'I know you won't harm me. You
was it really dangerous for
the rooster to come down?

hungry wolf comes along? Or the lion? They might eat me up.'

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

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

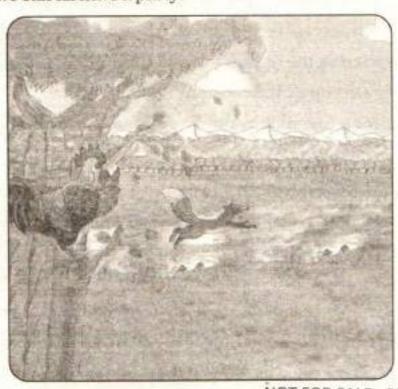
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- It was decided that all the animals and all the birds will be friends from now on. They have agreed to live in peace. Mice can be friends with cats. Birds can be friends with foxes. Frogs can be friends with storks. No more eating each other! Peace has been made forever. So come down and let's be friends.'
- 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** Why was the rooster his neck as if to get a better look. 'What excited?'

  is it that you are looking for?' asked the fox. 'What do you see'?

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!'



The fox's smile disappeared for he had not imagined this turn of fortune. He took off on the run. Why was it a turn of fortune for the fox?

Help! cried the fox. 'I must go'. 'Don't for the fox?

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.'

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

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

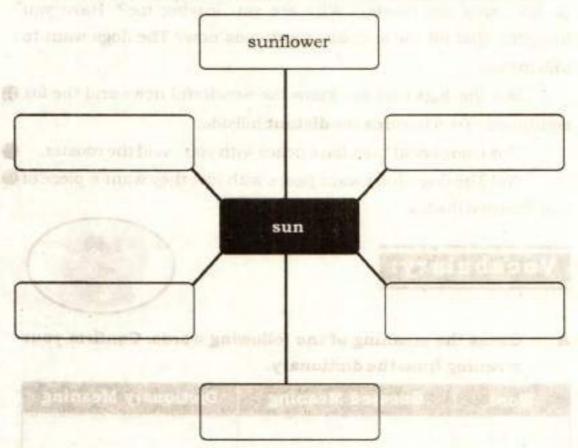
'No! The dogs don't want peace with me; they want a piece of me! Shouted the fox.

# Vocabulary:

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

Word	Guessed Meaning	Meaning Dictionary Meaning		
meal		Dive pronunciation		
peace		Lun reinnungta la		
fun	equalities of the extension	repoliti roteon		
wonderful	SDEEDE	Guidelines (or the		
meeting	ell <u>allo per la la compania de la compania del compania della com</u>	A La similar post materialmentes		

- 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.



# Reading for Comprehension:

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

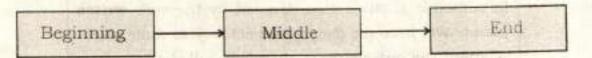
Setting includes the time and location.

#### Characters

Different persons playing different roles in the story.

#### Plot

Plot means different events in the story.



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.

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#### Encircle the correct option. B. Reading for Compri

- The countryside was 1

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

- The rooster was 2
  - (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
- 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.
- 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.
- The clock stopped this morning.
- Tell the truth.
- 4. Put away your books.
- The sun rises in the east.
- 6. Time changes all things.
- 7. The dog ran after me.
- Birds fly in the air.

## Prepositions and Prepositional Phrases

Read the following sentences:

- The rooster sat on a branch of a tall tree.
- 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.
- 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.
- He is fond of chocolate.
- There is a big tree in front of her house.
- Rahim didn't attend the school because of his father's illness.
- The soldiers passed by.
- In case of need, phone 042-37243055.

# 3

### 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.

### **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	on the other hand		to illustrate	afterwards then	as a result	to sum up

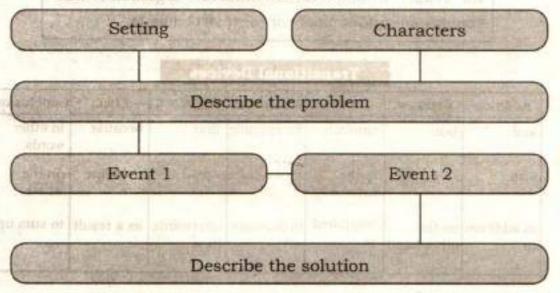
- C. Identify and write the transitional devices that you find in this lesson.
- D. Combine the pair of sentences below into ONE sentence, using appropriate transitional device.

because, as, and, or, but

- He tried hard. He did not succeed.
- 2. Tell me the news. You have heard.
- I returned home. I was tired.
- Listen carefully. Take notes.
- 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.

# 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).

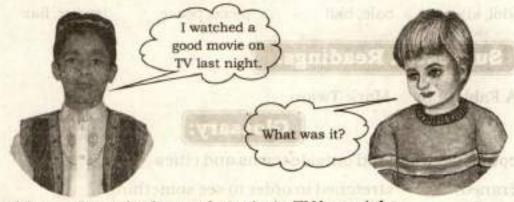
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### Guidelines for the Teacher:

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

# 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.

#### The Rooster and the Fox

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

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# 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.

#### I Dream a World

Where greed no longer saps the soul,

Nor avarice blights our day.

Explain the phrase 'saps the soul'?

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,

Attend the needs of all mankind

Of such I dream, my world!

Express your opinion about the poem.

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	Caldeline, for the Contable
Where love will	the earth
And it	s path adorn.

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

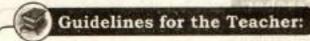
Words	Synonyms	Antonyms
111212174		d albitalaida
pearl		( * * · · · · · · · · · · · · · · · · ·
		Marine Marine Marine Con 19
soul		
freedom	essesta it is melibus	
		Telegraphics
dream		
greed		action of the second
	Time-II v mote	
peace	SANSAT SANSATA ASSOCIATION OF COLUMN	Il volumes la

D. How many syllables do the following words have?

earth, dream, hand, bounties, greed



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



Help students identify syllable divisions of words in the dictionary.

### l Dream a World

- 5. What does the poet want to convey through the poem?
- 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	you will get A grade.



## Guidelines for the Teacher:

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

A.	Read the two sentence	ces given belo	w and notice the
	difference.		
	If it rains, we shall postpo	one our picnic. W	e shall postpone our
	picnic if it rains.		
1.	Which class comes first in	these sentences	s? (Anyone)
2.	Can you switch these clau	ises?	(Yes)
3.	Is there any difference in	meaning?	(No)
4.	What's different about pu	inctuation?	Remember
	What happens to the com	ma?	You can reverse two
	When the main clause co	mes first, there	clauses.
	is no need to put a comma	1.	
B.	Complete the following	first conditions	al 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 shoppin	ıg.
	(a) will not go (b	) have not gone	
	(c) could not go (d	) do not go	
4.	If you play tricks on peopl	le, they	you again.
	(a) have not trusted (b	) will not trust	March 1997
	(c) do not trust (d	) did not trust	
5.	He may not come with you	u if his uncle	
	(a) arrives (b	) arrived	
	(c) has arrived (d	l) 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.

### 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	

## I Dream a World

No.	Pair of Words	Examples
4.	fair	R. Person of the Paris of the Control of the Contro
.v.sa		
	fare	
45	- 176	
5.	peace	
	piece	
6.	floor	
	11001	
	flour	
7.	weak	
	NAME OF THE OWNER O	
	week	
Ť		
8.	tail	
	tan	
	tale	
	Transfer of the second	

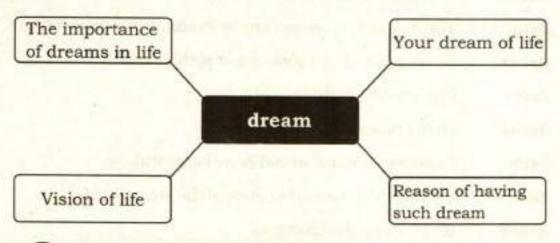
E. 'And joy, like a pearl' is a simile used in this poem. Complete the following by inserting a simile from the box.

lark, fox, cucumber, glas	s, 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.

# 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. 18

# **Inventions and Discoveries**

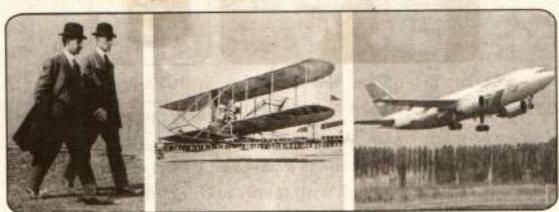
# After completing this lesson, the students will be able to:

- 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?
- 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 which scientific inventions technology have ushered us into a new do you find at home?
- 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 Not For Sale PESRP

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 and food, there comes electricity which plays a **vital** role in our life. Alessandro Volta invented electricity. What is the importance of Electricity helps us in many ways. It electricity in our daily life? gives us light, moves our fans, cooks our food, runs our mills and factories etc.

Gugliemo Marchese Marconi, another great scientist, 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.





- The mobile phone was invented in 1973 by Dr. Martin Cooper. On April 3, 1973, the first cell what is the utility of mobile phone was made by Dr. Martin Cooper phone?

  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.
- 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.

  What is the contribution of medicine?

Kidneys can be replaced and hearts can be operated upon.

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 village?

of our social and economic life. By familiarizing science among the

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:

- Answer the following questions.
- What do you understand by era of science?
- 2. What are the two main contributions of science?
- How has science changed our attitudes?
- 4. Which invention do you like the most and why?
- 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'.

radio and wireless
steam engine
aeroplane
electricity
mobile phone

Fill in the blanks with suitable words given below.

medicine, master, blessed, global village, mobile phone

- Science has \_\_\_\_\_ us with so many gifts.
- Today \_\_\_\_\_\_ is a part and parcel of our life.
- 3. Science has made a great contribution in the field of
- Our world has been changed into a \_\_\_\_\_\_, because of science.
- With the help of science man has become the \_\_\_\_\_

  of the whole universe.

# Grammar:

1.

# Structure of Second Conditional Sentences:

If I had a degree, I \_\_\_\_\_\_ a job easily.

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

A.	Complete	the following	second	conditional	sentences.

	(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 les marks a	(d) must be released simple
3.	If you were a millionaire, ho	ow 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
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1	've_		_a letter.			
(	a)	write		(b)	wrote	
1	(c)	written		(d)	writing	
1	My b	rother has_		his	homework.	
	a)	do		b)	did	
-	c)	done		d)	doing	
	The	patient has		the	medicine.	
-	(a)	taken		(b)	takes	
- 3	(c)	take		(d)	taking	
	Weh	aven't	A	li for s	everal days.	
1	(a)	see		(b)	seen	
ı	(c)	seeing		(d)	saw	
	The	boy hasn't		the	picture so far.	
	(a)	draw		(b)	drew	
	(c)	drawing		(d)	drawn	

dictionary and find the meanings of these.

Singular	Piural	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

# D. Look at the map and locate the directions.

School	Post Office Bank	1	Playground	
		n Road	— — Iqbal Road -	
Bu	s Stand	Jinnah	Hospital	100 m
		-1	— — Liaquat Road -	
M	asjid	1	College Hotel	Restaurant
		1	Telephone Exchange	Resta

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	k (d) one block away from
3.	Bank isth	e 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

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(d) at the back of

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### 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?
- Where is the kitchen?

- 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 the	you find there. Write their usage and benefits.							
	-								





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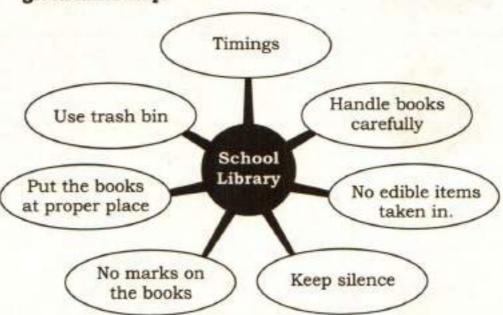
### Writing an Essay

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.'



- 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.

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:
- What does SUPARCO stand for?
- What does 'PTCL' stand for?
- B. Discuss with your classmates:
- 1. Technology is an important part of our life.
- 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

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#### Inventions and Discoveries

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

# Lesson No. 4

# 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 1 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 Do all disasters cause equal severe than others. Some can bring damage? more damage to the earth, life and property.

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



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

and NGOs made every effort to deliver relief supplies to the affected people. As the winter was about to set Who took active part in the 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.

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.

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 31th 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. What does the phrase beyond belief mean?

Terrible mud volcanoes followed the 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.

#### A Terrible Earthquake

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

- 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.
- 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.

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

# Meanings Words deadliest magnitude overwhelming remote volunteers Reading for Comprehension: Answer the following questions. What is a natural disaster? Which areas were affected by the earthquake of 2005? Why was the initial rescue work hampered? Which was the largest earthquake that struck Quetta (Baluchistan) in the 20th century? How can timely disaster management save lives? How can people be trained for disaster management? Mark as true (/) or false (X). Some disasters are more severe than others. A mild earthquake hit the northern region of

Government agencies and NGOs were not making efforts.

Pakistan in 2008.

1.

2.

3.

4.

5.

б.

B

1.

2.

3.

## A Terrible Earthquake Quetta earthquake was the deadliest earthquake 4. in the recent history. The natural disasters can be averted by timely 5. management. Grammar: Fill in the blanks with the correct form of the given verbs. Some natural disasters \_\_\_\_\_life and property. (imperil) 1. It \_\_\_\_\_ widespread destruction in many areas. (cause) 2. Thousands of bodies lay \_\_\_\_ under the heaps. 3.

### Relative Pronouns

It \_\_\_\_\_a long time to rehabilitate the people.

It \_\_\_\_about 35000 people.

(bury)

(kill)

(take)

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.

4.

5.

## 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 <b>who</b> is honest. I hate children <b>who</b> are cruel.			
Whom (as Object)	Persons only (Both Singular and Plural)	This is the boy <b>whom</b> all praise.  These are the girls <b>whom</b> 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 <b>that</b> I told you of. A dog <b>that</b> barks seldom bites. Take anything <b>that</b> you like.			

## B. Fill in the blanks with suitable Relative Pronouns.

- Show me the watch \_\_\_\_\_\_you have bought.
- I know the woman \_\_\_\_\_ child was burnt.
- God helps those \_\_\_\_\_ help themselves.
- Please recite \_\_\_\_\_ what you have learned.
- 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:

- We may quote his actual words. This is called Direct Speech or Quoted Speech.
- 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:

- In writing, the Direct Speech is put within Inverted Commas ("....") to mark-off the exact words of the speaker.
- 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 T 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.

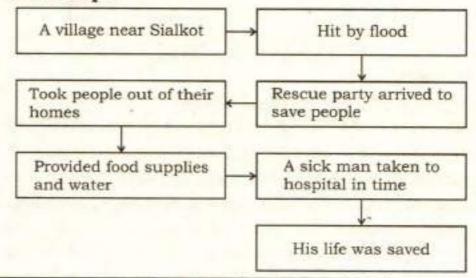
## C. Change the following sentences into Indirect Speech.

- He said, "I am teaching English."
- She said, "I shall play badminton."
- The boy said, "I will do the work now."
- 4. Sana said, "I do not like milk in my tea."
- 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:

# 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

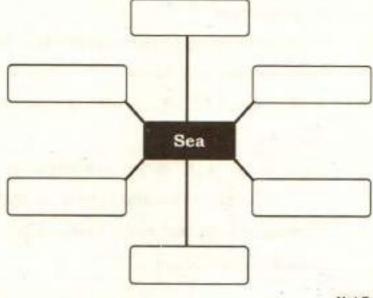
wiped out: complete destruction



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

Words	Synonyms	Antonyms
legal		
quite		
freedom		
joy		
notions	The deligible of the society	
temporary		-

B. Make as many words as you can from the root word 'Sea'.



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 hasits report. (issue)
2.	Heto have enjoyed his stay at Murree. (seem)
3.	Wethe 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 arepictures in this book.

## H. Show the difference of meaning of each pair of words with examples:

Pair of Words	Examples
birth	
berth	
foul	
fowl	
principal	
principle	
	birth berth  foul fowl principal

 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 \_\_\_\_\_

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 bookyou 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 paperit interests me.				
2.	What are you doing there?				
3.	We shall stay hereyou 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.	Maj	jid wrote a letter	r to his u	ncle.		
5.	We	eat three times	a day.			
N.		Complete the following sentences with appropriate prepositional phrases.				
	in	case of, at the t	top of, on	behalf of, in fi	ront of, by means of	
1.	Не	got the prize		hard work.		
2.	The	Headmaster w	elcomed	the visitors_	the school.	
3.	She	is waiting	t	he canteen.		
4.	_	fire, ca	ll the Fir	e Brigade.		
5.	Hes	shouted	his	voice.		
0.					in each sentence	
1.	Who	ere is my bat? I	cannot fi	nd him.		
2.	The	girl lost his dol	1.			
3.	Jun	aid is looking fo	or her sh	oes.		
4.	Wel	have finished th	neir mea	i.		
5.	Hel	has an umbrella	a. He wis	hes to sell her		
P.	Cor	nplete the follo	owing fi	rst condition	al sentences.	
1.	IfIf	ind the pen, I_	150	_it to you.		
	(a)	shall give	(b)	give		
	(c)	gave	(d)	have given		
2.	If he runs all the time, he		ther	e in time.		
	(a)	could get	(b)	will get		
1	(c)	can get	(d)	has got	Not For Sale - PESRP	

Review 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.
- The students said, "We want to go for a picnic."
- The teacher says, "I am busy."
- She said to me, "You must leave the place."
- 4. "I know her address," said Sana.
- The old man said, "Honesty is the best policy."
- R. Write paragraphs of 70-80 words on the following topics:
  - A Book Fair
  - 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

 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

Total	10
Grammar	02
Body	05
Format	03

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

 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.