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

# ENGLISH

for Grade VI

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# T A B L E O F

| Lesson No.      | Unit Title                          | Vocabulary                     | Reading and Thinking Skills  |
|-----------------|-------------------------------------|--------------------------------|--|
| 1               | Fair Dealing of Hazrat Muhammad (ﷺ) | Finding meanings in context    | Extending conceptual understanding of events, Reading for Comprehension, Dictionary skills   |
| 2               | Surrounded by Trash                 | Dictionary and Thesaurus usage | Extending conceptual understanding of issues, Distinguishing fact from opinion, Reading for Comprehension, Analyzing Text patterns |
| 3               | Chitral Valley                      | Finding meanings in context    | Describing people and places, Reading for Comprehension  |
| 4               | Night (Poem)                        | Dictionary usage               | Reading for Comprehension, Figurative language: Simile, Gapped summary   |
| <b>Review 1</b> |                                     |                                |  |
| 5               | Travelling Etiquettes               | Phrasal verbs                  | Extending conceptual understanding of procedures, Reading for Comprehension  |
| 6               | Tests and Exams                     | Compound words, Synonyms       | Extending conceptual understanding of processes and procedures, Analyzing Text patterns  |
| 7               | Sports and Sportsmanship            | Games                          | Extending conceptual understanding of events, Reading for Comprehension  |

# C O N T E N T S

| Grammar and Structure   | Writing Skills   | Oral Communication Skills   | Page No. |
|---|--|---|----------|
| Proper and Common Nouns, Past Tense, Punctuation: Apostrophe  | Describing past event, paragraph writing   | Ask and answer simple questions of personal relevance                 | 1        |
| Countable and Uncountable Nouns, Indefinite Articles, Adverbs of Frequency, Simple Present Tense, Punctuation: Comma for a series of items, | Describing daily routine, Planning writing through mind map                                    | Show and accept apology   | 13       |
| Definite Article – the, Capitalization, Pronunciation: 'the'  | Informal letter, Descriptive paragraph (person)  | Get personal needs met  | 24       |
| Possessive Pronouns, Prepositions of Time, Present Continuous Tense, Pronunciation: short vowel 'e' long vowel 'ai'                         | Summary Writing  | Engage in conversation  | 37       |
|   |  |   | 45       |
| Reflexive Pronouns, Indefinite Pronouns, Prepositions of place and direction,   | Locating places in the school, narrative paragraph   | Express personal needs / give and follow instructions                 | 48       |
| Modal Verbs; can, could, may, might, must, ought to, should   | Making rules using must, can, could, can, might, should and ought, writing a unified paragraph | Taking into account different view points / agree / disagree politely | 63       |
| Collective Nouns, Pronoun antecedent relationship, Future Tense--will   | Making predictions about future, essay writing   | Express reasons for likes and dislikes                                | 75       |

# T A B L E O F

| Unit No.             | Unit Title          | Vocabulary       | Reading and Thinking Skills   |
|----------------------|---------------------|------------------|---|
| 8                    | The Rainbow (Poem)  |                  | Reading for Comprehension, Implied meaning  |
| 9                    | Seasons of the Year |                  | Reading for Comprehension, Analyzing Text patterns  |
| <b>Review 2</b>      |                     |                  |   |
| 10                   | Modern Inventions   | Dictionary usage | Extending conceptual understanding of facts, Reading for Comprehension, Analyzing chronological order |
| 11                   | Zoo Hospital        |                  | Extending conceptual understanding of procedures and processes, Reading for Comprehension             |
| 12                   | Drugs are Dangerous | Thesaurus usage  | Extending conceptual understanding of issues, analyzing effects                                       |
| 13                   | A Happy Prince      | Dictionary usage | Understanding story elements  |
| <b>Review 3</b>      |                     |                  |   |
| <b>Sample Rubric</b> |                     |                  |   |

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# C O N T E N T S

| Grammar and Structure   | Writing Skills                              | Oral Communication Skills                                    | Page No. |
|---|---|--|----------|
| Prepositions of Position, Transitional Devices  | Summary, Describing an object               | Express personal needs / show willingness to do something    | 85       |
| Adjectives, Absolute Adjectives   | Descriptive writing                         | Ask and answer simple questions of personal relevance        | 92       |
|   |   |  | 102      |
| Past Continuous Tense, Direct and Indirect object                                     | Paragraph writing                           | Expressing reasons / take into account different view points | 105      |
| Transitive and Intransitive Verb, Active and Passive Voice, Pronunciation: 'r' sounds | Making Rules Descriptive paragraph (animal) | Ask and answer simple questions of personal relevance        | 115      |
| First Conditional Sentences Tongue Twisters   | Paragraph writing                           | Relate what they have to say to what has been said before    | 126      |
| Verbs that occur in Plural, Compound words, Direct Indirect Speech                    | Story writing using elements of story       |  | 136      |
|   |   |  | 149      |
|   |   |  | 152      |

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# INTRODUCTION

## **Aim:**

English for Grade VI is a comprehensive English 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.

English for Grade VI follows the guidelines of National Curriculum 2006. An effort has been made to include 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 guidelines in the curriculum document. The activities allow students to work individually, in pairs, in small groups and then in class discussion using a variety of learning styles, the activities 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 many 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 authors from a variety of 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 active reading strategies through while reading activities are designed. This section helps in recognizing the patterns of text organization through skimming, scanning, making inferences, deducing meaning from context, inferring meaning and generating questions to understand text. While reading questions are designed to predict, connect, visualize, evaluate, review and respond 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, the 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, sorting fact and opinion, recognizing consequences, defining alternative view points, comprehending and interpreting texts by applying critical thinking are thinking strategies which will help students significantly in their school work. 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 the principles of pronunciation, grammar, punctuation and syntax for developing accuracy in their spoken and written communication. This follows the curriculum's directive that grammar should be experienced in context and in response to students needs.

### **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 focused, 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: brainstorming, mind mapping and writing.

### 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. Guidelines for teachers serve to guide teachers and can be seen as a means of 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 focused on effective teaching as this is an important transitional level; building from primary and movin

**Authors**

# Lesson No. 1

1

## Fair Dealing of Hazrat Muhammad (ﷺ)

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

- identify a topic sentence in a paragraph
- analyze paragraphs to identify sentences that support the main idea through examples
- demonstrate use of common and proper nouns
- use regular and irregular verbs in a speech and writing
- use simple past tense for describing past events
- use dictionary to locate guide words and entry words

### Pre-reading:

1. What is fair dealing?
2. What are the characteristics of a fair trader?

Hazrat Muhammad (ﷺ) was always fair and honest in his dealing with other people even before his nabuwat. He was known as the **truthful** and the **trustworthy**. In his young age, he became a trader. He traded with other people's money with great care, and was very successful. The people of Makkah were much impressed by his trading skills and fair dealing. They had complete **trust** in him. It was his honesty and fair dealing in business that impressed Hazrat Khadijah



### 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 topic sentence and supporting details.

(رضي الله تعالى عنه). She first entrusted her enterprise to him and later married him. All the people who had done business dealing with him before his nabuwat had always praised his honesty and fair dealing.

What impressed the people of Makkah about Rasool Hazrat Muhammad (ﷺ)?

- 2 The Rasool (ﷺ) gave great importance to fair dealing in business throughout his life and set himself as a Role Model for the whole world. Many incidents can be quoted from the life of Rasool Hazrat Muhammad (ﷺ) to show how just and fair he was in his business dealing with other people.

- 3 Once the Rasool (ﷺ) borrowed a camel from someone and returned a better one. Then he (ﷺ) said, "The best people are those who pay off their debts joyfully." (Sahih Muslim)

- 4 The Rasool (ﷺ) always instructed his companions to be fair in business dealing in their practical life. Hazrat Abu Saeed (رضي الله تعالى عنه) reported the Rasool (ﷺ) as saying, "The truthful and trustworthy merchant is associated with Anbiya, the uprights and the martyrs." (Ibn Majah)

What is the status of the truthful and trustworthy merchant?

- 5 The Rasool (ﷺ) also advised his companions to avoid doubtful things in business dealing. Hazrat Nauman bin Bashir (رضي الله تعالى عنه) reported the Rasool (ﷺ) as saying, "What is lawful is clear and what is unlawful is also clear, but between them are certain doubtful things which many people do not recognise. He who guards against doubtful things keeps his religion and his

Why should we avoid doubtful things in business dealing?



### Guidelines for the Teacher:

- While-reading activity 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.

honour blameless, but he who falls into doubtful things, falls into what is unlawful (Tirmizi). Hazrat Jabir (رضي الله تعالى عنه) reported the Rasool (ﷺ) as saying, "Allah shows mercy to the man who is kind when he sells, when he buys and when he makes a claim." (Bukhari)

The companions of the Rasool (ﷺ) acted upon his teachings, and following his golden examples in business dealing laid the foundation of a pious welfare society. 6

## Vocabulary:



**Match the words with meaning in context.**

|              |                                   |
|--------------|-----------------------------------|
| business:    | occupation, trade, industry       |
| famous:      | prominent, well-known, renowned   |
| friends:     | companions, helpers, groups       |
| incidents:   | happenings, events, circumstances |
| trustworthy: | loyal, responsible, reliable      |



### Guidelines for the Teacher:

- Ask students to read some other books on the Rasool Hazrat Muhammad (ﷺ) and share one incident from his life in the class.



### Reading for Comprehension:

#### A. Read paragraph 1 of the lesson and identify:

|                                  |   |  |
|----------------------------------|---|--|
| topic sentence                   | → |  |
| supporting details<br>(examples) | → |  |

#### B. Encircle and write the words in paragraph 1 that connect the sentences within this paragraph.

#### C. Answer the following questions.

1. What made the Rasool (ﷺ) famous even before his nabuwat?
2. Why did Hazrat Khadijah (رضي الله تعالى عنها) decide to marry Hazrat Muhammad (ﷺ)?
3. Why did the Rasool (ﷺ) instruct his companions to be fair in business dealing?
4. What is the impact of avoiding doubtful things in business dealing?
5. How can we be honest and fair in our dealing?

#### D. Fill in the blanks with appropriate words.

1. In his young age, he became a \_\_\_\_\_.
2. The people of Makkah were much impressed by his trading \_\_\_\_\_.
3. The truthful and trustworthy merchant is \_\_\_\_\_ with the Anbiya, the Uprights and the Martyrs.



#### Guidelines for the Teacher:

- Activities A & B: Ask students to read first paragraph silently to identify topic sentence and supporting details and to find out transitional devices.

4. He who guards against \_\_\_\_\_ things keeps his religion and his honour blameless.
5. Allah shows \_\_\_\_\_ to the man who is kind when he sells, when he buys and when he makes a claim.

### Dictionary Skills:

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

### Do you have a dictionary?

Have you used a dictionary before?

How are words arranged in a dictionary?

#### Ache

**Ache** /eɪk/ *verb* (**ached, aching**) *intr* 1 to feel a dull continuous pain. 2 to be the source of a dull continuous pain. *noun* a dull continuous pain.

• **aching or achy** *adj* (**achier, achiest**).

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

• **achievable** *adj*. • **achiever** *noun*.

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

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

**aching and achy** see under **ACHE**

**achromatic** /ə'krɒm'atɪk, et-/ *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** /ə'krɒm'ə'tɪsɪti/ or **achromatism** /ə'krɒm'ə'tɪzəm/ *noun*.

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

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

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

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

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

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

**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.

- E. Identify guide words and entry words in the sample dictionary page.  
 F. Give both the guide words on the following pages of your dictionary.

|          |  |  |
|----------|--|--|
| Page 10  |  |  |
| Page 58  |  |  |
| Page 97  |  |  |
| Page 112 |  |  |

- G. Find the meaning of the following words in the dictionary.

enterprise, regret, exchange, protest,  
reward, sacrifice, bridle

**Grammar:**

Read the sentence given in line 4 of the first paragraph.

'In his young age, he became a trader.'

The word 'trader' is a common noun. It is a profession. In the same way we have other professions.

**Common Noun**

A common noun is a word that names people, places and things. They are not the names of a single person, place or thing. For example: man, cat, book, school, etc.

# A. Fill in the blanks using the common nouns given below.

beggar, actor, liar, lawyer, sailor

1. A person who sails on the water is called a \_\_\_\_\_.
2. A person who acts in a play is called an \_\_\_\_\_.
3. A person who tells lies is called a \_\_\_\_\_.
4. A person who begs is called a \_\_\_\_\_.
5. A person who has studied law is called a \_\_\_\_\_.

# B. Pick out five proper nouns from the lesson.

# C. Complete the following sentences with proper nouns.

1. My name is \_\_\_\_\_.
2. I live in \_\_\_\_\_.
3. My birthday is in \_\_\_\_\_.
4. My favourite day of the week is \_\_\_\_\_.
5. The name of my school is \_\_\_\_\_.

## Proper Noun

A proper noun is a name of a specific person, place, or thing. The first letter of a proper noun is always represented by a capital letter e.g. (K)hadijah, (L)ahore.

When the noun is singular, it is formed possessive by adding ('s) to the noun.

For example:

My mother's hobby is surfing.

The yellow one is my dad's car.

When the noun is plural, and ends in s, the possessive case is formed by adding only an apostrophe ('). For example:

The cats' food is in the kitchen.

Where is the kids' room?

In case of irregular plural noun we add ('s) e.g. The children's room.

# D. Use an apostrophe to make possessive nouns.

Example: Fahad - car, can be written as Fahad's car.

1. Maria - computer \_\_\_\_\_

Possessive form of an animate noun shows possession.

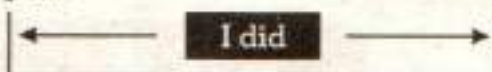
2. Sana – sister \_\_\_\_\_
3. The teachers – papers \_\_\_\_\_
4. Latif – pencil \_\_\_\_\_
5. My parents – house \_\_\_\_\_

E. Now use these phrases in sentences of your own.

### Past Tense:

Beginning in  
the past

Ending in  
the past



(Complete action)

We describe any past event or incident in simple Past Tense. e.g. attained, went, became, caught. We use second form of verb.

E. Read the following sentences taken from the lesson and underline simple past verbs.

1. In his young age, he became a trader.
2. He traded with other people's money with great care.
3. The Rasool (ﷺ) advised his companions to avoid doubtful things in business dealing.
4. The Rasool (ﷺ) gave great importance to fair business dealing.

G. Use simple past verbs to complete these sentences.

1. I \_\_\_\_\_ a snake last night. (see)
2. She \_\_\_\_\_ late yesterday. (come)
3. They \_\_\_\_\_ for a walk on Sunday. (go)
4. We \_\_\_\_\_ football last week. (play)
5. She \_\_\_\_\_ a long story in the test. (write)



### Guidelines for the Teacher:

- Help students recognize the form and function of simple Past Tense. Also illustrate the use of this tense.

H. Pick out regular and irregular verbs from the lesson and also write their first and third forms.

I. Capitalize and punctuate the following sentences.

1. what is your name
2. i like my school
3. what a beautiful watch
4. its a great news
5. are they playing football

A regular verb has -ed ending e.g.

attain \_\_\_\_\_ attained

but an irregular verb does not have -ed ending. e.g.

buy \_\_\_\_\_ bought

Pronunciation Key in a Dictionary:

### Consonant Symbols

| Symbol | Word  | Symbol | Word     | Symbol | Word  |
|--------|-------|--------|----------|--------|-------|
| p      | pin   | f      | fast     | h      | hat   |
| b      | bat   | v      | van      | m      | mat   |
| t      | ten   | θ      | thin     | n      | name  |
| d      | day   | ð      | they     | ŋ      | sing  |
| k      | cat   | s      | say      | l      | light |
| g      | get   | z      | zebra    | r      | right |
| tʃ     | chain | ʃ      | shine    | j      | yes   |
|        | jam   | ʒ      | pleasure | w      | wet   |

### Vowel Symbols

| Symbol | Word | Symbol | Word  | Symbol | Word |
|--------|------|--------|-------|--------|------|
| i:     | seat | ɑ:     | cart  | ʊ      | pull |
| ɪ      | sit  | ʌ      | bud   | u:     | pool |
| e      | bed  | ɔ:     | board | ɜ:     | bird |
| æ      | man  | ɒ      | lot   | ə      | away |

### Gliding Vowels: Diphthongs

| Symbol | Word | Symbol | Word | Symbol | Word |
|--------|------|--------|------|--------|------|
| aɪ     | time | əʊ     | go   | eə     | hare |
| aʊ     | now  | ɔɪ     | boy  | ʊə     | poor |
| eɪ     | late | ɪə     | here |        |      |



### Guidelines for the Teacher:

- Help the students to understand the regular and irregular forms of verbs. Make a sufficient revision before solving this exercise.
- Help them read Pronunciation Key given above and consult dictionary for better understanding.

- J. Give the pronunciation of the following words as given in your dictionary.

|         |       |
|---------|-------|
| age     | _____ |
| profit  | _____ |
| honesty | _____ |
| famous  | _____ |
| advised | _____ |

### Writing Skills:

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

**Example:** He bought a new pen.

He did not buy a new pen. (negative)

Did he buy a new pen? (interrogative)

1. Birds flew in the air.
2. They worked hard in exams.
3. We looked at the map.
4. The man killed a snake.
5. I wrote a letter.



#### Guidelines for the Teacher:

- Help students identify statements, questions and exclamatory sentences and punctuate accordingly.
- Explain to students the rules to change a simple past tense into negative and interrogative.
- Sample rubric for marking writing activities are given at the end of the book.

- B. Write five sentences on what you did this morning before coming to school. (Use simple Past Tense)
- C. Write a paragraph of 50 – 60 words about a person you admired the most in your childhood.

topic sentence



1. Whom did you admire the most?
2. For what characteristic / quality did you admire that person?

supporting details  
(examples)



What did that person do to you and to others to deserve your respect?

## Oral Communication Skills:

- Student:** May I come in, Sir?
- Teacher:** Yes, come in.
- Student:** Good morning!
- Teacher:** Good morning!
- Student:** Is this Grade VI, section-B?
- Teacher:** Yes, what's your name?
- Student:** My name's Ali Azhar. I'm a new admission.
- Teacher:** Hello, Ali. My name's Furrukh Shafique. I'm your English teacher. Welcome to the class.
- Student:** Thank you, Sir.



### Group Activity:

Practise this conversation in the class.



#### Guidelines for the Teacher:

- Help the students in writing a paragraph. Tell them about the paragraph they have earlier written in previous classes. Give reference of paragraph writing through topic sentence, supporting details, etc.
- Help students to perform oral communication activities throughout the book with due care to stress and intonation in dialogue delivery.

## Proof Reading Activity:

Following is the checklist to review your own writing.

Have you used correct:

word order, verb form, articles, adjectives, adverbs,  
reference words, punctuation marks and spellings?

### Glossary:

|              |  |
|--------------|--|
| associated:  | joined with people for common purpose.   |
| dealing:     | one's manner of acting towards others; business, contacts and transactions, etc. |
| embraced:    | accepted (e.g. a religion) whole-heartedly                                       |
| entrusted:   | give something to someone to take care of or deal with                           |
| impressed:   | produced a strong, lasting, and usually favourable impression on someone         |
| martyr:      | someone who dies for his religious beliefs                                       |
| mercy:       | kindness shown when punishment is possible                                       |
| trustworthy: | able to be trusted or depended on; reliable                                      |
| upright:     | possessing moral correctness   |



### Guidelines for the Teacher:

- Help students in proof reading and editing their own and peer's writing e.g. paragraphs, letters, stories and essays for the errors given in the check list.

## Surrounded by Trash

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

- analyze text patterns and identify the topic sentences and supporting details.(evidence)
- analyze paragraphs to identify causes and effects.
- differentiate between countable and uncountable nouns.
- apply rules for use of indefinite articles 'a' and 'an'
- classify adverbs of frequency.
- use simple present tense for habitual acts.
- plan their own writing through mind mapping.
- use appropriate expressions, vocabulary and style to show and accept apology.

### Pre-reading:

Look at these pictures and read the speech bubbles.

- What are people in these pictures doing?
- Who is responsible for these problems?

"Who cares? I am here for a little while only."



"No-one's looking and the trash can is too far away"



"I did not drop it. It's not my problem."



It is our problem, I suppose.



### Guidelines for the Teacher:

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

- 1 Have you ever been to a park, to a riverside or a busy market area? Lots of people come here for fun, for work and for entertainment, and when they go back home, they leave behind a mountain of smelly trash and rubbish.

What things do you throw in the park and market area?

- 2 Littering has become a common habit and the evidence is everywhere around us. If we go to any public place, we find cigarette butts, broken bottles, plastic bags, chips, wrappers, half eaten food and rotten fruits thrown carelessly on the ground, parking areas and sidewalks. Wherever we go, we create a mess and we do it all the time without even considering our actions and the consequences. What does all this tell us about our civic sense and social values?

How do these places look like?

- 3 It is a sad fact that people usually do not feel guilty about littering in areas where garbage is already scattered around. Many people think that it is right to litter as it is the duty of sweepers to keep the area clean. Some people think that they stay for a short while and it does not matter what condition they leave the place in. Others feel too lazy to walk up to a trash can to deposit rubbish in it. Many people argue that there is already so much rubbish on our streets that one more shopping bag or juice bottle would really make no difference at all.

What are people's opinions about littering?

- 4 Trash that is left around us attracts germs, flies, mosquitoes and insects. Rotten fruits and decaying food stuffs emit poisonous gases and bad smell which are extremely harmful

How does trash affect our health and environment?



#### Guidelines for the Teacher:

- Further reading: Ask students to find some information about recycling and share it in class.
- Help students analyze each paragraph in the text as a separate meaningful unit of expression with its own topic sentence and supporting details.

for our health. But worst of all, it gives the entire area an untidy look.

Littering shows that people lack civic sense and have little interest in preserving their environment. The truth is that if we make a little effort to dispose of garbage, our surroundings will be clean and safe.

What solutions does the writer give to keep the environment clean?

### A Reading for Comprehension:

#### Vocabulary:

- Find the meaning of these words in your dictionary. Use these words in sentences of your own.  
deposit, rotten, cigarette butts, guilty consequences
- Find synonyms of the word 'trash' in a Thesaurus.



#### Thesaurus

"Fun" has different meanings like pleasure, enjoyment, etc. We can find similar meanings of a word in the Thesaurus.

#### Text Patterns:

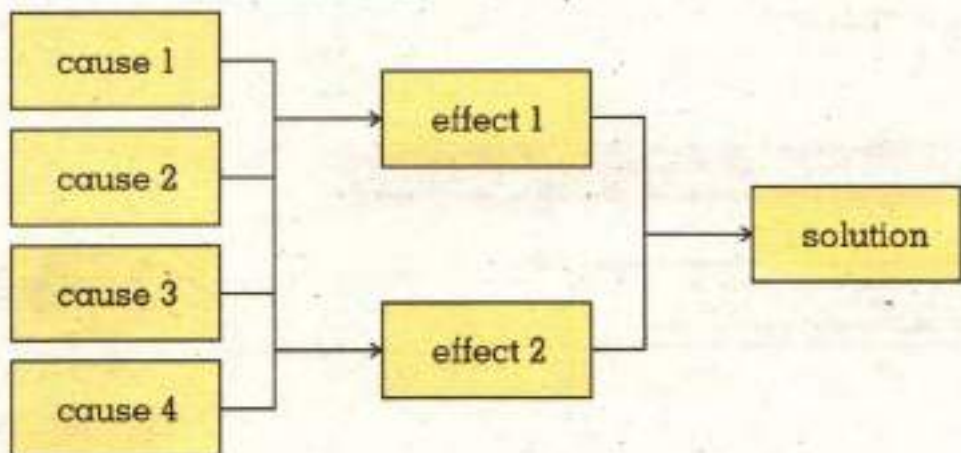
- The main idea of the text is:  
a. trash      b. recycling      c. environment



#### Guidelines for the Teacher:

- Help students to understand the concept and use of Thesaurus. Show them a Thesaurus in the class. Take words from lesson which can be identified for exercise to the students.

- Re-read paragraph 2 of the lesson and find how the writer supports the main idea.
  - a. definition      b. evidence      c. example
- B. In paragraphs 3, 4 and 5, the writer is talking about the causes, effects and solution of littering. Can you identify and write cause, effect and solution?



C. Answer the following questions.

1. What is littering?
2. What excuse do people give about littering public places?
3. What diseases can spread due to littering?
4. How do our good and bad habits affect our environment?

## Grammar:

### Countable Nouns

Countable nouns are the names of things, people, etc. which we can count, e.g. books, sister, horse, etc.

### Uncountable Nouns

Uncountable nouns are the names of things which we cannot count, e.g. milk, oil, sugar, etc.



### Guidelines for the Teacher:

- Ask students to read the mentioned paragraphs 2, 3, 4 and 5 silently.
- Help them understand the topic sentence, supporting details.
- Help them identify cause, effect and solution in paragraphs 3, 4 and 5.

A. Pick out and write uncountable nouns from the lesson.

B. Complete the puzzles with the help of given clues.

**Hint!**

Each answer is a noun.

1. Bees collect it.

h

2. We use it to make bread.

f

3. This fruit keeps the doctor away.

a

4. We drink tea in them.

c

5. We drink it when we are thirsty.

w

6. We use them to write with.

p

7. We use it to make sweets.

s

8. We read them.

b

9. Children play with it on the beach.

s

10. It tells us the time.

c

C. Now classify the above nouns into countable and uncountable nouns.

**Countable Nouns**

**Uncountable Nouns**

**D. Fill in the blanks using "a" or "an" where necessary.**

- \_\_\_\_\_ student is in the classroom.
- \_\_\_\_\_ food is in the cupboard.
- \_\_\_\_\_ paper is in my bag.
- \_\_\_\_\_ ink-pot is on the table.
- \_\_\_\_\_ boy is in the car.
- \_\_\_\_\_ apple is in the plate.

**Indefinite Articles**

'a' and 'an' are called indefinite articles. They are used before singular countable nouns e.g. a man, an engine, etc. We do not use 'a' or 'an' before uncountable nouns.

**Adverbs of Frequency**

Adverbs of frequency show how often an action is done.



**E. Tick the right ball after each statement.**

- I keep a plastic bag with me to avoid littering.
- I switch lights off when I leave a room.
- I turn my TV or computer off when I don't need it.
- I clean my teeth by putting water into a glass.
- At school I switch off lights when the room is empty.

| Always                | Usually               | Often                 | Sometimes             | Never                 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



**Guidelines for the Teacher:**

- Tell the students that we can save our environment by doing little things.
- We need a healthy environment to live a healthy life.

Now add your score.

never = 0      0 to 4      You are not really careful.

Take it more seriously.

usually = 1      5 to 7      You are motivated,  
but you should.

Try harder

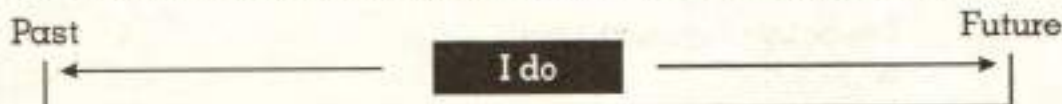
always = 2      8 to 10      You are a friend  
of the environment.

Your coming generations  
will thank you. 😊

Compare the results in pairs.

### Simple Present Tense:

Simple Present Tense describes general statements or acts that are habitual. We also use simple Present Tense whenever we talk about our habits or daily routines. We use base form of verb.



**F. Underline simple present form of verbs from the following sentences.**

1. Lots of people come here for fun, for work and for enjoyment, and when they go back home, they leave behind a mountain of smelly trash and dirty rubbish.
2. Many people think that it is all right to litter as it is the duty of sweepers to keep the area clean.
3. Wherever we go, we create a mess.
4. Rotten fruits and decaying food stuffs emit poisonous gases and bad smell which are extremely harmful for our health.

**G. Tick the right option.**

- |   |                   |
|---|-------------------|
| 1. They never _____ to see us.          | (come, comes)     |
| 2. I always _____ my teeth twice a day. | (clean, cleans)   |
| 3. This train often _____ late.         | (arrive, arrives) |
| 4. Our team never _____.                | (lose, loses)     |
| 5. Salma never _____ the library.       | (visit, visits)   |

## Punctuation:

### Comma (,) for a series of items

Comma is used to separate items in a list, the last of which is usually introduced by 'and'.

Notice the use of comma in paragraph 2 of the lesson. Write this sentence in your notebook.

### H. Change the following sentences into negative and interrogative.

**Example:** She comes early.

She does not come early.

(negative)

Does she come early?

(interrogative)

1. I read the book.
2. The baby plays with toys.
3. We buy fruit.
4. You drink milk everyday.
5. He speaks the truth.

### I. Rewrite the sentences given below using commas where needed:

1. India Pakistan China and Singapore are Asian countries.
2. Here are roses orchids sunflowers and lilies in the basket.
3. Mrs. Khan buys apples oranges peaches and water-melons.
4. There are many cars buses and trucks on the road.
5. There are chairs a table a cupboard and a television in this room.

### Syllable Division:

Syllable is a sound that can be pronounced without interruption. It can be taken as the smallest unit of speech. It is usually a vowel which can have consonants before and/or after it. You must remember the number of syllables is never more than the number of vowels in a word.

### Syllable division of words in a dictionary.

#### Examples:

littering

lit-te-ring

consequences

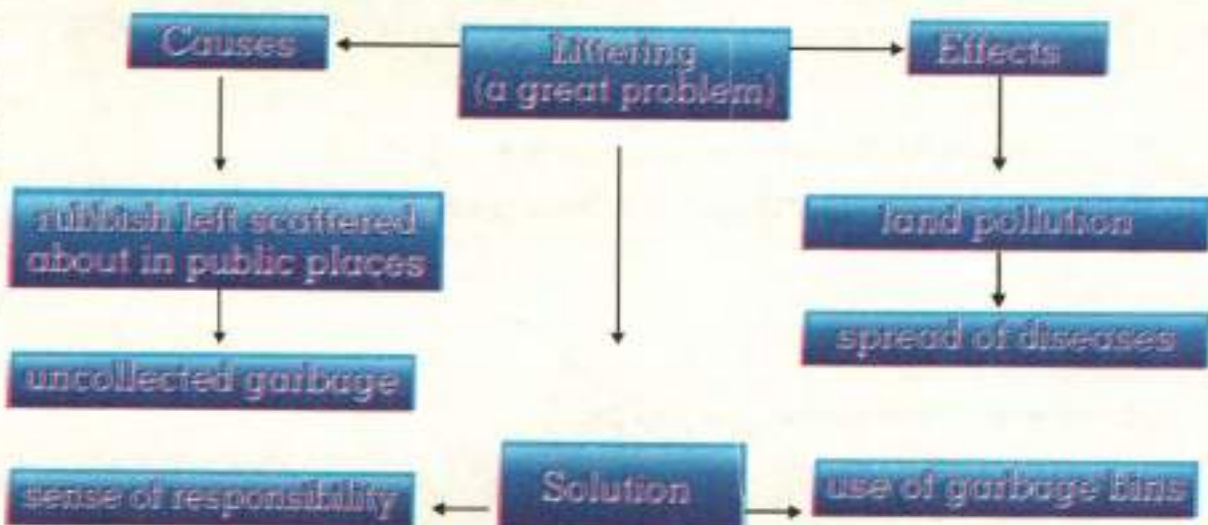
con-se-quen-ces

1. With the help of your dictionary break the following words in syllables.

|           |       |
|-----------|-------|
| people    | _____ |
| garbage   | _____ |
| scattered | _____ |
| extremely | _____ |
| planet    | _____ |

### Writing Skills:

Write a paragraph of 50 – 60 words on " Littering " using the following mind map.



#### Guidelines for the Teacher:

- Explain to students the rules to change a Simple Present Tense into negative and interrogative.

## Oral Communication Skills:

**Zain:** Oops! I missed the dustbin.

**Father:** I can't believe it, Zain. I've told you many times not to throw trash on the road.

**Zain:** Don't worry papa, it makes no difference.

**Shaan:** Papa, he always does that at school. Our teacher warned him not to litter, but he doesn't listen to him.

**Father:** Zain, that's not good. You've made me really angry. I want you to be a more responsible citizen.

You can't expect others to collect your garbage.

**Zain:** I'm sorry papa. I promise to be more careful in future.



### Group Activity:

Practise this conversation in groups.

### Glossary:

|                  |  |
|------------------|--|
| cigarette butts: | the unused ends of finished cigars or cigarettes, etc. |
| can:             | a container made of metal or other material            |
| consequences:    | results of what has gone before                        |

|              |   |
|--------------|---|
| dispose of:  | to get rid of something; finish   |
| emit:        | send out  |
| environment: | the surroundings or conditions within which something or someone exists |
| garbage:     | domestic waste  |
| guilty:      | responsible for a crime or a wrong-doing                                |
| impact:      | a strong effect or impression   |
| lack:        | to be without or to have too little of something                        |
| littering:   | waste paper or items of rubbish   |
| mess:        | an untidy or dirty state  |
| rubbish:     | waste material  |
| scattered:   | thrown around loosely   |
| sidewalks:   | pavements   |
| terrible:    | causing great fear  |
| trash:       | waste material or objects   |
| untidy:      | dirty   |

## Chitral Valley

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

- analyze features of a simple descriptive composition about people, objects and places.
- demonstrate use of definite article 'the' in speech and writing.
- identify parts of a letter.
- recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.
- write the address on the envelope.
- analyze and compare various informal letters.
- write short letters to people in immediate social and academic environment.
- develop a descriptive paragraph using a mind map.
- use appropriate expressions, vocabulary and style to get personal needs met.

### Pre-reading:

Look at these pictures.

- What do you think these pictures refer to?
- Have you ever been to these areas of Pakistan?



### 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 topic sentence and supporting details.

ABC Gulberg III

Lahore

April 16, 2017

Dear Nimra,

Asslam-o-Alaikum

It feels like such a long time since I saw you last. I received your letter a few days ago. You want to know about my summer vacation. You know my summer has been great!

I spent a month in Chitral Valley. I know you're fond of natural beauty, therefore I'm writing you a detailed letter to tell you about that place and people. You would love it.

Chitral Valley is one of the most beautiful valleys in the North of Pakistan. It is a peaceful place. Its natural beauty is charming for the visitors. It is not thickly populated.

The culture and tradition of the Kalash people is the main attraction for the tourists in Chitral Valley. They lead a very simple life. They live in simple houses made of stones and mud.

The Kalash women are expert in spinning and weaving. They wear a special dress. They wear a large head-dress decorated with different buttons, shells and beads. They wear strings of beads of different colours round their necks. They wear a long black dress. Kalash means black. They are called "Kalash" after their black dresses.

The Kalash are fond of music and dance. They perform their special dances at different festivals. Their performance in these dances and their friendly nature enchant the visitors.

I'm also sending you pictures of Kalash Valley and Kalash people. You would surely like these. You can show these pictures to your friends.

Write me soon about your summer vacation.

Your friend,

Fatima

## Vocabulary:

Some meanings are given below in column 'A'. Read the lesson and find out words which have the same meanings. Write them in column 'B'.



| A   | B                             |
|---|-------------------------------|
| <ol style="list-style-type: none"> <li>1. low area between hills, with stream or river</li> <li>2. having a liking for</li> <li>3. quick and noisy movements or activities</li> <li>4. persons travelling for pleasure</li> <li>5. small round piece of glass, stone, etc. pierced for threading with others</li> </ol> | <hr/> <hr/> <hr/> <hr/> <hr/> |



## Reading for Comprehension:

### A. Answer the following questions.

1. Where is Chitral Valley situated?
2. What is the head-dress of the Kalash women?
3. What is the main attraction for tourists in Chitral Valley?
4. Why do we call the people of Chitral Valley "Kalash"?
5. What do you like the most about Kalash people?

### B. Fill in the blanks with the most appropriate choice given after each sentence.

1. The natural beauty of Chitral attracts the \_\_\_\_\_.  
 (a) people                      (b) tourists  
 (c) children                    (d) workers

2. The Kalash women wear \_\_\_\_\_ dress.  
(a) red (b) white  
(c) black (d) yellow
3. The Kalash people perform their special \_\_\_\_\_ at different festivals.  
(a) feats (b) tricks  
(c) dances (d) performance
4. The Kalash people live in simple houses made of \_\_\_\_\_ and mud.  
(a) bricks (b) stones  
(c) cement (d) wood

## Grammar:

### Definite Article – the:

'The' is a definite article. It is used when we talk about a particular person or thing. For example, the Kalash people, the sun, etc.

#### A. Fill in the blanks using 'a', 'an', or 'the' as needed.

1. We see \_\_\_\_\_ moon at night.
2. Miss Saima puts \_\_\_\_\_ ice-cube into her lemonade.
3. This is \_\_\_\_\_ peacock. \_\_\_\_\_ peacock has colourful feathers.
4. Give me \_\_\_\_\_ envelope. I will put my letter in \_\_\_\_\_ envelope.

5. Zubair bought \_\_\_\_\_ new motorcycle. \_\_\_\_\_ motorcycle is red in colour.

### Punctuation:

All of the words that are part of the greeting, are usually capitalized.

Remember to capitalize the first letter of the first word in the closing.

- B. Capitalize and punctuate the following paragraph.

it feels like such a long time since i saw you last i  
received your letter a few days ago you want to  
know about my summer vacation you know my  
summer has been great

### Pronunciation:

- C. If 'the' comes before a word that begins with a consonant, we pronounce it as the sound in 'thus'. If 'the' comes before a word that begins with a vowel, we pronounce it as the sound in 'this'.

The following nouns start with a spoken consonant.

the girl

the book

the school

the unit

The following nouns start with a spoken vowel.

the English girl

the easy book

the old school

the uncle

## Writing Skills:

### Parts of an informal letter:



#### A. An informal letter has the following parts.

##### 1 The Heading:

includes the return address and the date

512-B, Ahmad Nagar,  
P. O. Box 115, Lahore  
August 14, 2017



All words of the heading are usually placed at the top left of the page.

## 2. Salutation:

Dear Ali,

The words that are used in a letter to address the person you are writing to.



## 3. The Body:

contains the message of the letter

I want to thank you for coming to my birthday party on Saturday. It was great to see you. I hope that you had a good time.

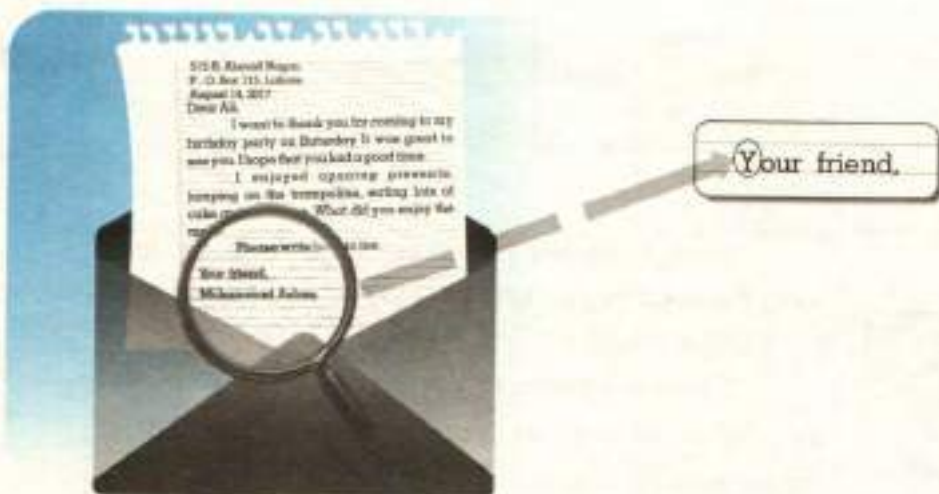
I enjoyed opening presents, jumping on the trampoline, eating lots of cake and ice-cream. What did you enjoy the most?

Please write back to me.



Remember to indent each new paragraph.

#### 4. The Closing:



Remember to capitalize the first letter of the first word in the closing.

#### 5. The Signature:

means the author of the letter



Remember to capitalize the first letter of the sender's name.

### B. Label the parts of the informal letter.

512-B, Ahmad Nagar,  
P. O. Box 115, Lahore  
August 14, 2017

Dear Ali,

I want to thank you for coming to my birthday party on Saturday. It was great to see you. I hope that you had a good time.

I enjoyed opening presents, jumping on the trampoline, eating lots of cake and ice-cream. What did you enjoy the most?

Please write back to me.

Your friend,

Muhammad Aslam

### C. Can you put the informal letter back together again?

Your loving son,

I am fine here and preparing for the final exams. In December test, I could not show good result in English and Science. Therefore, I am especially focusing on these two subjects.

To purchase some new books and a dictionary, I need some more money. Please send me one thousand rupees. I assure you that with these books, I will be able to show better performance in the annual examination.

Regards to mother and love for Nimra.

Muhammad Qasim

518-M, Bahria Town,

P.O. Box 450, Rawalpindi

January 15, 2017

My dear Father,

## Envelope:

**PAKISTAN POST**  
 خدمت، پوائنت، امانت

Mr. Muhammad Ali,  
 512-B, Ahmad Nagar,  
 P. O. Box 115, Lahore

Postcode

D. Write the address of your friend to post him a letter.

**PAKISTAN POST**  
 خدمت، پوائنت، امانت

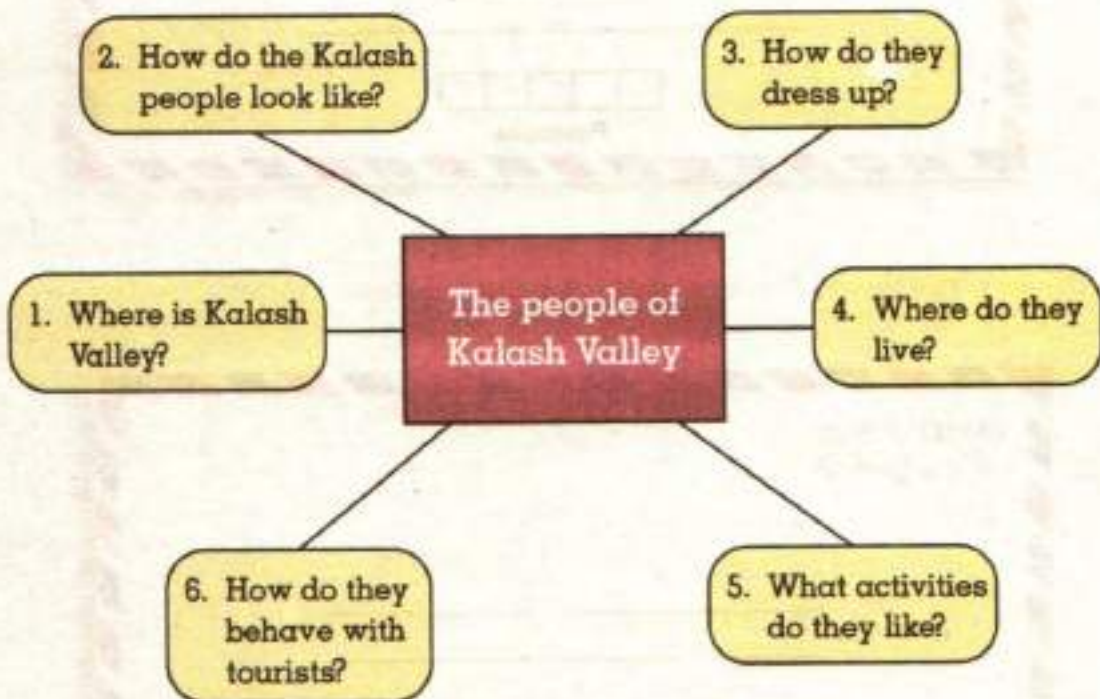
Postcode

E. Write a letter to your friend about your activities in the school.

- F. Read the paragraph given below. Identify errors of subject verb agreement then re-write the paragraph correctly.

The culture and tradition of the Kalash people are the main attraction for the tourists in Chitral Valley. They leads a very simple life. They lives in simple houses made of stones and mud. The Kalash is fond of music and dance. They performs their special dances at different festivals.

- G. Write a paragraph of 50 – 60 words on the following topic.



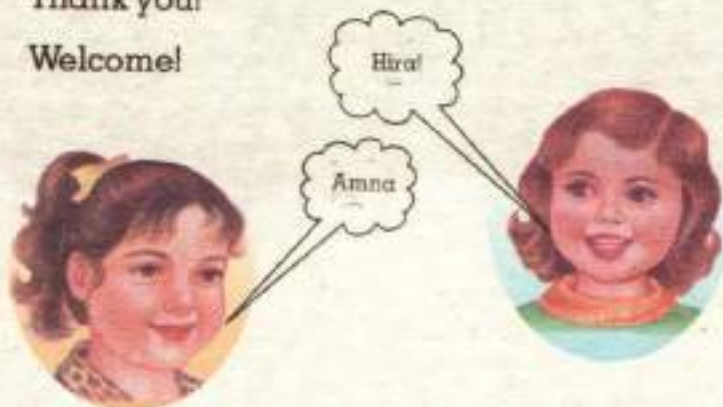
## Oral Communication Skills:

### Asking for information

(For teacher)

Divide the class into pairs and help them to practise this telephone call.

- Hira:** Amna. How're you?
- Amna:** Hira. I'm fine, Thank you. How re you?
- Hira:** I'm also fine. Do you have Nosheen's number?
- Amna:** Yes, I do.
- Hira:** Can you give it to me, please?
- Amna:** Sure, it is 37233909.
- Hira:** Thank you!
- Amna:** Welcome!



### Group Activity:

Practise this dialogue in pairs.

### Glossary:

|              |   |
|--------------|---|
| attraction:  | something or someone that attracts                                |
| beads:       | small and usually round balls made of glass or stone              |
| charming:    | delightful; pleasing  |
| decorated:   | something beautified with ornament                                |
| enchant:     | to charm or delight   |
| festival:    | a day or period of celebration, especially one kept traditionally |
| performance: | the performing of dance, piece of music, etc. before an audience. |

thickly populated: with crowded population

tourist: someone who travels for pleasure

vacation: a holiday

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

- analyze a poem for main idea, summary and personal response
- understand how a poet uses language to appeal to the senses through similes
- identify line and stanza
- use possessive pronouns and prepositions of time
- illustrate use of Present Continuous Tense for describing events and activities
- use appropriate expressions, vocabulary and style to engage in conversation

### Pre-reading:

Read the title of the poem.

- 1 What are the signs of night?
- 2 What is the difference between day and night?

The sun descending in the west,  
The evening star does shine;  
The birds are silent in their nest,  
And I must seek for mine.  
The moon, like a flower,  
In heaven's high bower,  
With silent delight,  
Sits and smiles on the night.

(William Blake)



What does the moon look like at night?



### Guidelines for the Teacher:

- Recite the poem using proper stress and intonation.
- Tell students the importance of stress and intonation in poetry.
- The poem becomes more enjoyable and meaningful when it is recited with proper stress and intonation. Ask students while-reading questions to comprehend the poem.

## Vocabulary:

Look up the meaning of these words in the dictionary. Use these words in sentences of your own.

descending, seek, bower, delight, nest



## Reading for Comprehension:

A. Answer the following questions.

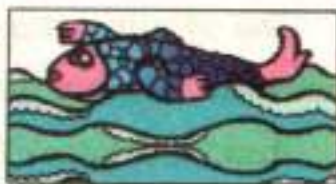
1. What is this poem about?
2. When do the stars shine?
3. What does the night bring for us?
4. What makes the moon happy?
5. Why are the birds silent in their nests?

B. Figurative language:

Read the poem and pick out the use of simile.

### Simile

A simile compares two things using 'like' or 'as'. For example, if I want to say that somebody *swims well*, I can say he/she *swims like a fish* because a fish swims well. There are two basic patterns that you can use for comparison.



#### Pattern 1:

like

Examples:

verb + like + noun

She swims like a fish.

He walks like a duck.

She acts like a fool.

#### Pattern 2:

as

Examples:

as + adjective + as + noun

He is as tall as a giant.

She is as fast as a rocket.

He is as graceful as a swan.

**C. (i) Make your own similes. How could I say that somebody:**

runs fast \_\_\_\_\_

is pretty \_\_\_\_\_

jumps well \_\_\_\_\_

is strong \_\_\_\_\_

**(ii) How could I say that something:**

feels soft \_\_\_\_\_

is sweet \_\_\_\_\_

is heavy \_\_\_\_\_

sounds noisy \_\_\_\_\_

**D. Complete the summary of the poem using the following words.**

go, shine, enjoys, rest, set, like

The sun has \_\_\_\_\_ and the evening stars \_\_\_\_\_ in the sky. Birds take \_\_\_\_\_ in their nests and people also \_\_\_\_\_ to their homes. The moon looks \_\_\_\_\_ a flower and it also \_\_\_\_\_ the night time.

**Grammar:****Pronouns**

Pronouns are used in place of nouns. e.g. I, we, you, he, she, it, they

**Possessive Pronouns**

A possessive pronoun is a pronoun that shows possession. e.g. mine, yours, his, hers, theirs, its

- A. Here is the line 4 of the poem. Encircle the pronoun and underline the possessive pronoun.

And I must seek for mine.

- B. Complete these sentences using a suitable possessive pronoun.

his, theirs, yours, hers, mine

1. He is carrying his new bag. It is \_\_\_\_\_.
2. She is wearing her beautiful dress. It is \_\_\_\_\_.
3. I am buying an expensive watch. It is \_\_\_\_\_.
4. They are ironing their shirts. These are \_\_\_\_\_.
5. You are holding a story book. It is \_\_\_\_\_.

- C. Prepositions of Time

|                  |                   |                |
|------------------|-------------------|----------------|
| in the morning   | on Saturday       | at 5:00 a.m.   |
| in the afternoon | on Sunday morning | at two o'clock |
| in the evening   | on Monday         | at night       |

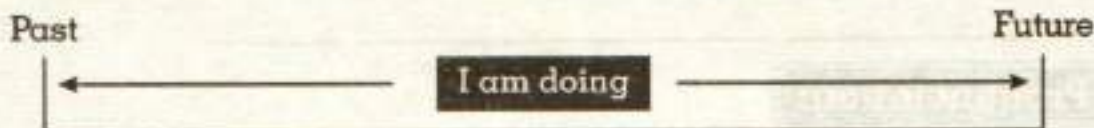
- E. Complete the following sentences with the suitable prepositions.

1. Majid is coming back \_\_\_\_\_ Monday.
2. She plays \_\_\_\_\_ the afternoon.

3. Their plane will arrive \_\_\_\_ 3 o'clock.
4. He takes lessons \_\_\_\_ Sunday.
5. You can see me \_\_\_\_ half past seven \_\_\_\_ the evening.

### Present Continuous Tense:

If something is happening now, we use Present Continuous Tense. This tense is formed by using two components: the verb 'be' (in the Present Tense), and the '-ing' form of a verb. e.g. I am reading a book.



### E. Use the correct form of verb given in brackets to make Present Continuous Tense.

1. I can't come. I (learn) my lesson.
2. What (you / do)? Mom is waiting for you.
3. Look! My cat (play).
4. He (do) his homework.
5. Listen! That girl (cry).

### F. Make questions in Present Continuous Tense.

She is having a party.

Is she having a party?

1. We are waiting for the bus.

2. She is going to work.



### Guidelines for the Teacher:

- Explain to students the rules to change Present Continuous Tense into negative and interrogative.

3. He is riding a bike.  
\_\_\_\_\_
4. We are travelling by train.  
\_\_\_\_\_
5. She is cooking mutton for supper.  
\_\_\_\_\_
6. They are playing football.  
\_\_\_\_\_

### Pronunciation:

G. Read these pairs of words aloud.

|       |        |       |      |
|-------|--------|-------|------|
| hail  | hell   | sale  | sell |
| late  | let    | tale  | tell |
| later | letter | taste | test |

H. Choose the correct word.

1. I could not get a \_\_\_\_\_ in the bus. (seat, sit)
2. A mosquito \_\_\_\_\_ me last night. (beat, bit)
3. My mother is cooking rice for \_\_\_\_\_. (super, supper)
4. My grandmother \_\_\_\_\_ us stories. (tells, tales)
5. Saad \_\_\_\_\_ the ball and scored the goal. (hit, heat)
6. A \_\_\_\_\_ sails over water. (sheep, ship)



### Guidelines for the Teacher:

- Explain to students that the first word in each pair has the long vowel sound as in 'gate' and the second word has the short vowel sound as in 'get'.

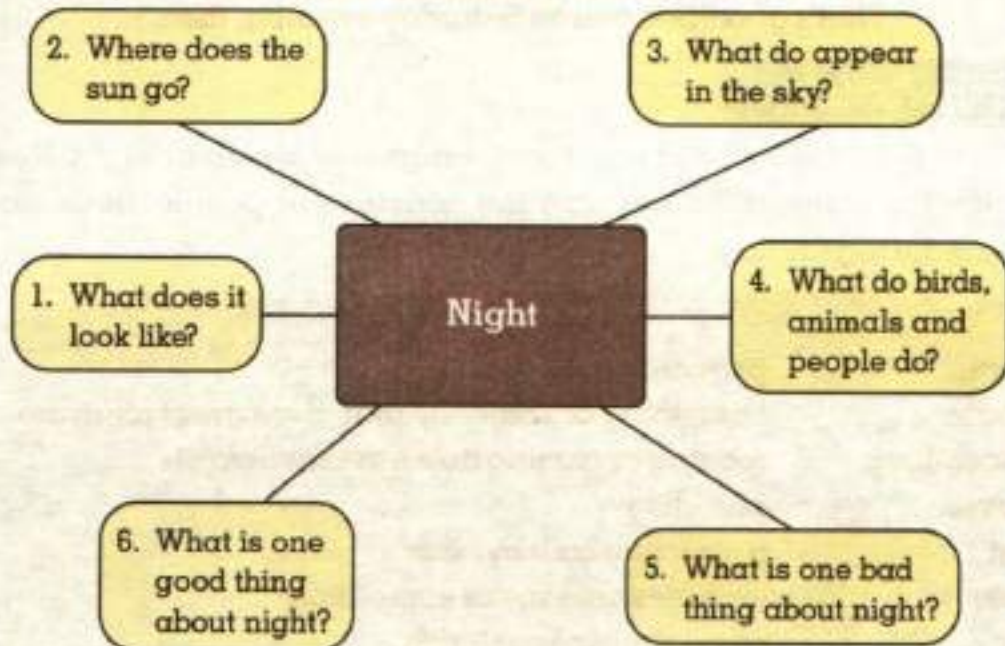
## Writing Skills:

- A. Look at the picture and tell what these children, birds and family members are doing in the park. (use Present Continuous Tense)

eating, drinking, sitting, playing, skipping, grazing, talking, singing, running



- B. Write a paragraph of about 50 – 60 words on 'Night'.



- C. Write summary of the poem.

## Oral Communication Skills:

### For Teachers:

**Situation:** Two students are making programme to go to the talk show. Divide the class into pairs and help them to practise this dialogue.



- Bushra:** Are you busy on Saturday evening?  
**Faiza:** Yes. Why?  
**Bushra:** There is a talk show about 'Quaid and Our Pakistan' at the the Alhamra Art Centre.  
**Faiza:** Is it at 7 o'clock in the evening?  
**Bushra:** No, it will start at 8 p.m.  
**Faiza:** That's good! See you on Saturday evening, then.

### Group Activity:

You have read the signs of night and things that we do at night. Now describe the signs of the day and the activities of people, birds and animals during the day.

### Glossary:

|             |  |
|-------------|--|
| bower:      | private room                                   |
| delight:    | something or someone that gives great pleasure |
| descending: | moving or coming down or downwards             |
| heaven:     | paradise                                       |
| nest:       | a structure built by birds                     |
| seek:       | look for someone or something                  |
| shine:      | be bright; give out lights                     |
| silent:     | free from noise                                |

## REVIEW 1

### A. Fill in the blank with a/ an / the.

1. I will be there after ..... hour.
2. This is ..... tallest building in the town.
3. She is ..... honest girl.
4. .... active child is..... healthy child.
5. .... ostrich is born in the zoo. Many children want to go to the zoo to see..... baby

### B. Complete the following sentences inserting the plural form of the nouns in brackets.

1. The (girl) are playing with their (friend).
2. These (tree) shed their (leaf) in autumn.
3. The (man) gather (strawberry) to make jam.
4. The (sheep) graze in the (field).
5. Keep (knife) away from the reach of (child).

### C. Rewrite these phrases using apostrophe.

1. The shop of my father \_\_\_\_\_
2. The cries of the monkeys \_\_\_\_\_
3. The tail of the cat \_\_\_\_\_
4. The wings of the birds \_\_\_\_\_
5. The clothes of the children \_\_\_\_\_

### D. Identify declarative, negative, interrogative, exclamatory and imperative sentences.

1. An aeroplane flew above clouds. \_\_\_\_\_
2. The baby does not play with toys. \_\_\_\_\_
3. Wow! What a beautiful watch. \_\_\_\_\_
4. Shut the window, please. \_\_\_\_\_
5. Are you going to the market? \_\_\_\_\_

**E. Fill in the blanks in Simple Present Tense, using the verb in brackets.**

1. She usually ..... (take) a bus to school.
2. The teachers ..... (encourage) the students to study hard.
3. The students ..... (read) a storybook every Saturday.
4. He ..... (be) a good student in school.
5. You ..... (paint) the picture.

**F. Fill in the blanks in Simple Past Tense using the correct verb given in brackets.**

1. I ..... (feel) very tired after the long walk.
2. They ..... (visit) the zoo on last weekend.
3. She ..... (take) many photographs of the animals.
4. Everyone ..... (hear) the good news.
5. He ..... (bring) his parrot to school.

**G. Fill in the blanks with correct Present Continuous Tense form of the verb given in brackets.**

1. A bird ..... (fly) in the sky.
2. The children ..... (play) in the playground.
3. They ..... (make) a lot of noise.
4. The mother ..... (cook) lunch.
5. It ..... (rain) heavily.

**H. Read the paragraph given below. Identify errors of regular and irregular plural nouns.**

Childrens love to play in the park. Mans and womans also visit parks. Mans like jogging and reading newspaper. Womans like talking to each other. All peoples enjoy very much.

**I. Write a letter to your friend telling her / him about your Eid Milan Party at school.**

**J. Write paragraphs of 50-70 words on the following topics.**

i. My Best Teacher

ii. My School

**K Reading and Thinking Skills:**

Read the following passage and exploit for text patterns, comprehension questions, summary skills and vocabulary.

There are three parts of a computer. One of them is a key-board like that of a type writer. We can type our instructions on it. The second part is the body of the computer. It works like a brain. The third part is a small television, which shows the answers or results of your problems.



**Answer the following questions.**

- How many parts does a computer have?
- What are the three parts of a computer?
- What is the function of the third part?
- Find the meanings of the following words in your dictionary:  
instructions, direction, command

**L 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.

**Situation:** Mr. Nouman is reading a book. His friend comes to see him.

Jaleel: Good Morning, Nouman.

Nouman: Good Morning, Jaleel.

Jaleel: Are you busy?

Nouman: Yes, I am studying.

Jaleel: What are you studying?

Nouman: I'm studying a book of English Grammar.

## Travelling Etiquettes

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

- analyze paragraphs showing process or procedure.
- recognize function and use of reflexive pronouns, indefinite pronouns.
- identify adverbs of manner, place, time, frequency and degree.
- illustrate use of prepositions of directions.
- develop a narrative paragraph using a mind map.
- use appropriate expressions, vocabulary and style to give and follow instructions.

### Pre-reading:

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

- 1 Etiquettes are the appropriate rules of behaviour in a society. These are usually unwritten rules. It is very important to do the right things when you are on the road. Everybody should follow travelling etiquettes. Students should particularly understand and follow the travelling etiquettes.

What do you understand by the word 'etiquettes'?

### Waiting for Transport

- 2 If you are travelling by train or bus then it's a good idea to check out a timetable so that you can be a few minutes early and do not get late. If you are in a dark or lonely place waiting for transport



### Guidelines for the Teacher:

- Conduct pre-reading activity to create students interest in the text and to assess their previous knowledge on the topic.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.
- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

then stand where you can be seen from the road. Don't play with friends while you are waiting.



Stay well away from the edge of the pavement if you are waiting for a van or a bus, or the edge of the station platform if you are going by train. Stay well back until the van, bus or train has stopped. Get on sensibly and carefully without pushing anyone. Put school bags in your laps so that they are not a danger to anyone.

Which of these things do you take care of while waiting for the bus?

3



### Guidelines for the Teacher:

- Relate the text to students' own experience of travelling. e.g. How do they travel? What things do they take care of? What makes them scared on the road, etc. While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

## Travelling

- 4 A driver of the transport is like a captain of the ship. He is responsible for the safety of all passengers. Treat the driver and conductor with respect. It's good to say "Thank you" as you get off. Follow the directions of the driver or conductor. Stay in your seat. Hold on to the handrails if you are standing or getting ready to get off. Keep your bag between your feet on the floor if you are standing up. Don't expose any part of your body outside the window. Don't hang out around the doorways as this makes it hard for people to get on or off. Treat other passengers with respect.



- 5 Offer your seat to an older person, an adult with a very young child, or someone who is disabled but take care that you hold on to handrails when you stand.

How can you help people in the bus?



### Guidelines for the Teacher:

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

### Getting Off

Be alert and make sure you don't miss your stop. When you have reached your destination, wait for a while. Don't try to open the door until the vehicle has stopped. Be patient and don't push. Help anyone who needs help. 6



Check for the traffic if you have to cross the road. Remember to look right, left, and right again, before you cross. Don't cross the road from the front side of the bus or wait for it to move away. 7

Which of these things you do while getting off?



#### Guidelines for the Teacher:

- Help students understand different steps for travelling — the procedure.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated

## Vocabulary:

A. Match the following words with illustrations.

get off, get on, stand up, sit down



get off

get on

stand up

sit down



B. Use these words in sentences of your own.

get off

get on

stand up

sit down

---



---



---



---

**Reading for Comprehension:****A. Answer the following questions.**

1. What are travelling etiquettes?
2. What things you should do while waiting for the bus or the van?
3. How do you behave with driver, conductor and other passengers in a van or a bus?
4. What do you do to keep yourself safe in the bus?
5. What might happen if you don't show patience while getting off the bus?

**B. Here are some road-signs to learn. Can you write the correct message under each sign from the given list**

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**Guidelines for the Teacher:**

- Ask students to pick out important points of the lesson and help them develop a mind map to summarize the text.
- Help students organize information using sequential pattern.



Path for cyclists  
Two-way traffic  
No pedestrians  
Go straight / turn right  
Round about

Pedestrian path  
Stop  
No parking  
Go straight / turn left

## Grammar:

### Examples:

You go to the market or play-ground and you have to travel by yourself.

Here are a few tips to help you out if you have never travelled by yourself.

### Reflexive Pronouns

We use reflexive pronouns when the subject and object of a sentence are the same person or non-person.

### Singular

1<sup>st</sup> person

2<sup>nd</sup> person

3<sup>rd</sup> person (male)

3<sup>rd</sup> person (female)

I talk to **myself** when I am nervous or excited.

**You** cut **yourself** while cutting tomatoes.

**He** hurt **himself** while playing hockey.

**She** enjoyed **herself** at the party.



### Guidelines for the Teacher:

- Discuss traffic signs with students. Ask them to draw the traffic signs in their notebooks which they see on their way to school.

## Plural

1<sup>st</sup> person2<sup>nd</sup> person3<sup>rd</sup> person

We blame **ourselves** for the results of the election.

You helped **yourselves** to more ice-cream.

**They** believed in **themselves**.

### A. Choose the correct reflexive pronouns from the list given below to fill in the blanks in the following sentences.

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

1. Raheel made this T-shirt \_\_\_\_\_.
2. Lubna did the homework \_\_\_\_\_.
3. We helped \_\_\_\_\_ to some dessert at the party.
4. Eman, did you take the photo all by \_\_\_\_\_?
5. I wrote this poem \_\_\_\_\_.
6. The lion can defend \_\_\_\_\_.
7. Tina and Umar, if you want more milk, help \_\_\_\_\_.
8. Ali and Danial collected the stickers \_\_\_\_\_.

### Example:

It means knowing the difference between life and death, yours and somebody's else.

- (i) Everybody should follow traffic rules.
- (ii) Something is missing at this page.

### Indefinite Pronouns

We use indefinite pronouns when we want to refer to people or things without saying exactly who or what they are. The pronouns ending in "-body" and "-one" refer to people, and those ending in "-thing" refer to things.



### Guidelines for the Teacher:

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

**B. Underline indefinite pronouns in the following sentences.**

1. I saw somebody there.
2. Did you see anybody there?
3. Would you like something better?
4. Everybody is present in the hall.
5. Nobody came to the meeting.
6. Is there anything in that drawer?

**C. Choose the correct option.**

1. I didn't see Akram at the gym. In fact, I didn't see \_\_\_\_\_.  
a. anybody    b. nobody    c. somebody
2. Please tell the salesman at the door that we don't want to buy \_\_\_\_\_.  
a. anything    b. nothing    c. something
3. Check in that bag. I bought you \_\_\_\_\_.  
a. anything    b. something    c. everything
4. If the phone call is for me, I'm not here. I'm not talking to \_\_\_\_\_ this weekend.  
a. nobody    b. anybody    c. somebody
5. At that restaurant, you can't buy \_\_\_\_\_ for less than Rs. 100/-.  
a. something    b. everything    c. anything
6. You should take \_\_\_\_\_ for that cough.  
a. anything    b. everything    c. something

**Prepositions of place and direction:****Guidelines for the Teacher:**

- Help students to use indefinite pronouns correctly.



above



after



between



among



behind



under



in front of



opposite



up

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

1. The picture hangs \_\_\_\_\_ my head.
2. The sun is \_\_\_\_\_ the clouds.
3. The dog ran \_\_\_\_\_ the cat.
4. I distributed candies \_\_\_\_\_ children.

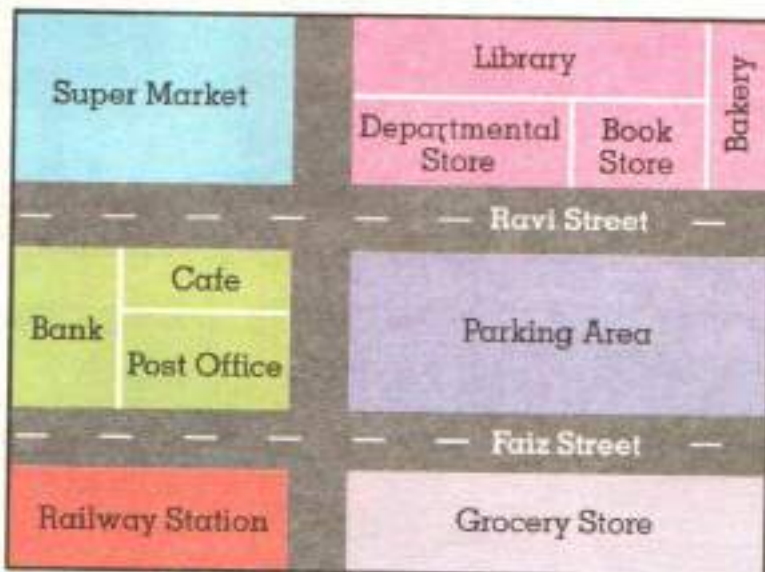


#### Guidelines for the Teacher:

- Help the students to understand prepositions of place and direction in then given pictures and guide them to fill in the blanks.

5. The cat is \_\_\_\_\_ the tree.
6. Our house is \_\_\_\_\_ a big tree.
7. They went \_\_\_\_\_ the mountain.
8. The field is \_\_\_\_\_ the houses.
9. Sara is \_\_\_\_\_ her cousins.

**E. Look at the map and locate the directions.**



1. The library is \_\_\_\_\_ the departmental store.  
 (a) opposite (b) one block away from  
 (c) at the back of (d) between the super market and
2. The railway station is \_\_\_\_\_ the post office.  
 (a) behind (b) on the side of  
 (c) in front of (d) next to
3. The Cafe is \_\_\_\_\_ the Faiz street from the post office.  
 (a) up (b) down  
 (c) opposite (d) next to
4. The bakery is on the one side of the book store, while the

departmental store is \_\_\_\_\_ of it.

- (a) on the other side (b) behind  
(c) at the back of (d) opposite

5. The grocery store is \_\_\_\_\_ the bakery.

- (a) down the Ravi street from  
(b) one block away from  
(c) two blocks away from  
(d) opposite

F. Encircle the adverbs that do not belong to the group. Give the reason too.

Example: safely, slowly, quickly, here  
Here is not an adverb of manner.

We have adverbs of manner, place, time, frequency and degree.

1. too, very, enough, bravely
2. here, there, Sunday, inside
3. always, often, very, sometimes
4. Yesterday, outside, tomorrow, night
5. cleverly, always, beautifully, angrily

G. Complete the following sentences with appropriate adverbs from the list.

soon      very      never      beautifully      here

1. Tea is \_\_\_\_\_ hot.
2. She sings \_\_\_\_\_.
3. They will play a game \_\_\_\_\_.
4. Farida \_\_\_\_\_ comes late.
5. He is not \_\_\_\_\_.



### Guidelines for the Teacher:

- Revise kinds of adverbs and help the students to complete the activity F.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated

- H. Use the Key sounds in the following words to choose two more words from your dictionary.

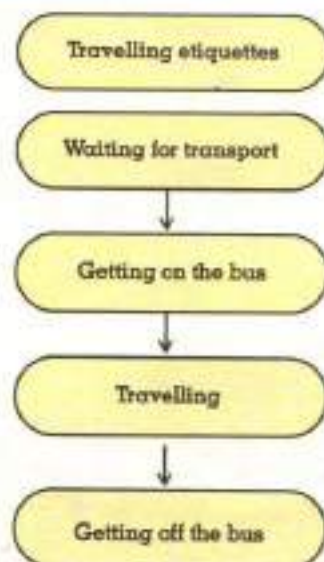
|         |       |       |
|---------|-------|-------|
| train   | _____ | _____ |
| school  | _____ | _____ |
| driver  | _____ | _____ |
| through | _____ | _____ |

## Writing Skills:

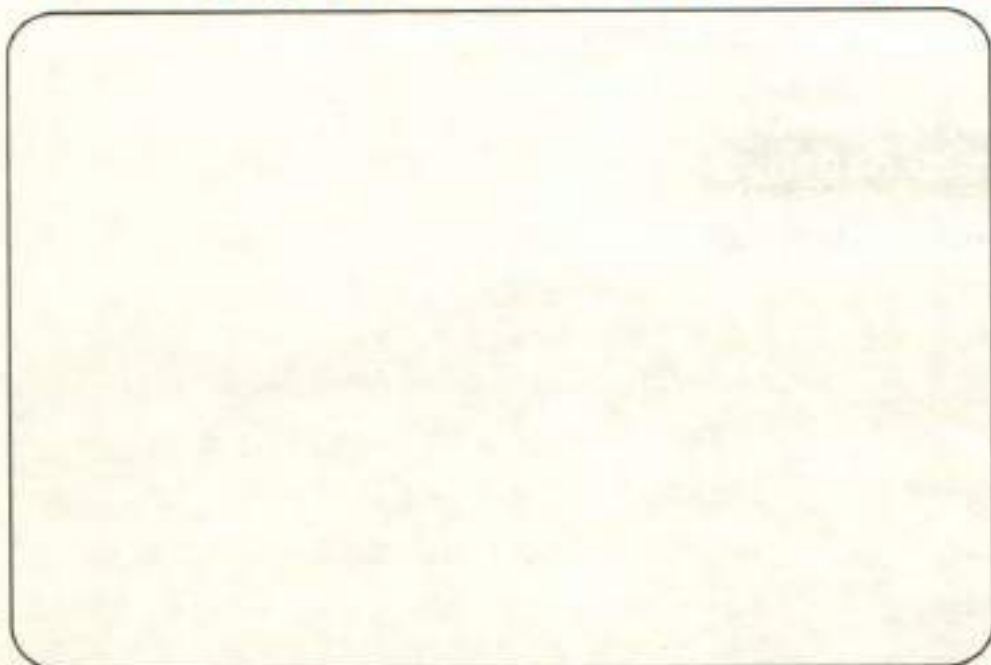
- A. Write a paragraph of about 50 – 60 words on the farthest place you have ever travelled to.



- B. Summarize the lesson by completing this mind map. Write the main headings in correct sequence.



C. Draw a map of your school and answer the questions given below.



1. Where is the Principal's office?
2. Where is the canteen?
3. Where is the library?
4. Where is the playground?
5. Where is the staff room?

### Oral Communication Skills:

**Ali:** Excuse me. Could you help me to find a few places in the school?

**Saeed:** Sure!

**Ali:** Where's the library?

**Saeed:** It's next to the staff room.

**Ali:** And, is that the staff room?

**Saeed:** No, it isn't. It's the Principal's office.  
Are you a new student?



**Ali:** Yes, I'm. My name is Ali. What's yours?

**Saeed:** I'm Saeed. Nice to meet you, Ali.

**Ali:** Same here!

### Group Activity:

Practise this conversation in pairs.

### Glossary

|              |  |
|--------------|--|
| alert:       | watchful and aware of (a danger, etc.)   |
| destination: | the place to which someone is going  |
| captain:     | the commander of a ship  |
| disabled:    | a person having a physical or mental handicap  |
| etiquette:   | conventional rules of social behaviour   |
| pavement:    | paved footway at the roadside  |
| passengers:  | people who travel by a train, bus, ship, etc.  |
| platform:    | the raised surface above the lines on a railway station where passengers enter and leave the train |
| sensibly:    | with good sense  |
| threatening: | giving warning of something, usually unpleasant and dangerous                                      |
| timetable:   | a list or chart showing when certain things should be done   |
| transport:   | a vehicle or means of carrying passengers, etc. from place to place                                |
| vehicle:     | a conveyance that carries passengers or goods especially over land.                                |

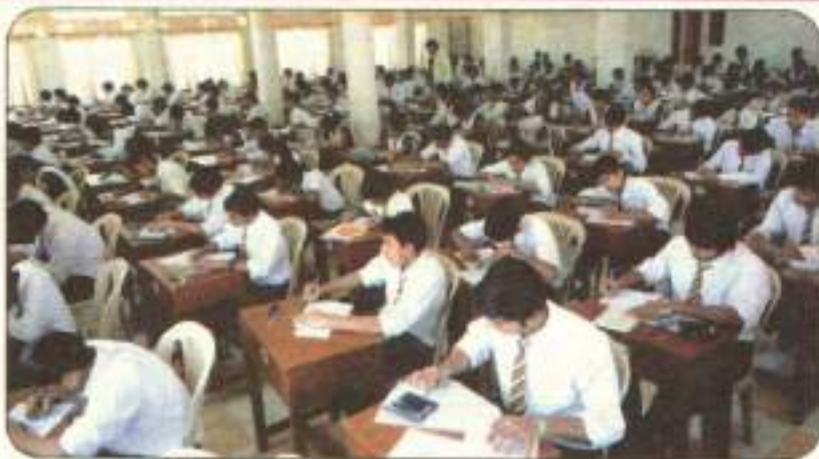
## Tests and Exams

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

- analyze text patterns and identify the sentences that support the main idea through definitions.
- analyze paragraphs showing process or procedure.
- recognize and demonstrate function of modal verbs.
- use modal verbs according to their function.
- classify and make negative and interrogative sentences.
- develop a unified paragraph using transitional devices within a paragraph.
- use appropriate expressions, vocabulary and style to agree/disagree politely.

### Pre-reading:

- Do you enjoy taking tests?
- Do exams scare you?



Tests can really help to know where you are and what you need to do to improve. They let you know if you have understood something that you have been learning and they also help the

Can you share one good thing about tests?



### 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 topic sentence and supporting details.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

teacher to plan what more is needed to be done.

- 2 Exams can be really stressful because they are something that you need to pass if you want to move to the next level. Exams are usually more formal. You may take exams in a variety of subjects e.g. Maths, Science, English, etc. to see if you have reached that level and can move on to the next.

- 3 Tests and Exams can be written, oral and practical or even all the three. Practical exams mean that you can show what you know. In oral exams, you have to give the answers verbally.

Everyone feels nervous about tests and exams. Some people just become so stressed that they do badly even though they have

- 4 worked really hard. Stress prevails over them and they can't do their best.

What does the word 'prevail' mean?

## Preparing for Tests and Exams

- 5 Plan and make a timetable for study, leisure and physical activity to keep balance in your life. Get into the habit of doing homework properly and in time. Ask the teacher if you don't understand something. Ask the teacher how to improve your work. Have a tidy study area at home where you haven't got heaps of stuff around to distract you. Studying with someone can be helpful, but only if you stick to the task. Working alone is best. You will have to do the test or exam on your own.



### Guidelines for the Teacher:

- Relate the text to students own experience e.g. How do they prepare for exams? What do they think of tests and exams? etc.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

Whether you are a 'morning lark' or a 'night owl', make your study time when you are most alert and energetic. If you are tired and sleepy, you are wasting your time. **6**

Can you explain the phrases 'morning lark' and 'night owl'?

Cramming stuff into your brain just before a test or exam doesn't work. You are more likely to forget what you have already learned and go into a panic. Work on the hard stuff first and save the subjects you enjoy for after. Practice out loud if you have to do an oral presentation. Try it out on family and friends so that you may build up your confidence. **7**

How do you prepare for tests and exams?

## Taking the Test

Read all instructions and questions carefully. Read both sides of each page. Work out which questions you will answer if you have a choice. Make a quick plan if you have to write an essay or story. Just write down key words so that you stay on track. Answer all the compulsory questions - the ones you have to answer. **8**

What order do these steps follow?

Check your work when you have finished, starting with the instructions to make sure you did what you were asked to do. Did you have to answer every question, some questions, or a number of questions from each section? Check that you have done this. **9**

Check your spellings and punctuation. Have you missed any word out and does it make sense? If you finish early, give yourself a few minutes to relax then start checking your work. **10**



### Guidelines for the Teacher:

- Help students find different steps while preparing for and taking the tests and exams.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

I like tests.  
They're OK.



Hamza

Keep trying  
and you  
will pass!



Ayesha

I sit down and  
start learning  
as soon as I know  
there's a test.



Arslan

## Vocabulary:

### A. What do you understand by:

a morning lark \_\_\_\_\_.

a night owl \_\_\_\_\_.

### B. Find the synonyms of the following words in thesaurus.

formal, nervous, stress, leisure, distract, ramble



## Reading for Comprehension:

### Text Patterns:

#### A. Choose the correct option.

1. The main idea of paragraph 1 is:

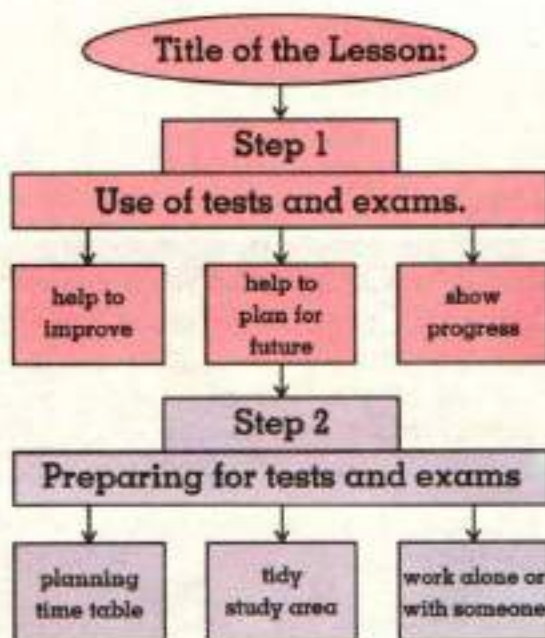
a. exams      b. stress      c. tests

2. The main idea of paragraph 2 is:

a. stress      b. tests      c. exams

3. Paragraph 3 shows supporting details in the form of:

a. definition      b. example      c. evidence

**B. Summarize the lesson by completing this flow chart.****C. Answer the following questions.**

1. What is the difference between tests and exams?
2. What is the importance of tests and exams?
3. Do you feel nervous about tests and exams?
4. What kind of tests and exams do you prefer to have? Why?
5. When can you study the best, in the day or at night? Why?

**D. Are you a good planner? Mark (✓) or (×) in the box.**

1. I have made a timetable for my study, games and TV. ☐
2. I have a tidy study area at home where I don't keep things that distract me. ☐
3. I work on the hard stuff first and prepare the subjects I enjoy afterwards. ☐

**Guidelines for the Teacher:**

Ask students to read the lesson silently and help them summarize the lesson by writing the process in correct order.

4. I read all instructions and questions carefully. ☐
5. I check my work when I have finished, making sure that I have attempted it rightly. ☐

## Grammar:

### Modal Verbs

Modal verbs are those verbs which help to express the mode or manner in which the action is done. The modal verbs "can, could, may, might, must, ought to, should" modify the meaning of an expression.

Modal verbs come before the subject in questions:

Example: "May I come to your house for tea?"

Negative forms:

Modal verbs have n't or not after them in the negative.

Example: "mustn't" - "needn't"

| Modal Verbs | Examples   | Uses                                |
|-------------|--|-------------------------------------|
| can         | They can control their own budgets.<br>We can't fix it.                    | ability/<br>inability               |
| could       | Could I borrow your dictionary?<br><br>Could you say it again more slowly? | asking for<br>permission<br>request |



### Guidelines for the Teacher:

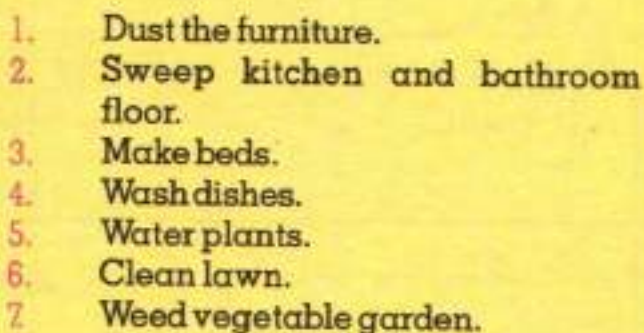
- Help students to recognize and demonstrate the function and use of modal verbs.

| Modal Verbs | Examples   | Uses  |
|-------------|--|---|
| will        | Will you go to school today?   | asking  |
| would       | Would you give me your camera?   | requesting  |
| may         | May I go out to play?<br><br>Razia is late. She may have missed the bus.           | asking for permission<br>possibility                  |
| might       | You might find Ajmal in the library, but I doubt it.                               | expresses weak possibility                            |
| must        | We must say goodbye now.<br>Students must not make a noise in the library.         | necessity / obligation<br>prohibition                 |
| ought to    | Young people ought to help the old and sick people as much as possible.            | duty or moral obligation                              |
| should      | We should sort out this problem at once.<br><br>I think we should check everything | saying what's right or correct<br>recommending action |

A. Use one of the modal verbs given in brackets to fill each gap.

1. They (can / could) \_\_\_\_\_ be away for the weekend but I'm not sure.
2. You (may / could) \_\_\_\_\_ leave now if you wish.
3. (Could / May) \_\_\_\_\_ you open the window a bit, please?
4. (May / Can) \_\_\_\_\_ you swim?
5. Listen, please. You (may not / might not) \_\_\_\_\_ speak during this exam.

B. This is Sara and Ali's list of house chores to be done this weekend.

- 
1. Dust the furniture.
  2. Sweep kitchen and bathroom floor.
  3. Make beds.
  4. Wash dishes.
  5. Water plants.
  6. Clean lawn.
  7. Weed vegetable garden.

Now use suitable modal from the list given below to fill in the blanks in the following sentences.

can, could, will, would, should, ought to,

1. They \_\_\_\_\_ dust the furniture this weekend.
2. They \_\_\_\_\_ water the plants at each weekend.
3. They \_\_\_\_\_ make their beds.
4. They \_\_\_\_\_ clean lawn at this weekend.
5. They \_\_\_\_\_ wash dishes at this weekend.
6. They \_\_\_\_\_ weed vegetable garden.
7. They \_\_\_\_\_ also sweep kitchen and bathroom floor.

C. Change the doctor's command to a patient into sentences with 'you must' or 'you must not'. One has been done for you.

1. Stay in bed for at least a week.  
You must stay in bed for at least a week.
2. Take these pills after each meal.
3. Quit smoking.
4. Get more exercise.
5. Don't have any visitor until Tuesday.

### Pronunciation:

D. Contractions of modal verbs.

can't, shouldn't, mustn't, couldn't, won't, shan't, oughtn't.

#### Colon (:)

We use colon to introduce a list of items. For example, Mona has the following tasks for coming weekend: water plants, wash dishes and clean lawn.

E. Re-write the following sentences using colon.

|   |  |
|---|--|
| 1. We need several ingredients for the chocolate cake           | flour, cocoa, butter, eggs, sugar and vanilla extract              |
| 2. If you want to improve your cooking, you can do three things | read cook books, go to cooking classes and cook as much as you can |
| 3. Your dishes will be judged according to four criteria        | taste, level, cooking skill and presentation                       |
| 4. There are so many things I need to purchase for the party    | balloons, food, drinks, gifts, and plates                          |
| 5. The contestants participated in the following games          | cricket, hockey, badminton and football                            |



#### Guidelines for the Teacher:

Give the students good practice of pronouncing weak forms of modal verbs.

## Writing Skills:

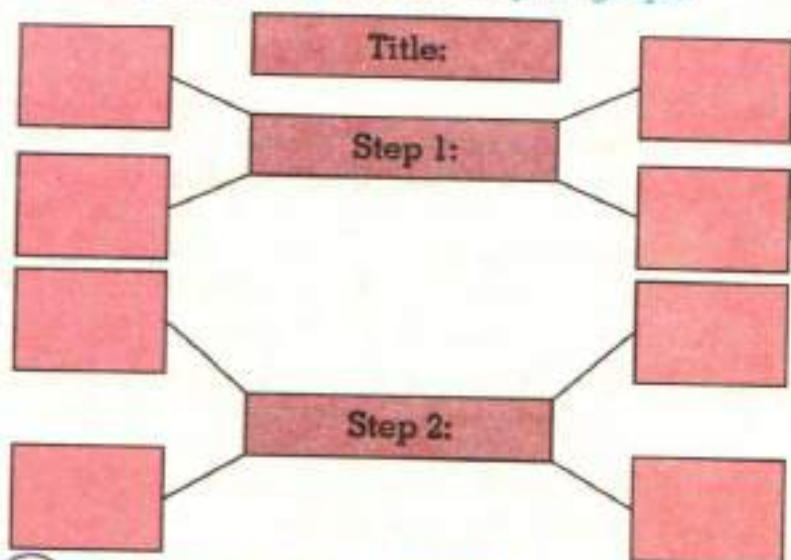
A. Change the following sentences into negative and interrogative.

1. You may sit here.
2. She can help him.
3. You must say hello now.
4. They should check everything.
5. You might find the book in the cupboard.
6. I can borrow your book.

B. Make three rules for each of these places. Use must, can, could, may, might, should or ought to whichever is appropriate.

Library, classroom, playground, examination hall, canteen

C. Write a paragraph of 50 – 60 words on "My Exams". First make a mind map to develop focus of the paragraph.



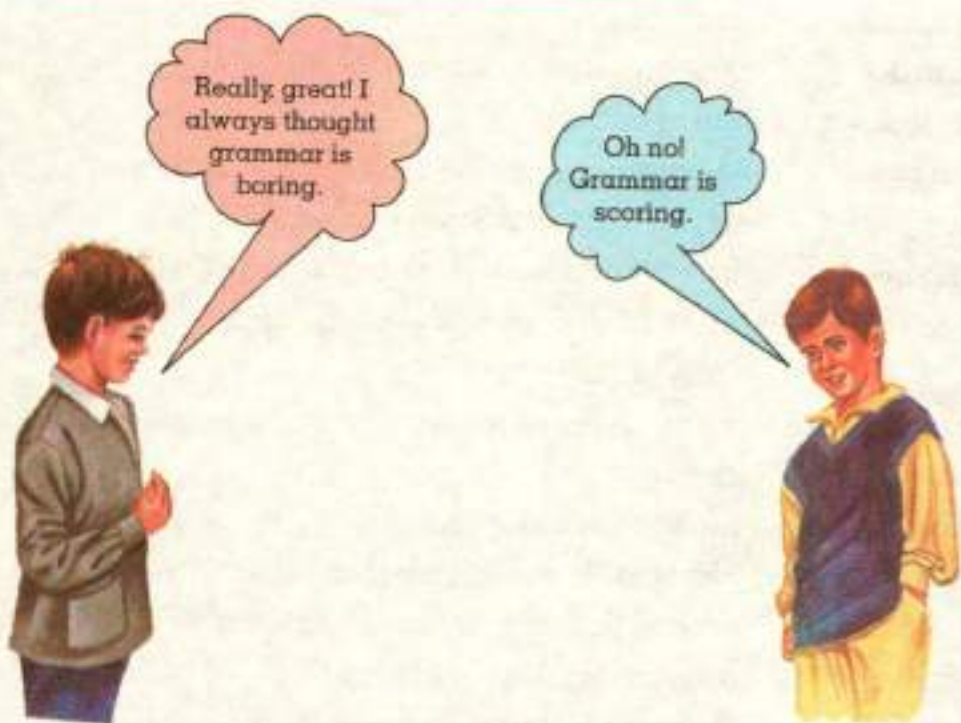
Don't forget to use sequence markers e.g. first, then, next, after that, etc. to join ideas and sentences.



### Guidelines for the Teacher:

- Help students fill in the mind map by including brief points only
- Encourage them to work in groups. Then ask them to base their writing on these points.

## Oral Communication Skills:



**Hamza:** Hassan. You look happy today.

**Hassan:** Yes, I'm very happy.

**Hamza:** Why?

**Hassan:** Today we had a grammar test and I got 19 marks out of 20.

**Hamza:** Really, great! I always thought grammar is boring.

**Hassan:** Oh no! Grammar is scoring.

### Group Activity:

Practise this dialogue in pairs.

**Glossary:**

|               |   |
|---------------|---|
| cramming:     | studying hastily and intensively for exam             |
| distract:     | draw away attention of; confuse                       |
| energetic:    | full of energy  |
| improve:      | to enhance in value or quality; to make better        |
| heap:         | a collection of things in an untidy pile              |
| leisure:      | free time without work or duties to do                |
| panic:        | a sudden overpowering fear that affects an individual |
| presentation: | something put forward for consideration or notice     |
| prevail:      | exist   |
| sleepy:       | ready to fall asleep                                  |
| stress:       | physical or mental tension                            |
| stressful:    | causing physical or mental strain                     |
| stuff:        | any material or substance                             |
| variety:      | the state of having different forms or types          |

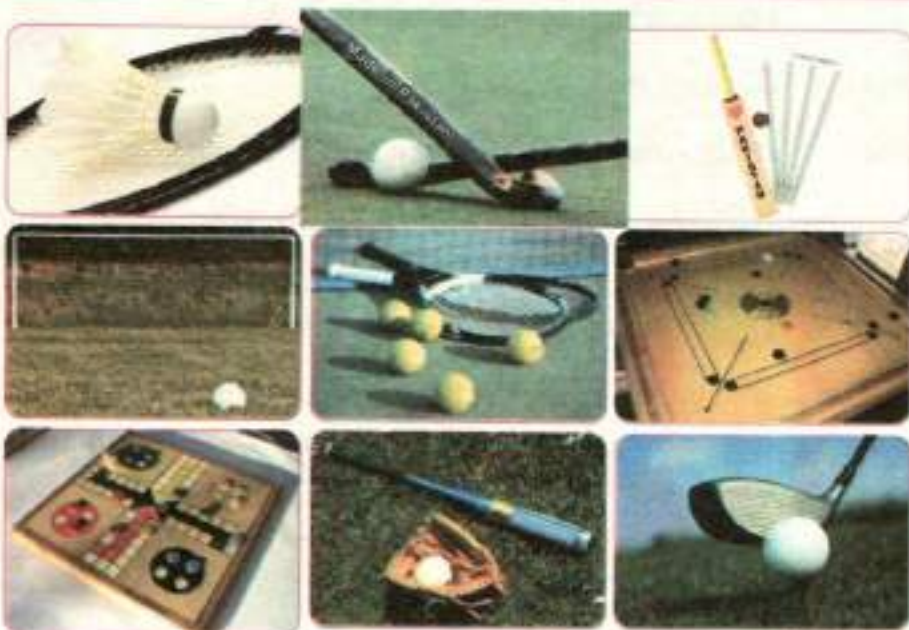
## Sports and Sportsmanship

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

- develop and portray through actions, diversity and equality among people.
- generate ideas and plans through brainstorming.
- demonstrate use of collective nouns.
- demonstrate use of pronoun-antecedent agreement.
- illustrate use of simple future tense to talk about future plans.
- recognize that introductory body and concluding paragraphs have particular features.
- develop a composition of three paragraphs following conventions of essay writing.
- use appropriate expressions, vocabulary and style to express reasons for likes and dislikes.

### Pre-reading:

- Look at these pictures. Can you identify the sport items?
- Which games these sports items relate to?



### 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 topic sentence and supporting details.

**Teacher:** Do you know we are having sports week from Monday next? Are you making any preparation for it?

**Students:** Yes, Sir. We are participating in different games.

**Teacher:** That's very good. Which games are you participating in?

**Riaz:** Sir, I'll play badminton.

**Qasim:** Sir, I'll participate in race.

**Jamal:** I'll take part in volley ball match.

**Teacher:** That's nice. Before we finalize the selection of players, let me ask you a very important question. Do you remember what sportsmanship is?

**Students:** Yes Sir.

**Teacher:** Okay! Raise your hands and tell me about sportsmanship one by one.

**Faheem:** Sir, it means: don't cheat.

**Qasim:** It also means, don't cry when you lose.

**Jamal:** It is also about not yelling at your team-mates when they make a mistake.

**Ahmad:** I think it means, don't be a quitter.

**Teacher:** Yes, you all are right. Sportsmanship includes respect for the game, the players, the rules and the officials. It's also about being the best you can be and about knowing how to win or lose.

What is your idea of sportsmanship?



#### Guidelines for the Teacher:

- Ask students to read the text silently to find out the relevant information.
- While reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

- Jamal:** Sir, were you ever afraid of losing?
- Teacher:** No, we have to understand that it's about doing our best and striving to improve ourselves.
- Muneeb:** Sir, when I play with my brother and he tries to cheat me, my father is always on my side. He says we should have a sense of fair play even when we are playing games at home.
- Teacher:** You are right, Muneeb. Parents can play simple games with their children, and nurture a sense of fair play.
- Qasim:** Sir, we have prepared a chart for sports week.

| Days      | Events                         |                                |
|-----------|--------------------------------|--------------------------------|
|           | Match at 8:30 a.m.             | Match at 12:30 p.m.            |
| Monday    | Badminton<br>Team A vs Team B  | Hockey<br>Team E vs Team F     |
| Tuesday   | Volleyball<br>Team A vs Team D | Football<br>Team E vs Team G   |
| Wednesday | Cricket<br>Team A vs Team C    | Volleyball<br>Team F vs Team G |
| Thursday  | Hockey<br>Team B vs Team C     | Tug of War<br>Team F vs Team H |
| Friday    | 100 metre Race                 | Cricket<br>Team G vs Team H    |
| Saturday  | Football<br>Team C vs Team D   | Badminton<br>Team E vs Team H  |

**Teacher:** Good! Sports week means to show sportsmanship.

**Students:** Yes, Sir.

## Vocabulary:

Differentiate between indoor and outdoor games.  
Write them in proper columns:



Hockey, Scramble, Polo, Chess, Volleyball, Table tennis,  
Carom board, Hurdle race, Basket ball, Luddo, Cricket,  
Relay race, Swimming, High jump

### Indoor Games

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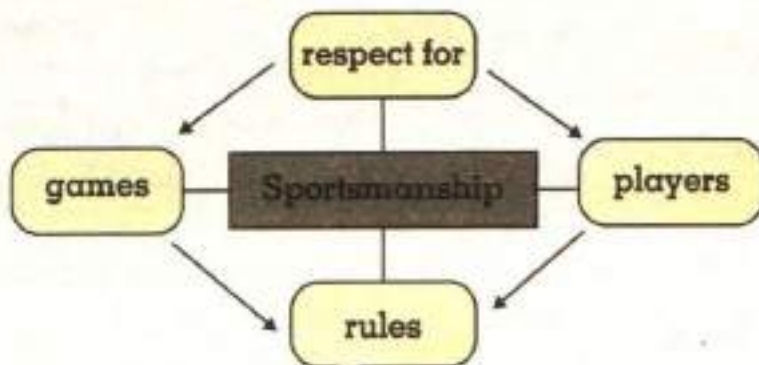
### Outdoor Games

|  |
|--|
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|  |



## Reading for Comprehension:

A. Summarize the idea of 'Sportsmanship'.



**B. Answer the following questions.**

1. What is meant by 'sportsmanship'?
2. Why should we not cheat in a game?
3. Why is it important to control your emotions when you lose?
4. Games also teach us team work. How?
5. Which games do you like the most? Why?

**C. Fill in the blank columns in the table.**

| Name of Game | Indoor/<br>Outdoor | Dress | Sports<br>Items | No. of<br>Players |
|--------------|--------------------|-------|-----------------|-------------------|
| Hockey       |                    |       |                 |                   |
| Cricket      |                    |       |                 |                   |
| Badminton    |                    |       |                 |                   |
| Football     |                    |       |                 |                   |
| Ludo         |                    |       |                 |                   |
| Volleyball   |                    |       |                 |                   |

**Grammar:****Examples:****Collective Nouns**

When a noun stands for a group of things, it is called a collective noun.



team



army



fleet



herd



cattle



bunch



crowd

**A. Replace the underlined words with suitable collective nouns.**

1. A lot of people gathered on the beach.
2. The man took his wife and children to the zoo.
3. The group of cows grazed on the hill.
4. The captain led his group of players to the ground.
5. The children gave the chief guest a collection of flowers.

**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  
The boy lost his ball.

In the above sentence, the noun "boy" is the antecedent of the pronoun "his".

**B. Read these two paragraphs.**

**Paragraph 1**

Kaleem was the goal keeper. Kaleem went down on Kaleem's knees. Kaleem got the hockey in Kaleem's hands and held the hockey strongly. Kaleem smiled behind Kaleem's helmet.

**Paragraph 2**

Kaleem was the goal keeper. He went down on his knees. He got the hockey in his hands and held it strongly. He smiled behind his helmet.

## Which paragraph is more appropriate? Why?

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

1. The cat will sleep in its basket.
2. Samra is looking for his watch.
3. Ali and Saad have completed his work.
4. I am sorry, I lost your pen. I will bring me a new one tomorrow.
5. Where is my bag? I can not find her.

## Examples of future tense:

I will play badminton.

I will participate in race.

I will take part in volley ball match.

## Future Tense — will

We often use the simple future tense to make a prediction about the future. We are saying what we think will happen. When we form the future with 'will', we use will + 1st form of verb.

Look at this list of grade VI children. Next to their names are lists of predictions of what they will do when they grow up.

Ali – pilot, Sana – doctor, Hamid – policeman, Fatima – work in hospital as nurse, Saqib – accountant, Nauman – painter, Fawad – lawyer.

D. Now fill in the list given below using 'will' to describe the wishes and dreams of grade VI students.

Ali will be a pilot.

Fatima will work in a hospital as a nurse.

Hamid

Sana

Saqib

Nauman

Fawad

---



---



---



---



---

## Pronunciation:

E. Read these words aloud and make sentences.

|      |       |
|------|-------|
| fill | feel  |
| ship | sheep |

|     |      |
|-----|------|
| fit | feet |
| pin | pine |

## Writing Skills:

A. Change the following sentences into negative and interrogative.

1. I will go to the market today.
2. You will play hockey.
3. She will complete her work.
4. They will reach Lahore tomorrow.
5. The wet shirt will dry in the sun.

B. Write an essay of 60 – 70 words on "My Favourite Game". Your essay should contain the following:

Introductory Paragraph →

What is your favourite game?  
Describe the game and how it is played.

Body Paragraph 1 →

Explain the rules so that someone could learn how to play it.

Body Paragraph 2 →

Duration of the game and number of players participating in this game.

Concluding Paragraph →

How is the game good for your physical and mental health?  
What good things do you learn from your favourite game?



### Guidelines for the Teacher:

- Explain to students the rules to change a simple future tense into negative and interrogative.
- Help students write a paragraph using topic sentence, supporting details etc.
- 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.
- Help students to understand the difference between short and long vowel.

## Oral Communication Skills:

**Tahir:** How do you spend your Sunday, Aamir?

**Aamir:** Well, on Sunday I wake up around eight in the morning, then I do my home work and go to the playground.

**Tahir:** Really! Which game do you play?

**Aamir:** I play different games like hockey, football and cricket.

**Tahir:** Do you also play any indoor game?

**Aamir:** Yes, when it rains, I don't play outdoor games. Then I play badminton or carum board with my sister.

Really!  
Which game  
do you play?



I play different  
games like  
hockey, football  
and cricket.



### Guidelines for the Teacher:

- Encourage students to talk about their favourite games and ask them reasons why they like these games.

**Group Activity:**

Practise this conversation in pairs.

**Glossary**

|                |  |
|----------------|--|
| cheat:         | violate rules dishonestly  |
| finalize:      | to settle on (a particular plan or formula)  |
| mistake:       | a wrong action arising from faulty judgement   |
| nurture:       | encourage the development of feeling   |
| official:      | relating to an office or position of authority   |
| participate:   | take part or be involved in it   |
| permission:    | a formal consent   |
| preparation:   | the process of preparing or being prepared   |
| quitter:       | someone who gives up too easily  |
| race:          | a contest of speed in running  |
| sense:         | an awareness or an ability to make judgements regarding some specified thing               |
| sportsmanship: | playing fair, sticking to the rules and accepting defeat without any feeling of bitterness |
| striving:      | struggling   |
| yelling:       | shouting or crying loudly  |

## The Rainbow

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

- analyze a poem for main idea, summary and personal response.
- identify line and stanza.
- distinguish between what is clearly stated and what is implied.
- recognize and use possessive pronouns, and prepositions of position.
- recognize and classify transitional devices that show addition, comparison, contrast, sequence, conclusion and cause and effect.
- develop a descriptive paragraph.
- use appropriate expressions, vocabulary and style to express personal needs and to show willingness to do something.

### Pre-reading:

- Read the title of the poem and tell what this poem is about.
- How many colours do you find in rainbow?

Boats sail on the rivers,  
And ships sail on the seas;  
But clouds that sail across the sky,  
Are prettier far than these.  
There are bridges on the rivers,  
As pretty as you please;  
But the bow that bridges heaven,  
And over looks the trees,  
And builds a road from earth to sky,  
Is prettier far than these.

(Christina Rossetti)



What two things are compared in the first stanza?

What two things are compared in the second stanza?



### Guidelines for the Teacher:

- Give students good practice in recitation, give them model recitation with proper stress and intonation and ask them to follow.
- While-reading activity 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.

## Vocabulary:

Read line 5 of the poem and underline the word 'bridges'. What does it mean?

Read line 7 of the poem and underline the word 'bridges'. What does it mean?



## Reading for Comprehension:

A. Answer the following questions.

1. What is the main idea of the poem?
2. Where do the boats and ships sail?
3. What sails across the sky?
4. Why are bridges made on rivers?

B. Does the poet use the word rainbow in the poem?

C. Read lines 7-10 and see how the poet describes rainbow.

D. Re-write the following lines in simple sentences.

But the bow that bridges heaven,  
And over looks the trees,  
And builds a road from earth to sky,  
Is prettier far than these.

### Implied Meaning

Sometimes the writers do not use the name of the thing described. They talk about that thing indirectly. It is a sort of riddle.

E. Fill in the blanks to complete the gapped summary of "Rainbow".

road over rainbow beautiful more sail

It looks \_\_\_\_\_ when boats and ships \_\_\_\_\_ on rivers and seas. But clouds that sail \_\_\_\_\_ the sky look \_\_\_\_\_ beautiful. There are also bridges on the rivers that add to the beauty but a \_\_\_\_\_ that builds a \_\_\_\_\_ from earth to the sky is far prettier than anything else.

**Grammar:****Position of Preposition**

"Prepositions = Pre + Position" Normally Prepositions precede Nouns or Pronouns, e.g. The book is on the table.

The fish is in the pond.

"on" and "in" are placed before the Nouns.

A. Look at the pictures and mark (✓) or (×).

1. The table is in front of the sofa. ☐



2. The books are on the table. ☐



3. The lamp is in the table. ☐



4. The jug is between the glasses. ☐

5. The parrot is on the cage.



- B. Now re-write sentences to describe the correct position of each object.

### Transitional Devices

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

### Transitional Devices

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

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

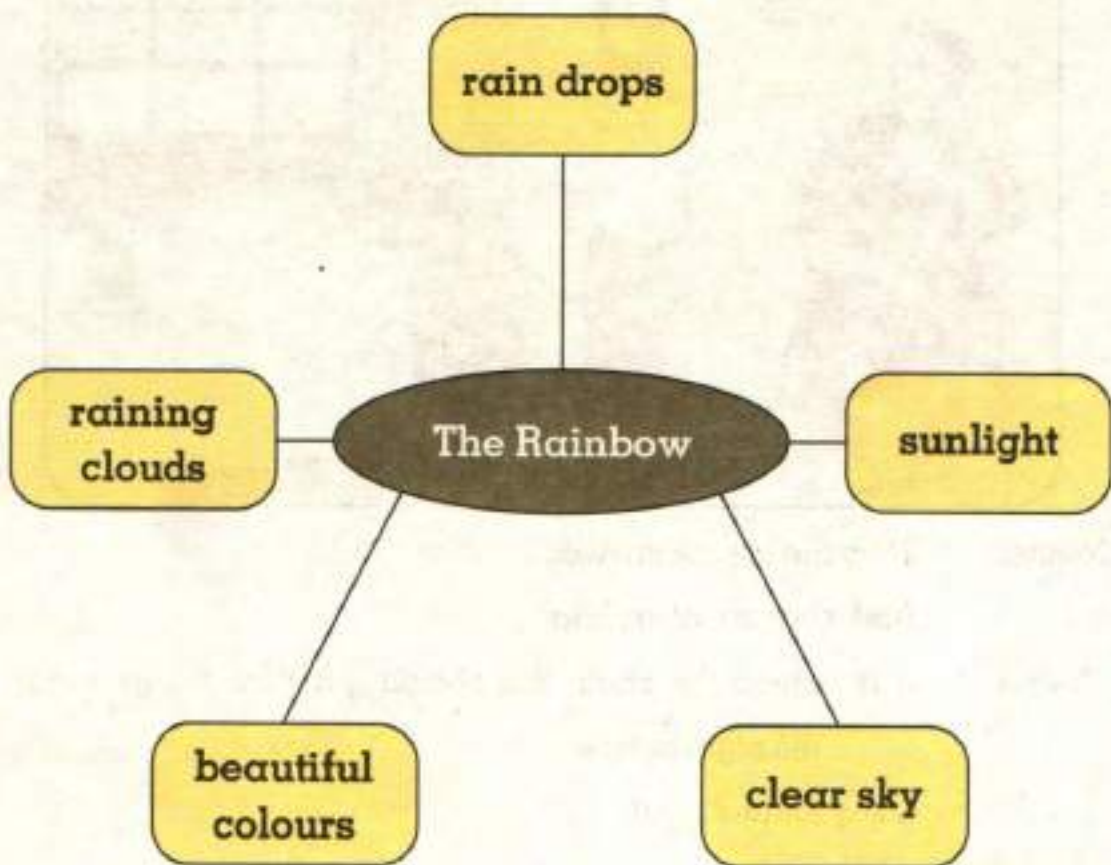
because      therefore      so      but      and

1. Fatima got home late. She missed her TV programme.
2. God made the country. Man made the town.

3. Hamad missed the bus. He woke up late.
4. I went there. He was absent.
5. The weather was warm. Jamshaid turned on the air conditioner.

### Writing Skills:

- A. Write a summary of the poem.
- B. Write a paragraph of 50 – 60 words on "The Rainbow". First make a mind map and include appropriate key words and structure to develop the focus of the paragraph.



### Guidelines for the Teacher:

- Tell students a variety of pre-writing strategies such as brainstorming, mind mapping, outlining, etc. for paragraphs and essays.

## Oral Communication Skills:

**Mother:** Hamad! You're getting late for school.

**Hamad:** I know Mama. But I can't find my glasses.

**Mother:** They're over there on the dining table.

**Hamad:** Where are my socks? I can't find them, either.



**Mother:** They are in your drawer.

**Hamad:** And what about my bag?

**Mother:** It is behind the chair. You should get your things ready the night before.

**Hamad:** Okay Mama! I will.

### Group Activity:

Work in groups and write a few sentences on any of these objects (moon, stars, river, mountain, flower and valley). Do not use the

name of that object in your description. Now read aloud your description and ask other groups to guess the answer/object.

### Glossary

|           |   |
|-----------|---|
| bridge:   | structure across a stream or river          |
| earth:    | the planet on which we live                 |
| heaven:   | paradise                                    |
| please:   | to give satisfaction; pleasure or enjoyment |
| prettier: | more beautiful                              |
| rainbow:  | a bow of colours in the sky after rain      |
| sail:     | to move across water                        |

## Seasons of the Year

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

- analyze various paragraphs to recognize that a paragraph comprises a group of sentences that develop a single idea.
- summarize the lesson by completing the cycle of the seasons.
- examine and interpret transitional devices.
- classify adjectives of quantity, quality, size, shape, colour and origin.
- recognize and use absolute adjectives.
- develop a simple, unified paragraph on a given topic with the help of a topic sentence.
- use appropriate expressions, vocabulary and style to make request and respond to requests and to ask and answer simple questions of personal relevance.

### Pre-reading:

- What season of the year is nowadays?
- What is your favourite season?

- 1 Nature all over the world changes its colours several times in a year. Each of these changes manifests itself in the form of one season. There are four seasons in a year: spring, summer, autumn and winter.



### 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 topic sentence and supporting details.

Spring is the queen of seasons and the loveliest of them all. It comes between winter and summer and generally its period is from February to April. It is neither hot nor cold. In spring, everywhere there is beauty and everyone is happy. Trees start bringing forth new buds and leaves. Greenery spreads everywhere; birds sing beautiful songs and the flowers blossom. Birds' songs and the fragrance of flowers add to our joy.

Is there anything that you dislike about spring?

Then comes the summer season. Generally, its period is between spring and autumn from May to September. In this season, the days and nights are hot. May, June and July are the hottest months of the year. Tanks, streams and other sources of water dry up rapidly. We face the scarcity of drinking water. When the heat of summer becomes

What is the one thing you like about summer?



### Guidelines for the Teacher:

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

unbearable, we pray for rain. July and August are the rainy months. At times, heavy rains cause floods.

4

Autumn comes between summer and winter. Generally, its period is from September to October. During this season, it is neither too hot nor too cold. It is a period of fair weather, clear sky and bright atmosphere. Most of the trees shed off their leaves. Rainfall is rare but the sky presents patches of white clouds here and there.

What is the most fascinating thing about autumn?



5 After autumn comes winter. Generally, it falls between

November and January. There usually no rain, except a couple of light showers towards its close. In winter, it is very cold and we have to wear woolen clothes. December and January are the coldest months of the year. At hilly places, snowfall is frequent.

What is the one thing you dislike about winter?



### Guidelines for the Teacher:

- Help students recognize transitional words that are used within and beyond paragraphs for better coherence and cohesion.
- Further reading: Ask students to read weather forecast in any newspaper and discuss what the weather will be like in coming days.

## Vocabulary:

A. Make as many words as you can by using the letters of the following word. You can change the order of the letters.



Word : weather (w, e, a, t, h, e, r)

Examples: heat \_\_\_\_\_ tree \_\_\_\_\_

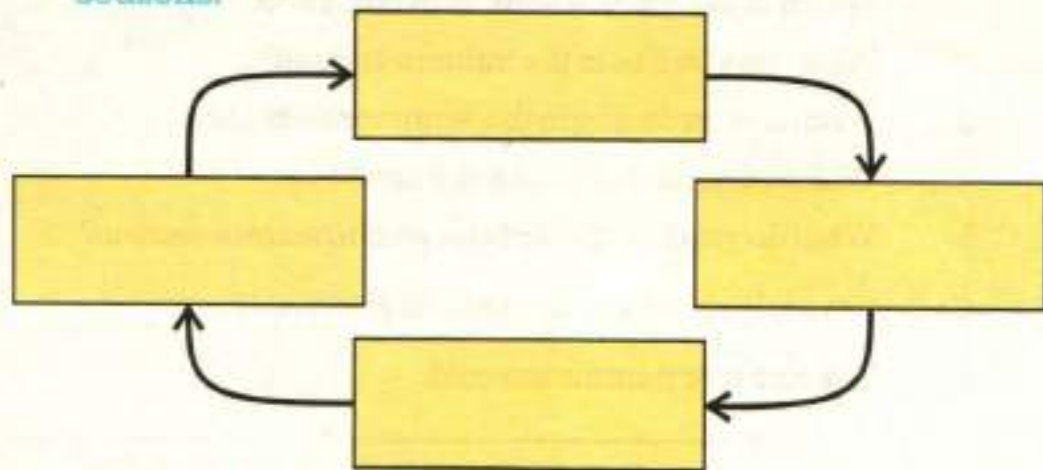
B. Find the synonyms of the following words in a thesaurus.  
manifest, blossom, scarcity, frequent, fragrance

C. What transitional devices are used to connect paragraphs in the lesson?



## Reading for Comprehension:

A. Summarize the lesson by completing the cycle of the seasons.



B. Choose the right option.

1. The lesson is about:

- a. rain                      b. spring                      c. seasons

2. Each paragraph in the lesson supports the main idea through:

- a. definition              b. example                      c. evidence

## Text Patterns

A topic sentence contains main idea of the paragraph.

- C. Each sentence below is the topic sentence of a paragraph in the text. Write the number of the paragraph next to its topic sentence.

After autumn comes winter. (Paragraph -----)

Then comes the summer season. (Paragraph -----)

Spring is the queen of seasons  
and the loveliest of them all. (Paragraph -----)

Autumn comes between the  
summer and winter season. (Paragraph -----)

- D. Answer the following questions.

- Which is the longest season in Pakistan?
- What do you like in the autumn season?
- What do you dislike in the summer season?
- Which season do you like the most?
- What do you like most about your favourite season?

- E. Correct the following statements and re-write them.

- The summer months are cold.

---

- Summer comes between autumn and winter.

---

- Winter is the king of all seasons.

---

- January is the hottest month of the year.

5. Spring comes between summer and winter.

## Grammar:

- A Find out from column 'A' the correct adjective to suit the noun in column 'B' and write it in column 'C':

### Adjectives

An adjective is a word used with a noun to add something to its meaning. e.g.

She is a nice girl.

Lahore is a large city.

He is an honest man.

| A       | B       | C     |
|---------|---------|-------|
| soft    | months  | ..... |
| woollen | rains   | ..... |
| heavy   | water   | ..... |
| rain    | clothes | ..... |
| hottest | wind    | ..... |

### Degrees of Adjectives

Most adjectives form the comparatives by adding "er" and the superlatives by adding "est" to the positive. They are called regular adjectives. e.g. sweet, sweeter, sweetest

Some adjectives do not form their comparatives and superlatives from the positive. They are called irregular adjectives. e.g. good, better, best



### Guidelines for the Teacher:

- Tell the students that adjectives are used to tell us more about noun. Ask them to notice the use of adjectives to describe different seasons.

**B. Some adjectives from the lesson are given below.**

- What degree do these adjectives have?  
 loveliest ----- (paragraph 2)  
 beautiful ----- (paragraph 2)  
 hottest ----- (paragraph 3)  
 coldest ----- (paragraph 5)
- Write other degree of these adjectives.
- Which ones are regular adjectives?
- Which ones are irregular adjectives?
- Pick out more adjectives from the lesson and change their degree.

**C. Encircle the adjectives that do not belong to the group. Give the reason too.**

**Example:** beautiful, (some), ugly, intelligent  
 'Some' is not an adjective of quality.

- Pakistani, British, Japanese, round
- green, third, eight, second
- big, long, sour, four
- white, medium, pink, brown
- long, tall, white, high

**Kinds of Adjective**

We have adjectives of quality, quantity, size, numeral, shape, colour and origin.

**D. Use correct degree of adjectives in the following sentences.**

- Karachi is the (big) city of Pakistan.
- Spring is the (beautiful) of all the seasons.
- This road is (long) than that road.
- Saima is the (intelligent) student in the class.
- June is the (hot) month of the year.



**Guidelines for the Teacher:**

- Help the students classify adjectives of quantity, quality, size, shape, colour and origin.

### Absolute Adjectives

Adjectives which do not have comparative and superlative degree are called absolute adjectives. It means these adjectives can not be compared. For example:

dead: A person cannot be more dead than someone else.

square: Something is either square or it is not square.

E. Use the following absolute adjectives in sentences.

unique, round, perfect, empty, dead

### Pronunciation:

F. Read these words aloud and use them in sentences.

will

wheel

hill

heal

fill

feel

### Writing Skills:

Four pictures showing four different seasons and topic sentences are given below. Look at them and add supporting details to each.



1. Spring is the best season of the year, when most plants begin to grow.

.....

.....

.....



### Guidelines for the Teacher:

- Help the students to recognize and use of absolute adjectives in their speech and writing.
- Help students analyze the written text to use in their own writing, features of simple descriptive composition.
- Remind the students that a unified paragraph has topic sentence and supporting details which include example, definition or evidence to develop the main idea.
- Help students to understand the difference between long and short vowels.



2. Summer is the hottest season of the year.

.....

.....

.....



3. Autumn is the season of the year, when leaves change their colour and fall.

.....

.....

.....



4. Winter is the coldest season of the year.

.....

.....

.....

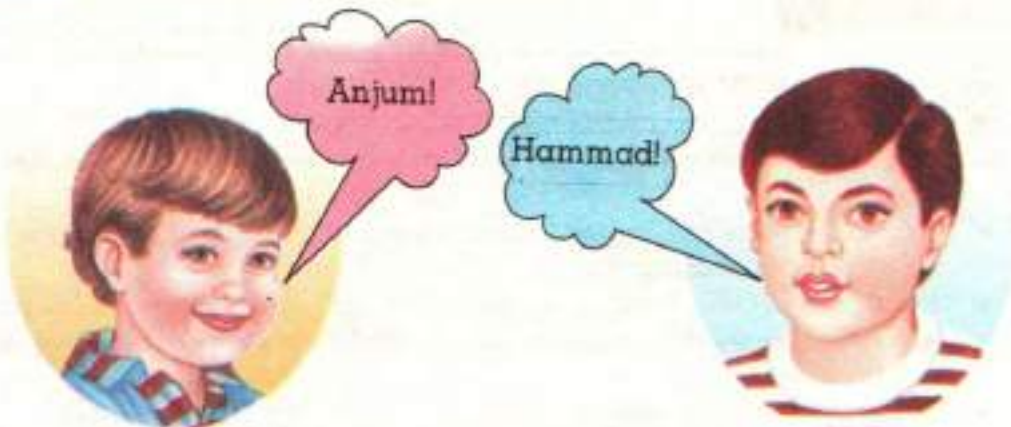
### Oral Communication Skills:

**Hammad:** Can you give this book to my brother, please.

**Anjum:** Sure, what's his name?

**Hammad:** His name is Abid.

**Anjum:** OK! What does he look like?



**Hammad:** He looks a lot like me. He's short, fair and thin and he's got moustache.

**Anjum:** So he hasn't got curly hair like you and he's short, and you say he looks a lot like you!

### Group Activity:

Work in groups and describe a person in your class without saying his / her name. Let your group members guess who you are talking about.

### Glossary:

|             |  |
|-------------|--|
| atmosphere: | a surrounding  |
| blossom:    | a state of flowering   |
| buds:       | flowers which are not yet fully open   |
| fragrance:  | sweet smell  |
| frequent:   | recurring at short intervals   |
| greenery:   | green growing plants and their leaves  |
| loveliest:  | delightfully the most beautiful  |
| manifests:  | shows something clearly  |
| patches:    | small expanses contrasting with their surrounding  |
| period:     | the space of time taken for something to complete its course                                   |
| rapidly:    | quickly  |
| rare:       | unusual; not occurring very often  |
| scarcity:   | a short supply   |
| shed off:   | give off or out; let fall  |
| stream:     | a body of running water especially one smaller than a river, flowing in a channel on the earth |

 REVIEW 2 **A. Underline countable, uncountable and collective nouns.**

1. I like honey very much.
2. The team was happy to win the match.
3. An apple a day keeps the doctor away.
4. She drinks cold water.
5. There was a large crowd gathered in the street.

**B. Change the gender and re-write these sentences.**

1. He is not as happy as his brother.
2. My mother likes tea but my father likes coffee.
3. Her grandmother tells her many stories.
4. We have many cocks and oxen in our farm.
5. Your brother is two years younger than your sister.

**C. Fill in the blanks with appropriate pronouns.**

1. .... goes to the market.
2. Sana says that this bag is .....
3. I heard a sound in the room but there was ..... inside.
4. I wrote this story .....
5. This book is mine not .....

**D. Fill in the blanks with the correct preposition from the brackets.**

1. We learnt to cook ..... our mother. (by, at, from)
2. He is interested ..... stamp-collecting. (in, by, at)
3. He has not written to me ..... many weeks. (from, for, with)
4. Turn right ..... the junction to go to the bank. (at, on, in)

5. She walked ..... the hospital. (of, by, to)

**E. Fill in the blanks with can, may, should or must.**

1. .... I have a look at your paragraph?
2. The new captain ..... run very fast.
3. You ..... finish your homework on time.
4. You ..... knock before you enter the room.
5. Fakhir ..... swim better than his friend.

**F. Complete the following sentences with adjectives given in brackets in form of comparison.**

1. My father is four years ..... (old) than my mother.
2. Zara is the ..... (tall) girl in the class.
3. Salman is a ..... (hardworking) student.
4. Fatima is the ..... (young) of the six children.
5. This is the ..... (interesting) story I have ever read

**G. Fill in the blanks with correct adverbs.**

1. She went ..... (adverb of time)
2. He lives ..... (adverb of place)
3. They walk ..... (adverb of manner)
4. Sana ..... gets good marks in tests. (adverb of frequency)
5. The story is ..... interesting. (adverb of degree)

**H. Join the two sentences in each pair using the conjunction given in brackets.**

1. You will succeed. You work hard. (if)
2. She was invited. She did not come. (but)
3. He will succeed. He has worked hard. (because)

4. I was busy. I did not telephone him. (so)
5. It was raining. I took an umbrella with me. (therefore)

I. Fill in the blanks with the Simple Future Tense of the verb given in brackets.

1. Ali ..... (take part) in race.
2. She ..... (be) more regular in class after the warning.
3. I ..... (read) many storybooks during summer vacation.
4. They ..... (hold) Fun Fair next week.
5. He ..... (visit) us soon.

J. Write paragraphs of 50-70 words on the following topics.

- i. How to Polish Shoes?
- ii. The Season I like the Most

K. Reading and Thinking Skills:

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

L. 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.

## Modern Inventions

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

- analyze questions to write specific answers
- illustrate use of Simple Past Tense
- use simple SVO pattern sentences with direct and indirect objects
- recognize use of different modern inventions
- develop a descriptive paragraph (object) using a mind map
- use appropriate expressions, vocabulary and style to express regret and to take into account different view points

### Pre-reading:

- Have you ever imagined what life was like a hundred years back?
- You often hear your grandparents saying life was simple in the past. Why do they say so?

The modern age is the age of science and technology. In every <sup>1</sup> walk of life we depend on science. Science has given us a lot of comforts. Science has shortened the distances and has lengthened the span of life. Scientists have invented many things to improve human life. Let's talk about the most modern inventions which have changed our lives so much.

What other word can be used for invention?

### Television

Television was not invented by a single inventor. Many people had contributed towards development of T.V. But the credit for being the



2



### 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 topic sentence and supporting.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

inventor goes to two different people in two different places: Philo Taylor Farnsworth from the state of Utah and Vladimir Kosma Zworykin, a Russian-born American inventor.

- 3 Philo Taylor Farnsworth was just fourteen years old high school student when he came up with the idea that an electron beam could scan pictures back and forth and transmit them to remote screens. In other words, he thought up T.V.
- 4 Vladimir Kosma Zworykin is usually credited as being the father of modern television. This was because the electron scanning tube was first applied by him in 1923.

What was Philo Taylor Farnsworth's opinion about watching TV? Do you agree with him?

- 5 Philo Taylor Farnsworth did not allow television viewing in his home. He said there was nothing good on it.

### Computer

- 6 Over the past few years, computers have become a vastly popular household item. E-mailing messages is more appealing. Checking news, weather, and sports via Internet is a convenience that many are taking advantage of.
- 7 Computers have taken over almost all aspects of our lives, from schoolwork and homework to keeping in touch with your friends. But not so long ago, computers even didn't exist.

How is computer helpful to you?



### Guidelines for the Teacher:

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

The first computer was invented in 1834, long before TV, telephones and even electricity. The inventor, Charles Babbage, called his computer the Difference Engine. It was essentially a calculator and since there was no electricity, it was mechanical and very complicated.



Work on computers continued in the 20th century: Konrad Zuse's Z3 was the first programmable computer, invented in 1941. The Colossus computer was the first completely electronic computer. By the end of the 1950s computers had become smaller and cheaper. They were still about the size of a double-decker bus.

By the 1980s computers were small and cheap enough for individuals to buy and use at home. And today, computers are everywhere and most modern electronic devices, from washing machines to cars, contain computer.



#### Guidelines for the Teacher:

- Help students analyze the chronological order of arranging details of invention of computer.

## Vocabulary:

Look up the meanings of these words in a dictionary.

invention, mechanical, complicated, devices, consistent



## Reading for Comprehension:

Answer the following questions.

1. Why is present age called the modern age?
2. What are the main contributions of science?
3. What are modern inventions in the field of information and entertainment?
4. What was the size of first/earlier computers?
5. How have these inventions changed our life?

## Grammar:

### Past Continuous Tense

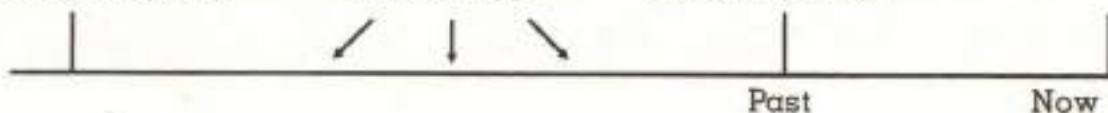
We use the Past Continuous Tense to describe a past action over a period of time. This tense is formed by using two components: the verb 'be' (in the past tense) and the '-ing' form of a verb.

### Past Continuous Tense

I started doing

I was doing

I finished doing



**Example:**

Many people were working together and alone to the development of T.V.

**A. Use the correct form of the verb given in brackets to make Past Continuous Tense.**

1. When I saw him, he (go) to school.
2. The light went out when I (take) tea.
3. When you were writing a letter, I (read) a book.
4. While Saeeda (pluck) flowers, the gardener came.
5. I (take) rest when the bell rang.

**B. Make questions in Past Continuous Tense.**

**Example:**

They were working all day.

What were they doing yesterday?

1. She's going to the market. [WHERE]  
\_\_\_\_\_  
\_\_\_\_\_
2. You were giving her flowers because it was her birthday. [WHY]  
\_\_\_\_\_  
\_\_\_\_\_
3. We were waiting because the train was late. [WHY]  
\_\_\_\_\_  
\_\_\_\_\_
4. We were travelling by aeroplane. [HOW]  
\_\_\_\_\_  
\_\_\_\_\_



**Guidelines for the Teacher:**

- Help students recognize the form, various functions and use of Past Continuous Tense.

5. She was cooking rice for dinner. [WHAT]
- \_\_\_\_\_
- \_\_\_\_\_

C. Read the following sentences. Mark the subjects with a box, underline the verbs and encircle the objects.

1. You buy a computer.
2. You send a letter.
3. We play badminton.
4. They watch TV.
5. I water plants.

#### Direct Object:

In English language subject + verb + object is a simple sentence structure. Here object means direct object. It refers to non living things. Ali sent a message to his friend.

#### Indirect Object:

Sometimes sentences have two objects. Indirect objects usually refer to living things. "Ali sent his friend a message."

For example, "Ali sent a message to his friend" can be changed into "Ali sent his friend a message"

D. Read the following sentences. Encircle the direct object and underline the indirect object.

1. She gave the beggar (money).
2. I owed her a lot of money.
3. He gave his friend a present.
4. The teacher told the girls a story.
5. The guide showed the boys a map.



#### Guidelines for the Teacher:

Help students use simple SVO pattern with direct and indirect objects. Give them examples from their immediate environment for reinforcement of the concept.

## Pronunciation:

E. Read these words aloud and make sentences.

|      |       |
|------|-------|
| rid  | read  |
| ship | sheep |

|      |       |
|------|-------|
| lid  | lead  |
| this | these |

## Writing Skills:

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



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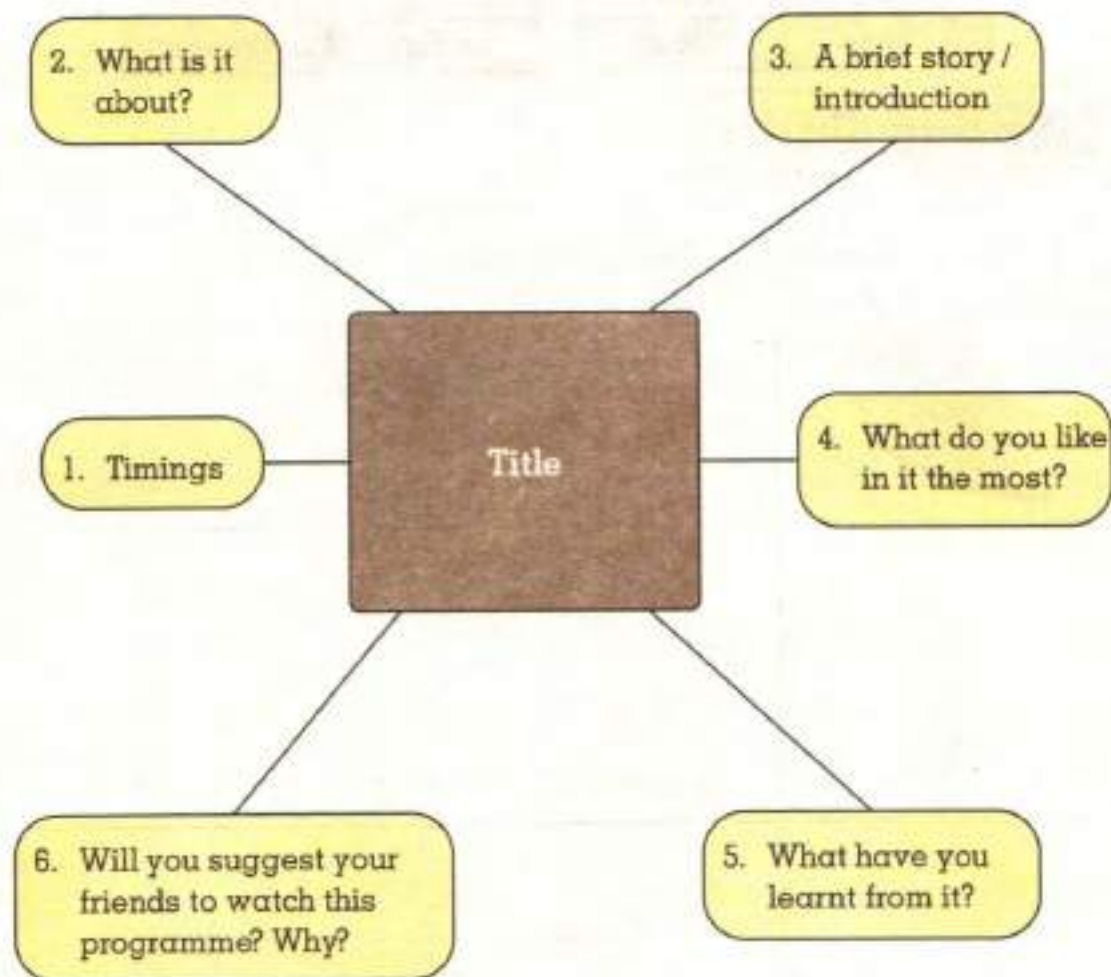


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.....

**B. Write a paragraph of 50 – 60 words on "My Favourite TV Programme".**



**Guidelines for the Teacher:**

- Help students to write a paragraph using topic sentence, supporting details, etc.
- 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.

## Oral Communication Skills:

- Batool:** Salma, what's the matter? You look so worried today.
- Salma:** I got only 3 marks out of 20 in my grammar test.
- Batool:** Oh! Why didn't you prepare for the test?
- Salma:** Actually last night, I was watching my favourite programme on TV. I forgot about the test.
- Batool:** I'm sure you can be a better student, if you listen to me.
- Salma:** Yes, come on.
- Batool:** First, you must attend your class regularly and listen carefully to what the teacher says.
- Salma:** Uhuh!
- Batool:** Make a timetable, divide time for study and play and do your homework regularly.
- Salma:** Anything else?
- Batool:** Yes. You mustn't stay up late. You should also have a good sleep so that you can wake up fresh.
- Salma:** Thank you, Batool. I will follow your advice.



I'm sure you  
can be a better  
student, if you  
listen to me.



Yes,  
come on.



### Guidelines for the Teacher:

- Tell students a variety of pre-reading strategies such as brainstorming, mind mapping, outlining, etc. for paragraphs and essays.

**Group Activity:**

Practise this conversation in pairs.

**Glossary**

|              |  |
|--------------|--|
| advantage:   | a favourable circumstance, that may help one to succeed, win, etc. |
| amazing:     | surprising; wonderful  |
| complicated: | something made more difficult                                      |
| consistent:  | following a regular pattern  |
| convenience: | something useful or advantageous                                   |
| contributed: | gave time, etc. for some joint purpose                             |
| credit:      | good name; honour  |
| deserve:     | to be worthy of  |
| device:      | thing made or adopted for particular purpose                       |
| invented:    | created something new  |
| lengthened:  | increased the length of  |
| scan:        | examine something carefully  |
| shortened:   | made or became shorter   |
| span:        | interval between two points in space or time                       |

# Lesson No. 11

115

## Zoo Hospital

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

- analyze the paragraph showing process or procedure
- illustrate and use of transitive and intransitive verbs.
- identify active and passive voice in simple sentences.
- recognize and use passive voice to write short notices and instructions.
- develop a descriptive paragraph (animal) using a mind map.
- use appropriate expressions, vocabulary and style to ask and answer simple questions of personal relevance.

### Pre-reading:

- What is a zoo?
- Have you ever visited a zoo?
- What interesting things do you know about a zoo?



In a zoo various birds and animals are kept. Zoo administration takes care of their food, health and living conditions and a lot of money is spent on them. It is also really very interesting to know that there is a hospital for animals and birds in the zoo, 1



### Guidelines for the Teacher:

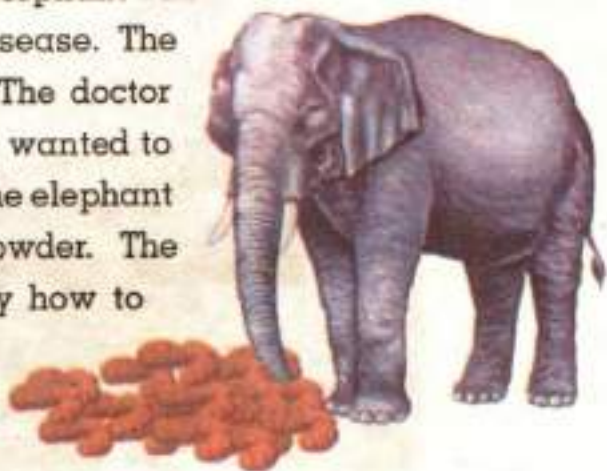
- Conduct pre-reading activity to create students' interest in the text and to assess their previous knowledge on the topic.
- Help students analyze paragraphs in the text as a larger meaningful unit of expression with topic sentence and supporting details.

where expert doctors look after them. It is amazing to know how their treatment is done there.

- 2 Do you know the difference between the human patients and animal patients? A human patient himself goes to the doctor, tells him his problem, gets medicine and uses it according to the doctor's advice. In case of an animal patient, the veterinary doctor comes to it, tries to find out the problem, and devises the ways for the animal to take medicine.

- 3 A doctor gives a man a pill and he swallows it. But the veterinary doctor shows the animals the pill or powder but cannot make them swallow it. So very often, the doctors have to use some trick to nurse the sick animals.

- 4 Here is a story of a sick elephant who was suffering from some disease. The elephant was very restless. The doctor found out the disease and he wanted to give him a bitter powder but the elephant would not swallow the powder. The doctor had to think of a way how to overcome this problem. He remembered that this animal had a great liking for potatoes. A large potato was brought and carefully cut into two. Half of the inside part was scooped out, the powder was put in its place and the potato was



#### Guidelines for the Teacher:

- Help the students analyze paragraph to identify sentences that support the main idea through definition, example of evidence.
- Help the students analyze paragraph 4 for general description of process of giving medicine to the elephant. Help them to notice / identify the sequential order of that procedure.

closed again. Then the doctor placed the cut potato on a tray which was full of potatoes and invited the elephant to taste them.

Having eaten a few sound potatoes, the sick animal at last picked up the one which held the powder. He popped it into his mouth and with a few hurried crunches, he swallowed it. The doctor's little trick had worked.

What other word can be used for 'popped'?

Another patient in the zoo was a young giraffe. He was also taken sick. Giraffe has a liking for a loaf of sugar. The medicine was to be given to this animal patient thrice a day. So it was given to him on a loaf of sugar and the giraffe did not mind taking it.

One day a bird called spoonbill, who lived in one of the big outdoor cages, suddenly became very ill. The bird was taken to the zoo hospital where it was decided that the only cure was castor oil. Now most of the birds dislike castor oil as much as we do, so the medicine was mixed in the bird's food. Since a spoonbill lives mostly on fish, the only thing to be done in this case was to open a fish and fill it with castor oil.



### Guidelines for the Teacher:

- Help students analyze paragraphs 5, 6 and 7 to identify examples that support the main idea.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

8

Thus it is very interesting to visit a zoo hospital and to talk to the veterinary doctors about the animal diseases, and the tricks which they adopt to make the sick animals swallow the medicines. These doctors have a good deal of knowledge of the favourite food of different animals. They use this knowledge to treat animals.

### Vocabulary:

Find the words in the lesson, which have the following meanings as in column 'A' and write them under column 'B'. One is done for you.



| A           |  | B             |
|-------------|--|---------------|
| Paragraph 3 | A medicine in the form of a tablet.      | Pill<br>..... |
| Paragraph 3 | Getting into stomach through the throat. | .....         |
| Paragraph 4 | To make empty or hollow.                 | .....         |
| Paragraph 5 | To eat by making a small sound.          | .....         |
| Paragraph 5 | To crush noisily with teeth.             | .....         |



### Reading for Comprehension:

A. Answer the following questions.

1. What is the main difference between human patients and animal patients?
2. How do doctors make animals swallow medicine?
3. How was the castor oil given to the spoonbill?
4. How was the giraffe given the medicine?

B. Tick (✓) the right choice to fill in the blanks in each statement.

1. The animals like to live in their natural \_\_\_\_\_.  
(a) surroundings (b) houses  
(c) bushes (d) places
2. The expert doctors look after \_\_\_\_\_ in a zoo hospital.  
(a) human patients (b) children patients  
(c) animal patients (d) the employees of the zoo
3. The doctor \_\_\_\_\_ the ways how the animal should be made to take medicine.  
(a) tries (b) finds  
(c) thinks (d) narrator
4. The \_\_\_\_\_ has a great liking for potatoes.  
(a) giraffe (b) monkey  
(c) spoonbill (d) elephant
5. Giraffe has liking for \_\_\_\_\_.  
(a) potatoes (b) sweet  
(c) loaf of sugar (d) castor oil
6. Spoonbill mostly lives on \_\_\_\_\_.  
(a) meat (b) grain  
(c) warms (d) fish

### Grammar

**Examples:** A doctor gives a pill.  
A human patient gets a medicine.

### Transitive Verbs

When a verb has an object that receives the action of the verb, we say that the verb is transitive.



### Guidelines for the Teacher:

- In these sentences, the verbs "gives" and "gets" have objects after them which are pills and medicine.

**A. Complete these sentences with objects.**

1. I sold \_\_\_\_\_.
2. I took \_\_\_\_\_.
3. I bought \_\_\_\_\_.
4. I understood \_\_\_\_\_.
5. I wrote \_\_\_\_\_.

**Examples:** The bird **cried**.  
The elephant **coughed**.

**Intransitive Verbs**

When the verb does not have an object and nothing receives the action, we say that the verb is intransitive.

**B. Use the following intransitive verbs in sentences.**

- slept: \_\_\_\_\_
- cried: \_\_\_\_\_
- fell: \_\_\_\_\_
- ran: \_\_\_\_\_
- rose: \_\_\_\_\_

**C. Make sentences of the following words. Find out whether the verbs are transitive or intransitive.**

| Verb   | Sentence | Transitive | Intransitive |
|--------|----------|------------|--------------|
| laugh  |          |            |              |
| follow |          |            |              |
| buy    |          |            |              |
| weep   |          |            |              |
| clean  |          |            |              |



**Guidelines for the Teacher:**

In the above examples, we can see that there are no objects after **cried** and **coughed**. In this case we say that these verbs are intransitive because they do not have an object after them.

## Active Voice, Passive Voice

A. Read the following two paragraphs carefully.

### Paragraph 1

A large potato was brought and carefully cut into two. Half of the inside part was scooped out, the powder was put in its place and the potato was closed again.

### Paragraph 2

The doctor brought a large potato and he carefully cut it into two. He scooped out half of the inside part, he put the powder in its place, he closed the potato again.

What difference did you notice?

In paragraph 1, the action is given more importance. It is in passive voice.

In paragraph 2, subject (doctor) is given more importance. It is in active voice.

We use passive tense when action is more important. We also use passive voice for reporting a particular procedure in the past.

There are two special forms for verbs called "Active Voice & Passive Voice":

Active Voice:

Remember:

|        | subject | verb    | object          |
|--------|---------|---------|-----------------|
| Active |         | →       |                 |
|        | Doctor  | brought | a large potato. |



### Guidelines for the Teacher:

- Explain to students that the active voice is the "normal" voice. This is the voice that we use most of the time. You are already familiar with the active voice. In the active voice, the object receives the action of the verb.

## Passive Voice:

Remember:

|         | subject        | verb        | object     |
|---------|----------------|-------------|------------|
| Passive |                | →           |            |
|         | A large potato | was brought | by doctor. |

B. Read the following sentences. Identify active and passive voice.

1. I like mangoes.
2. Mangoes are liked by me.
3. Rice are eaten by us.
4. We eat rice.
5. She caught a bird.
6. A bird was caught by her.
7. He will be punished by the teacher.
8. The teacher will punish him.
9. I am writing a story.
10. The story is being written by me.

## Pronunciation:

/r/ sound before consonants and vowels

A ca(r) has stopped in the parking. (We don't pronounce /r/)

A ca(r) is coming. (We pronounce /r/)

/r/ sound in the middle: cart, part, heart, court, port, sort. (Weak /r/)

(Very weak /r/ or silent /r/)



## Guidelines for the Teacher:

- Passive voice is used when the focus is on the action. It is not important or not known, however, who or what is performing the action. The passive voice is less usual. In the passive voice, the subject receives the action of the verb.
- Give students good practice in pronouncing 'r' sound in words and sentences.

## Writing Skills:

**A.** Imagine that you have a small zoo at your home. You have birds and some animals in it. You want visitors to be nice to your pets and not to tease them. Make rules for the people who visit your small zoo.

We also use passive voice to write instructions and small notices. e.g. Late comers will be fined.

### Instructions for Visitors

1. Visitors are not allowed after 6:00 p.m.

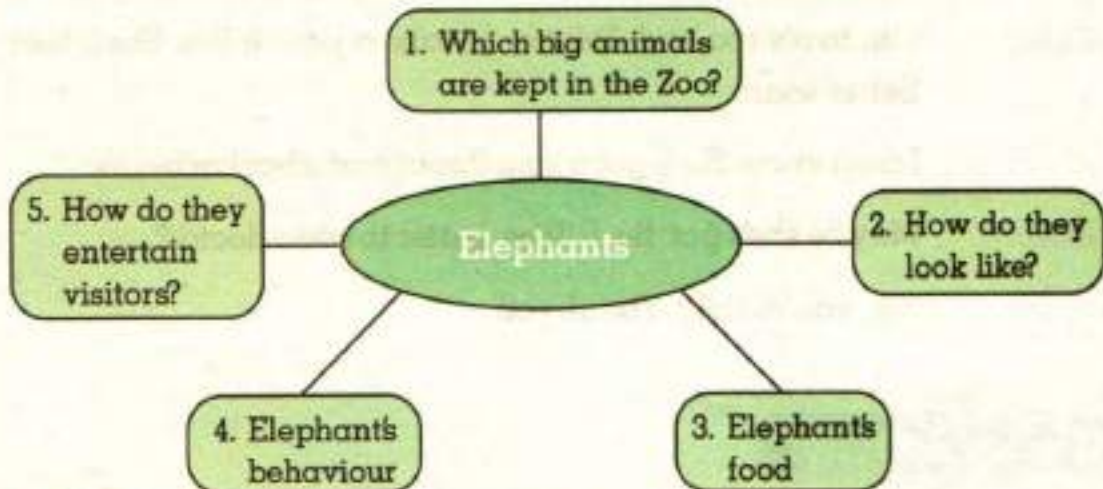
2.

3.

4.

5.

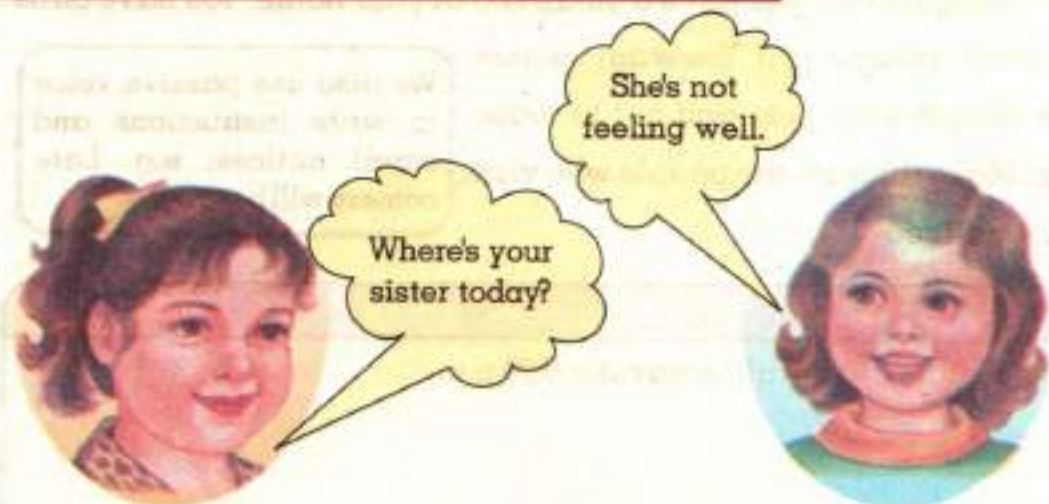
**B.** Write a paragraph of 50 – 60 words on "Elephants".



### Guidelines for the Teacher:

- Help students make rules in passive voice only

## Oral Communication Skills:



**Nadia:** Where's your sister today?

**Lubna:** She's not feeling well.

**Nadia:** Really? What's the matter?

**Lubna:** She's got a headache.

**Nadia:** Oh, that's too bad. Tell her to take a pain killer. She'll feel better soon.

**Lubna:** I don't know. She's got a sore throat and a backache, too.

**Nadia:** Maybe she's got flu. It'll be better to see a doctor?

**Lubna:** Yes, you're right. Thank you.

### Group Activity:

Practise this dialogue in pairs.

## Glossary

|                 |   |
|-----------------|---|
| administration: | the group of people who manage the affairs of a company     |
| adopt:          | choose  |
| amazing:        | surprising  |
| castor oil:     | vegetable oil used as laxative                              |
| crunches:       | noisy crushes   |
| bitter:         | not sweet; tasting harshly                                  |
| loaf:           | a shaped mass of baked bread                                |
| medicine:       | a substance intended to cure illness                        |
| mind:           | object  |
| overcome:       | control; prevail over                                       |
| patient:        | a person who requires medical cure                          |
| pill:           | piece of medicine for swallowing                            |
| popped:         | put suddenly  |
| pretended:      | not genuine, assumed  |
| rare:           | uncommon  |
| scooped out:    | hollowed out; taken out                                     |
| swallows:       | passes food or drink down the throat                        |
| treatment:      | the medical care that a patient is given to cure an illness |
| veterinary:     | medical care of animals                                     |

## Drugs are Dangerous

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

- analyze paragraphs to identify sentences that support the main idea through evidence
- summarize the paragraphs for harmful effects of drugs
- use first conditional sentences
- analyze the written text to use in their own writing and develop a paragraph.
- use appropriate expressions, vocabulary and style to relate what they have to say to what has been said before

### Pre-reading:

- Read the title and tell what point the writer will make in the lesson.
- Describe what happens when the people use drugs.

- ① A drug is an illegal substance which some people use to **intoxicate** their minds. It makes them forget everything. They lose control over themselves. They inject, smoke, drink or inhale certain adhesives. When people become drug addicted, they face and cause a

How drugs affect people's health?



### 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 topic sentence and supporting details.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

lot of problems. As these drugs are quite costly, addicts drain away their money to buy the drugs. When they have no money, they try to get it through illegal means such as stealing or robbing. They are in a pitiable condition.

They become quarrelsome and disturb family setup. They cannot control their **temperament**. They remain dirty and prefer to live among addicts. They do not care about their family. They neglect their parents as well as their children.

Some people drive when they are drunk or intoxicated. In such a condition, they cause accidents, putting their lives and the lives of other people in danger.

The addicts make our world unhappy and insecure. They make the surroundings unclean. They hurt the world we share.



How do the drugs hurt the families of addicts?



How do drugs affect society?



### Guidelines for the Teacher:

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

## Vocabulary:

- A. Find the antonyms of the following words in a thesaurus.

dangerous, intoxicate, inhale

- B. Use antonyms of above words in sentences.

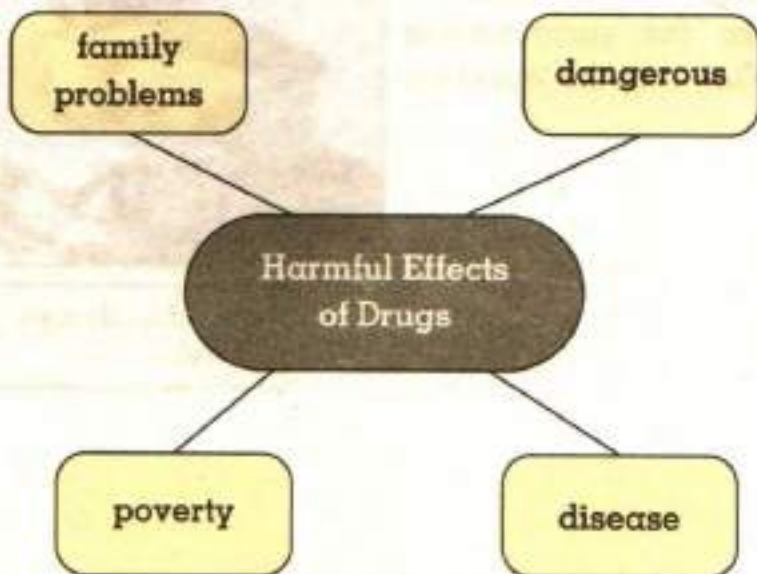


## Reading for Comprehension:

- A. Write the main idea of this lesson in one or two sentences.

The lesson is about \_\_\_\_\_  
\_\_\_\_\_

- B. Re-read paragraphs 2, 3 and 4. Summarize the harmful effects of drugs.



## Guidelines for the Teacher:

- Ask students to re-read these paragraphs silently and pick out the required information.

**C. Answer the following questions.**

1. Why do the people use drugs?
2. What is the effect of drugs on the mind of people?
3. How are the drivers who use drugs a danger for all of us?
4. What advice do you want to give to the addicts?

**E. Choose the correct option.**

1. The drugs are quite \_\_\_\_\_.  
a) easily available      b) cheap  
c) costly      d) useful
2. Addicts drain away \_\_\_\_\_.  
a) water      b) enjoyment  
c) money      d) nothing
3. Drugs change the way the brain \_\_\_\_\_.  
a) works      b) understands  
c) covers      d) maintains
4. The addicts drive their vehicles \_\_\_\_\_.  
a) actively      b) safely  
c) carefully      d) dangerously
5. Addicts make our world \_\_\_\_\_.  
a) healthy      b) unhealthy  
c) pleasant      d) secure

## Grammar

### First Conditional Sentences

First conditional sentences express a situation that will happen under conditions in the 'if' clause.

#### Structure of First Conditional Sentence

| The verb in the if clause                           | The verb in the main clause   |
|---|---|
| Present Tense or modal+ simple form<br>If it rains, | Simple Future Tense or modal+simple form<br>we will not go on trip. |

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

If you go to Murree, you will have a wonderful time.

You will have a wonderful time if you go to Murree.

#### Remember

You can reverse two clauses.

- Which clause comes first in this sentence? (Any one)
- Can you switch these clauses? (yes)
- Is there any difference in meaning? (No)
- What's different about punctuation? What happens to the comma?

When the main clause comes first, there is no need to put a comma.



#### Guidelines for the Teacher:

- Give students examples of First Conditional Sentences from their immediate environment. e.g. If you do not work hard, you will fail. If you do your tests well, I will give you A\* grade, etc.

**B. Complete the following first conditional sentences.**

1. If you do not study hard, you \_\_\_\_\_ the test.  
a) do not pass      b) will not pass      c) pass
2. Huma will be sad if her mother \_\_\_\_\_.  
a) will leave      b) will not leave      c) leaves
3. If it's sunny, we \_\_\_\_\_ to the park.  
a) do not go      b) will go      c) go
4. You won't enjoy your time, if you \_\_\_\_\_ to that party.  
a) will go      b) do not go      c) will not go
5. If you cook the dinner, I \_\_\_\_\_ the dishes.  
a) will wash      b) do not wash      c) wash

**Pronunciation:****C. Read aloud the following tongue twisters.**

I thought, I thought of thinking of thanking you.

She sells sea shells on the sea shore. The shells she sells are sea shells, I'm sure.

The thirty-three thieves thought that they thrilled the throne throughout Thursday.

A fly and a flea in a flu

were trapped, so what could they do?

"Let us fly," said the flea

"Let us flee," said the fly

so they flew through a flaw in the flue.

**Guidelines for the Teacher:**

- Help students read these tongue twisters fluently.

Veera has violets, vegetables, a vacuum and a van.

Little Lucy likes lots of lollipops to lick.

Charlie chipmunk cheerfully chewed on chunks of chocolate chips.

**D. Write conditional sentences for each of these pictures.**



work hard / succeed



do not take care / fall ill



wash hands / healthy



cut hair / give money



rains / go to the market



take milk / healthy



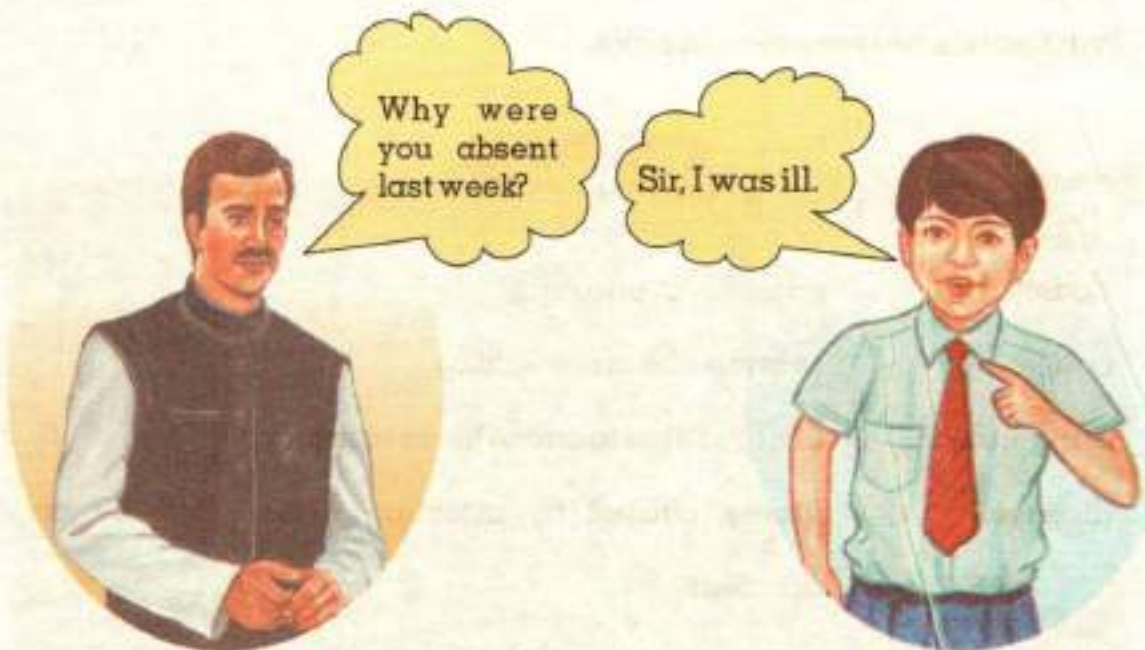
**Guidelines for the Teacher:**

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

## Writing Skills:

Write a paragraph of 50 – 60 words on "Harmful Effects of Smoking". First make a mind map to develop the focus of your paragraph.

## Oral Communication Skills:



**Teacher:** Why were you absent last week?

**Danial:** Sir, I was ill.

**Teacher:** Oh! what happened?

**Danial:** Sir, I fell off my bike. My ankle was swollen.

**Teacher:** What did you do then?

**Danial:** Sir, I saw a doctor. He bandaged my ankle and asked me to stay in bed.

**Teacher:** Did you follow his advice?

**Danial:** Yes, I did, Sir.

**Teacher:** How do you feel now?

**Danial:** Much better, thank you, Sir.

### Group Activity:

Practise this conversation in pairs.

### Glossary

|            |  |
|------------|--|
| addicted:  | dependent on drugs   |
| cause:     | to bring about something   |
| dangerous: | likely or able to cause harm or injury   |
| disease:   | illness caused by infection rather than by an accident   |
| disturb:   | to upset the arrangement or order of something   |
| drug:      | any chemical substance which is abused habitual or addictive, and possession of which is illegal |
| hurt:      | to injure or cause physical pain to someone  |

|              |  |
|--------------|--|
| inhale:      | to take air into lungs   |
| intoxicate:  | to affect the brain; to excite   |
| temperament: | a person's natural character which governs the way he behaves and thinks |
| upset:       | emotionally distressed, angry or offended, etc.                          |

## A Happy Prince

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

- recognize and describe story elements
- identify the speaker or narrator in the story
- retell the story sequentially
- summarize the story through gapped summary
- identify function of direct and indirect speech in simple texts
- recognize the rules of and change the narration of simple statements
- describe the characters in writing
- write short texts in speech bubbles and cartoon strips appropriate to the communicative purpose and context
- use appropriate expression, vocabulary and style to engage in conversation and to ask questions of personal relevance

### Pre reading:

- Who is a prince?
- Have you ever seen a swallow?

1 There stood a bronze statue of a Happy Prince in the heart of the city. The figure was inlaid with gold. The eyes were made of sapphires. A large ruby was studded in the sword.

2 One night, a little swallow flew over the city. He was looking for a place to sleep. He saw the statue of the Happy Prince. He flew down to take rest between the feet of the Happy Prince. Suddenly a drop of water fell upon his face. He saw that the statue of Prince was there crying. Swallow asked the prince, "Who are you?" The Happy Prince replied, "I am the Happy Prince." Swallow again asked him, "Why are you crying?"



Happy Prince answered, "When I was alive, I did not see any 3 hardship or sorrow. When I was dead, they placed my statue at this place from where I can see the misery of the city. I wish to help the people but I cannot move from my place. All this makes me cry. I am going to tell you about some people who are in trouble. One of them is a poor woman. Her son is ill. She has no money to buy fruits or medicines. O sweet swallow! Take the ruby out of my sword and give it to the poor woman."



The swallow agreed to do this. He flew to the poor woman's 4 house and dropped the ruby into her room and flew back to the Happy Prince. He said to the Happy Prince, "I have done the work assigned to me. Although it is cold; yet I feel the warmth of pleasure." The swallow slept there between the feet of the Happy Prince.

Next night the Happy Prince told the swallow about the noble 5 writer who was weak and hungry. He said to the swallow, "It is very cold. The poor writer has no fire. He is trying to finish a book but he cannot write because of cold and hunger. Please take the sapphire out of my one eye and throw it into his house." The swallow did as the Happy Prince had asked him to do. The writer sold the sapphire and bought food to eat and fuel to burn. Thus he finished the book easily. The swallow spent the day in the city and at night again came to sleep between the feet of the Happy Prince.



- The Happy Prince told the swallow to give the sapphire of his other eye to a poor girl, who was crying in the nearby lane. The Happy Prince requested the swallow to give outer layers gold, little by little, to poor people. The swallow did as the Happy Prince asked him to do, for many days.

What does the word 'embedded' mean?

- At last the Happy Prince became dull and grey and the poor swallow got cold and became weak. One day the swallow fell dead at the Happy Prince's feet. At this the lead heart of the Prince broke too.

- The Mayor of the city passed by and looked at the statue. He said, "Once this statue was very beautiful. Now it has become very ugly." He ordered his men to pull down the statue and throw away the dead body of the swallow.

- The workers pulled down the statue. They melted it but the heart of the Prince did not melt. They threw it, where the dead swallow was lying.

- Allah was much pleased by the sympathy of the Prince and service of the swallow. He said to one of the angels, "Bring me the heart of Prince and the dead body of the swallow. They will live in heaven."



#### Guidelines for the Teacher:

- Help the students to analyze the elements of the story: beginning, middle, ending, plot, characters (human/animal, imaginary) and their roles, dialogues and setting. Ask them to see Lesson for better understanding of these elements.
- While-reading activity given in the box may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

## Vocabulary:

Read the story and find the words having the same meanings as given in column 'B'.



Write them under column A. One is done for you.

| A      | B  |
|--------|--|
| Statue | A figure of a person made of stone/metal.      |
|        | A precious stone of blue colour.               |
|        | A precious stone of red colour.                |
|        | A place where good people will go after death. |
|        |  |
|        |  |



## Reading for Comprehension:

Read the lesson carefully and answer the following questions.

1. What do you know about the statue of the Happy Prince?
2. How did the statue help the poor and the needy?
3. What is the role of the swallow in this story?
4. What lesson do you learn from this story?
5. Do you like the character of the Happy Prince?

## 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?

### Setting

Setting includes the time and location.

### Characters

Different persons playing different roles in the story.

How many events / incidents are mentioned in this story?

### Plot

Plot means different events in the story.

Beginning

Middle

End

What is the beginning of this story?

What is the middle of the story?

What is the ending of the story?

What message does the writer give in this story?

### Theme

Theme is the central idea of the story.

## Grammar

Words that only occur in the plural.

**tools, instruments, pieces of equipment:**

1. She cuts the cloth with her scissors.



scissors

2. My father wears glasses.



glasses

A. Use the following words in sentences of your own.



handcuffs



pliers



tongs



scissors



tights



trousers



shorts



braces



leggings

### Names of Games:



billiards

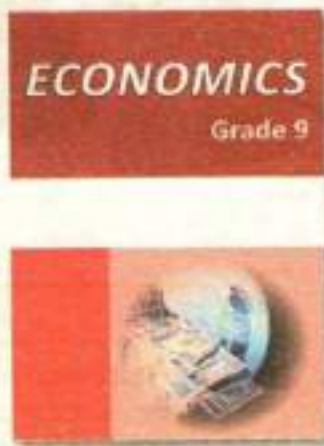
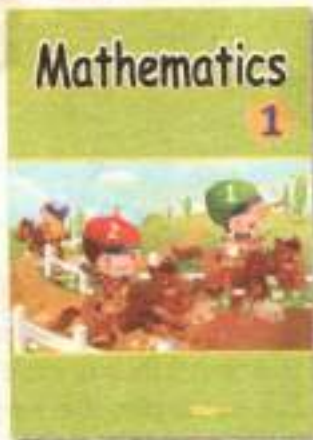
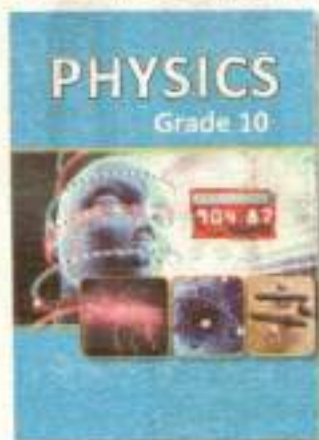


darts



bowls

### Names of Subjects / Activities:



athletics



gymnastics

B. What things which are always plural can be used to:

weigh something? \_\_\_\_\_

cut paper /cloth? \_\_\_\_\_

hold your trousers up? \_\_\_\_\_

keep a prisoner's hands together? \_\_\_\_\_

wear on eyes? \_\_\_\_\_

C. How many articles on the clothes line are plural nouns? Write their names in your notebook.



### Compound Words

A compound word is a word that is made up of two or more other words. For example, the word wheelchair is made up of two words, wheel and chair.



wheel

+



chair



wheelchair



sun

+



flower



sunflower



star

+



fish



starfish

D. Create more compound words by looking at the following objects.



+



\_\_\_\_\_



+



\_\_\_\_\_



+



\_\_\_\_\_



+



\_\_\_\_\_

### Punctuation:

- E. Look at the following pictures and read the speech bubbles.

### Quotation Marks

Quotation marks are used to enclose a direct quotation or speech of the person.



Why are you crying?



I wish to help the poor people but I cannot move from my place. This makes me cry.

That was the conversation between the Happy Prince and a little swallow.

- E Now read the story again and notice use of quotation marks to enclose the direct speech of the Happy Prince and the swallow. Write these direct quotes in your notebook.

Inverted commas will help you to pick out quotes in the story.

### Direct and Indirect Speech:



I am Happy Prince.

He says that his name is Happy Prince.

#### Direct Speech

Saying exactly what someone says is called direct speech (sometimes called quoted speech). Direct speech appears within quotation marks ("...").

#### Indirect Speech

Reporting what someone says without quoting his exact words. Indirect speech does not use quotation marks to enclose what the person says.

### Pronoun Change in Indirect Speech:

When using indirect speech, the pronoun in the reported speech changes as given below.

| Direct Speech     | Indirect Speech     |
|-------------------|---------------------|
| I, we             | he / she, they      |
| you               | you, he / she, they |
| he, she, it, they | remain the same     |

## Examples:

| Direct Speech                           | Indirect Speech                            |
|---|--|
| He says, "I go to school everyday."     | He says that he goes to school everyday.   |
| She says to them, "You work very well." | She says to them that they work very well. |
| He says, "She will write a story."      | He says that she will write a story.       |

G. Read the following direct statements. Then complete the indirect statements.

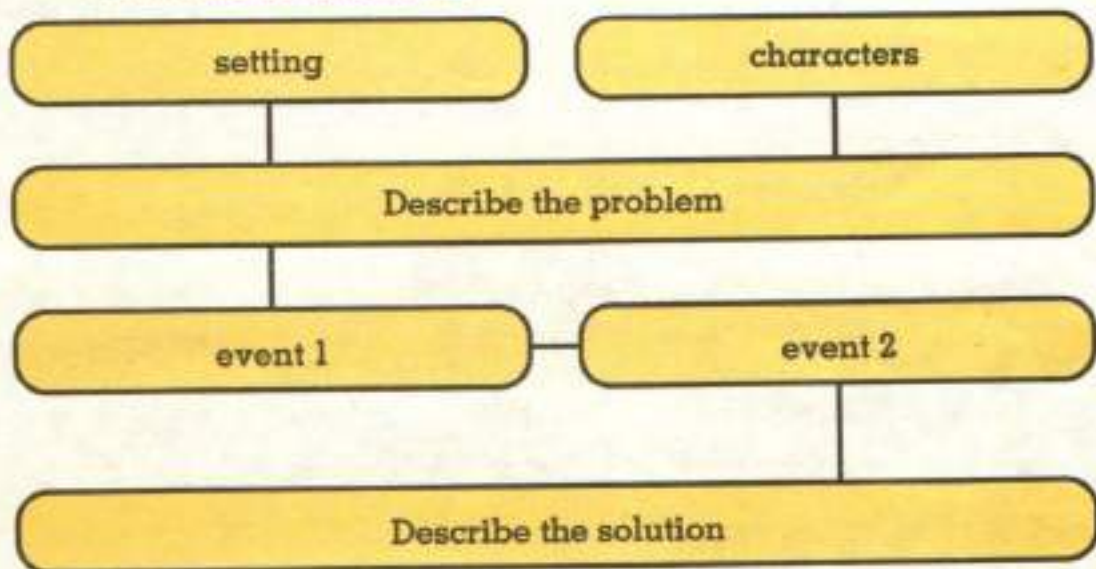
- |                                   |   |
|-----------------------------------|---|
| 1. "I am very tired"              | She says that —— is very tired.             |
| 2. "You play the piano well."     | Jamil tells me that —— play the piano well. |
| 3. "We are leaving the town."     | He says that —— are leaving the town.       |
| 4. "I will go to find a new job." | He says that —— will go to find a new job.  |
| 5. I am looking for my pen."      | She says that —— is looking for her pen.    |

## Writing Skills:

A. Write the character sketch of "The Happy Prince". Focus on the following points in the mind map.

| Character           |
|---------------------|
| physical appearance |
| personality traits  |
| challenge / problem |
| role                |
| accomplishment      |

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



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

## Oral Communication Skills:

Practise this dialogue in pairs.



Swallow

Hello!

Who are you?

Why are you crying?

Can I help you?

I have done as you wished sir.



The Happy Prince

Hello!

I am the Happy Prince.

Sorrows of the people make me cry.

Take these rubies and give them to the poor.

Thank you so much.

### Library Skills:

- A. Read the table of contents and write fiction and non-fiction texts separately.
- B. Visit your library and write names of three books from each section:

Reference, English, Urdu, Science

### Glossary

|           |   |
|-----------|---|
| alive     | living, having life   |
| angel     | a messenger or attendant of Allah   |
| assigned  | allotted; given a task to someone   |
| dull      | lacking liveliness; lacking brightness.                                       |
| bronze    | brown alloy of copper and tin   |
| fuel      | material for burning  |
| hardships | difficulties  |
| heaven    | the place believed to be the home of Allah, angels and of blessed after death |
| inlaid    | ornamented one into another   |
| lane      | a narrow road or street   |
| lead      | a heavy metal   |
| melt      | to make or become from solid to liquid by action of heat                      |
| ruby      | a precious stone of red colour  |
| sapphire  | a precious stone of blue colour   |
| statue    | an image of a person, esp. life size or large                                 |
| studded   | fixed   |
| swallow   | a swift flying bird   |
| sympathy  | feeling for the sadness or suffering of others                                |
| ugly      | unpleasant to look at   |



### Guidelines for the Teacher:

- Help students use library skills to understand card catalogue, locate and use card catalogue. Identify catalogue card i.e. author card, title card and subject card.

 **REVIEW 3** 

**A. Fill in the blanks with correct past continuous tense form of the verb given in brackets.**

1. We ..... (do) our homework when the light went out.
2. When the teacher came into the classroom, they ..... (play) a game.
3. When they saw him, he ..... (go) to the market.
4. The sun ..... (shine) brightly when we went to the riverside.
5. When the phone rang, he ..... (have) dinner.

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

1. They worked hard in exams.
2. I drink milk everyday.
3. He is riding a bike.
4. You will play cricket.
5. She was making tea.

**C. The following sentences talk about the future. Fill in the blanks with the correct form of the verb in the parentheses.**

1. If you \_\_\_\_\_ (go) to Murree, you \_\_\_\_\_ (have) fun.
2. He \_\_\_\_\_ (see) many rare animals if he \_\_\_\_\_ (go) to the zoo.
3. We \_\_\_\_\_ (not go) on a picnic if it rains.
4. If she \_\_\_\_\_ (not like) spicy food, she \_\_\_\_\_ (not cook) chilli.

- D. Some friends are planning a party. They come up with a few conditions, just to make sure that the others will also participate.

Complete the following conditional sentences.

1. If Sana and Hira (prepare) the salad, Bilal (decorate) the house.
2. If Bushra (cut) the cucumber for the salad, Sobia (peel) the onions.
3. Jalil (clean) the sitting room if Fahad and Ali (move) the furniture.
4. If Irfan and Saleema (set) the food, Hassan and Sana (make) the sandwiches.
5. If they all (do) their best, the party (be) great.

- E. Use the following direct and indirect objects in sentences.

| Direct Object | Indirect Object |
|---------------|-----------------|
| money         | beggar          |
| present       | brother         |
| story         | children        |
| message       | Ali             |
| lunch         | me              |

- F. Change the following into indirect speech.

1. He says, "I will not be late."
2. She says, "They are doing their homework."
3. They say, "We were going to Karachi."
4. He will tell me, "She is ready to help us."
5. The teacher says, "The earth revolves round the sun."

**G. Convert the following paragraph into past tense.**

Jamal and his sister Farah live with their father and mother on the hillside of a beautiful valley. Their father is a farmer and the family lives in a little farmhouse. On the farm, they have a few sheep and cows and there is also a cornfield.

**H. Convert the following paragraph into present tense.**

A hunter had a very faithful dog. One day, he went out for hunting, leaving his child into house. In his absence, a wolf entered the baby's room. He was about to kill the child when the dog sprang upon him and killed the beast.

**I. Write paragraphs of 50-70 words on the following topics:**

- i. A Visit to the Zoo    ii. Effects of Smoking on Health

**J. Develop a story of your own under the moral "A good beginning makes a good end". Give your story a title.****K. Reading and Thinking Skills:**

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

**L. Oral Communication Skills:**

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


**SAMPLE RUBRIC**

1. Sample Rubric for marking paragraphs (descriptive, expository, narrative) and essay at grade VI level

|                        |    |
|------------------------|----|
| Marks for ideas        | 04 |
| Marks for organization | 04 |
| Grammar                | 02 |
| Total                  | 10 |

2. Sample Rubric for marking letters at grade VI level

|         |    |
|---------|----|
| Format  | 03 |
| Body    | 05 |
| Grammar | 02 |
| Total   | 10 |

3. Sample Rubric for marking stories at grade VI 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 VI 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.

## ABOUT THE AUTHORS

### Authors:

**Prof. Mirza Ghulam Muhammad Baig**, completed his Master in English Literature and professional qualifications Master of Education (M.Ed.) from the University of Punjab; Diploma in English Language Teaching from AIOU, Islamabad; Advance Diploma in Overseas Developing Education, from Cambridge (U.K.). He has 35 years Administrative and Teaching Experience in the field of in-service/ pre-service teachers' training. He also worked with Foreign Consultants and acquired a considerable experience in Developing Support Materials for Teachers. He is co-author of Current English Dictionary and Current English Grammars.

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