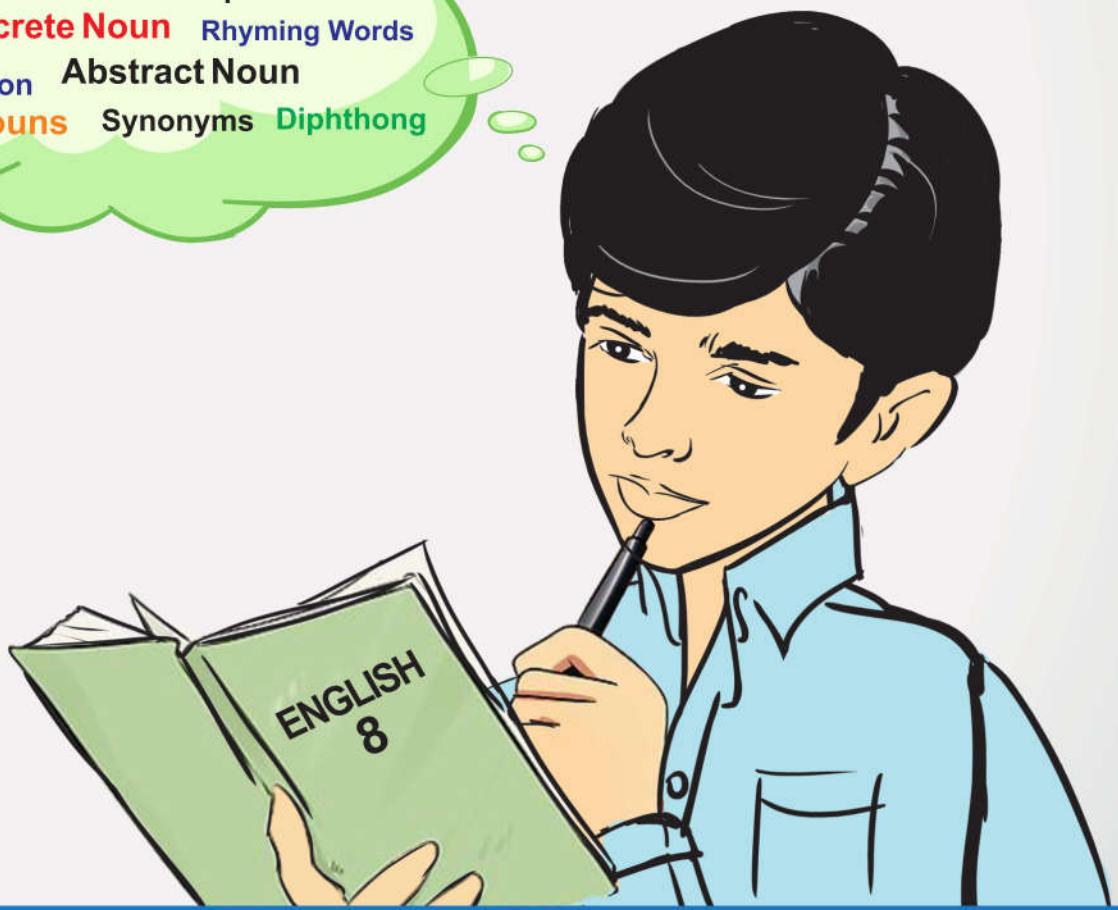


ENGLISH

8

Based on Single National Curriculum 2022



Punjab Curriculum and Textbook Board, Lahore

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(In the Name of Allah, the Most Compassionate, the Most Merciful.)

English

8

Based on Single National Curriculum 2022
One Nation, One Curriculum



PUNJAB CURRICULUM AND
TEXTBOOK BOARD, LAHORE

Content List			
Units	Themes	Oral Communication SKills	Reading Skills
1. Tolerance of the Rasoolullah ﷺ	Ethics and Values (Universally desired personality traits)	<ul style="list-style-type: none"> Demonstrate attentive listening skills Ask and answer questions of personal relevance 	<ul style="list-style-type: none"> Reading for Understanding Questions/Answers Fill in the Blanks Main Idea Topic Sentence
2. A Great Virtue	Peaceful Co-existence	Engage in extended discussion	<ul style="list-style-type: none"> Reading for Understanding Questions/Answers Choose the correct option Elements of a story
3. The Twins (Poem)	Personality Development	Apply knowledge for different purposes	<ul style="list-style-type: none"> Questions/Answers Figures of Speech
4. Let's Make Our Road Safer!	Participatory Citizenship	<ul style="list-style-type: none"> Apply knowledge for different purposes Engage in collaborative discussions 	<ul style="list-style-type: none"> Contextual and Dictionary Meanings Questions/Answers Topic sentence and supporting details
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5. Hazrat Umar رضي الله عنه	Role Models	<ul style="list-style-type: none"> Demonstrate spoken presentation and listening Speak for different purposes Express preferences and opinions 	<ul style="list-style-type: none"> Contextual and Dictionary Meanings Questions/Answers Fill in the Blanks Silent Letter Hunt
6. Sports and Sportsmanship	Sports	<ul style="list-style-type: none"> Ability to pose rhetorical questions Perform a role play Ask and answer simple and higher order questions 	<ul style="list-style-type: none"> Reading for Understanding Questions/Answers Fact and Opinion
7. The Earth Speaks	Environmental Education	Engage in extended discussions and debates	<ul style="list-style-type: none"> Questions/Answers Figures of Speech
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9. Mountaineering	Adventure	<ul style="list-style-type: none"> Ask and answer questions of personal relevance Role Play 	<ul style="list-style-type: none"> Reading for Understanding Questions/Answers
10. Dignity of Labour	Dignity of Labour	<ul style="list-style-type: none"> Apply knowledge for different purposes Speak confidently and fluently for different purposes 	<ul style="list-style-type: none"> Reading for Understanding Questions/Answers
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About the Book

Title of the unit is derived from the themes/sub-themes and the text also revolves around the theme.

Learning Outcomes comprise the key learning areas required to achieve at the end of each unit.

Each unit starts with **Talk Time**, it comprises the one word icebreaking activities for brainstorming of students and to acquaint them with the reading text.

2 A Great Virtue

Learning Outcomes:

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

- engage in extended discussions taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- use common punctuation cues to aid comprehension when reading.
- recognise and rectify faulty punctuation in given passages and own work and correct others' work.
- ask and answer simple and higher-order questions to guide/assess reading.
- analyse organisational patterns in a text.
- explain whether predictions about the content of a text are acceptable or should be modified and why.
- analyse how particular elements of a story interact.
- use thesaurus to locate guide words, entry word, synonyms/ antonyms according to the context and use in writing.
- identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs.
- use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- understand the difference between singular and plural countable and uncountable nouns.
- write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

Talk Time

Every act of kindness counts
What do you think about the above given statement.

Reflection:
Think what act of kindness you have done recently and how you felt after it.

Activity
Sit in groups and discuss how in our daily life we can be kind to others and develop a good relation with people around.

Activity in the unit is given for group and pair work. Moreover, some activities are for the reinforcement of the concept taught.

Pre-reading:

- Have you ever seen the twins?
- Were you able to recognize each one of them?

In form and feature, face and limb,
I grew so like my brother,
That **folks** got taking me for him,
And each for one another.
It **puzzled** all our **kith** and **kin**,
It reached a **fearful pitch**;
For one of us was born a twin,
Yet not a soul knew which.

One day, to make the matter worse,
Before our names were fixed,
As we were being washed by nurse,
We got completely mixed;
And thus you see, by **fate's decree**,
Or rather nurse's whim,
My brother John was named me.
And I was named him.

This fatal likeness even **dogged**
My footsteps when at school,
And I was always getting **flogged**,
For John turned out a fool.
I put this question, **fruitlessly**,
To every one I knew,
'What would you do, if you were me,
To prove that you were you?'

(Henry S. Leigh)

While-reading

What did puzzle the kith and kin?
Who mixed the twins?

Remember

Intonation

- Intonation is the rise and fall of the voice in speaking.
- Intonation is primarily a matter of variation in the pitch level of the voice in which stress and rhythm are also involved.

Recite the poem using proper stress and intonation.
Help students understand the importance of stress and intonation in poetry.

Teaching Point is to aid teaching process in an effective way to attain the learning targets.

Remember is to revise those concepts that are being taught repeatedly in almost each previous grade.

Review is given to assess students' learning.

Review - 1

Oral Communication Skills

- A. Listen to the poem carefully and answer the questions orally given at the end.

Water is a lovely thing.
Dark and ripply in a spring,
Black and **quiet** in a pool
In a **puddle** brown and cool,
In a river blue and gay,
In a raindrop silver-grey,
In a fountain **flashing** white;
In a dewdrop crystal bright;
In a pitcher frosty-cold;
In a bubble pink and gold;
In a happy summer sea;
Just as green as green can be,
In a rainbow far **unfurled**,
Every colour in the world.
All the year, from spring to spring.
Water is the loveliest thing!

Julia W. Wolfe

Oral Questions

- Where is the water brown and cool?
- What is a dewdrop?
- What are the colours of rainbow?
- What is the main idea of the poem?

- B. Describe the benefits of traffic rules.

Divide the students in groups, each group will talk about one traffic rule with its benefits. In this way each group will get the chance to speak.

Reading Skills

- A. Answer the following questions:

- Give an example of tolerance from the life of the Rasoolullah (ﷺ).
- What did Hazrat Ans Bin Maalik (رضي الله عنه) say about the Rasoolullah (ﷺ)?

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Read Me explains the concepts that are being taught to the students.

Each unit is divided into four major competencies to enhance student learning process:

- Oral Communication Skills
- Reading Skills
- Vocabulary and Grammar
- Writing Skills

Ethical and social attributes are incorporated across the four competencies.

3. How did Haroon and Salman behave towards each other during their quarrel?
4. In Haji Usman's judgement, what is Haroon supposed to do for Salman?
5. Do you think his judgement was fair? Explain with reasoning.
6. What is the theme of the story? Write a short summary of it.

Activity

Read the story 'Settling the quarrel' again and identify the story elements in it. Then analyze its plot development and discuss whether it is a good one or can be improved.

- B. Cause and Effect

Read Me

Cause: The reason-Why something happened.

Effect: The result-What happened (Single words- because, so, since, as a result, if, then, therefore, due to)



Read the poem 'Anger' again and state the cause and effect of anger mentioned in it by the poet.

Vocabulary and Grammar

- A. Compound Preposition

Use the following compound preposition in sentences.

- in front of
- along with
- instead of
- at the top of
- according to

Read Me

A compound preposition contains two or more prepositional words.
e.g., aside from, next to, close to, apart from, etc.

Just a reminder!

A preposition is a word that shows the relationship between a noun or a pronoun and other words in a sentence, e.g., Ali is playing tennis on Sunday.

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1

Tolerance of the Rasoolullah (ﷺ)

خَاتَمُ النَّبِيِّنَ أَلِهٗ وَأَصْحَابِهِ وَسَلَّمَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَيْهِ سَلَامٌ

Learning Outcomes:

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

- demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- ask and answer questions of personal relevance, information and variety of communicative purposes.
- demonstrate understanding of familiar word patterns using knowledge of syllables, mark the multisyllabic words in sentences to decode them, pronounce correctly and also read unfamiliar sentence patterns fluently with proper stress, expression and joy.
- guess the meaning of the word in the text. Compare with the dictionary meaning to understand the contextual meaning.
- analyse that text comprises a group of paragraphs that develop on the main idea addressed by the writer throughout the text.
- recognise features of an effective topic sentence using specific words and vivid verbs.
- explain the meaning of words using dictionary to: choose appropriate word definition according to the context, identify pronunciation, identify syllable division and stress patterns and the part of speech of a word.
- keep a record of words.
- use knowledge of syllable patterns, roots to construct multi-syllabic words and pronounce the words with the correct stress.
- follow the steps of the process approach to plan for writing a paragraph.
- write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well structured event sequences.
- apply editing and proofreading skills to a range of different texts and contexts.

Talk Time

TOLERANCE

What comes to your mind when you hear the word?

In a classroom how can you be tolerant?

How will you stop a fight between two children?



Ask students these questions and begin the discussion by making a mind map on the board. Reinforce taking turns and let others speak.

Pre-reading:

1. Do you know the meaning of tolerance?
2. Can you recall an incident of tolerance from the life of the Rasoolullah (ﷺ) ?

1 Tolerance means to bear pain or hardships with patience. It also means to bear things you do not like. For example, when you are in a position to take revenge, but you do not do so, you are displaying tolerance. The greatest tolerance was practised by our Rasool(ﷺ).

While-reading

Have you ever shown tolerance practically?



2 The Rasoolullah (ﷺ) is a model of tolerance. He (ﷺ) never wished ill for anyone. Hazrat Ayesha (رضي الله تعالى عنها) said that the Rasoolullah (ﷺ) never took revenge upon anyone. Abu Sufyan was the worst enemy of Islam before he became a Muslim. At the conquest of Makkah Mukarramah the Rasoolullah (ﷺ) not only forgave him but also honoured him by declaring amnesty for those who took refuge in his house.

While-reading

What do you understand by the word 'amnesty'?

3 When the Rasoolullah (ﷺ) went to Taif to preach Islam, the people there threw stones at him. Hazrat Jibrael (Gabriel) (عليه السلام) asked the Rasoolullah (ﷺ) on the occasion



- Enhance students' interest for the given topic with the help of pre-reading activity.
- Encourage students to guess the meanings of the highlighted words in the text.

of trial, "Allah has heard your people's saying to you, and what they have replied back to you, Allah has sent the Angel of the Mountains to you so that you may order him to do whatever you wish to these people." The Angel of the Mountains called and greeted Hazrat Muhammad (ﷺ) , and then said, "O Muhammad (ﷺ) ! Order what you wish. If you like, I will let Al-Akh-Shabain (i.e., two mountains) fall on them." The Rasoolullah (ﷺ) said, "No but I hope that Allah will let them beget children who will worship Allah Alone, and will worship None besides Him (Al-Bukhari :3231)." We should follow the teachings of our Rasool (ﷺ) . We learn from his life how much tolerance he (ﷺ) practised. The Rasoolullah (ﷺ) showed great tolerance throughout his life. He (ﷺ) even prayed for his enemies and for those who **troubled** him.

While-reading

Who went to Taif to preach Islam?

4 In his last address, the Rasoolullah (ﷺ) said, "Revenge for bloodshed, as was the **custom** in the days of ignorance before Islam, is **forbidden**. I forgive those who murdered my cousin, Ibne-Rabiah." Hazrat Ans Bin Maalik (رضي الله عنه) said, "I served the Rasoolullah (ﷺ) for 10 years. By Allah, he (ﷺ) never **objected** to anything I said or did."

While-reading

How long did Hazrat Ans Bin Maalik (رضي الله عنه) serve the Rasoolullah (ﷺ) ?

5 We, as Muslims, should follow the noble example of the tolerance of our Rasool (ﷺ) . The deterioration and conflict prevailing in the society is due to lack of tolerance. This menace can only be cured by following the noble examples set by our beloved Rasool Hazrat Muhammad (ﷺ) .

Glossary

hardship	something that causes suffering
display	to show
trouble	pain, bother
destroy	to ruin, to pull down
recognise	to acknowledge
patience	the ability to bear; suffering without complaining
forbidden	prohibited
murder	to kill unlawfully
revenge	deliberate punishment or injury inflicted in return for what one has suffered
custom	a traditional and widely accepted way of behaving or doing
	something that is specific to a particular society
objected	said something to express one's disapproval of or disagreement



Guide students to keep the record of newly learnt words.



Oral Communication Skills

Aslam and Imran are fighting. Asghar tries to resolve the issue.

Asghar:	Why are you fighting with Imran?
Aslam:	He has taken my pen. He is not giving it back to me now, and saying it's lost.
Asghar:	You should not fight with him, instead we should try to find it.
Imran:	I had placed the pen on the desk and now it is not there.

(They all start looking for the pen but in vain.)

Asghar:	He has not lost your pen intentionally. I think you should forgive him. You should show tolerance.
Aslam:	Yes, you are right! I forgive him.
Imran:	Thank you brother, I shall remember this act of tolerance practised by you.



Activity

Roleplay a situation in which two students fight for something and the third student resolves their conflict, advising them to show tolerance.



Reading Skills

A. Reading for Understanding

- Write the contextual meanings of the words highlighted in the text.
- Compare the contextual meanings of the words with the given dictionary meanings.
- Use the highlighted words of the text in sentences of your own.



Remember

The meanings of new or unfamiliar words guessed with the help of hints found within a paragraph are called **contextual meanings**.

B. Comprehension Questions

1. What do you mean by tolerance?
2. Give an example of tolerance from the life of the Rasoolullah (ﷺ).
3. How did the Rasoolullah (ﷺ) respond to the ill-treatment of the people of Taif?

4. What did Hazrat Jibrael (Gabriel) (عليه السلام) ask the Rasoolullah (ﷺ) when he (خاتم النبيين عليه أتم خاتمة وعلى) was ill-treated by the people of Taif ? (خاتم النبيين عليه أتم خاتمة وعل على)
5. How did the Rasoolullah (ﷺ) deal with his enemies at the conquest of Makkah Mukammah ? (خاتم النبيين عليه أتم خاتمة وعل على)
6. What did Hazrat Ans Bin Maalik (رضي الله تعالى عنه) say about the Rasoolullah (ﷺ) ? (خاتم النبيين عليه أتم خاتمة وعل على)
7. What did the Rasoolullah (ﷺ) say about revenge in his last address ? (خاتم النبيين عليه أتم خاتمة وعل على)

C. Fill in the blanks with suitable words from the text.

- _____ means to bear pain or hardships with patience.
- The Rasoolullah (ﷺ) is a _____ of tolerance.
- Hazrat Ayesha (رضي الله تعالى عنها) said that the Rasoolullah (ﷺ) never took _____ upon anyone.
- The Rasoolullah (ﷺ) went to _____ to preach Islam.
- In his last address, the Rasoolullah (ﷺ) said, “ _____ for bloodshed is forbidden.”

D. Identify the main idea of ‘Tolerance of the Rasoolullah (ﷺ)’.

E. Identify the topic sentence in paragraph 1 and also point out which specific words/vivid verbs are used in it.

Topic Sentence



Specific Words /Vivid Verbs



Vocabulary and Grammar

A. Dictionary

Read Me

A dictionary is a book. It tells us correct meanings of a word, its spelling, synonyms, antonyms, part of speech and pronunciation.

Use a dictionary to:

- see the meaning of a word.
- check the spelling of the word.
- learn the pronunciation of the word.
- break the words into syllables.
- check, what part of speech of the words is.
- learn plural of the noun.
- learn forms of the verb.
- learn synonyms and antonyms of the word.



Ask the students to identify the features of a topic sentence.

Steps to use a dictionary:

1. We can find a word with the help of entry word and guide word as shown in the given picture.
2. Entry words are main words whose meanings have been given, they are arranged alphabetically from A-Z.
3. Guide words are found at the top of the page. They save your time.

Guide Word	Entry Word	Pronunciation	Part of Speech	Definition
counter	counter			
	printing type etc. that is completely enclosed by an outline (e.g. the loop of P) [17th c.; origin unknown]			
	counter /'kaunta/ <i>n.</i> the back part of a shoe or a boot round the heel. [abbreviation of <i>counterfort</i> 'buttress']			
	counter- /'kaonta/ <i>prefix</i> denoting: 1 retaliation, opposition, or rivalry (<i>counter-demonstration</i> ; <i>counter-inflationary</i>). 2 opposite direction (<i>counter-current</i>). 3 correspondence, duplication, or substitution (<i>counterpart</i> ; <i>countersign</i>). [from or suggested by Anglo-French <i>contre</i> , Old French <i>contre</i> , from Latin <i>contra</i> 'against']			
	counteract /'kaontor'akt/ <i>v.tr.</i> 1 hinder or oppose by contrary action. 2 neutralize. □ counteraction <i>n.</i> counteractive <i>adj.</i>			
	counter-attack /'kaunt(ə)rətak/ <i>n. & v.</i> ① <i>n.</i> an attack in reply to an attack by an enemy or opponent. ② <i>v.tr. & intr.</i> attack in reply.			
	counter-attraction /'kaunt(ə)ra,trakʃ(ə)n/ <i>n.</i> 1 a rival attraction. 2 the attraction of a contrary tendency.			
	counterbalance <i>n. & v.</i> ① <i>n.</i> /'kauntəbal(ə)ns/ 1 a weight balancing another. 2 an argument, force, etc., balancing another. ② <i>v.tr.</i> /'kauntəbal(ə)ns/ act as a counterbalance to.			
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				countersign Old French <i>contremander</i> from medieval Latin <i>contramandare</i> (as contra-, mandare 'order')
				countermarch /'kaontmɑ:tʃ/ <i>v. & n.</i> ① <i>v.intr. & tr.</i> esp. Mil. march or cause to march in the opposite direction, e.g. with the front marchers turning and marching back through the ranks. ② <i>n.</i> an act of countermarching.
				countermeasure /'kaontəmeʒə/ <i>n.</i> an action taken to counteract a danger, threat, etc.
				countermine /'kaontəmʌɪn/ <i>n. & v.</i> ① <i>n.</i> 1 Mil. a mine dug to intercept another dug by an enemy. 2 a submarine mine sunk to explode an enemy's mines. ② <i>v.</i> a counterplot. ③ <i>v.intr.</i> make a countermine against.
				countermove /'kaontməʊv/ <i>n. & v.</i> ① <i>n.</i> a move or action in opposition to another. ② <i>v.intr.</i> make a countermove. □ countermovement <i>n.</i>
				counter-offensive /'kaont(ə)rəfensiv/ <i>n.</i> ① <i>Mil.</i> an attack made from a defensive position in order to effect an escape. ② any attack made from a defensive position.
				counterpane /'kaontəpeɪn/ <i>n.</i> a bedspread. [alteration (with assimilation to <i>pane</i>) in obsolete sense 'cloth') from obsolete <i>counterpoint</i> , via Old French <i>contrepointe</i> (alteration of <i>cou(l)tepointe</i>) from medieval Latin <i>culcita</i>

Consult a dictionary to fill in the given table, first one is done for you.

Words	Pronunciation	Part of Speech	Meanings
refuge	refyudʒ	noun	protection from danger
declaring			
preach			
gracious			
deterioration			
conflict			
menace			

B. Multi-Syllable Words

Read Me

Multi-syllable words are the words that have more than one syllable.



Remember

A syllable is a word or a part of the word that has only one vowel sound, e.g. amnesty ➔ am-nes-ty

Read the following multi-syllable words.

oc.ca.sion	tol.er.ance	mis.un.der.stand.ing
ig.no.rance	for.bid.den	de.te.ri.o.ra.tion

Read the following words and write them according to the syllabic division.

Words	Syllabic Division
helicopter	
puppies	
market	

Words	Syllabic Division
photographer	
patience	
excellent	

C. Prefixes and Suffixes

Prefix	Prefixes	Words
	dis-	disagree
	in-, im-	incorrect, impossible
	re-	redo (do again)
	mis-	misunderstand
	un-	uninteresting
	under-	underwater
Suffix	Suffixes	Words
	-able, -ible	capable, terrible
	-ful	beautiful
	-less	toothless
	-dom	freedom
	-er	worker
	-ment	payment
	-ness	happiness

Read Me

A prefix is a set of letters that is added to the beginning of a word to make a new word.

Read Me

A suffix is a set of letters that is added to the ending of a word to make a new word.

Write ten words each having prefixes and suffixes.



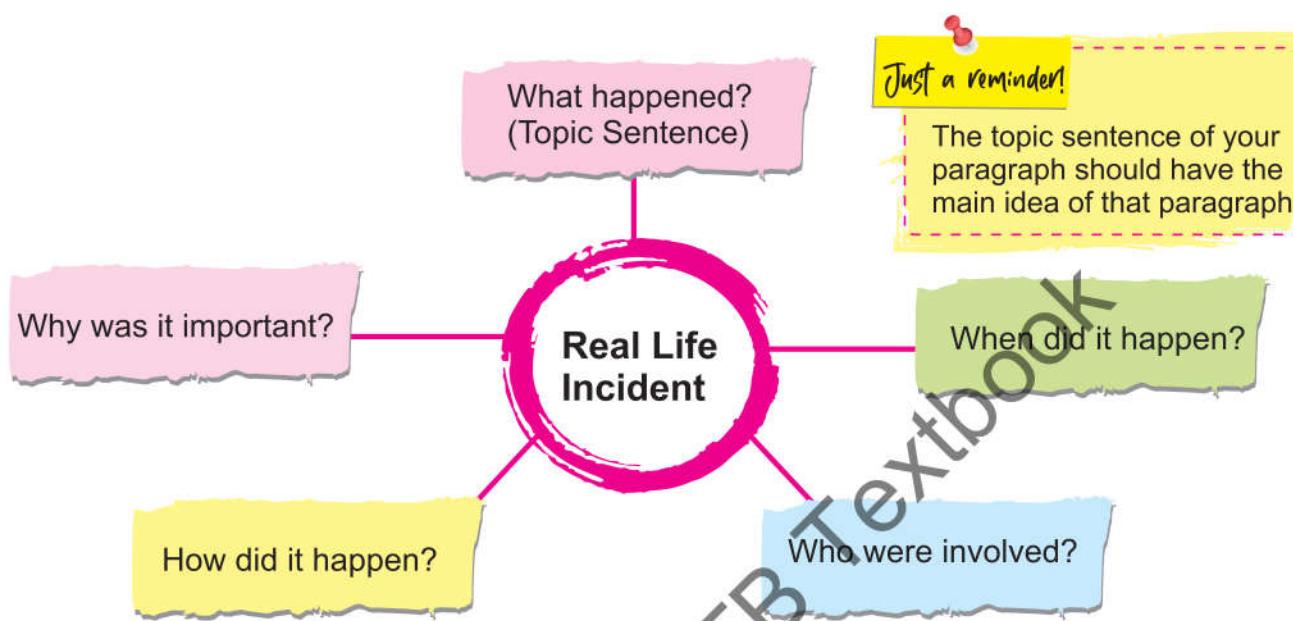
Writing Skills

A. Paragraph Writing

Read Me

A mind map helps us to arrange ideas logically and effectively.

Write an incident from your real life where you showed tolerance.



B. Narrative Writing

Narrate 'Tolerance of the Rasoolullah ﷺ' in your own words keeping in view the text.

The given mind map will help you to identify the features of a good narrative.

Title:		
Character(s):	Setting: Place Time	
Event 1:	Event 2:	Event 3:
Concluding Paragraph:		

C. Proofreading and Editing

Peer Review

Proofread and edit the written work for the following points:

- Punctuation is used correctly.
- Spelling of the words are used correctly.
- The sentence structure is used correctly.
- The topic sentence reflects the main idea of the paragraph.
- The ideas are arranged logically and effectively.



Friends, fill in your Exit Card at the end of the unit.

Exit Card

I have learnt that _____

I still need help with _____

Rating my understanding



The *Exit Card* will help you to know about the new things you have learnt and which concepts need reinforcement to strengthen your learning. Guide students to be specific while filling in the *Exit Card*.

2

A Great Virtue

Learning Outcomes:

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

- engage in extended discussions taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- use common punctuation cues to aid comprehension when reading.
- recognise and rectify faulty punctuation in given passages and own work and correct others' work.
- ask and answer simple and higher-order questions to guide/assess reading.
- skim and scan relevant information and main points in text to identify the writer's purpose and intended audience.
- analyse organisational patterns in a text.
- explain whether predictions about the content of a text are acceptable or should be modified and why.
- analyse how particular elements of a story interact.
- use thesaurus to locate guide words, entry word, synonyms/ antonyms according to the context and use in writing.
- identify pronunciation with the pronunciation key focusing on the vowel sounds, diphthongs and triphthongs.
- use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- understand the difference between singular and plural; countable and uncountable nouns.
- write a story using correct punctuation, spelling, grammar and grade-level vocabulary. Use the writing process approach.

Talk Time

Every act of kindness counts.

What do you think about the above given statement?

Reflection:

Think what act of kindness you have done recently and how you felt after it.

Activity

Sit in groups and discuss how in our life we can be kind to others and develop a good relation with people around.

Pre-reading:

1. Look at the title of the unit and the given illustration to predict what the text is about.
2. Do you think we should be helpful to others?

Once there was an old man who lived in a forest. He lived there all alone in a small hut. He was thin, lean and in rags, but was very kind and noble. He always liked to help others.

One night, there came a **terrible** storm in the forest, **followed** by heavy rain. The old man was busy in his work when he heard a knock at the door.

He opened the door and there stood before him a gentleman who spoke to him, thus, "Sir, I am a hunter. I came to the forest to hunt, but due to this storm and the heavy rain it is not possible for me to hunt. I cannot go back either. I am looking for shelter. I shall be grateful if you could let me spend the night here."

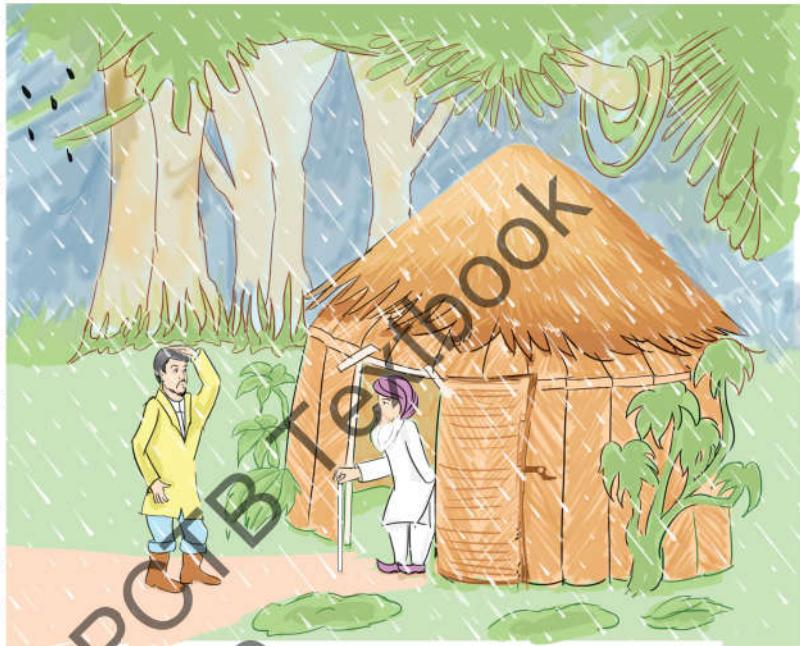
The pious old man without any **hesitation** asked him to **step in**. He gave him a towel to dry himself. He then gave him a cup of hot milk to drink.

The hunter looked around. It was a small hut with one small bed. Only one person could sleep on it.

"Sir, this is a very small hut and there is hardly room for two. How are we going to spend the night here, the two of us?" said the hunter.

The pious old man said, "True, this hut is small, very small indeed, but if one has the will one can manage."

The hunter was satisfied with this answer. He started drinking the milk. There was another knock at the door. This time it was even louder. The old man opened the door. Now it was a farmer asking for **shelter**.



While-reading

What do you understand by the word 'hesitation'?



Ask students to use punctuation cues while reading.

"Sir, I am a farmer, but in this heavy rain there isn't a thing that I can do. I can't even go home. Could you please give me shelter for the night?"

The old man allowed the farmer to come in. He offered him a glass of milk.

Now, there were three men, instead of two, in that small hut. The farmer was surprised. He said, "Sir this is a small hut. You already have a guest. How are we going to spend the night in this small hut?"

The old man told the farmer that in case they could not sleep, they could at least sit all night.

The weather outside was became even **harsher**. Someone knocked very hard at the door again. The pious old man moved to open the door. The farmer, however, asked him not to do so. "There is hardly any room for the three of us in this hut. How could we **accommodate** any more people?"

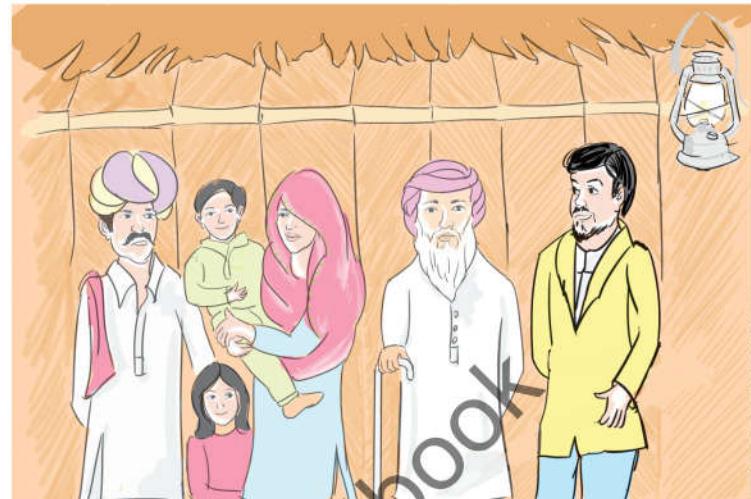
The old man was very kind and **generous**. He could not see people in trouble. He was always ready to share with others whatever he had. He said to the farmer, "The weather was bad outside. You wanted shelter. You knocked at my door and I opened it for you. Just imagine what might have happened if I had not allowed you in." The knocking at the door continued.

The old man didn't wait to hear the farmer any more and rushed to open the door. This time there was a mother with her two small children, **shivering** with cold. The old man asked them to come in at once and said to the farmer, "Now see what would have happened to the little children in the cold, stormy night!"

The farmer felt **guilty** and **apologised** to the old man. "I am very sorry, Sir. I was selfish. Please forgive me. I'll never say such things again."

The whole crowd spent the stormy night standing in that little hut. They chatted about all sorts of things and praised the kindness of their host.

The old man set an example of a great virtue to be followed.



Ask students to analyse how an author develops and contrasts the points of view of different characters or narrators in a text.

While-reading

Why did the old man let everybody enter that small hut?

While-reading

Why did the farmer feel guilty?



Glossary

to step in	to come in
apologise	to express regret for wrong doings
accommodate	to fit in, provide space
harsh	unpleasantly rough, severe
shelter	place for temporary protection
shivering	shaking slightly and uncontrollably
terrible	extremely bad
hesitation	doubt or reluctance



Oral Communication Skills

Majid:	Assalamu Alaikum !
Naveed:	Wa Alaikum Asalaam !
Majid:	Naveed, may I have a pen from you?
Naveed:	Where is yours?
Majid:	I forgot to bring it with me.
Naveed:	Don't worry I have an extra pen. I'll give it to you.
Majid:	Thank you for sharing your pen.
Naveed:	My pleasure!



Activity

Think of an unpleasant situation. Role-play it in groups and keep the following points in mind:

- What did you do in it?
- How did you come out of it?



Help students role-play the dialogue and practice the polite expressions in their speech.



Reading Skills

A. Reading for Understanding

- Write the contextual meanings of the words highlighted in the text.
- Compare the contextual meanings of the words with the given dictionary meanings.
- Use the words highlighted in the text in sentences of your own.

Activity

Form groups. Each group will develop five questions related to the story "A Great Virtue", and they will ask those questions from the members of the other group. The teacher will note down the marks each group got for the correct answers.

B. Comprehension Questions

1. Who knocked first at the door in the stormy night?
2. How many people were in the hut during that stormy night?
3. Why did the old man not refuse to give shelter to anyone?
4. Why did the people have to stand the whole night in the hut?
5. What do you learn from this story. Elaborate.

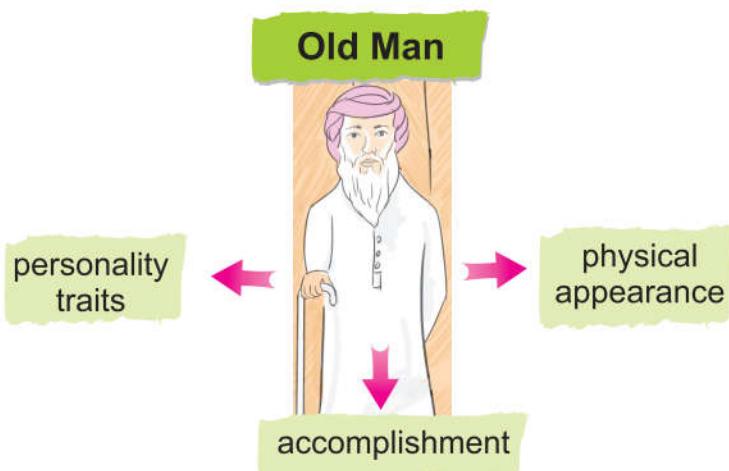
C. Choose the correct option.

- i. The old man gave the hunter a cup of:
(a) tea (b) milk
(c) coffee (d) juice
- ii. How many people could sleep in the hut?
(a) one (b) two
(c) three (d) four
- iii. Who was the second person to knock at the door?
(a) the farmer (b) the hunter
(c) the boy (d) the woman
- (iv) Who asked the old man not to open the door?
(a) the hunter (b) the farmer
(c) the woman (d) no one



Instruct the students to answer in complete sentences.

D. Skim and scan the story 'A Great Virtue' and write a character sketch of the old man. Focus on the points given in the mind map.



Skim and Scan

Skim when you want to read something quickly to get the main ideas. Scan something when you want to read something quickly to find specific piece of information.

E. Elements of a Story

- Setting:** Setting includes the time and place.
- Character(s):** Different persons playing different roles in the story.
- Plot:** Plot means different events in the story. It has the following three parts:

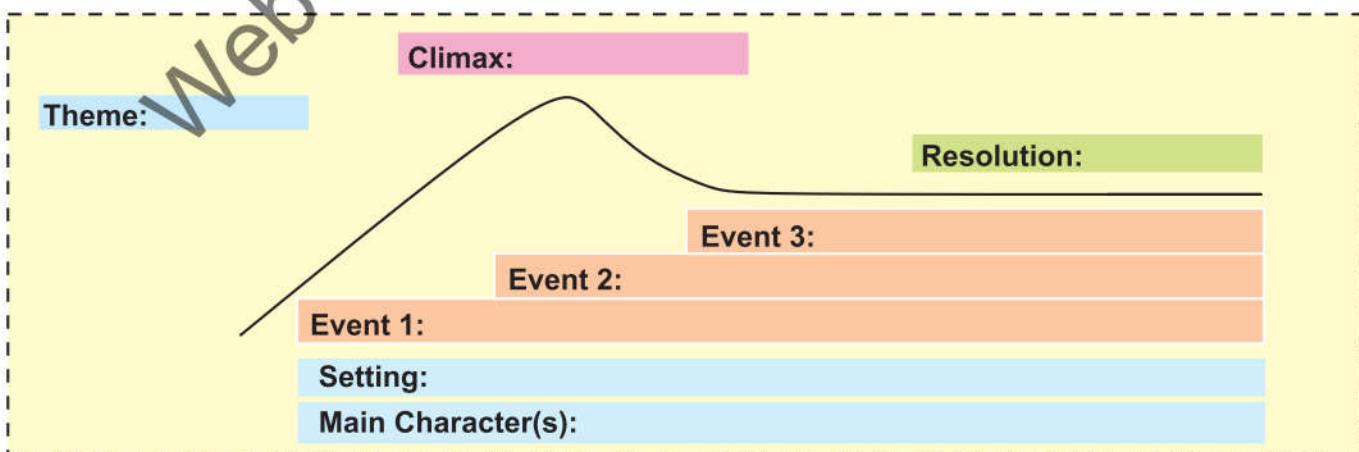


- Climax:** The conflict is faced during the main event of the story.
- Resolution:** The conflict is resolved and the story is concluded.

Read Me

The **theme** is the central idea of the story.

Identify the elements of the story in "A Great Virtue" and fill in the mind map below.



Help the students identify the elements of the story and the stages of plot development.

Read the story “A Great Virtue” again and identify the dialogues in it. Then discuss the importance of dialogues in the plot of the story.

Read Me

A dialogue in a story is a conversation between two or more characters of a story.



Vocabulary and Grammar

A. Thesaurus

Guide Word

Entry Word

Synonym

Antonym

absorbent | abundant

a immerse, involve, enthrall, spellbind, fascinate, arrest, monopolize; distract, divert, entertain, amuse.

absorbent ▶ **adjective** a piece of absorbent cotton wool porous, spongy, sponge-like, permeable, pervious, absorptive, penetrable, assimilative, receptive, soaking, blotting; *technical* spongiform; *rare* sorbaceous.

(Opposites) impermeable, waterproof.

absorbing ▶ **adjective** an absorbing and informative book fascinating, interesting, captivating, gripping, engrossing, compelling, compulsive, entralling, riveting, spellbinding, entrancing, preoccupying, overwhelming, intriguing, thrilling, exciting; *informal* unputdownable.

(Opposites) boring, uninteresting.

absorption ▶ **noun** 1 the absorption of water soaking up, sucking up, drawing up/in, taking up/in, blotting up, mopping up, sponging up, sopping up; *technical* osmosis.

2 by 1543, Scottish fears of absorption by England seemed to have been allayed incorporation, assimilation, integration, appropriation, taking in, subsuming, inclusion, co-opting, swallowing up.

3 shock absorption reduction, decrease, lessening, softening, deadening, cushioning; soaking up.

4 she returned to her absorption in the game show on TV immersion, intentness, raptness, involvement, engrossment, occupation, engagement, preoccupation, captivation, monopolization; fascination, enthrallment, interest.

abstain ▶ **verb** 1 during Lent, Benjamin abstained from wine refrain, desist, hold back, forbear, keep; renounce, avoid, shun, eschew, abandon, abjure, forgo, go without, do without; refuse, decline; give up, have done with; *informal* cut out, kick, quit, jack in, pack in.

knock off, nobble, bone, scrump, blag; *N. Amer. informal* heist, glom; *Austral. informal* snivel; *W. Indian* tief; *archaic* crib, hook; *rare* peculate, defalcate.

▶ **noun** (stress on the first syllable) an abstract of her speech summary, synopsis, precis, résumé, outline, recapitulation, abridgement, condensation, digest, summation; *French* aperçu; *N. Amer.* wrap-up; *archaic* argument; *rare* epitome, conspectus.

(Opposites) complete version, full text.

abstracted ▶ **adjective** she seemed abstracted and unaware of her surroundings absent-minded, distracted, preoccupied, absorbed, engrossed, far away, somewhere else, not there, not with us, in a world of one's own, with one's head in the clouds, daydreaming, dreamy, inattentive, thoughtful, pensive, lost in thought, deep in thought, immersed in thought, wool-gathering, in a brown study, musing, brooding, absent, distract, heedless, oblivious; *informal* miles away.

(Opposite) attentive.

abstraction ▶ **noun** 1 his style of writing focuses on facts rather than abstractions concept, idea, notion, thought, generality, generalization, theory, theorem, formula, hypothesis, speculation, conjecture, supposition, presumption.

(Opposites) fact; material consideration.

2 she sensed his momentary abstraction absent-mindedness, distraction, preoccupation, daydreaming, dreaminess, inattentiveness, inattention, wool-gathering, absence, heedlessness, obliviousness; thoughtfulness, pensiveness, musing, brooding, absorption, engrossment, raptness.

3 the abstraction of metal from ore extraction, removal, separation, detachment.

Synonyms

Look up for synonyms of the words in a thesaurus.

Words	Synonyms
inferior	
respect	
famine	
profession	

Words	Synonyms
progress	
bumper	
appreciated	
perspired	

Read Me

Synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language.

Antonyms

Look up for antonyms of the words in a thesaurus.

Words	Antonyms
terrible	
hesitation	
harsh	
generous	

Words	Antonyms
cold	
pious	
night	
step in	

Read Me

An antonym is a word opposite in meaning to another (e.g. bad and good).

Extract ten words from the story ‘A Great Virtue’ and write their synonyms and antonyms.

B. Silent Letters

Read aloud the words and underline the silent letters in each word.

know knot campaign write wrath wrist
comb wrong knife assign reign lamb

Remember

Silent letters are written but not pronounced in a word.

Examples:

Who is **k**nocking at the door?

I have done my **a**ssignment.

I have a very beautiful **w**rist watch.

C. Diphthongs and Triphthongs

Diphthongs	train	eye	boy	oval
	/eɪ/	/aɪ/	/ɔɪ/	/əʊ/
	owl	chair	ear	sure
	/aʊ/	/eə/	/ɪə/	/uə/

Read Me

Diphthong is a sound formed by the combination of two vowels in a single syllable, in which the sound begins as one vowel and moves towards another (as in *coin*, *loud*, and *side*).

Identify the diphthongs in the following words and write down two more words having the same diphthongs.

train

eye

boy

oval

owl

chair

ear

mural

Pick out as many words containing diphthongs as you can from the unit.

Triphthongs

Words	Triphthongs
dire	/daɪər/
inspire	/ɪn'spaɪər/
Ireland	/'aɪərlənd/

Read Me

Triphthong is a union of three vowels (letters or sounds) pronounced in one syllable (as in *fire*). Three written vowel characters representing the sound of a single vowel (as in *b eau*).

Fill in the table below.

Words	Triphthongs
flower	
tyre	
player	
lawyer	

Words	Triphthongs
hour	
quiet	
fire	
tower	

Read the poem and encircle the words having triphthongs.

In the hour, I was taking a shower,
The gardener mowed the grass,
I heard the higher pitched sounds,
From my neighbours' house,
Thought there was a fire,
Rushed out to call 115,
But told by my mother in a slower voice,
That the neighbour has a power cut in house.

D. Singular and Plural Nouns

Plural Nouns are formed:

- by adding 's' to singular nouns.
i.e. computer _____ computers
- by adding 'es' to singular nouns ending in 'o', 's','ss','x','ch',or 'sh',



Remember

A **singular noun** is a noun that shows only one person, animal, place or thing.

A **plural noun** is a noun that shows two or more people, animals, places or things.

	Singular	Plural
ss	glass	glasses
o	mango	mangoes
s	bus	buses
ch	watch	watches
sh	brush	brushes
x	box	boxes

c. by changing 'y' into 'ies' for singular nouns which end with 'y'.

Singular	Plural
fly	flies
story	stories
lady	ladies

d. by changing 'f' or 'fe' into 'ves'.

Singular	Plural
thief	thieves
shelf	shelves
wife	wives
life	lives

e. By changing the spellings or adding letters.

Singular	Plural
foot	feet
man	men
ox	oxen

Write the plural nouns for the following singular nouns.

- | | | | |
|----------|-------|-----------|-------|
| 1. bench | _____ | 6. candy | _____ |
| 2. dish | _____ | 7. family | _____ |
| 3. bus | _____ | 8. berry | _____ |
| 4. box | _____ | 9. city | _____ |
| 5. quiz | _____ | 10. daisy | _____ |

 **Activity**

Highlight five nouns having singular forms from the text "A Great Virtue" and write their plural forms.

E. Countable and Uncountable Nouns

Read Me

Countable Nouns are the nouns (persons, places, things) which can be counted.

Examples: one person , two teachers , five hundred rupees

Uncountable Nouns are the nouns which cannot be counted.

Examples: water, hair, milk, weather



Encourage students to look around and share some naming words, and identify their types as well. They may also convert singular noun into plural and countable noun into uncountable.

Tell whether the underlined noun is countable or uncountable.

1. Would you like some milk with cereal?
2. You need eggs for this recipe.
3. Fahad asked for more time to finish his research report.
4. We should work for our country as a nation.
5. Moeen should listen to his teacher.
6. The teacher wants his students to put more effort into their assignments.
7. Any task is achievable, with enough determination.
8. These books will help you in your essay.

Activity

Look around and tell which things you can count and which cannot.

F. Punctuation

Read the given paragraph and punctuate it.

the real telephone works very much like this tin can-and-string phone but of course it does a lot better the tin can-and-string phone sends sounds as vibrations while the real telephone sends sounds as electrical signals these signals can travel long distances with the help of wires these distances are much larger than those which the vibrations of the tin can-and-string telephone can cover when you speak you make sound waves and these sound waves go into the transmitter of your telephone these sound waves change into electrical signals which go to the other receiver and are there changed again into sound that's how we can talk to each other on the telephone

Read Me

We **capitalize** the 1st letter of a sentence, pronoun 'I', and first letters of the names of people and places, days of the week, title of books and newspapers, holidays and special events.

We use a **full stop (.)** at the end of declarative and imperative sentences.

We use a **comma (,)** to separate words, clauses or ideas within a sentence.

A **question mark (?)** is used at the end of interrogative sentences.

An **exclamation mark (!)** is used to show emotions or strong feelings.

Quotation Marks

Highlight the sentences in the text "A Great Virtue" given in the quotation marks.

Write five sentences using quotation marks.

Read Me

Quotation marks (" ") are used to indicate direct speech, e.g. My mother said, "I want to meet your friends."



Writing Skills

A. Write a few good deeds which you can practise in your daily life.

Example: I can help someone to cross the road.

B. Story Writing

Prepare your own vocabulary bank with the words you have learnt in the story “A Great Virtue”.

Vocabulary Bank

Write a story with the moral ‘Do good, have good’ using the vocabulary bank.

The following mind map will help you to develop the story.

Character(s): _____

Setting: _____

Problem: _____

Solution: _____

Theme: _____

3

The Twins

Learning Outcomes:

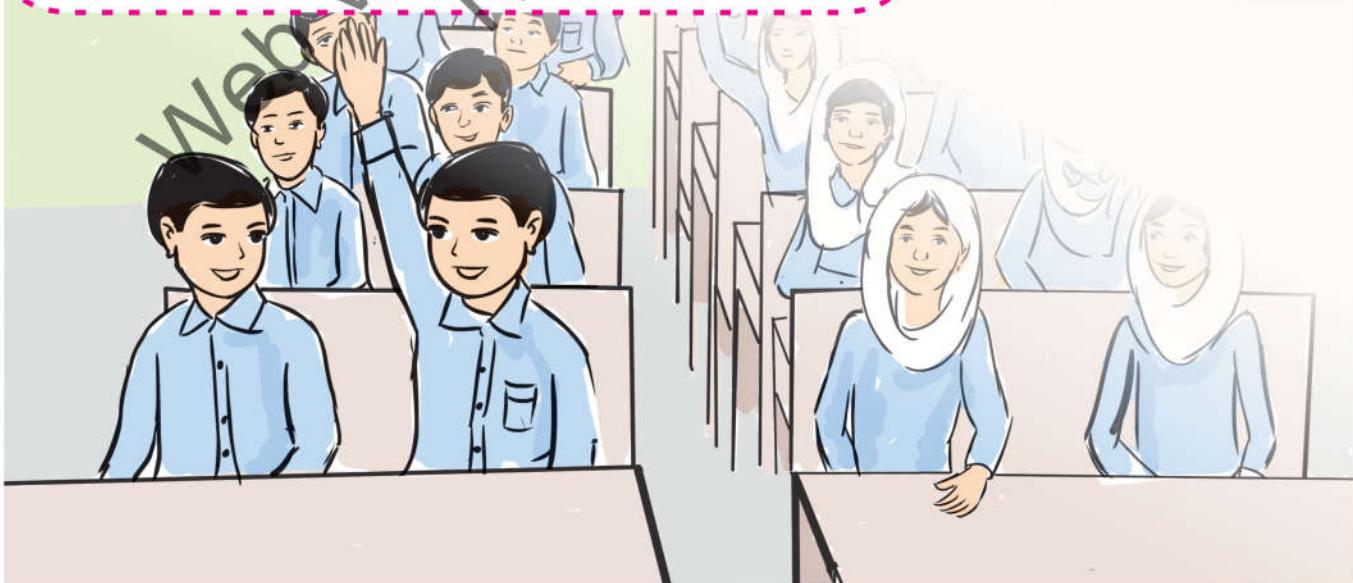
After completing this unit, the students will be able to:

- apply knowledge from listening to, viewing and responding to texts for different purpose.
- demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- determine the meaning of words and phrases as they are used in a text, analyse the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- ensure that pronouns are used in the proper case (subjective, objective, and possessive).
- demonstrate use of pronoun antecedent agreement recognising their relationship. Variety of pronouns including reflexive pronouns.
- recognise and correct vague pronouns.
- use types of tenses correctly in speech and writing.
- use paraphrasing skills to paraphrase stanzas in a poem.
- use summary skills to write an objective summary of the given text and poems.

Talk Time

Imagine that you have twins in your class.

- How would you recognise each one of them?



Pre-reading:

1. Have you ever seen twins?
2. Were you able to recognise each one of them?

In form and **feature**, face and **limb**,
I grew so like my brother,
That **folks** got taking me for him,
And each for one another.
It puzzled all our **kith and kin**,
It reached a **fearful pitch**;
For one of us was born a twin,
Yet not a soul knew which.

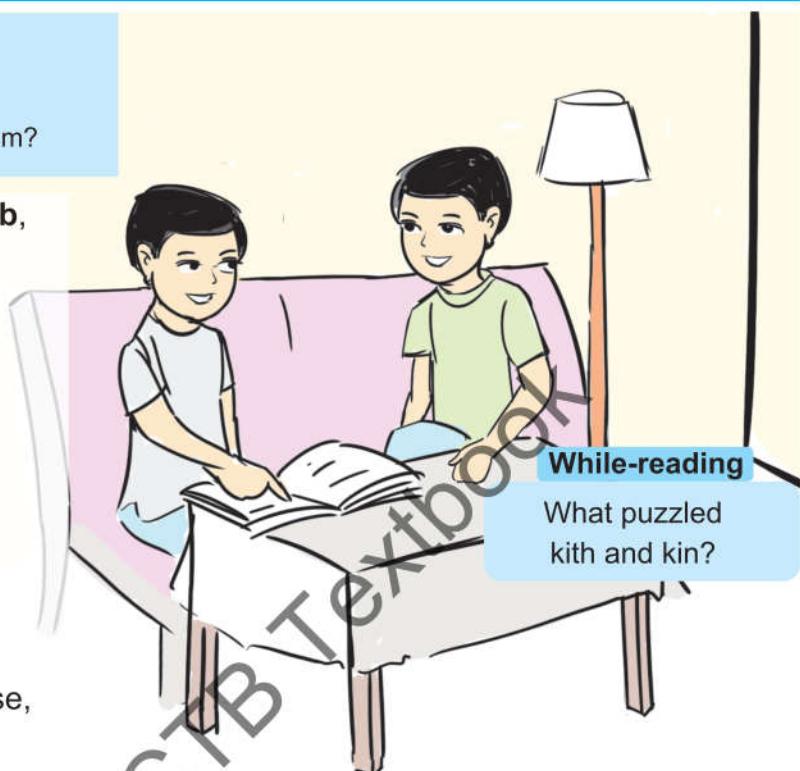
One day, to make the matter worse,
Before our names were fixed,
As we were being washed by nurse,
We got completely mixed;
And thus you see, by **fate's decree**,
Or rather nurse's whim,
My brother John was named me.
And I was named him.

This fatal likeness even **dogged**
My footsteps when at school,
And I was always getting **flogged**,
For John turned out a fool.
I put this question, **fruitlessly**,
To every one I knew,
'What would you do, if you were me,
To prove that you were you?'

(Henry S. Leigh)



- Recite the poem using proper stress and intonation.
- Help students understand the importance of stress and intonation in poetry.



While-reading

What puzzled
kith and kin?

While-reading

Who mixed the twins?

While-reading

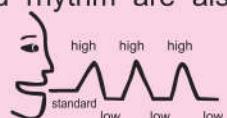
What do you understand
by 'fatal likeness'?



Remember

Intonation

- Intonation is the rise and fall of the voice in speaking.
- Intonation is primarily a matter of variation in the pitch level of the voice in which stress and rhythm are also involved.



About the Poet:

Henry Sambrooke Leigh (1837 - 1883) was born in London on 29 March, 1837. He was a poet and playwright. He started writing from an early age. He was a brilliant and witty conversationalist, and a humorous singer. He died in London in 1883.

About the Poem:

The poem is about the physical resemblance shared by identical twins that can create confusion amongst other people. It shows the problems faced not only by the twins themselves but by their families and friends in identifying one from the other. The tone of the poem is humorous.



Glossary

feature	any of the distinct parts of the face, as the eyes, nose, or mouth
limb	a part of the body
folks	people of a specified class or group
puzzled	confused
kith and kin	friends and relatives
fearful	feeling or showing fear or anxiety
pitch	the degree of highness or lowness of a tone
dogged	persistent in effort
flogged	beat somebody with a whip or stick, etc.
fruitlessly	without result or success



Oral Communication Skills

Listen to the story and orally answer the questions given at the end.

The Pied Piper

A long time ago, the people of Hamelin had a big problem. There were too many rats in Hamelin. People tried everything to get rid of them but in vain. Even the cats could not do anything. One day, the chief of the town called a meeting. He told that he would give ten sacks of gold to anybody who saves them from rats.

Finally, one day, a stranger came to Hamelin. He said to the chief that he would rid them of



Read aloud the story 'The Pied Piper' and instruct the students to listen carefully to orally answer the given questions.

rats. Then, he took his pipe and started playing an odd but wonderful tune. All the rats in the town heard the music and began to run to him. As he walked through the streets of Hamelin playing his pipe, more and more rats followed him. The clever man took them all to the river. There all the rats fell into the water and drowned. Hamelin was free from rats.

The Pied Piper went back to collect his reward. As the problem was solved, the chief became greedy and did not want to pay him any money. The Pied Piper was very angry. He thought to teach him a lesson.

The Pied Piper began playing his pipe again. This time, all the children in Hamelin heard the music and ran after him. He took them all to the cave outside the city. He then closed the cave door with a huge rock. Only two children were left behind, one little boy who had hurt his leg and the little girl who was deaf.

Now, the chief was ashamed of breaking his promise. He and his people went to the cave where the Pied Piper was sitting and begged for forgiveness. They even promised to give him twenty sacks of gold.

Finally, the Pied Piper let the children go. The people of Hamelin had learnt never to break their promises.

Andrea Diamond



A. Oral Questions

1. What was the problem faced by the people of Hamelin?
2. What did the chief of Hamelin announce?
3. How was Hamelin freed from rats?
4. Why was the Pied Piper angry with the chief of Hamelin?
5. How did Pied Piper teach a lesson to the people of Hamelin?
6. Why was the chief ashamed?

B. Identify the basic elements of a story:

- | | |
|---|---|
| <ul style="list-style-type: none">• beginning• middle• ending | <ul style="list-style-type: none">• character(s)• place• time |
|---|---|



Reading Skills

A. Comprehension Questions

1. How did the twins resemble as mentioned in the poem?
2. How did people take them?
3. When did the twins mix up?
4. What happened to the twins when they were at school? Why?
5. What question did the poet ask in the last lines of the poem?
6. Identify and write the rhyming words from the poem 'The Twins'. Then, write a poem using these rhyming words.

B. Figures of Speech

Read Me

Alliteration is the use of same letter or sound at the beginning of words in a line of poetry.

Examples: The Pied Piper began playing his pipe again.

Ben blew a big blue bubble with bubble gum.

Hyperbole is a figure of speech that utilises extreme exaggeration to emphasise a certain quality or feature.

Examples: I have a million things to do.

This suitcase weighs a ton.

Assonance is the repetition of the same or similar vowel sounds within words, phrases or sentences. In assonance the words must be close enough for the repetition of the sound to be noticeable.

Examples: The man with the hat had a bad apple.

He eats the sweet treats.

Read the poem "The Twins" again and notice the use of alliteration and hyperbole.

Find at least two examples of assonance in the story 'The Pied Piper'.



Vocabulary and Grammar

A. Match the words with their meanings.

limb	relatives
kith and kin	a part of the body
fearful	without results or success
fruitlessly	feeling or showing fear or anxiety

B. Rewrite the following lines in simple sentences.

1. That folks got taking me for him
2. For one of us was born a twin
3. We got completely mixed
4. This fatal likeness ever dogged
5. And I was always getting flogged

C. Pronoun

Complete the sentences below.

Use appropriate pronouns.



Remember

A **pronoun** is a part of speech which is used instead of a noun. For example; he, she, it, etc. Like nouns, pronouns in English also have a case.

Subjective: I, we, he, she, they, who.

Objective: me, us, him, her, them, who.

Possessive: my, our, his, her, their, who

1. _____ was drying my hair after taking shower.
2. _____ is unusually hot this year.
3. Where are the children? _____ were here a minute ago, but now I can't see _____ anywhere.
4. Amjad and I would like to go for a swim. Do _____ want to go with _____?
5. Mrs. Malik brought her baby daughter to the picnic. _____ fed _____ yogurt and biscuits.
6. _____ have done our duty.

D. Reflexive Pronouns

Read the following:

- i. She was looking to *herself* in the picture.
- ii. He locked *himself* in the room.
- iii. They prepared *themselves* for the test.
- iv. We have built the house *ourselves*.

Read Me

Reflexive pronouns are used when the subject and the object of a verb are the same. The words like **myself, yourself, himself, herself, itself, ourselves, yourselves and themselves** are reflexive pronoun.

Complete the following sentences using appropriate reflexive pronouns.

1. He set _____ a hard mission.
2. I was sitting by _____.
3. The girl choked _____.
4. You _____ can best explain.
5. The city _____ is not very large.
6. They _____ admitted their mistake.

E. Pronoun Antecedent Agreement

Read the given paragraph and notice pronoun antecedent relationship.

Read Me

Pronoun antecedent agreement means a pronoun must agree with its antecedent in gender and number.

The Pied Piper began playing his pipe again. This time, all the children in Hamelin heard the music and ran after him. He took them all to the cave outside the city. He then closed the cave door with a huge rock. The people of Hamelin could not open it.

Rewrite the given paragraph. Make sure that pronouns are in agreement with their nouns.

Finally, one day, a stranger came to Hamelin. They said to the chief that it would get rid of rats. Then he took their pipe and started playing an odd but wonderful tune. All the rats in the town heard the music and began to run to his. As he walked through the streets of Hamelin playing him pipe, more and more rats followed him. The clever man took it all to the river. There all the rats fell into the water and drowned.

F. Indefinite Pronouns (Vague Pronouns)

- i. I will take you there.
- ii. Some water was spilt.
- iii. I shall be glad to help everyone in studies.

Read Me

The indefinite pronouns refer to a person or thing in a general way, but do not refer to any person or thing in particular.

Read the story 'The Pied Piper' and encircle the indefinite pronouns.

G. Tenses

Simple Present Tense

This tense is used:

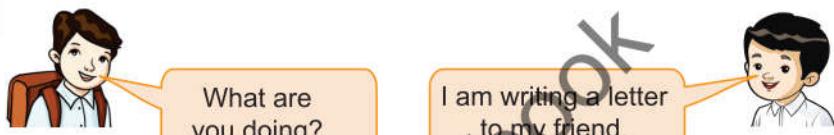
- i. to describe habitual actions, as:
 - a. We go to school daily.
 - b. I get up early in the morning.
- ii. to express general truths, as:
 - a. The earth revolves around the sun.
 - b. The sun sets in the west.

Activity

Read paragraph 1 of the story 'The Pied Piper' and rewrite it using the simple present tense.

- iii. to tell usual acts, as:
 - a. My mother cooks delicious food.
- iv. to tell general facts and schedules, as:
 - a. I speak English quite well.
 - b. The train leaves at 10.00 pm.

Present Continuous Tense



This tense is used:

- i. for an action taking place at the time of speaking, as:
 - a. I am walking down the street.
 - b. The teacher is teaching English grammar rules.
- ii. for a temporary action which may not be happening at the time of speaking, as:
 - a. I am reading "Henry Fielding".
- iii. for an action that has already been arranged to take place in the near future, as:
 - a. I am going to make a science project.
 - b. My uncle is arriving tomorrow.

Put the given verbs in the correct present tense (simple or continuous).

1. Mother (peel) potatoes in the kitchen at present.
2. They (lead) a happy life.
3. My uncle (own) this house, but I (live) in it at present.
4. I (not wish) to talk about this matter at present.
5. "Is the gardener (water) the plants?" asked my father.
6. Zara (admire) the poetry of Allama Muhammad Iqbal.
7. I (understand) what you (try) to tell me.
8. I usually (go) to school by bus but today I (go) on foot.
9. I (know) what you (think) about.
10. The teacher (advise) the students to frame a time table for the holidays.



Writing Skills

A. Paraphrasing Skills

Paraphrase the given lines in your own words.

In form and feature, face and limb,
I grew so like my brother,
That folks got taking me for him,
And each for one another.
It puzzled all our kith and kin,
It reached a fearful pitch,
For one of us was born a twin,
Yet not a soul knew which.

Read Me

Paraphrasing a stanza means to restate the writer's ideas in your own words in clear and simple language – easily understandable prose.

B. Summary Skills

Write the summary of the poem “The Twins”.

Summary Writing Tips

Read Me

A summary is a brief organization of a poem into a prose paragraph. It identifies the central idea of the poem.

Jot down all the important points.

Reread and omit unnecessary details.

Summary Writing Tips

Focus on the sequence of events in the poem.

Write in your own words.

Use only third person pronoun i.e. he, she, it, they, name.

C. Paragraph Writing

Write a paragraph about your daily routine using the simple present tense.

Activity

Swap your notebook with your peer and ask him/her to highlight the words showing pronoun antecedent relationship. You may take help from Page # 28.

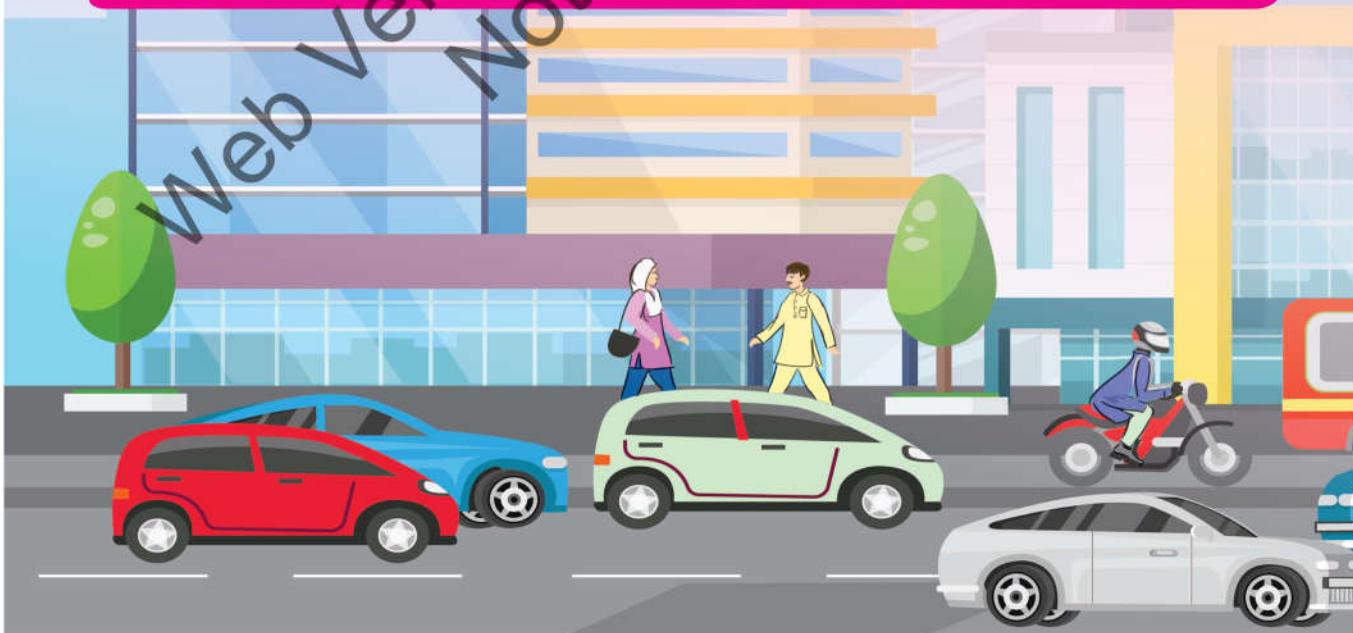
4

Let's Make Our Roads Safer!

Learning Outcomes:

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

- demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening.
- apply knowledge from listening to, viewing and responding to texts for different purposes.
- engage effectively in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- read and view a variety of reading-age appropriate and high interest books and texts from print sources.
- guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- discuss and evaluate how authors use language considering the impact on the reader.
- discuss their own and others' reading, taking account of others' views of what they have read, express informed opinions, justify the viewpoint and make recommendations and develop an interest in a variety of texts.
- recognise and rectify faulty punctuation in given passages.
- locate the difference between the two parts of a compound word and use knowledge of the meaning of individual words to predict the meaning of compound words.
- identify the varying position of adjectives in sentences and apply in their writing. Form adjectives from nouns and verbs.
- apply the rules and correct usage of articles through reading, speech and writing.
- identify, apply and use apostrophe/contractions with nouns in complex readings and extensive writing.
- use types of tenses correctly in speech and writing.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.





Talk Time

Read the following newspaper report, taken from a local newspaper and identify its features.

Date of publication → 8 October, 2018

#123456789

NEWSPAPER

WHAT'S ABOUT NEW WORLD POLITICS? PAGE 11

Headline → Youth killed in a road accident in Lahore

ABC News reported → Name of the reporter

A youth was killed and another was wounded as their motorcycle hit a truck in Lahore's Ichra area.

City where the incident occurred → LAHORE - A youth was killed and another was wounded when the motorcycle they were riding on collided with a truck near Ichra area of Lahore on Sunday night. Eye-witnesses said that the accident occurred due to over-speeding. Police sources said that the identity of the deceased is not yet known. Police and rescue teams reached the spot after getting information and shifted the dead and injured to hospital.

Image with a caption

Beginning Introduction what happened and how

Middle Eye witness if any/ other details significant to the incident

Ending Results of the incident like police help, any casualties, etc.

Discussion Points:

- Summarise the incident in your own words.
- What is the reason of the accident stated in the news report?
- What do you think, who is actually responsible for the accident, youth or the truck driver? Justify with reasons.
- Discuss what are other reasons of road accidents. Also give suggestions how can we avoid them.



- Guide students to identify the features of newspaper report and also encourage them to read newspapers daily to keep themselves up-to-date about the worldly affairs.

Pre-reading:

1. Have you ever seen any road accident? What was the cause of it?
2. What should we do to avoid accidents?



1 Every day when we go to schools, offices or markets we have to use roads and pass through traffic. You must have noticed that sometimes people violate traffic laws and this makes our roads **insecure** and unsafe. Majority of victims of road accidents, unfortunately, are young people below 30 years of age. Moreover, indiscipline on roads leads to traffic jams and **congestions**, which reflects negatively on us as a nation.

While-reading

What makes our roads insecure and unsafe?

2 The question is whether the number of accidents and **causalities** can be reduced. The answer is yes – if we recognise road safety as a social issue and play our role and discharge our responsibilities we can overcome this problem. The foremost responsibility of every citizen is to observe laws; violations of a traffic law is an **offence**. None of us would ever like to be called an ‘offender’ and get **penalized**. By observing traffic laws we can avoid road accidents, save precious lives and improve our country’s image.

While-reading

How can we improve our country’s image?

3 The research shows that almost 80% of traffic accidents take place



- 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.

due to mistake or **negligence** of drivers. Main causes of accidents are:

- **Over speeding and rash driving:**

Over speeding is the most crucial factor causing **fatalities** or injuries in road accidents. Speed limits are specified for different roads. The drivers are required to drive their vehicles within the given speed limits and are supposed to reduce speed near schools, colleges, hospitals, **urban** areas and during **inclement** weather conditions. Violations of prescribed speed limits not only endangers lives of road users but can also **invoke penalties** and legal action under traffic laws.



- **Use of mobile phones while driving:**

Using mobile phone while driving is a potentially dangerous act, which can cause serious accidents. It **diverts** the driver's attention. We should avoid using mobile phones while driving and discourage others also from doing so as it is **prohibited** under traffic laws and is highly dangerous.



- **Not wearing seat belts:**

Wearing seat belts by drivers and passengers in a vehicle can save lives. During an accident, the seat belt can reduce the risk of **fatal** injuries by 50-60%. Not wearing the seat belts is also punishable under traffic laws. We must, therefore, always wear seat belts before starting our journey.



- **Not wearing safety helmet:**

Motorcyclists are highly **vulnerable** to fatal accidents. Many students use motorcycles / cycles for going to their institutions but often they do not wear safety helmets. Wearing helmet gives protection against severe head and face injuries in case of an accident and increases the chances of survival by 80%.



- **Violating traffic signals:**

Traffic signals are important tools to manage the traffic. It is **mandatory** to stop on a red signal. Passing a red signal is a serious **violation** of traffic laws and we should never commit it. We should also respect and obey the police officers manually managing the traffic.



- Tell them more about traffic rules and laws and their benefits.
- Ask them to evaluate the author's use of language and its impact on readers' understanding.

- **Violating lane discipline:**

A road is divided in **lanes** through road **markings** (white lines).

Lanes are meant to maintain traffic discipline. We should keep in a particular lane and **indicate** properly before we change that lane.

Lane straddling may cause serious accident and invoke fine under traffic laws. **Extreme** left lane is for heavy and slow moving vehicles and extreme right lane is for overtaking.



- **Violating traffic signs:**

Traffic signs on the roadside carry important information for road users, violating these signs can be potentially dangerous for ourselves as well as for others.



4 As responsible road users, we should not only take steps to save our own and others' lives but should also observe road courtesies to help create better environment on roads. Whenever the driver hears the siren of any emergency vehicle (ambulance, fire brigade, or police vehicle), he should give a left signal, giving space to the right lane vehicle to safely come to the left lane, leaving the right lane free for the emergency vehicle to speed up. The red light flashing of such vehicles means a life is at stake. The driver must give way to them, so they can quickly get to the scene to help the ones in trouble.



5 Traffic discipline reflects the civility of a society so we should prove ourselves as a law abiding and responsible nation.

While-reading

What should we do as a responsible road user?

Glossary

insecure	not secure or safe
congestions	the state of being crowded, blocked or too full of something
offence	an illegal act
penalise	to punish somebody for breaking a law or rule
negligence	lack of proper care and attention



Encourage students to express informed opinion on importance of traffic rules and justify the viewpoint and make recommendations.

urban	relating to or living in a city
inclement	cold, rainy and bad weather
invoke	to call for something
penalties	punishments for breaking a law or rule
divert	to take attention away from something
prohibited	forbidden by rules or laws
fatal	causing or ending in death
vulnerable	that can be hurt or harmed easily
mandatory	required by law or by certain rules
violation	contrary to a rule
lanes	any of several sections of a wide road
markings	a pattern of marks or lines



Oral Communication Skills

A. Read different texts about road accidents, and prepare a speech to inform the listeners about saving lives by following traffic rules.



Reading Skills

A. Write the contextual and dictionary meanings of the words highlighted in the text ‘Let’s Make Our Roads Safer’.

B. Comprehension Questions

1. Write five causes of road accidents.
2. How can we contribute to reduce the number of accidents?
3. How can wearing a helmet increases the chances of survival in case of an accident?
4. What is a lane and what should we do to change the lane?
5. Why must we give way to emergency vehicles?
6. How do traffic rules help us in controlling/regulating traffic? Recommend ways to keep the traffic moving/flowing on roads.

C. Identify the topic sentence and supporting details in paragraph 1.

Topic Sentence



Supporting Details



Vocabulary and Grammar

A. Proofread the passage and rewrite after corrections.

over speeding is the most crucial factor causing fatalities or injuries in road accidents speed limits are specified for different roads the drivers is required to drove their vehicles whithin given speed limits and should reduce speed near schols colleges hospitals urban areaaz and during inclement weather conditions violations of preskribed sped limits not only endangers lifes of road uzers but can also invok penalties and legal action under traffic laws

B. Compound Words

Read the paragraph given below and encircle all the compound words given in the text. Also break the compound words into base words and write those base words in the table given below.

Read Me

A **compound word** is a word that is made up of two meaningful words. It has a new meaning different from the base or root words.

I was walking alongside the road with my best friend Ayesha who had arrived at my home with her grandmother. The weather was very beautiful and everything around was eye-catching. We were discussing various topics of our interest. Ayesha told me that she spent her holidays by watching basketball and football matches because she is a big fan of basketball and football. I told her that I spent most of my time in the upside down walkway in the hilly area as I am a big nature lover. I like the fragrance of roses, the spectacular beauty of sunflowers and attractive butterflies.

Compound Words	1 st Base Word	2 nd Base Word



Activity

Share the meanings of base words in the class.

C. Degrees of Adjectives

Positive	Comparative	Superlative
It is used when no comparison is made. e.g., Alia is looking beautiful in the pink dress.	It is used to compare two objects. e.g., Her dress is more beautiful than the one she wore before.	It is used to describe the highest quality of an object. e.g., This is the most beautiful dress I have ever seen.



Remember

An **adjective** is used to describe a noun or a pronoun.
e.g., I have written **two** chapters of this book.
He is **handsome**.

Fill in the blanks to complete the columns.

Positive	Comparative	Superlative
large		largest
	tinier	tiniest
cautious	more cautious	
		best
sad		
		youngest
helpful		
	more comfortable	
friendly		
	wetter	
		farthest
		worst

Forming Adjectives from Nouns and Verbs

Read Me

Adjectives can be formed from nouns and verbs by adding **suffixes**.
We may form adjectives by adding suffixes to the nouns such as **ish**, **ful**, **some**, **less**, **en**, **y**, **ly**, **able**, etc.
We may form adjectives by adding suffixes at the end of verbs such as **ly**, **ed**, **less**, **ative**, **able**, etc.

Nouns	Adjectives	Verbs	Adjectives
friend		obey	
danger		play	
accident		talk	
brute		enjoy	
history		help	
person		read	

D. Articles: *the*, *a* and *an*

In English there are three articles: the, a and an.

Read Me

Article '**the**' is used when you are referring to a specific noun or more than one noun.

For example:

- The earth is moving around the sun.
- Please give me the book of English.
- The little boys wanted to play with their uncle.

The articles '**a**' and '**an**' are used when you are not referring to a specific noun but '**a**' is placed before the noun that starts with a consonant sound, whereas, '**an**' is used before the noun which starts with a vowel sound. Such as; a cat, an octopus.

Fill in the blanks with the appropriate article.

1. Sana put _____ orange in her plate.
2. Javed bought _____ chocolate milk.
3. I ate _____ last piece of cake.
4. _____ egg is shaped like _____ oval.
5. The dog caught _____ stick.
6. He likes to read _____ short stories.
7. We went on _____ field trip.
8. _____ plates are on the dining table.
9. My grandmother likes _____ flowers very much.
10. Their car does 150 miles _____ hour.
11. I always listen to _____ radio in the morning.
12. Is your mother working in _____ old office building?

Remember

There are occasions when no article is used with nouns.

E. Apostrophe (')

Use apostrophe to contract the given words.

it is		we are	
I am		they are	
you will		is not	
they will		are not	
you are		cannot	

Read Me

- i. The apostrophe is used in contractions like *we're* (*we are*).
- ii. It is used to show the possession like *Ahmad's pen*, *teacher's lounge*.
- iii. In plurals ending with 's' the apostrophe is after the word like *boys' wooden homes*.

Write five sentences using words with apostrophe to show possession.

D. Tenses

Simple Past Tense



Why did your neighbour's dog bite you?



I was trying to feed him a piece of bread.

- i. This tense is used to indicate an action completed in the past, as:
 - a. My grandfather passed away five years ago.
 - b. I left for my school at 7 a.m.
 - c. The maid swept the room an hour ago.
 - d. We took him to the airport at 10 a.m.
 - e. They finished eating an hour ago.

Past Continuous Tense

- i. This tense is used to denote an action going on at some time in the past. The time of action may or may not be indicated, as:
 - a. He was doing useful work.
 - b. It was raining when we reached home.
 - c. Haziq fell down when he was running.
 - d. Alia saw an old woman when she was looking out of the window.
 - e. Someone was banging at the door.
- ii. This tense is also used with always, continually, etc. for persistent habit of the past, as:
 - a. He was always complaining of headaches.
 - b. She was continuously irritating the other children in the class. .

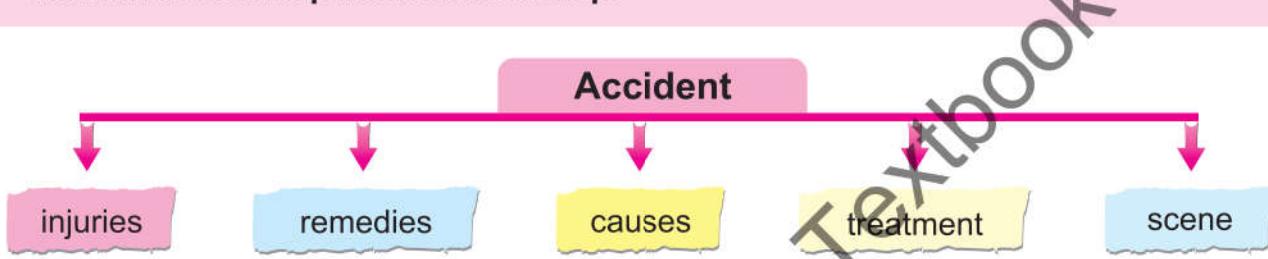
Put the given verbs in the correct past tense (simple or continuous).

1. The room (be) full of guests when we (arrive).
2. I (meet) Umar at the airport and (accompany) him to his place.
3. He (sleep) soundly when I (leave) the house.
4. Asim (get) a new job only three weeks ago.
5. I (call) Shazia three times, but she (not turn) up.
6. The gardener (mow) the grass three days ago.
7. Her mother (die) two years ago.
8. Saqib (come) inside the room when the storm (break).
9. The light (go) out when we (sit) for the dinner.
10. Mother (plant) saplings a few months ago.



Writing Skills

- A. Use any five words of your choice that are highlighted in the text “Let’s Make Our Road Safer” and write a paragraph about any one traffic rule that has not been addressed in the mentioned text.
- B. There are many road accidents that we see on different news channels daily. Mark one of them and find out reasons for that accident. Propose some suggestions to avoid accidents. Take help from the mind map.



- C. Write a newspaper report on the topic of your interest. You may read some newspaper report to develop a good one.

NEWSPAPER NAME

Date

HEADLINE

REPORTER'S NAME

REPORT

IMAGE



- Ask the students to bring newspaper cuttings in the class to guide them about writing a newspaper report. The teacher should also bring some cuttings to the class.
- Guide the students to write the news report in past tense.

Review - 1

Oral Communication Skills

A. Listen to the poem carefully and answer the questions orally given at the end.

Water is a lovely thing.
Dark and rippy in a spring,
Black and **quiet** in a pool
In a **puddle** brown and cool,
In a river blue and gay,
In a raindrop silver-grey,
In a fountain **flashing** white;
In a dewdrop crystal bright;
In a pitcher frosty-cold;
In a bubble pink and gold;
In a **happy** summer sea;
Just as green as green can be,
In a rainbow far **unfurled**,
Every colour in the world.
All the year, from spring to spring,
Water is the loveliest thing!

Julia W. Wolfe

Oral Questions

1. Where is the water brown and cool?
2. What is a dewdrop?
3. What are the colours of rainbow?
4. What is the main idea of the poem?

B. Describe the benefits of traffic rules.

Instructions

Divide the students in groups, each group will talk about one traffic rule with its benefits. In this way each group will get the chance to speak.

Reading Skills

A. Answer the following questions:

1. Give an example of tolerance from the life of the Rasoolullah (ﷺ).
2. What did Hazrat Ans Bin Maalik (رضي الله تعالى عنه) say about the Rasoolullah (ﷺ)?

- How did the people spend the stormy night in that small hut?
- What are the causes of road accidents?

B. Read the following passage and answer the questions given below.

- Abdul Sattar Edhi is one of the great personalities of Pakistan and he is known for his work for the welfare of human beings. He was born in 1928 in Gujrat, India and died in 2016 in Karachi, Pakistan.
- He started his charitable work in 1957 when a pandemic (Asian Flu) that originated from China spread all over the world. He was a great humanitarian who laid the foundation of Edhi centers, orphanage homes and rehabilitation centers throughout Pakistan. Edhi foundation worked and expanded itself with the support of people and private donations. He led a simple life which was far away from the luxuries and comforts. He worked for more than 55 years of his life for the sake of humanity. His wife Bilqees Edhi also stood by him in his work. He was the chairperson of Edhi Foundation. This organisation is running world's largest volunteer ambulance service under its name.
- He was rightly called 'The Richest Poor Man' and 'Angel of Mercy'. After his death, his son Faisal Edhi has taken the charge of his father's welfare and charity work.

Comprehension Questions

- Who is Abdul Sattar Edhi?
- Where was he born?
- Where did he die?
- Which organisation is running the world's largest volunteer ambulance service?
- Name any three contributions of Abdul Sattar Edhi.

Write the contextual meanings of the following words:

Words	Meanings
welfare	
charity	
pandemic	
orphan	

Words	Meanings
mercy	
humanitarian	
donation	
luxurious	



Vocabulary and Grammar

A. Read the poem and encircle the diphthongs.

The Very Loud Mouse

There once was a very loud mouse,
You could hear it from the house!
There was a cow frowning down
At the very loud mouse
The mouse was proud
And danced around!
We thought, "Wow, what a mouse!"

B. Add the correct ending 's', 'es', or 'ies' to the given nouns to make them plural.

Words	s	es	ies
slide			
star			
house			
wish			
spy			
crash			
river			
baby			
lady			
party			
class			
fox			
lunch			
memory			
story			
country			

C. Write the given words into the suitable boxes.

mangoes carrots tables houses sand salt air fish fruit
flower bread butter snow cake apple juice dress lemon
sugar rice grapes cheese money grass cup oil meat

Countable Nouns

Uncountable Nouns

D. Read the dialogue and add appropriate pronouns where needed.

Waniya:	Here is _____ notebook.
Mahrukh (surprised):	Why is _____ torn?
Waniya:	_____ am sorry. _____ younger brother did this.
Mahrukh:	But it is _____ responsibility to keep it safe.
Waniya:	_____ have tapped the torn pages.
Mahrukh:	Thanks for it. But next time, I will not give you anything of _____.
Waniya:	But why!
Mahrukh:	I asked you to keep my notebook safe. _____ did not keep your promise.
Waniya:	I will be careful next time.
Mahrukh:	Waniya, we should keep _____ promises. If not, we will lose our trust.
Waniya:	I am really sorry, once again.

E. Fill in the blanks using appropriate form of the verbs given in the brackets.

1. Usman _____ on the phone. (talk)
2. Somebody _____ up the window an hour ago. (open)
3. The birds _____ around the flowers. (fly)
4. I _____ for the bus. (wait)
5. Minal and Sameer _____ their grandparents in vacations. (visit)
6. He _____ a letter. (write)

7. You _____ me about the painting. (tell)
8. Last night, we _____ to some noises. (listen)
9. Wahaj and Sami _____ under the tree. (sit)
10. Grandmother _____ the dinner last Sunday. (cook)

F. Complete the following sentences using appropriate articles. In some cases, no articles are needed.

1. I am _____ college student.
2. Kiran is _____ best student in the class.
3. _____ camel is the ship of the desert.
4. This book has won _____ prize.
5. I met _____ boy in _____ store.
6. Gold is _____ precious metal.
7. She returned after _____ hour.
8. There is _____ institution for _____ blind in this city.
9. _____ sun rises in the east.
10. He is _____ oldest member of the club.

G. Read each word and split in syllables.

triangle	February	altogether	potato
dictionary	important	eleven	underwater
watermelon	grandmother	anybody	afternoon
avocado	anyway	butterfly	institution
independent	misunderstand	telephone	December

H. Circle any five compound nouns in the above given list.



Writing Skills

- A. Write a paragraph about your small effort that made you feel special. Use at least five adjectives.
- B. Make a mind map on the topic “Be Helpful” keeping in mind the elements of the story writing.

5

Hazrat Umar (رضي الله تعالى عنه)

Learning Outcomes:

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

- demonstrate increased personal confidence by managing and being able to adapt/change the content of the spoken presentation and listening.
- speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- express preferences and opinions openly.
- read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.
- use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- apply strategies to comprehend questions by marking keywords, verbs and tenses.
- determine a theme or central idea of a text and analyse its development over the course of the text; provide an objective summary of the text.
- take dictation of paragraph/text of grade level.
- comprehend and use contemporary idioms and proverbs in the different texts and in their speech.
- distinguish and write four types of sentences i.e. declarative, exclamatory, interrogative and imperative.
- use homographs and homophones in writing.
- use types of tenses correctly in speech and writing.
- use summary skills to write an objective summary of the given text.
- write multiple paragraph essays using correct punctuation and spelling, grammar, grade level vocabulary by using the writing process approach.
- follow the techniques of writing the first draft with sufficient details; proofread it, and edit details to suit the purpose and audience.

Talk Time

Read the poem and discuss its main idea.

Prayer

There is, I know, no need
For this; no need
To say in the **monsoon** night
'Show me the straight way
The way
Of those
To whom You have
Given Your grace
Not of those



Who earn Your anger
 Not of those
 Who go **astray**.
 But when the wind
 Makes noise in the mango tree
 And the **frangipani**
 Holds out its yellow
 Richness, I say this
 'Not to remind You
 Of me, but myself
 Of this and all of You.'

About the poet:

M. Athar Tahir is a Pakistani Civil Servant who has made his name as a poet, author, translator and calligrapher. He studied at Lawrence College, Ghora Galli Murree, Oxford University, England and the University of Pennsylvania, USA.

Awards for his works include Tamgha-e-Imtiaz for literature in 1998, Shah Abdul Latif Bhittai award in 1990 and The National Book Council Prize in 1991.

Discuss in groups the importance of prayer in our life and how it keeps us connected with our Creator (Allah).

Pre-reading:

- Who was the second Caliph of Islam?
- What do you know about Hazrat Umar (رضي الله تعالى عنه)?
- What is the importance of justice in a society?

1 Hazrat Umar (رضي الله تعالى عنه) was the second Caliph of Islam. He (رضي الله تعالى عنه) was born at Makkah Mukarramah into a noble tribe called the Quraish. He (رضي الله تعالى عنه) received the title of 'Faruq' after he **embraced** Islam. He (رضي الله تعالى عنه) was one of the very few persons in Makkah Mukarramah who could read and write. He (رضي الله تعالى عنه) was a tall, strong and brave man. He (رضي الله تعالى عنه) was also a very good wrestler, horse-rider and **swordsman**. Business was his occupation. Hazrat Umar's (رضي الله تعالى عنه) **conversion** to Islam was of great value to the Rasoolullah (صلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) in his mission of spreading Islam. Afterwards, he (رضي الله تعالى عنه) remained very close to the Rasoolullah (صلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ).

While-reading

2 Hazrat Umar (رضي الله تعالى عنه) remained Caliph for ten and half What title did Hazrat Umar (رضي الله تعالى عنه) receive after embracing Islam?



Ask the students to recite the poem with proper stress and intonation as it becomes more enjoyable and meaningful when it is recited loudly.

years. He (رضي الله تعالى عنه) conquered a vast **empire** during his Khilafat. He (رضي الله تعالى عنه) introduced a great system of administration, which served as a model for the Islamic world. He (رضي الله تعالى عنه) introduced many reforms during his **reign** such as administrative courts to investigate the complaints against the offices of the state. He (رضي الله تعالى عنه) also reformed army, police force and tax system. The worship places and property of the non-Muslims were also given protection.

While-reading

What were the contributions of Hazrat Umar (رضي الله تعالى عنه) for Islam?

3 Hazrat Umar (رضي الله تعالى عنه) gave great importance to justice and well-being of the people. He (رضي الله تعالى عنه) would not spare any one in the case of **judgement**. For him high and low, rich and poor, were all equal before law. He (رضي الله تعالى عنه) followed the saying of the Rasoolullah (صلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) (خَاتَمُ النَّبِيِّنَ أَبِيهِ وَأَخِيهِ بَعْدِهِ), “**Treat** your servant as you would treat yourself. The master and the servant are both equal before Allah Almighty.”

4 Hazrat Umar (رضي الله تعالى عنه) was kind and sympathetic to the poor. He (رضي الله تعالى عنه) spent many sleepless nights in disguise roaming in the streets to see the **condition** of his people. One night he (رضي الله تعالى عنه) passed by a house and heard children crying. There was a pot of water on the fire. The mother was telling the children to go to sleep and when the food was ready she would wake them up. But the children would not listen. Hazrat Umar (رضي الله تعالى عنه) asked the woman, “What is the **matter**?” She told him that there was nothing to eat. There was no money and grain in the house. Her husband had died. The children were crying for food. He (رضي الله تعالى عنه) helped the widow with food, money and clothing.

While-reading

Why were children crying?

While-reading

How did Hazrat Umar (رضي الله تعالى عنه) help the poor woman?

5 One day, while Hazrat Umar (رضي الله تعالى عنه) was offering namaz in the masjid, a non-Muslim named Feroze killed the Caliph with a knife. Hazrat Umar (رضي الله تعالى عنه) lies buried near Hazrat Muhammad (صلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ) and Hazrat Abu Bakr (رضي الله تعالى عنه) in Madina Munawarrah.



Glossary

embrace	to accept or believe an idea willingly
treat	to deal with
condition	a state at a particular time



Guide the students comprehend questions by marking keywords, verbs and tenses and respond accordingly.

matter	an affair, some situation or event that is thought about
judgement	the act of assessing a person or situation or an event
commit	to perform an act
reign	ruling period of a caliph/king/ruler
swordsman	a man who is skilled in the use of swords

Oral Communication Skills

Read the dialogue and role play it with your class fellows.

Mother:	Ali! Why are you not going for offering namaz today?
Ali:	Mama! I am not feeling well.
Mother :	But you are grown up now, you should not miss namaz.
Ali :	Mama! Why do we offer namaz?
Mother :	Because we have to thank Allah Almighty for His blessings.
Ali:	Can't we skip namaz even for a single day.
Mother :	No, we cannot. It's an obligation.
Ali:	Okay mama, I will not skip my namaz anymore.
Mother :	Good!

Discuss with your peers, the blessings of Allah we are enjoying and how we may thank Him.

Activity

Group Work

In groups prepare a presentation on chart paper about one of the blessings of Allah, considering the points given in the template:

Picture related to the specific blessing you want to discuss

- i) Describe the blessing that you have selected.
- ii) Its significance for living beings.
- iii) What disadvantage could we have if it is taken from us?
- iv) How should we take care of it?



Guide the groups that each one prepares their presentation on different blessings. Let them present in assembly time, to inspire their school fellows regarding taking care of blessings we have been gifted with by our Creator (Allah).



Reading Skills

A. Write the contextual meanings of the words given in glossary and use them in sentences of your own as well.

B. Comprehension Questions

1. What is the title of Hazrat Umar (رضي الله تعالى عنه)?
2. What were the major reforms introduced by Hazrat Umar (رضي الله تعالى عنه)?
3. How long did Caliph Hazrat Umar (رضي الله تعالى عنه) rule?
4. How did Hazrat Umar (رضي الله تعالى عنه) administer justice?
5. What did the Caliph hear while passing by the poor widow's house?
6. (a) What is the main theme of the text "Hazrat Umar (رضي الله تعالى عنه)"?
(b) Identify the theme in every paragraph and see whether this information represents the theme you have identified.



A. Answer the following questions.

1. What is the title of Hazrat Umar (رضي الله تعالى عنه)?
2. What were the major reforms introduced by Hazrat Umar (رضي الله تعالى عنه)?
3. How long did Caliph Umar (رضي الله تعالى عنه) rule?
4. How did Hazrat Umar (رضي الله تعالى عنه) administer justice?

D. Silent Letter Hunt

Read the story and hunt the words having silent letters.

One day I was at home with my mom. She was knitting and I had to wrap a gift for my dad. As I was wrapping, I saw a butterfly around me. It landed on my knee and I shook it off. Then it landed on my wrist. I knew that it wanted to go out of the house. So I went to the door and turned the door knob to open the door. The butterfly went out but landed on the wrench of a man fixing the car.

A. Dictation

Dictate the paragraph 2 of this unit to the students.

B. Idioms and Proverbs**What do the following Idioms mean?**

- Better late than never.
- Let's call it a day.
- Under the weather.
- The ball is in your court.
- Spill the beans.
- Break a leg.
- Pull someone's leg.
- Sat on the fence.
- Through thick and thin.
- Once in a blue moon.

Read Me

An **idiom** is a group of words in a fixed order that has a particular meaning that is different from the meaning of each word on its own. Examples: Give someone a cold shoulder (to ignore someone). a piece of cake (something very easy to do).

Proverb

Complete the following proverbs using one of the words given in brackets.

Read Me

A **proverb** is a short well-known sentence or saying that states a general truth about life. **Examples:**

- The pen is mightier than the sword.
- Better late than never.

Complete the following proverbs using one of the words given in the brackets.

1. A bird in hand is worth two in the _____. (cage, bush, stomach)
2. Look before you _____. (sleep, leap, cross)
3. Birds of a _____ flock together. (family, feather, species)
4. A stitch in time saves _____. (time, nine, twenty)
5. All that glitters is not _____. (copper, silver, gold)
6. _____ is thicker than water. (syrup, soap, blood)
7. Every dog has his _____. (pay, lay, day)
8. Every dark _____ has a silver lining. (quarrel, cloud, box)
9. _____ begins at home. (education, charity, advice)
10. People who live in _____ houses shouldn't throw stones at others. (brick, glass, paper)



Dictate paragraph 2 to students for spell check.

C. Kinds of Sentences

Read Me

The sentences are of four kinds. The division is made on the basis of their meaning.

- Declarative sentences (give statements)**

e.g. I like oranges. (affirmative statement)

- Interrogative sentences (ask questions)**

e.g. Where is my book?

- Imperative sentences (make requests, give orders)**

e.g. Bring me a cup of coffee. (order)

Please shut the door. (request)

- Exclamatory sentences (express strong emotions)**

e.g. What a scene!

Alas! We have lost the match.

Identify the kinds of the following sentences.

1. My class teacher will retire in the next month.
2. Let me finish my work.
3. Who is knocking at the door?
4. Hurrah! we have won the match.
5. Please give me your camera for two days.
6. How beautiful this flower is!

D. Homographs

rock

She loves to collect rocks.

rock

Ali likes rock music.

present

Saba was present today.

present

Did you like my present for you?

watch

I like my watch.

watch

We watch news daily.

right

This is my right hand.

right

You are right in this context.

bear

The bear is engaged by a poacher.

bear

Bear the punishment of your bad act.

Read Me

The **homographs** are the words with same spellings and pronunciation but with different meanings.

Keep in view the given examples, write down at least five homographs and use them in sentences to show the difference in their meaning.

Homophones

A. Find the words in each of the following sentences that sound the same but do not mean the same thing.

1. The girl looked pale when she handed her mother the pail of water.
2. The policeman could see only four fish in the sea water.
3. Yesterday I read a story about a boy on a red bicycle.
4. Where would you see a horse made of wood?
5. The angry husband threw everything out through the window.
6. The hare is running here and there.

Read Me

The **homophones** are words with different spellings and meanings but with the same sound.

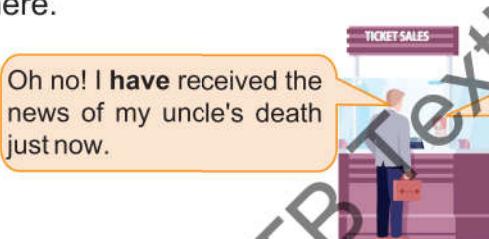
- ate or eight
- air or heir
- buy or bye
- brake or break

E. Tenses

Present Perfect Tense

This tense is used:

- i. for an act that is completed by now without specifying the time. In this tense we use 'has' or 'have' and the third form of the verb, as:
 - a. I have not taken my lunch yet.
 - b. I have not seen him since Eid.
 - c. The writer has completed half of his novel.
 - d. I have not spoken to her for more than a week.
 - e. We have finished our work.
- ii. to denote an action beginning at some time in the past and continuing up to the present moment, as:
 - a. I have met him for a long time.
 - b. We have lived here for five years.



Oh no! I **have** received the news of my uncle's death just now.

The seats of the bus **have** already **been** sold.

Present Perfect Continuous Tense

This tense is used for an action which began at some time in the past and is still continuing. In it, we use 'have been' or 'has been' and 'ing' form of the main verb, as:

- a. I have been waiting for the bus for two hours.
- b. She has been doing her homework all the evening.
- c. The baby has been sleeping soundly for two hours.
- d. I have not seen her since 2010.
- e. It has been raining since morning.

For & Since

We often use 'for' and 'since' when talking about time.

We use for + a period of time

Examples: for five months, for ages

He has been living in Paris for five months.

for five months

Five months ago

Now

- for six minutes
- for one day
- for two hours
- for four weeks
- for ten years
- for ages
- for years

Since March

March

Now

- since 11 o'clock
- since Saturday
- since November
- since 2021
- since I left home
- since dinner time
- since I got up

e.g. Ali has lived in Pakistan *for eight years*.

I've worked at that bank *for five months*.

Alia hasn't been to a party *for ages*.

e.g. It's been raining *since morning*.

I've lived in Pakistan *since my childhood*.

I haven't seen Talha *since lunch time*.

Put the given verbs in the correct present tense (perfect or perfect continuous).

1. She (look) for her watch for two hours, but she (not find) it yet.
2. I (wait) for you since 3 o'clock in the afternoon.
3. The maid (finish) her work in the kitchen.
4. I (not see) her for a long time.
5. He already (leave) for England for higher studies.
6. You (discuss) the problem for the last half an hour but I am afraid I (not listen).
7. They (not buy) any dress for the last two years.
8. They (work) for this project for a year.
9. He (work) as the editor of this newspaper since 1990.
10. He (steal) things since childhood.



Writing Skills

A. Read and follow steps given below to write the summary of the text 'Hazrat Umar (رضی اللہ تعالیٰ عنہ)'.



B. Imagine if you get the chance to be the ruler of your country, what reformations you would bring during your reign.

C. Write an essay on 'Importance of Justice'. Make a mind map as well for cohesion of ideas.

D. Proofreading and Editing

Peer Review

Proofread and edit the first draft of the written work for the following points:

- Punctuation is used correctly.
- Spelling of the words are used correctly.
- The sentence structure is used correctly.
- Subject/Verb agreement is used correctly.
- Pronouns agree with their antecedents.
- The paragraphs have topic sentences and related supporting details.
- The concluding paragraph summarises the main idea of the essay.

Incorporate the suggestions given by the peers in your written work and write the final draft.

6

Sports and Sportsmanship

Learning Outcomes:

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

- apply knowledge from listening to, viewing and responding to texts for different purposes.
- ask and answer questions of personal relevance, information and variety of communicative purposes.
- develop the ability to pose rhetorical questions for a range of audiences.
- perform a role play through deliberate choice of dialogues gestures and movements.
- ask and answer simple and higher-order questions to guide/assess reading.
- guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- skim and scan relevant information and main points in texts to identify the writer's purpose, intended audience.
- use dictionary/thesaurus to locate synonyms/ antonyms according to the context and use in writing.
- read and view a variety of reading-age appropriate and high interest books and texts from non-print sources.
- use abbreviations and acronyms correctly.
- keep a record of words.
- use adverbs, adverb phrases, and recognise adverb clauses as needed in their speech and writing.
- use all types of tenses correctly in speech and writing.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.
- write a short dialogue between two people, use vocabulary, tone and style appropriate to context and relationship between addresser and addressee.

Talk Time

Look at the given advertisement of Sports Gala and discuss the following points:

- a. What information does it carry?
- b. Is it attractive enough to catch the reader's attention?
- c. Do you think it will convince readers to attend the Sports Gala? Why/Why not?



Pre-reading:

1. What do you understand by the word 'Sportsmanship'?
2. Have you ever participated in any sports competition? Share details.

1. Sports and physical education are **fundamental** to the rapid healthy development of children and youth. The skills that have learnt from sports contribute to the entire development of young people. Through participation in sports, they learn about the importance of key values such as honesty, teamwork, fair play, respect for themselves and others, and **adherence** to rules.

2. The ancient Roman proverb, "*mens sana in corpore sano*", meaning "A healthy mind in a healthy body" holds good even in today's modern world. It is essential to take care of our physical and mental fitness to boost our performance.

Students have a busy schedule; so sports play a vital role to shake their boredom off, sports give physical strength and increase mental power. Outdoor sports like cricket, football, hockey, etc. improve physical health. Mental strength can be achieved through indoor sports like chess, brain games, etc. It makes our body fit and helps us perform well.

3. Sports is competitive. It has many breathtaking moments which are source of joy. Some eyes shed tears and some faces smile, but in the end, it all comes down to what is important like shaking hands and **showcasing** sportsmanship. It teaches to work in a team that is helpful for **collaboration** in every walk of life. Students should manage their time for sports as well. Recent studies have shown that the students, who give equal importance to sports along with studies, are achievers in professional life as compared to those who neglect it.

4. Sports makes a person strong willed and disciplined, just like Brian G. said:

"Sportsmanship is an understanding of and commitment to fair play, ethical behaviour and integrity, and general goodwill toward an opponent."

Sports helps deal with **immense** mental pressure, global pandemics, shaking economy, pollution,



While-reading

'A healthy mind in a healthy body' is a proverb. What does it mean?

While-reading

What do you understand by breathtaking moments?



Further questions may also be generated for the better understanding of the text.

and much more faced in daily life.

5. Pakistan is a culture-rich country, it has some sports as part of the culture and some are celebrated like national events. There are many sports played in Pakistan but some of the most major ones are Cricket, Field Hockey, Squash, Polo, Football, and traditional Kabaddi.

6. *Hockey* is the national game of Pakistan. It is played throughout the country. In the history of Pakistan, hockey is as old as that of the country itself. Pakistan recorded **extraordinary** conquests between 1956 and 1986, which are still unmatched. Three times during this period, Pakistan won the Olympics and World Cup crowns. The Asian Games title was won six times and the Champions Trophy in the first two years of its **inauguration**. Two times Pakistan held Asian, Olympics and World Cup crowns, three of the world's most **prestigious** titles. No other hockey playing country has achieved such victory in the history of the game so far.



Hockey World Cup 1982

7. *Cricket* is the most **significant** sport for Pakistanis. It is not only a sport for Pakistanis but also an emotion. It is played in grounds, streets, house yards, roof tops and at any place on which a bat can swing and a ball can bounce.

While-reading

How many times did Pakistan win the Asian Games title?

8. Pakistan has notable achievements in its history of cricket. Pakistan Won Cricket World Cup 1992, ICC World Cup Twenty 20 in 2009, ICC Championship Trophy 2017 and has many other achievements in its ventures of cricket.

9. Pakistan is the most famous nation in the world of *squash* as well. It has the record of winning 17 World Opens, the only Nation with winnings of 12 British Opens and players like



ICC Championship Trophy 2017



Cricket World Cup 1992

Jahangir Khan, who remained unbeaten even after 555 consecutive matches.

10. Pakistani women are without a doubt, the most talented ladies in the world. From quite some time, their focus on sports has broadened their vision, resulting in some wonderful accomplishments by Pakistani women in sports. Some of the notable women in the field of sports are:

Sana Mir is representing as the captain of Pakistan Women's cricket team. She is the only one to stand in the World's Top 20 individual rankings and a two-time gold medal winner in Asian games.

Kiran Baloch is also a renowned player with a test cricket world record of the highest score in a women's Test match, with 242 runs.

In hockey, **Rushna Khan** is a goal keeper of national team and has represented Pakistan internationally in Sydney, Australia. She is the 1st player to have signed for an international hockey club.

Saba Aziz, excelled in Tennis and became the 1st ever Pakistani woman to represent the country and win an International Tennis Federation (ITF) Futures main draw match and earn a ranking point in 2008.

11. Pakistan Sports Board (PSB) under the Ministry of Inter Provincial Coordination is the premier authority for promoting sports in the country. It monitors the activities of affiliated National Sports Federations. At present, forty-one National Sports Federations and three departments are affiliated with the Board. Each Federation is responsible for promotion and development of its respective sports. It has sporting facilities at its Coaching Centers at Provincial Headquarters. These facilities are used for national training camps and holding of various national and international competitions.



Jahangir Khan



Sana Mir

While-reading

What is the purpose of PSB?





Glossary

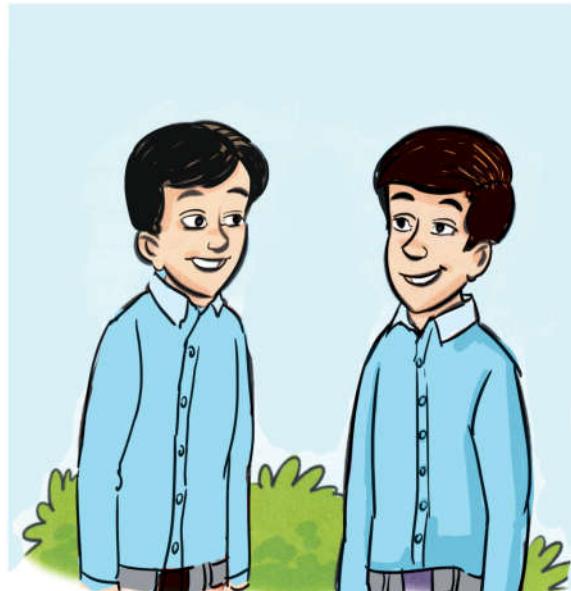
fundamental	something of central importance
adherence	attachment or commitment
showcasing	exhibit; display
collaboration	cooperation
ferocious	extreme
extraordinary	very unusual or remarkable
inauguration	the beginning or introduction of a system
prestigious	inspiring respect and admiration; having high status
significant	important to be worthy of attention; noteworthy
consecutive	following each other continuously
affiliated	officially attached or connected to an organization



Oral Communication Skills

A. Read the given dialogue and role-play it while talking about your weekend plans.

Ahmad :	Ali, what are you doing this Sunday?
Ali:	Ahmad! I am free.
Ahmad :	I am planning for a cricket match.
Ali:	It will be fun.
Ahmad :	Yes it will be. I am also inviting some other friends as well. You also have to come.
Ali:	Sure. I will come.
Ahmad :	Looking forward to seeing you then.
	Take care. Bye.
Ali:	You also take care....bye.



B. Discuss in class about the importance of sports.



Encourage students to ask questions from their peers related to the sports they like. This will open a house of discussion and enable the students to have more information regarding different sports.



Reading Skills

A. Reading for Understanding

- Write the contextual meanings of the words highlighted in the text.
- Compare the contextual meanings of the words with the given dictionary meanings.
- Use the highlighted words of the text in sentences of your own.

B. Comprehension Questions

1. What are the key values that young people learn from sports?
2. What does it mean, 'Sports is competitive'?
3. How do sports help in character building?
4. Explain the statement of Brian G. in your own words.
5. What steps are taken by the Pakistani government to promote sports in the country?

Read the text 'Sports and Sportsmanship' carefully and discuss what are the facts given in the text and what are the opinions of the author in it.

Read Me

Fact and Opinion

Difference between fact and opinion
A **fact** is a true statement that you can prove.

An **opinion** is someone's idea or feeling about something.



Activity

Super Star Fact File

Consult internet and make a fact file of your favourite sportsman by using the following points:

Name: _____

Sport: _____

Age: _____

Weight: _____

Height: _____

Playing style: _____

Interesting fact: _____

Why do you admire this sportsman? _____

A. Fill in the missing information to complete the paragraph.

pass peaches for he played game a cut it

Did you know that basketball was first _____ in 1891? A man from Canada invented it. _____ was a college teacher. His name was James Naismith. Mr Naismith had _____ reason for making up this game. He had to think of a _____ to play indoors in winter. His idea _____ basketball game came from a children's game. It was called "Duck on a Flock". Mr Naismith changed _____ a little. He got peach baskets. They were used to hold _____. He nailed the empty baskets to the walls of the gym. Later on, Mr Naismith _____ the bottoms out of the baskets. The way the balls would _____ through.

B. Abbreviations and Acronyms

Read Me

Abbreviations are **shortened or contracted forms** of words and expressions we use every day, as:

St.

Days of the week

Months of the year

Centimeters

Versus

street

Mon., Tues., Wed., Thurs., Fri., Sat., and Sun

Jan., Feb., Aug., Sept., Oct., Nov., Dec.

cm

vs

An **acronym** is a word formed from the initial letters of the words that make up a longer name or phrase and pronounced as a word, as:

- RADAR (radio detection and ranging)
- SCUBA (self-contained underwater breathing apparatus)
- NASA (National Aeronautics and Space Administration)
- LASER (light amplification by stimulated emission of radiation)
- SIM card (subscriber identification module)
- ZIP code (zone improvement plan)



Activity

Sit in groups of three and use a dictionary/thesaurus to locate five more abbreviations and acronyms. Display them in the class to share it with other class fellows.

C. Adverb

Read Me

An **adverb** is often used to modify a verb, adjective or another adverb.

Examples:

1. He can run **quickly**.
2. She writes **neatly**.

Types of Adverbs

The **adverbs of manner** tell us the way people do things.

Examples

1. He has arrived **safely**.
2. The soldier fought **bravely**.

The **adverbs of time** tell us about the time, when the action takes place.

Examples

1. May I do my work **later**?
2. Ahmad has **just** arrived.

The **adverbs of place** tell us about the place, where the action takes place.

Examples

1. He is **here** for the holiday.
2. It's raining, let's go **inside**.

Change the following adjectives to adverbs.

- | | | |
|-----------|----------|---------|
| 1. strong | 2. brave | 3. soft |
| 4. quiet | 5. slow | |

Underline the adverbs in the following sentences. Also identify whether it is an adverb of manner, place or time.

1. Ahmad, you can stay outside.
2. Come here.
3. The sun is shining brightly.
4. The old man is walking slowly.
5. Sana arrived late.
6. It rained heavily last night.
7. Please put the cups there.
8. The principal seriously considered my suggestion.



Remember

Phrase

A phrase is a group of words that does not give a complete sense.

- i. It is a book **of great importance**.
- ii. The sun rises **in the east**.

Clause

A clause is the part of a sentence that has its own subject and predicate.

Example:

- i. He said **he would go to Lahore**.
- ii. **I saw a boy** who was crying.

Adverb Phrase

- i. He drives a car *in a high speed*. (modifies the verb: drive)
- ii. She always speaks *in a respectful way*. (modifies the verb: speak)
- iii. The children sat *beside their mother*. (modifies the verb: sat)

Read Me

An **adverb phrase** like an adverb adds something to the meaning (modifies) of verbs or other adverbs in the sentence.

Fill in the blanks using the following adverb phrases.

by the lake, inside the room, without looking, near the creek, from the balcony

- i. There were no windows _____.
- ii. They started to cross the street _____.
- iii. _____ he could see the sea.
- iv. He ran _____.
- v. Frogs make all sorts of noises _____.

Adverb Clause

- i. You may sit **wherever you like**.
- ii. He behaves **as one might expect him to do**.
- iii. They went **where living was comfortable**.

Read Me

An **adverb clause** is a group of words which contains a subject and predicate of its own, and does the work of an adverb.

Read the text 'Sports and Sportsmanship' and highlight at least five adverb clauses and use them in sentences of your own.

D. Tenses

Past Perfect Tense



I had been looking for this book in the library for ages. Finally, I got it.



But, I had returned it ten days ago.

i. This tense is used to describe an action completed before a certain moment in the past, as:

- a. We had stayed in the hotel.
- b. I had never seen such a beautiful scenery before.

ii. If two actions happened in the past, this tense is used for the action that happened earlier, as:

- a. They had left for Kashmir before I came.
- b. We had reached the school before the bell rang.

Past Perfect Continuous Tense

This tense is used for an action that began before a certain point in the past and continued up to that time, as

- a. He had been living in Kashmir since 1947.
- b. I had been attending the office for two days.
- c. She had been practicing the verbs for three weeks.
- d. Cool breeze had been blowing since morning.
- e. Labourers had been working in this mine for several years.

Put the given verbs in the correct past tense (perfect or perfect continuous).

1. The rain (stop) before I reached home.
2. He asked me why I (not visit) his house.
3. It (rain) since midnight.
4. She (practise) hockey for three weeks.
5. The building (burn) down before the fire brigade arrived.
6. He (play) football for years.
7. The mechanics (repair) the engine for the last three hours.
8. I realized late that he (deceive) me.
9. Afshan (wait) for Saima for two hours.
10. A cool breeze (blow) since morning.



Writing Skills

A. Complete the following mind map and write an essay on “My Favourite Sport” .



B. Work in pairs and write a dialogue between two friends talking about a recently held cricket match.



Activity

Group Activity

Design a colourful advertisement of ‘Sports Day’ on chart paper.



- Encourage students to cooperate with each other while working in pairs and groups and listen attentively to each other.
- Show them various advertisement samples to help them design their own.
- Persuade the students to respect the opinion of their partner to create an interesting piece of writing.

7

The Earth Speaks

Learning Outcomes:

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

- engage in extended discussions and debates taking into account other speakers' viewpoints and presenting one's own with clarity and coherence.
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- determine a theme or central idea of a text and analyse its development over the course of the text.
- understand the difference between Capitonym words.
- distinguish between the connotative and denotative meaning of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- examine and interpret the use of conjunctions and transitional devices in speech and writing to create an effect.
- recognise and use subordinating conjunctions to connect independent clause/s to dependent clause.
- recognise and use correlative conjunctions.
- use types of tenses (simple future tense, future continuous tense) correctly in speech and writing.
- use modals correctly in speech and writing to create an effect and impact on the reader.
- use summary skills to write an objective summary of the given text and poems.
- write a poem narrating an event or a story.

Talk Time



Look at the picture and discuss what are they doing.

Discuss with your fellows how can we keep our surroundings clean.



Encourage students to pick the garbage wherever they see it and throw it into a dustbin instead of throwing it around to have a clean Pakistan.

Pre-reading:

Look at the title and its illustration. Can you guess what the poem is about.

The turning earth spoke in a **somber** voice.
"Four seasons I give you," its deep voice said.

"I give you spring when the lilacs bloom,
I give you autumn when the maple is red.

Summer I give you all **crowned** with sunshine,
And winter of snow and **icicle** spears.
Four seasons I give you with all their joys!
And all their pleasures and all their fears!

Take my four gifts and use each one,
Use each **wisely**, kindly and well,
So that upon the year's last hour
A **worthy** record you date to tell."

The turning earth spoke but once again.
"Four seasons I give you," its voice was low.
"The gifts are yours and yours is the task
To use my gifts as best you know."



While-reading

Who is addressing the reader in the poem?

While-reading

What gifts has the Earth mentioned?

While-reading

What is the task given to the readers by the Earth?

Lenore Hetrick



Oral Communication Skills

A. Work in groups and suggest how can we keep our surroundings clean and make Earth a beautiful place to live in.



- Help students understand the difference between a paragraph and a stanza.
- Help students recite the poem with appropriate patterns of rhythm, stress and intonation.



Reading Skills

A. Write the dictionary meanings of the highlighted words in the poem and use them in sentences.

B. Comprehension Questions

- How many seasons has the Earth gifted us? Name them and describe one season.
- What are the changes brought by each season as the Earth has told?
- "And all their pleasures and all their fears!" What does the Earth mean by this?
- How can we use each season *wisely* and *kindly*?
- 'To use my gifts as best you know', What does the Earth want from us? How may we encourage others to use earth's gift in a best way?
- Write the main idea of the poem.



Activity

Work in pairs and note down the changes in seasons and explain how they affect living beings (humans, animal, plants).

C. Figures of Speech

Simile	Simile is a figure of speech in which two things are compared to each other using the comprehension words 'like' or 'as'. Examples: a. She's as pretty as a picture. b. He's strong like an ox.
Metaphor	A metaphor is a figure of speech that compares two different things without the use of the comprehension words 'like' or 'as'. Examples: a. He is a fish out of water. b. She is a star in the sky.
Personification	Personification is a figure of speech that attributes human characteristics to something that is not human. Examples: a. I heard the wind whistling. b. The moon is smiling at me.

Identify personification in the poem 'The Earth Speaks'.

Use the objects and animals given in the pictures to develop your own similes.



Vocabulary and Grammar

A. Capitonym

Use a dictionary to locate and write the meanings and identify the differences between both the forms.

Read Me

A **capitonym** is a word whose meaning changes when it is capitalized. They have the same spelling, but different meanings. Capitonyms spelling lists can include nouns, verbs, or adjectives. A capitonym is a form of homographs.

Turkey/turkey

March/march

May/may

Polish/polish

August/august

China/china

B. Denotations and Connotations

Read Me

Denotations: It is the literal meaning of the word and you find its definition in a dictionary.

Connotations: A word's connotation is the feelings and ideas associated with the word.

It can be contextualized.

Denotative Meaning	Connotative Meaning
Alia is wearing a blue shirt today. ↓ name of colour	Alia is blue after her father's death. ↓ sad and depressed
The wave crashes against the beach. ↓ waves of sea	He grieved in waves of sadness. ↓ not able to handle
Pour a glass of water. ↓ flow of liquid from one container to another	She poured herself into the project and got it done on time. ↓ deeply involved

C. Conjunctions and Transitional Devices

Remember

Conjunctions

A conjunction is a word used to join words, phrases and clauses, as:

- a. He could not jump the wall, **though** he tried again **and** again.
- b. He is poor **but** honest.

Transitional Devices

Transitional words are words or phrases that indicate the relationship between two sentences or paragraphs, as:

Writing is the skill that takes time to master. **In other words**, mastering this skill of writing does not happen in a day. **Furthermore**, it is a skill that needs practise **as well as** dedication to hone your expertise. It is important not to burn yourself out, **but** you need to stick with it.

Read Me

Co-ordinating Conjunctions

They are used to join together two independent statements or two statements of equal rank. Co-ordinating conjunctions are: and, but, for, or, nor, also, either, neither, nor, etc.

Examples:

- a. I like red **and** yellow colour.
- b. I like hockey, **but** Haris likes cricket.
- c. I want to go to bed, **so** I am brushing my teeth.

Subordinating Conjunctions

Subordinating conjunctions are used to join dependent and independent clauses. Subordinating conjunctions are: as, whenever, when, although, because, until, while, etc.

Examples:

- a. I will help you **because** you are my friend.
- b. He will study **until** midnight.
- c. I helped Haris, **whenever** he needed.

Join each pair of the following sentences by means of a suitable conjunction.

1. Alia hasn't come. Mariam hasn't come.
2. She speaks English. She speaks Punjabi.



- Explain to students the difference between the use of conjunctions and transitional devices.
- Encourage them to select the book of their choice from the library and share any of its page showing sentences/paragraphs where conjunctions and transitional devices are used.

3. I like him. He is very sincere.
4. He did not win. He worked hard.
5. She lost the match. She is cheerful.
6. We decided to go out. It was raining.

Read the given paragraph and encircle the transitional words and examine how are they different from conjunctions.

Josephine Dickson married a man who worked for a company that manufactured gauze and adhesive tape called Johnson & Johnson. We will never know the reason, but it is a fact that Josephine Dickson was accident prone. During the first week that she was married to Mr. Dickson, she cut herself twice with the kitchen knife. After that, it just went from bad to worse. It seemed that Josephine was always cutting herself. One day her husband had an idea; he cut the tape into strips. Then, in the middle of each strip he stuck a little square gauze. From then on, whenever Josephine had an accident, ready-made bandages were on hand for her to use quickly and without a lot of fuss. At Josephine & Josephine they heard about these new bandages that could be put on in thirty seconds. Soon the company was making them to sell on a small scale. After four years, in 1924, the company installed machines for mass-producing the new product, and the trade name Band-Aid was adopted.

(Adapted from *Why Didn't I Think of That?* By Web Garrison)

Read the sentences and observe the use of correlative conjunctions.

- a. We will **either** go for a picnic **or** visit our grandma.
- b. **Neither** I **nor** my brother read this book.
- c. **Both** **hockey** **and** cricket are famous in Pakistan.
- d. Shahid is **not only** a teacher, **but also** a successful businessman.
- e. I don't know **whether** he will visit me **or** leave for Lahore.

Read Me

Correlative conjunctions work in pairs to join words, phrases, or clauses. The correlative conjunctions are **either - or**, **neither - nor**, **both - and**, **not only - but also**, **whether - or**.

Use the following correlative conjunctions in sentences.

whether – or, neither – nor, not – but, both – and, either – or, not only -- but also

D. Tenses

Future Tense

The types of future tense are as follow:

Simple Future Tense

It is used:

- i. to talk about things which we cannot control, as:

- a. I shall not believe you.
- b. She will know the news tomorrow.

- ii. to talk about what we think or believe will happen in the future, as:

- a. I think Pakistan will win the match.
- b. I am sure Ali will get first position in midterm.

- iii. with *going to* form when we have decided to do something just before talking about it, as:

- a. I am going to visit Paris.
- b. I am going to take a rest for a few hours.



The guest of honour **will** reach here in a few minutes.



Shall we reach to the entrance to welcome her?

Future Continuous Tense

It describes an action that will be in progress at some future moment. In it we use 'will be' and 'shall be' followed by 'ing' form of the verb, as:

- a. They will be taking a rest at 3 o'clock.
- b. I shall be finishing the project in a week's time.
- c. She will be plucking flowers one by one.

Put the given verbs in the correct future tense (indefinite or continuous).

1. He (wait) for us at the station.
2. I (return) from Murree this evening.
3. I (finish) the book in an hour's time.
4. He (not understand) my point.
5. The project (cost) a lot of money.
6. We (fight) against enemy forces bravely.
7. We (eat) all the mangoes.
8. He (work) regularly from the next month.
9. I (travel) by air tomorrow.
10. They (grow) wheat this year.

E. Modal Verbs

Fill in the blanks using appropriate modal verbs.

1. You have enough clothes for summer.
You _____ buy more.
2. It _____ rain tomorrow according to weather forecast.
3. We _____ do morning walk to keep ourselves healthy.
4. Tahira _____ win the competition as she worked hard.
5. I can read well, but _____ write a good essay.

Read Me

The **modal verbs** are auxiliary verbs that express necessity or possibility. English modal verbs include must, shall, will, should, would, can, could, may and might.

Activity

- Write a paragraph using the future tense about how you want to see yourself after ten years and why.
- Try to use modal verbs while writing the paragraph.



Writing Skills

- A. Write a summary of the poem "The Earth Speaks".
- B. Write a poem on the invention of band-aid (Page# 73). Make sure to use figurative language.

Activity

Fist to Five

Listen to the questions asked by the teacher about tenses. Respond to the questions by showing your fingers. If you are unsure about the topic and need more time to understand, hold one finger. If you understand the concept fully, hold three or four fingers. If you understand the whole unit and can retell it, hold up five fingers.



Fist to five is an immediate assessment. Ask students questions related to tenses and let them respond to show their level of understanding. Ask them to hold up one finger if they need more time to understand the concept and five fingers if they understand the complete unit. A glance around the class will provide information about students' learning. Ask different sentences about tenses and also do this activity where conjunctions and transitional devices are used.

8

Settling the Quarrel

Learning Outcomes:

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

- apply knowledge from listening to, viewing and responding to texts for different purposes.
- guess the meaning of the word and phrases in the text. compare with the dictionary meaning to understand the contextual meaning.
- read and use inference and deduction to recognise implicit meaning using prior knowledge and contextual cues effectively.
- criticise the plot development with respect to different aspects of the story.
- analyse larger paragraphs with to identify sentences that support the main idea through evidence, cause and effect, and/or comparison and contrast.
- identify and use compound prepositions and prepositional phrases in writing.
- understand and use gerunds and participles.
- change tense in indirect speech in speech and writing.
- write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.



Talk Time

ANGER

Jason pushed me into the wall,
Sophie said I wasn't very tall,
Adam called me a very **rude name**.

My anger appears all to see.
This helps my body you see,
To be ready to fight or to **flee**.

A face that's **red and hot**,
A heart that beats a lot,
Breathing shallow and fast,
A sickness I hope won't last.

If I'm not careful I could do something **rash**,
Like give someone a great big **bash**,
Or kicking and hurting someone I know,



And then I know I would feel very low.
I might even damage something special to me,
Such as a boot or a shoe when I kick a tree.
So what should I do when I am angry?
I need to plan it so it is clear.
There are lots of ways to calm myself down,
No one wants to see my big frown.
CALM I can count to ten,
Or hide in a den.
I can run very fast,
So my anger won't last.

I can breathe slow and deep,
Or even have a weep.
So I need to remember this clear,
I don't want others to show me fear.
It's so important you see,
To not hurt others, property or ME!



(Debbie Palphreyman)

Oral Questions

1. Who is the narrator of the poem?
2. How did Jason, Sophie and Adam behave with the narrator?
3. What would the narrator do, if he acted rash?
4. How would the narrator stay calm?
5. Why is it important to be calm?
6. If someone bothers you, what would you do?



- Help students recite the poem with appropriate patterns of rhythm, stress and intonation.

Pre-reading:

1. Is it good to be a peacemaker?
2. Do you listen and act seriously when somebody advises you?

1. Quarrelling is always harmful whereas blessed are those who are peacemakers. Haji Usman was a wise old man who lived in a little village near Faisalabad. The villagers respected him very much for his **piety** and sought his advise on various matters. Haji Usman many times acted as a conciliator to settle **quarrels**. One day, Haji Usman was sitting outside the masjid when he heard a noise in the distance. It seemed like a fight between two people.

While-reading

As he approached, he saw two men angrily arguing and fighting with each other. Haji Usman quickly recognised the two men as Haroon and Salman, two of his neighbours.

Why did the villagers respect Haji Usman?

2. On seeing Haji Usman, one of the villagers said to him, "Haji Sahib, these men have a dispute between them. Salman has **accidently destroyed** some of Haroon's crops by driving his tractor through Haroon's fields. Now both are fighting and arguing. Each of them blames the other. Please Haji Sahib, do something to end their quarrel, otherwise there might be **bloodshed**." Haji Usman knew that in order to be just, he would have to listen to them both in turn. Only then he could arrive at a fair point. He **instructed** Salman to stay quiet while Haroon expressed his grievance. He, then asked Haroon to explain the matter truthfully.

While-reading

What did Haji Usman do to be just?

3. Haroon began to explain the matter, "I am a very hard-working farmer, Haji Sahib. I **plough** my land in the scorching sun the whole day. I have a family to support and it is for them that I work so hard all the year. But today Salman has run his tractor over my fields and destroy a large **portion** of my crops. Now, I want him to pay for my loss."



4. Haji Usman, then turned his face towards Salman and asked him to explain his side. Salman began to say, "I am also a hard and honest worker Haji Sahib. I use my tractor to plough fields for some of the landholders in this village for a **wage**. I use the road that runs through Haroon's fields. Most often his sheep come on the road as he leaves them unguarded. I have often complained to him that I have many times missed hitting his animals. He should have been more careful of his herd, since the road is for everyone. Today, while I was driving my tractor on this road, some of Haroon's sheep **suddenly** came running on the road. In worry, I steered into Haroon's

fields to avoid hitting the animals and **smashed** my tractor into a wall. It is heavily damaged now and needs to be **repaired**. It is Haroon's fault that he did not stop his sheep from getting on the road. So, I want him to pay for the damage to my tractor."

While-reading

Why did Usman drive the tractor in the fields?

5. Haji Usman took some time to think. He wanted to give such a decision that would reconcile the relations of the two. Finally, he stood up and said, "After listening to you two, I have come to the conclusion that both of you deserve some return from each other. Since Salman needs his tractor repaired **urgently**, Haroon will provide money for it **immediately**. But next year, Salman will help Haroon to plough his fields. In this way, he will make up for the damage he did to his fields. Now you must stop fighting and be friends again." The decision pleased both Haroon and Salman. They shook hands and **apologized** each other and also thanked Haji Usman for his wise counsel.



Glossary

quarrel	a fight
conciliator	a person who acts as a mediator between two disputing people or groups
impartial	fairness and just treatment
accidentally	by accident
destroyed	to end the existence by damaging or attacking it
bloodshed	the killing or wounding of people
portion	a part of something
wage	a fixed regular payment



Oral Communication Skills

A. Read a dialogue between two friends who quarreled over some issue and now seek reconciliation.

Ijaz:	Rehan, I am sorry for the harsh talk that we had yesterday.
Rehan:	Well, you talked insolently and insulted me for nothing. I hope now you know that it was Rahim and not me who hid your book.
Ijaz:	Yes, Javed told me today in the morning. That's why I really feel sorry . I acted rashly even before looking into the matter.
Rehan:	It's good if you have realized your mistake . In future, be careful before accusing anyone . Your bitter words really hurt me.



Ask students to analyse the plot of the story.

Ijaz:	Rehan, I regret what I did. But please forgive me. Besides being class fellows, we are also good friends. I don't want to lose my dear friend due to my folly.
Rehan:	OK! your apology is accepted . But be careful next time.
Ijaz:	I will be, and as a penalty today I will treat you to a delicious lunch.
Rehan:	Hmm, that's great so let's go; my mouth is already watering after hearing this.



B. Complete the dialogue orally and use the bold phrases from dialogue (A) in your conversation.

Teacher: Good morning class.

Students: (Answer 1)

Teacher: How is everyone?

Students: (Answer 2)

Teacher: Do you know that quarreling or fighting is a bad thing?

Students: (Answer 3)

Teacher: Have you ever settled a quarrel of somebody? If yes, share the experience.

Students: (Answer 4)

Teacher: We should promote peace and live in harmony.

Students: (Answer 5)



Reading Skills

A. Reading for Understanding

- Write the contextual meanings of the words highlighted in the text.
- Compare the contextual meanings of the words with the given dictionary meanings.
- Use the highlighted words of the text in sentences of your own.

B. Comprehension Questions

1. Why was Haji Usman respected by villagers?
2. Why was Haroon fighting with Salman?

3. How did Haroon and Salman behave towards each other during their quarrel?
4. In Haji Usman's decision, what was Haroon supposed to do for Salman?
5. Do you think his decision was fair? Explain with reasoning.
6. What is the theme of the story? Write a short summary of it.

Activity

Read the story 'Settling the Quarrel' again and identify the story elements in it.

Then, analyze its plot development and discuss whether it is a good one or can be improved.

Write that part of story that needs to be improved for a better plot development.

B. Cause and Effect

Read Me

Cause: The reason-Why something happened.

Effect: The result-What happened
(Signal words: because, so, since, as a result, if...then, therefore, due to)



Read the poem 'Anger' again and state the cause and effect of anger mentioned in it by the poet.



Vocabulary and Grammar

A. Compound Preposition

Use the following compound prepositions in sentences of your own.

- in front of
- along with
- instead of
- at the top of
- according to

Read Me

A compound preposition contains two or more prepositional words.
e.g., aside from, next to, close to, apart from, etc.

Just a reminder!

A preposition is a word that shows the relationship between a noun or a pronoun and other words in a sentence, e.g., Ali is playing tennis **on** Sunday.

B. Prepositional Phrase

Read Me

A **prepositional phrase** always starts with a preposition and functions as an adjective phrase or adverb phrase. A prepositional phrase has a noun or a pronoun which acts as the object of preposition.

- | | Preposition | Noun |
|------|--------------------------|---------------|
| i. | The people were laughing | at the joker. |
| ii. | The boy is sleeping | on the floor. |
| iii. | We climbed | up the hill. |

Read the story and highlight at least five prepositional phrases and use them in sentences.

C. Gerund and Participles

Read Me

Gerund

A **gerund** is a form of verb that ends in -ing and is used as a noun.

Example:

- a. Reading is a fun.

Present Participle

A **present participle** is a word formed from a verb. It also ends in -ing. It acts like a verb or an adjective.

Example:

- a. He has been **reading** the book for hours.

Underline the gerunds and encircle the participles from the following sentences.

1. This is a thrilling story.
2. That essay is very boring.
3. Writing helps me to express my idea.
4. Sana is good at playing tennis.
5. Smoking is injurious to health.
6. While watching TV, I heard the knock at the gate.
7. Eating vegetables and fruits is good for health.
8. Mountaineering is my favourite sport.

Activity

Use the following words in sentences of your own first as a gerund and then as participle.

- fishing
- playing
- teaching

D. Direct and Indirect Speech

Read Me

Direct Speech: Raima said, "I work in a school." We report someone's exact words with quotation marks.

Indirect Speech: Raima said that she worked in a school. We report someone's words without quoting the exact words.

Rules for changing direct speech into indirect.

Simple Present Tense	Simple Present Tense	changes into	Simple Past Tense
	She said, "I am happy."		She said that she was happy.
Present Continuous Tense	Present Continuous Tense	changes into	Past Continuous Tense
	Ali said, "I am looking for my books."		Ali said that he was looking for his books.
Present Perfect Tense	Present Perfect Tense	changes into	Past Perfect Tense
	Madiha said, "I have lived here for a long time."		Madiha said that she had lived there for a long time.

Changes in Modal Verbs

can	could
may	might

will	would
shall	should

Changes in Time Expressions

now	then
here	there
ago	before
today	that day

tomorrow	the next day
yesterday	the day before
last night	the night before

Changes in Places and Demonstratives

here	there
this	that
these	those

Change the following sentences into the indirect form of speech.

- i. Sarwat said, "I do not like going out much."
- ii. He said, "They never arrive on time."
- iii. They said to us, "We often visit our friends in Kashmir."
- iv. Afshan said, "We are not going to the library."
- v. My brother said to me, "I did not go out at the weekend."
- vi. Ali said, "I like to eat bananas."
- vii. He said, "I am driving a car."
- viii. They said, "Our work has been finished."
- ix. Irfan said to me, "You are a good boy."
- x. He said, "I have been sick all week."

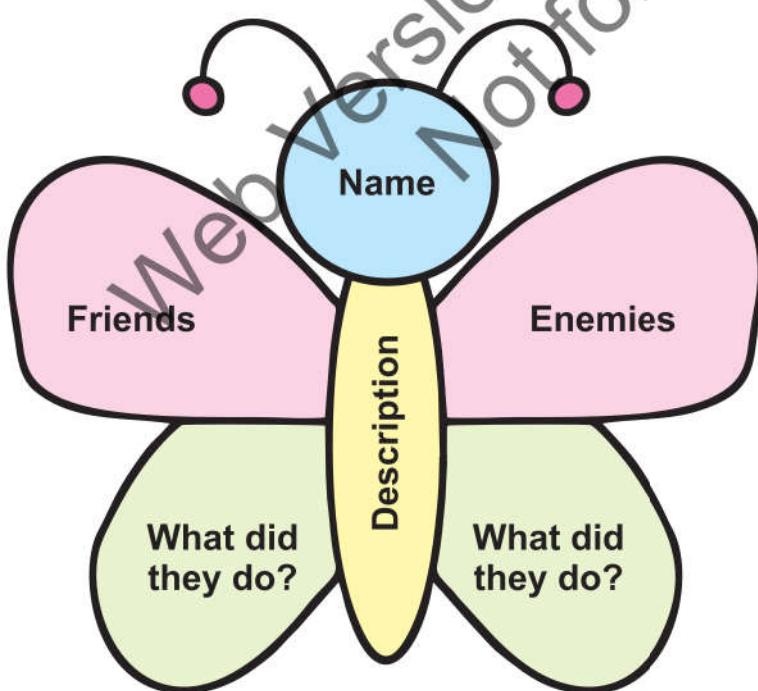


Writing Skills

A. Keeping in view the poem 'Anger', develop your own story with a suitable title.

You may also use the pre-writing graphic organiser (mind map) of your choice.

B. Narrate an incident from your life where you helped to settle the quarrel.



Just a reminder!

The story you will write should include all the elements of story writing. Also develop the graphic organizer that suits to your story and helps you to write a story with cohesive ideas.



Activity

Share your story with your class fellows and ask them to suggest some improvements in the plot of your story.

Review - 2

Oral Communication Skills

Listen to the poem carefully.

Taking A Tour in Hills

Earth was down, I was **high**,
Breathing fresh **near** the sky,
I was wondering **happy** and gay,
Singing and dancing all the way.
Hills were high, frost and green,
Enchanting **beauty** I had never seen.
I was delighted to see the beauty,
Outside the hotel room in the **night**,
Star like lights of houses up & down the hills,
Was amazingly a heavenly sight.
Brother and sister, mom and dad,
Everyone around was very **glad**.

Hifsa Ambreen

Instructions

- Summarise the poem orally in your own words.
- Tell the antonyms of the highlighted words.

Reading Skills

A. Answer the following questions:

- What is the title of Hazrat Umar (رضي الله تعالى عنه)? List the traits of Hazrat Umar (رضي الله تعالى عنه) as a Caliph?
- What were the major reforms introduced by Hazrat Umar (رضي الله تعالى عنه)?
- How do sports help in character building?
- What are the changes of each season the earth has told?
- Why was Haroon fighting with Salman? Why did Salman drive his tractor into Haroon's fields?

B. Comprehension Passage

Reading stimulates your mind. It provides knowledge, knowledge is power. Therefore, reading can make you a more powerful person. You can learn to do new things by reading. Read everything that you can at school, regardless of whether you find it interesting or not. Reading enriches your vocabulary. Even a 'boring' text can teach you new words. Having a larger

vocabulary will help you better express yourself. Reading can change the way that you understand the world. It can give you a broader perspective on things. You can learn how people live in faraway places. You can learn about cultures different from your own. Reading is good for your state of mind. It has a calming effect. It can lower your stress level and helps you relax. You can escape from your troubles for a moment when you read, and it is a positive escape.

Comprehension Questions

1. How does reading help us to enrich our vocabulary?
2. How can we be a better speaker?
3. How can reading help us to understand the world?
4. Give a suitable and interesting title to the passage.

Rewrite the passage about reading and try to use modal verbs other than 'can'.
You may change sentences to suit your purpose of writing.



Vocabulary and Grammar

A. Identify the kind of the following sentences:

- i. The mason is building the wall.

- ii. What a pity we have lost the match!

- iii. The lion has killed the deer.

- iv. Did he break the window?

- v. What a beautiful sight!

- vi. Was the doctor serving patients?

- vii. The tailor will alter my shirt tomorrow.

- viii. Finish your work at once.

- ix. How beautiful is the baby!

- x. Do not beat the poor boy.

B. Choose the right word and fill in the given blanks.

1. (i) You look rather _____. Aren't you feeling well?
(ii) He went down the hill to fetch a ____ of water.
(pale, pail)
2. (i) I have read ____ all your answers. They are good.
(ii) The boy ____ the ball out of the window.
(through, threw)

3. (i) On the _____ you have done very well in your exam.
(ii) There is a _____ in my shoe. It needs mending.
(whole, hole)
4. (i) The headmaster will not _____ your explanation.
(ii) I have seen all important cities _____ Quetta.
(except, accept)
5. (i) Can you see the picture over _____?
(ii) They have all done _____ work very well.
(there, their)
6. (i) Mother gave me a _____ of cake.
(ii) We should live in _____ with each other.
(peace, piece)

C. Use the following homographs in sentences:

left ---- left bat ---- bat ring ----- ring bow ----- bow letter ----- letter

D. Join each pair of the following sentences by using a suitable conjunction.

1. The piper played. The children danced.
2. The letter was not from me. It is not from my sister.
3. Jamal works hard. His brother is lazy.
4. I went to the shop. I bought some vegetables.
5. You must start at once. You will be late.
6. He must be tired. He has been working since morning.
7. I am thinking to visit Islamabad for my vacation. I also want to stay there for the party.

E. Re-write the following sentences by changing them into indirect speech.

1. Alia said, "She works in a school."
2. They said, "We are playing hockey."
3. Ali said, "My father has worked in fields."
4. Hadi said, "I have not seen Naveed today."
5. She said, "I am walking down the hill."



Writing Skills

- A. Write a dialogue between two friends about a recently held cricket match.
- B. Write an essay on keeping our surroundings clean. Make a suitable mind map before you write.

9

Mountaineering

Learning Outcomes:

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

- ask and answer questions of personal relevance, information and variety of communicative purposes.
- perform a drama/play script showing different roles and scenarios through deliberate choice of dialogues/speech, gestures and movements.
- guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- use knowledge of previously learnt rules of silent letters in tricky words and learn to read new words.
- ask and answer simple and higher-order questions to guide/assess.
- use noun phrase and noun clause as needed in speech and writing.
- identify and use degrees of comparison of adverbs.
- use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- write a descriptive composition using correct punctuation and spelling, by using the process approach - brainstorm, mind mapping, writing a first draft.

Talk Time

It's fun playing sports, but do you think it may be dangerous sometimes.

Have a discussion with your class fellows about how sports can be dangerous as well.



Pre-reading:

1. Do you know any two adventurous sports?
2. Have you ever had a chance to go to any mountainous range?
3. Do you like mountains? Why/ Why not?

1. Conquering mountains has always **fascinated** the man. Mountain climbing is a risky and dangerous sport but it is full of an **extraordinary** thrill of excitement and spirit of adventure which even the climbers cannot explain completely. Despite the fact that it involves the highest **risk**, it does not discourage the climbers from undertaking the mission of **While-reading** mountaineering.

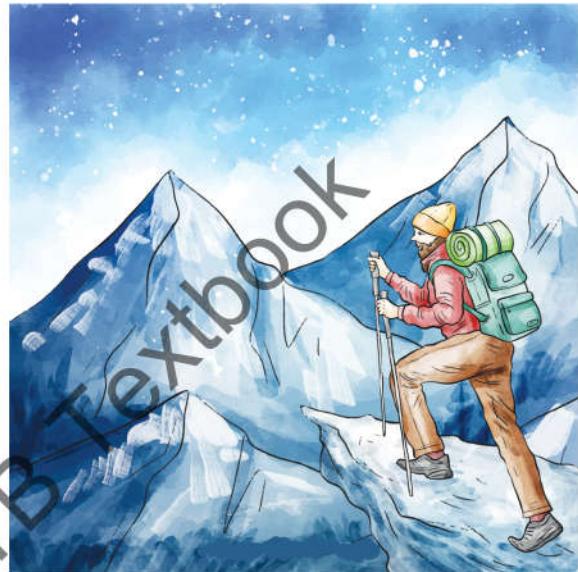
Why do you think that mountaineering is a risky sport?

2. Once, the most challenging assignment was to **conquer** the highest peak of the world, 'Mount Everest'. This dream came true when Tenzing Norgay and Sir Edmund Hillary conquered it in 1953. The entire world admired this great task. Since then, the climbers of the world have always tried to climb Mount Everest.

While-reading

Who conquered Mount Everest first?

3. A mountaineer must have the spirit of adventure. This will encourage him to continue his **struggle** for climbing the peak till he conquers it. He must be prepared to accept the challenge of risks and hardships while climbing narrow **ledges** and steep hillsides. He needs extraordinary courage to continue his mission in bad weather conditions as well as in dangerous situations. Mountaineering is a classified and well organized sport. There are a number of regular institutions all over the world where this sport is taught as an independent subject. The most advanced and perfect tools and kits are used to ensure the safety of climbers. The students in the discipline of mountaineering are trained to handle the equipment to take care themselves while climbing. This has reduced



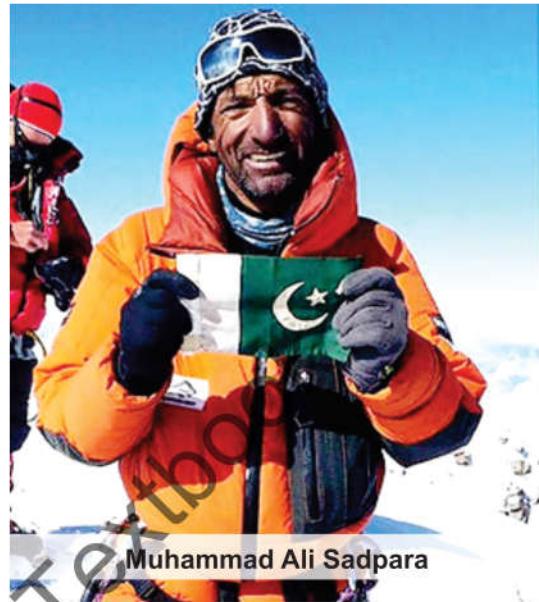
the risks but still there have been instances of the loss of **valuable** lives. Muhammad Ali Sadpara, one of Pakistan's most celebrated climbers, who had ascended eight of the world's highest mountains, lost his life along with his two other fellow climbers

in an attempt at

climbing K2 in winters of the year 2021.

While-reading

Why is the mountaineering taught as an independent subject?



Muhammad Ali Sadpara

4. This sport is full of difficulties and hardships. As soon as someone starts climbing up, the oxygen becomes lesser which makes breathing difficult. In these **circumstances** the supply of **artificial** oxygen is essential and it should be used by the mountaineer continuously to avoid any accident. As the climbers go higher, the weather becomes **unpredictable** and there may be an unexpected storm. In the storm, the winds are so strong that the climber's tent may be swept away. Occasionally, it starts to snow while one is climbing up the peak, but the mountaineer has to continue his mission without being daunted by it. The adventurous mountaineer takes these types of problems with ease and keeps the eye on his goal. The climber walks through the soft snow to climb up. He has to keep himself well protected during this task. Otherwise, he will have to face danger of getting **frostbite**, as a result some part of his body may become completely numb or even damaged due to stoppage of blood circulation. Although the physical strength is essential, a mountaineer also should have spiritual powers of mind and heart as they will provide him with strong **willpower** and the heroic courage to achieve his goal.

5. The mountaineer is aware of the dangers and risks of it but he **fearlessly** and bravely attempts to conquer the peak knowing the fact that he might never return. Thus, mountain climbing is one of the most dangerous and challenging sport and it strengthens the qualities of bravery and courage in the sportsmen.

While-reading

What type of weather conditions are faced by the mountaineers?



Glossary

fascinated	extremely interested
extraordinary	very unusual, special
risk	the possibility of something bad happening
conquer	to gain by overcoming obstacles or opposition
feature	a typical quality or an important part of something
struggle	to experience difficulty to do something
ledges	a narrow, flat area like a shelf that sticks out from a building, cliff, or other vertical surface
valuable	important, useful or beneficial
circumstances	events or conditions connected with what is happening or has happened



Oral Communication Skills

A. Read the following tongue twisters.

(a)

Good, better, best,
Never let it rest,
Till your good is better,
And your better best.

(b)

Fanny Fetter found a fan
A fan found Fanny Fetter,
But Fanny Fetter lost her fan-
And wept till she felt better.

(c)

How many cans
Can a canner can,
If a canner
Can can Cans?
A canner can can
As many cans
As a canner can,
If a canner can
Can cans!



Activity

Now it's your turn to make **tongue twisters** with your own name and ask your peers to identify whether it is assonance or alliteration.

Recall the definition of alliteration and assonance (Page# 26). From the above tongue twisters point out alliteration and assonance.



Give some more Tongue Twisters to students for practise.



Reading Skills

A. Reading for Understanding

- Write the contextual meanings of the words highlighted in the text.
- Compare the contextual meanings of the words with the given dictionary meanings.
- Use the highlighted words of the text in sentences of your own.

B. Comprehension Questions

1. What is mountain climbing called?
2. Which is the highest peak of the world?
3. In which year was Mount Everest conquered for the first time and by whom?
4. Is the mountaineering a risky sport? How?
5. Which problems might a mountaineer have to face?
6. Describe the qualities a mountaineer must possess.



Vocabulary and Grammar

A. Write the synonyms and antonyms of the words highlighted in the text of 'Mountaineering'. Take help of a dictionary/thesaurus.

B. Noun Phrase and Noun Clause

Read Me

Noun Phrase

A phrase that acts like a noun in the sentence is called a noun phrase.

Noun Clause

It is a group of words which contains a subject and a predicate of its own, and does the work of a noun.

Noun Phrase



Noun Clause

- I fear I shall fail.
- I thought it would be a fine day.
- She saw that the clock had stopped.

In the given examples, the noun clauses are acting as an object, subject or a complement.

Identify the noun clause or noun phrase in the given sentences.

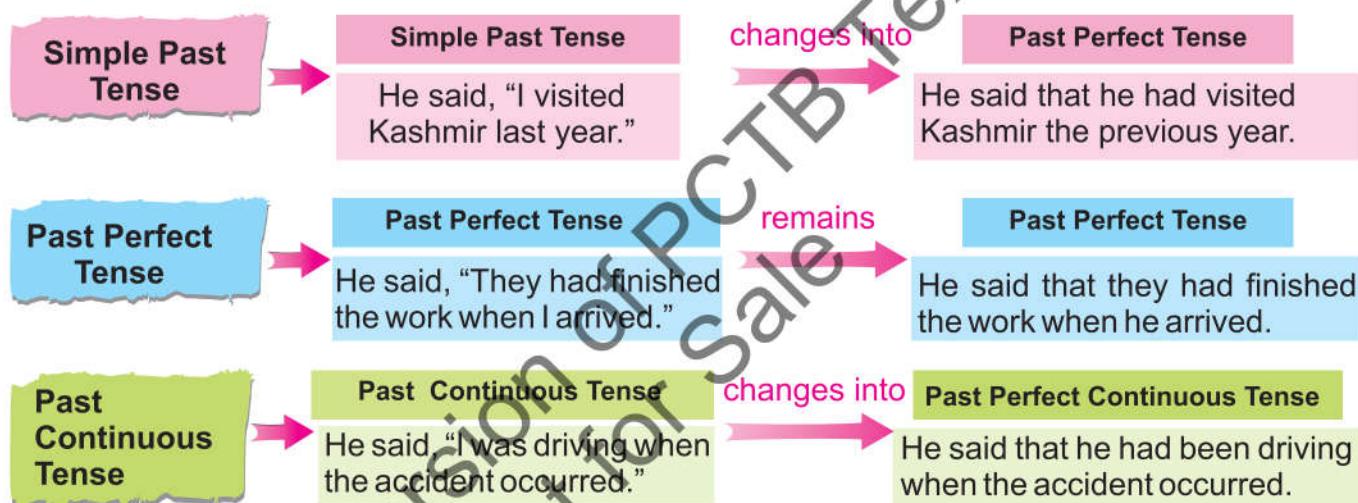
- No one knows when he will come. _____
- No one knows the time of his coming. _____
- She heard that he had succeeded. _____
- She heard of his success. _____
- They will never know why he succeeded. _____
- They will never know the reason of his success. _____

Activity

Read the text 'Mountaineering' and highlight the sentences having a noun clause in one colour and a noun phrase in another colour.

C. Direct and Indirect Speech

Rules for changing direct speech into indirect.



Change the following sentences into indirect form of speech.

- i. My brother said to me, "I did not go out at the weekend."
- ii. Amina said, "My friends and I went to the museum yesterday."
- iii. Hamid said to me, "I was waiting for the bus when you arrived."
- iv. I said to her, "Noor did not go there."
- v. Fatima said, "I was going home."
- vi. You said to me, "You had changed your mind."

Activity

Divide the class in groups, one group will write at least six sentences in direct speech and another group will write sentences of reported speech. On their turn they will challenge the other group members to change the sentences into opposite form of speech (from direct to indirect speech and vice versa).

D. Proofread the passage, then rewrite it.

once the most challenging assinment were to conquer the highest peek of the world mount everest this dream was comes into realiti by tenzing norgay and sir edmund hillary in 1953 the entire world admired this great task it has been a regular feeture for the climbers of the world sinc then and many people have been also tried to climb mount Everest



Writing Skills

A. Sensory Language

Read the following words related to sensory language and write them in their relevant box.

rumble
dim
dark
loud
dry

moist
sweaty
bumpy
scratching
dusty

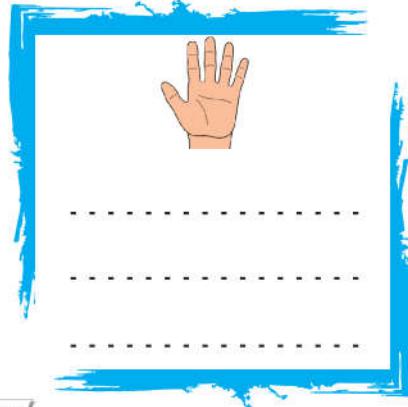
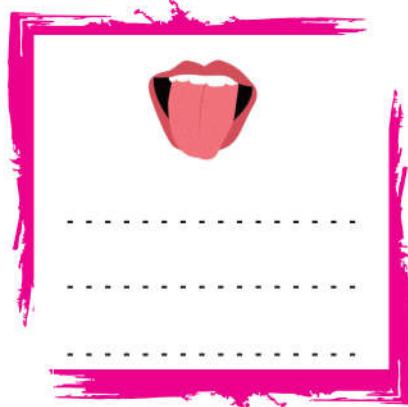
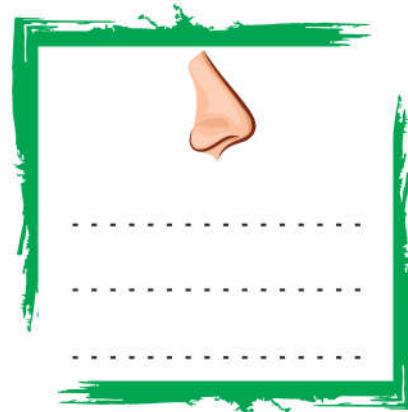
rough
sharp
smoky
stale
screech

fiery
crooked
roar
raw
stinky

crowded
deserted
beautiful
salty

Read Me

Sensory language are the words or phrases that connect to the five senses. Such words help to describe what you see, hear, smell, touch and taste.



B. Write a descriptive essay on 'Dangerous Sports'. The given mind map will help you to write a cohesive piece of writing. Try to use the sensory words.

Topic Idea:	
Introduction:	
Paragraph 1 idea:	Paragraph 2 idea:
Supporting Details: _____ _____	Supporting Details: _____ _____
Paragraph 3 idea:	Paragraph 4 idea:
Supporting Details: _____ _____	Supporting Details: _____ _____
Conclusion:	

C. Proofreading and Editing

Peer Review

Swap your notebook with your peer. Then proofread and edit the written composition to make it error free.

10

Dignity of Labour

Learning Outcomes:

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

- apply knowledge from listening to, viewing and responding to texts for different purposes (including arguments and discussions).
- speak confidently and fluently in a wide range of contexts to fulfil different purposes.
- read and view a variety of reading-age appropriate and high interest books and texts from print and non-print sources: Procedures (e.g., recipes, directions, instruction).
- explain the meaning of words from how they are used in different contexts.
- use thesaurus to locate antonyms.
- distinguish and use action verbs, linking verbs, and helping verbs.
- change tense in indirect speech in speech and writing.
- write informal letters to people in extended social and academic environments for various purposes.
- write multiple paragraph essays/stories and add adequate supporting detail to the topic sentence to develop the main idea.

Talk Time

Read the dialogue.

Saad: Taniya, why are you going into mama's room?

Taniya: I am hungry.

Saad: Don't you know mother is not well, let her take a rest.

Taniya (mumbling with tears): So what should I do now?

Saad (pat her on the head and smiles): What's the worry! Here is your big brother to serve you.

Taniya (wipes her tears): How?

Saad: Let's go to the kitchen, and there you will know. I will also teach you, so you would be able to make something.



Remember

Notice the use of words and phrases in brackets to help us determine the emotions/actions of the narrators.



(They both go into the kitchen. Saad takes out one apron for him and one for his little sister. He helps her to put it on.)

Saad (smiling): Now we seem to be real chefs. We will make a Vegetable Sandwich. Here is the recipe card. Let's take help from it to make a sandwich.

Recipe Card

The ingredients we need for Vegetable Sandwich are:
cheese, bread, cucumber, carrot, cabbage, ketchup



- First, take two slices of bread.
- Put a slice of cheese on one slice of bread.
- Then, put a leaf of cabbage on it.
- Cut thin slices of cucumber and carrot and put them on the cabbage leaf.
- Top the sandwich with small dots of ketchup as per your taste.
- Now, put the other slice of bread on top.
- Cut the sandwich into two halves, so you may eat it easily.
- You may also make a smiley face on your sandwich with mustard paste or ketchup.

Saad (putting the plate of sandwich on the table in front of Taniya): Now your delicious sandwich is

ready to eat.



- B. How can we appreciate the people who help us daily to make our work easier like garbage picker, maids, drivers, watchman, etc.? Discuss in groups how to show your gratitude to the people around in order to encourage them.



Encourage the students to help their mother with house chores. Also make them realize that how we need help of each other to make our work easier.

Pre-reading:

1. What does a farmer do?
2. Why do we need to work hard?

1. The dignity of labour means respect and value given to all forms of work and refers to equal respect for the jobs that involve manual labour. There is no job or profession which is inferior and we must respect professionals of all fields.



2. Many people have migrated to urban areas because of the tough living style of village life. Not only this, the main profession or occupation of village is also thought to be low paid profession, therefore, the number of farmers is decreasing day by day. If we look around ourselves, we will be acquainted with the fact that farmers are the **backbone** of every society. They are the ones who cultivate the crops, and we get the food that we eat every day. As a result, the **While-reading** entire population of the country depends upon farmers and if the **Who works from morning till evening in the fields?** farmers stop **cultivating** crops, there will be **famine** and **starvation**.

3. Farming is an important profession, but requires hard labour with good knowledge of cultivation of different crops. Ahmad is the student of Grade VIII; his father is a farmer by profession. He farms crops of wheat, barley and rice. He often discusses in class that my father works from morning to evening in the fields and comes home exhausted. His father has received education of agriculture from Faisalabad Agriculture University. **While-reading** Therefore, most of the time, he has **bumper** crops every year and earns good profit. But many of the farmers are not well educated

From which university
Ahmad's father has received
his education?

about the time of cultivating different crops and the fertilisers that are good for their harvest. Thus, face a loss and get discourage that their hard work has not bore a fruit.

4. Ahmad's father has told him that if the farmers are respected and appreciated, country will **progress**. Before the creation of Pakistan, the subcontinent was called 'Golden Sparrow' because of the **fertility** of the land and bumper crops. That is why, many nations tried to occupy this land. Though we have modern equipment and best fertilisers now, but less steps are taken to educate the farmers.

5. Many countries are progressing rapidly because their **agricultural** production is increasing tremendously as a result of their painstaking research in this field. These countries work very hard to educate their farmers and facilitate them in their needs. In this way, they work more diligently for the **betterment** of the country. All the farmers must have the fruit of their labour and a due respect in the society, so that the number of farmers may increase. The government should encourage farmers by introducing more productive projects in the field of agriculture.

While-reading

How has agriculture made many countries rich?

While-reading

What should be done to improve the condition of framers?



Glossary

backbone	the chief support of a system
cultivating	growing
famine	lack of food and grains
casualties	lost, or destroyed
starvation	hunger
exhausted	weary, tired
crop	a cultivated plant for grains
bumper	large, fine, or successful
appreciated	something usually large
fertility	ability (of land) to grow crops



Oral Communication Skills

A. Read and practise the following dialogue.

Maryam:	Assalamu Alaikum, how are you?
Shabnam:	Wa Alaikum Asalaam. I am fine. Thank you.
Maryam:	Why are you looking so happy and excited?
Shabnam:	I am excited because our teacher says that we are going to have a competition to celebrate Labour Day on 1 st May.
Maryam:	Oh, that's great.
Shabnam:	I have written a poem for that day.
Maryam:	Wow, amazing.
Shabnam:	Do you know why this day is celebrated?
Maryam:	It is celebrated to acknowledge the hardwork of the labourers.
Shabnam:	Yes it is.
Maryam:	OK then! Best of luck in your competition.



Reading Skills

A. Reading for Understanding

- Write the contextual meanings of the words highlighted in the text.
- Compare the contextual meanings of the words with the given dictionary meanings.
- Use the highlighted words of the text in sentences of your own.

B. Comprehension Questions

1. What do you understand by the title 'Dignity of Labour'?
2. How are farmers the backbone of society?
3. What is the profession of Ahmad's father and why does he come home tired?
4. Why does Ahmad's father have a bumper crop every year?
5. Why was the subcontinent called 'Golden Sparrow'?
6. How may a country progress in the field of agriculture?



Vocabulary and Grammar

A. Antonyms

Look up in a thesaurus and write antonyms of the following words taken from the text.

Words	Antonyms	Words	Antonyms
dignity		respected	
urban		increase	
stop		productive	
live		tired	

B. Action Verbs, Linking Verbs and Helping Verbs

Read Me

Action verbs express action or state.

I drove my new car. (action)

I love my new car. (state)

Linking verbs link subject to a predicate.

- She **is** a doctor.
- Haris **seems** a nice guy.
- The boy **appeared** suddenly in front of me.
- I **felt** excited about prize distribution ceremony.

Helping Verbs work together with the main verb.

It changes the mood or tense of the main verb.

- She **is working** in the fields.
- I **have finished** my work.

Write whether the following sentences have a *linking verb* or an *action verb*.

- i. Hamid went to his room. _____
- ii. Alia is working in the hospital. _____
- iii. He goes to school every day. _____
- iv. She will speak the truth. _____
- v. They are cooking food for the dinner. _____
- vi. The policeman is doing his duty well. _____
- vii. Pollution from vehicles is dangerous for health. _____

Underline the linking verbs and encircle the helping verbs in the following sentences:

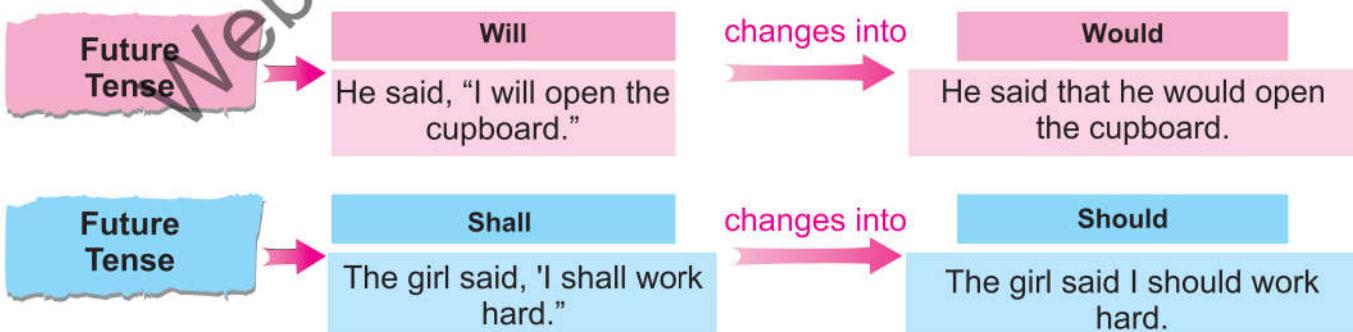
1. I am not well today.
2. Pollution from buses has become a major problem.
3. He was indecisive what to do.
4. You look tired after attending the wedding.
5. She will visit her aunt tomorrow.
6. That sounds a good idea.
7. Ahmad is an honest boy.
8. The baskets were full of apples.
9. It was hot yesterday.
10. The jigsaw puzzle proved too difficult.

Activity

Sit in pairs. Each will write five sentences having linking verbs and five having helping verbs. Then, on their turn share the sentences with other members of the class. They will then tell whether the sentences have the linking verb or the helping verb.

C. Direct and Indirect Speech

Future Tense



Change the following sentences into the indirect form of speech.

- i. I said, "We will wait for you an hour only."
- ii. She said, "I shall never do such things."

- iii. They told me, "We will marry next year."
- iv. She said, "I will cook dinner for the guests."
- v. He said, "You shall study this book."

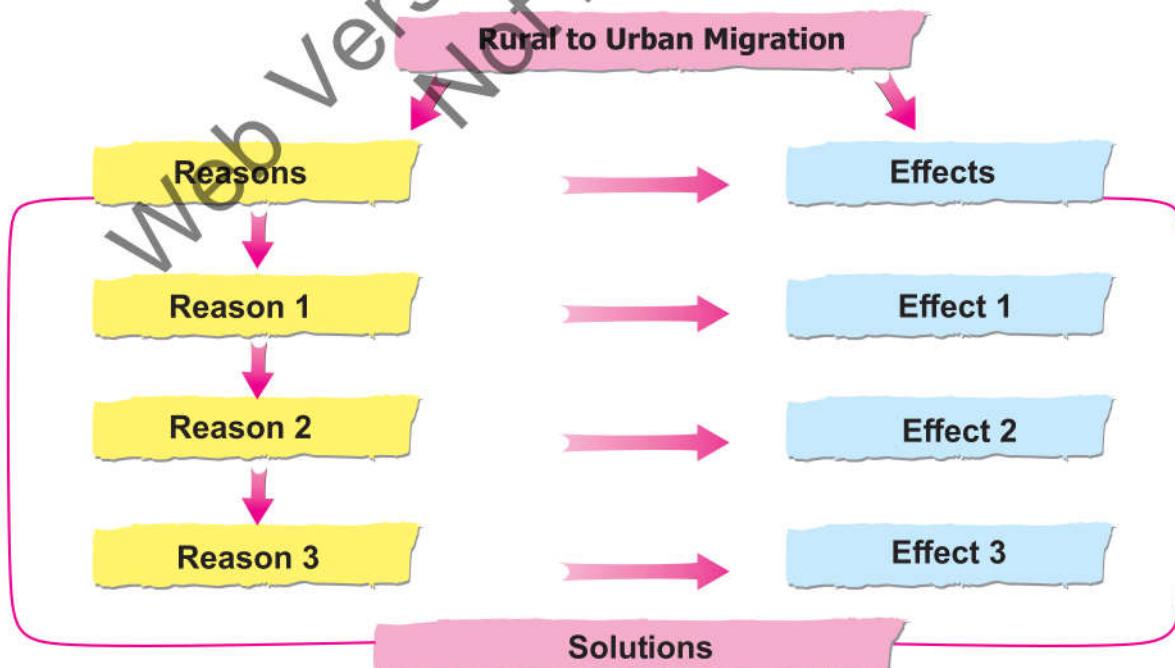


Writing Skills

A. You have read the recipe of Vegetable Sandwich. Now write the recipe of something you know how to make.

Name of recipe	
Ingredients	1. 2. 3. 4. 5.
Procedure	1. 2. 3. 4. 5.

B. Write an essay stating the reasons why people are migrating from villages to urban areas and what are its effects on the society. Suggest as well ways to facilitate the villagers to have a better life in their villages.



C. Letter to a friend, greeting him on the occasion of Independence Day.

48 Garden Block,

Address

Lahore,

August 12, 2022

Date

Dear Friend,

Greetings

How are you? I hope you are doing well. I miss you a lot since you have shifted to the new school. You will be glad to know that I won the prize for delivering the best speech on the event of Independence Day. My speech was appreciated as I talked about the joys of living in a free country. I also paid gratitude to those freedom fighters who laid down their lives to let us live in free Pakistan.

I shared with my listeners that though we are still facing many problems like poverty, illiteracy and corruption that affect our country's economy. We can conquer all the evils, if we all work together. It will make our country a paradise on earth.

Hope you also like the points of my speech which I delivered to the audience to ponder upon.

Say salam to all at home.

Your friend,

Closing farewell

Aslam

Signature

Body of
the letter

Now it's your turn.

Write a letter to your younger sibling to reprimand him/her for being disrespectful with helpers at home. Also advise to:

- have a good attitude with them as they help us in doing house chores.
- use courtesy words with them.

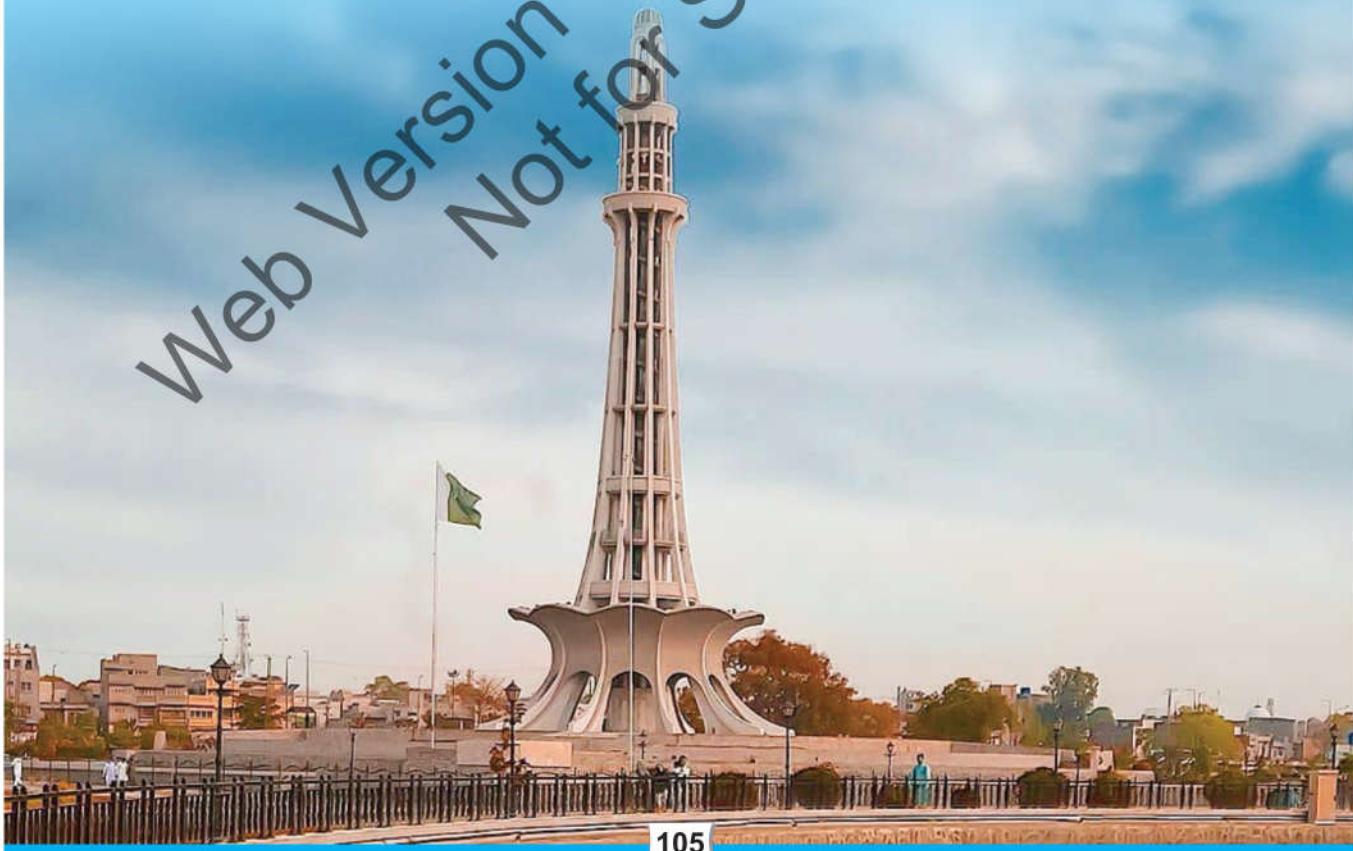
11

Give to Your Country

Learning Outcomes:

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

- apply knowledge from listening to, viewing and responding to texts for different purposes
- ask and answer questions of personal relevance, information and variety of communicative purposes
- read a wide range of texts with accuracy, appropriate rate, and variation in a voice appropriate for characters and expression in successive readings, both orally and independently.
- use common punctuation cues to aid comprehension when reading.
- ask and answer simple and higher-order questions to guide/assess reading.
- guess the meaning of the word and phrases in the text.
- identify and use adjectival phrases and clause in speech and writing.
- use transitive and intransitive verbs in speech and writing.
- change tense in indirect speech in speech and writing.
- apply editing and proofreading skills to a range of different texts and contexts.
- write the final draft after complete editing and proofreading.
- use summary skills to write an objective summary of the given text and poems.
- write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through selecting relevant content.



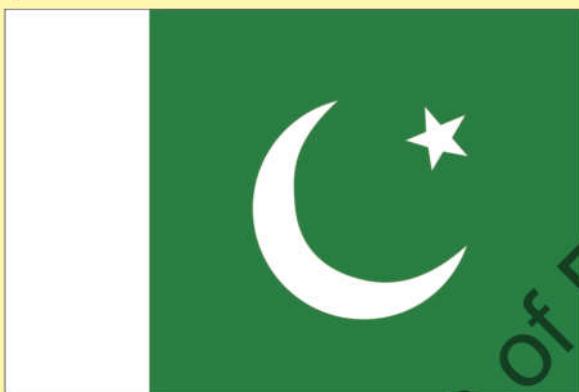


Talk Time

Alia wanted to write a magazine article, so she consulted a few magazine articles. Here is her magazine article, read it and share your feedback.

MY COUNTRY AND ITS FEATURES

The official name of my country is the Islamic Republic of Pakistan. Its flag is green and white; the green colour represents the Muslim majority, the white colour represents minorities. The crescent and the star centered in the green part of the flag are traditional symbols of Islam.



Pakistan has four provinces: Punjab, Sindh, Balochistan, and Khyber Pakhtunkhwa. It is in Asian continent bordering with the Arabian Sea as its South. It is also bordered with China to the northeast, India to the east, Iran to the west and Afghanistan to the northwest. Here is its map.



Do you know?

Pakistan gained independence on 14th August 1947 after remarkable efforts of Muhammad Ali Jinnah. The Muslims of the subcontinent gave many sacrifices for several years to gain this independent land because they were not allowed to practise their religion with freedom, and were suppressed socially and politically by the British rulers and the Hindu majority.

However, in the supervision of Muslim leaders, the Muslim community in the subcontinent endeavored to get a separate home land and succeeded in their efforts.

Facts to Know

National Language: Urdu

Capital City: Islamabad

National Dress: Shalwar Kameez

National Sport: Hockey

Population: 207.7 million

Currency: Rupee

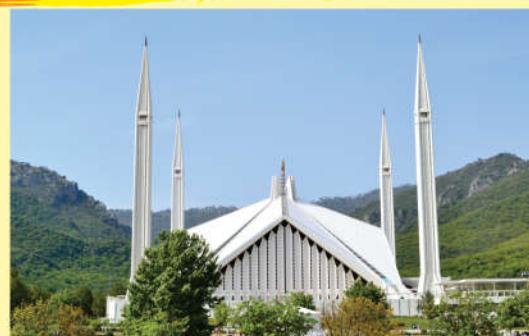
Area: 881,913 km²

Longest River: The Indus River

Largest Lake: Manchar Lake

Highest Mountain: K-2, 8,611 m

Seasons: Summer, Winter, Spring, Autumn



Top Five Places to Visit

1. Swat Valley



2. Hunza Valley



3. Yarkhun Valley



4. Kalash Valley



5. Margala Hills



Fascinating Facts

- Tarbela Dam of Pakistan is the World's largest earth filled dam.



- Pakistan has world's largest irrigation system to water the crops.



- Gwadar port is the world's largest warm water deep sea port.



- Pakistan is famous for the quality of its sports equipment, especially, the one that is made in Sialkot.



- The title of the world's youngest Microsoft certified professional from 2004-2008 was also held by a Pakistani girl named **Arfa Abdul Karim Randhawa**.



Pre-reading:

1. What do you understand from the title 'Give to your country'?
2. Why do you love your country?

Our dear country is great and good!

All the laws that are made

Are laws to keep us happy and well,

Peaceful and unafraid.

Then don't you think that such a country

Deserves some help from you?

Under the name of **citizenship**

Give your country her due.



Give her service and give her all,

Give her of your best,

Let your actions and your words

A wealth of Love attest

You owe a debt and it is paid

With **patriotic** words and deeds.

Under the name of citizenship

Answer your country's needs.

Lenore Hetrick

While-reading

How may we help our country?

While-reading

What do you understand by 'Love attest'?



Glossary

peaceful free from disturbance, tranquil

unafraid feeling no fear or anxiety

deserves do something /show some quality

citizenship the position of being citizen of a country

patriotic expression of devotion for one's country



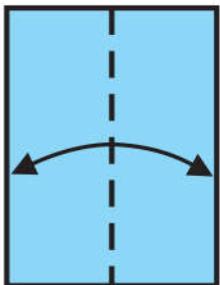
Teacher will enhance the interest of the students and help them to underline the words with three or four syllables while reading.



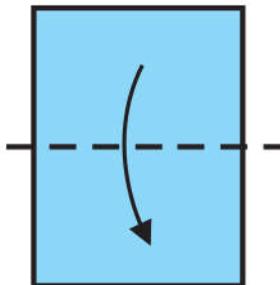
Oral Communication Skills

Fold and Fly

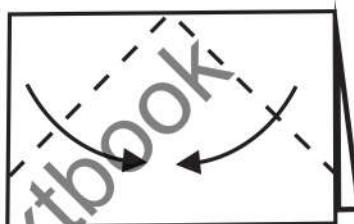
- a. Sit in pairs. One of the students will give instructions as given in the picture step by step, while the others will follow.



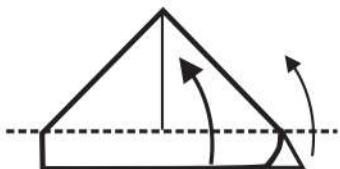
1. Fold in half



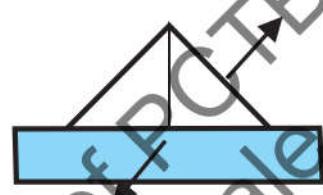
2. Fold in half again



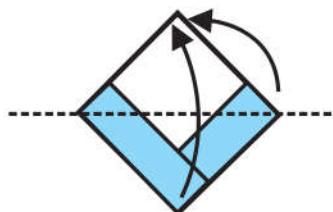
3. Fold in corners



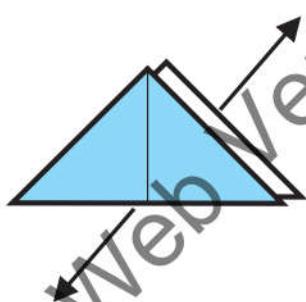
4. Fold up edges
on both sides



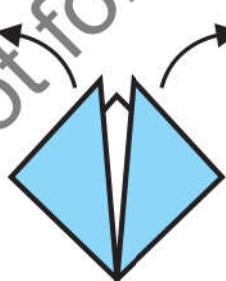
5. Pull the sides
out and flatten



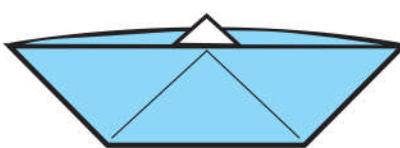
6. Fold front and
back layers up



7. Pull sides apart
and flatten

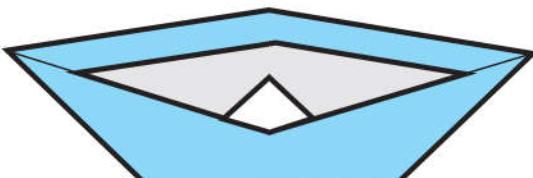


8. Pull top flaps
outwards



9. Squish the bottom
and pull the sides up

10. TA DAAA!



- b. Write one question on your glider related to your country. Throw the glider to other pairs and they will answer the questions.



Reading Skills

A. Write down the contextual meanings of the given words and also use them in sentences of your own.

peaceful unafraid deserve citizenship patriotic

B. Comprehension Questions

- 1) How do the laws of our country keep us happy and well?
- 2) What is meant by 'peaceful and unafraid' in the poem?
- 3) How do we owe a debt to our country? How can we pay it back?
- 4) What are the needs of the country? How can we fulfill them?
- 5) How do you want to serve your country?

Activity

Group activity

Gist Writing

Read the paragraph and follow your teacher's instruction.

Human competition is a contest where two or more people strive for a goal that cannot be shared, usually resulting in a victor and a loser. Individuals and groups are then in a position where they must struggle for the achievement of an outcome. I have always wondered if learning could be more fun without exam stress and a winning spirit. I believe that competition acts as a motivational factor. It allows the person to work hard to get effective results. It is quite natural that we have to give our best to survive. Similarly, competitions encourage the students to give their best to achieve excellence. What I mean to say is that competition is not just necessary for the learning process, it is itself learning. The present world can be said to be the world of competition. In every field, one has to win the competition to prove one's capability. Some believe that competition is necessary for the learning process. Some believe that competition is not at all good and it distracts from learning.



Divide the class in groups and ask them to read the paragraph. Then, ask them to write the main points of the paragraph. Allow them to work in groups for five minutes. Once they are done, reshuffle the class in new groups by sending one member from each group to the new groups. Ask them to share the main points of the task assigned to them in their previous group.



Vocabulary and Grammar

A. Transitive and Intransitive Verbs

Transitive Verbs	Intransitive Verbs
<ul style="list-style-type: none"> The ants help the caterpillar. The man kicked the dog. 	<ul style="list-style-type: none"> He spoke rudely. The bus stopped suddenly.

Read Me

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

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

State in the following sentences whether the verb is transitive or intransitive.

1. The fire burns the house.
2. Tell the truth.
3. The birds chirp in the morning.
4. The kid sleeps on the bed.
5. The old man asked for alms.
6. The tiger lives in the jungle.
7. The girl cut the vegetables with the knife.
8. I locked the door.
9. The old woman sat down by the side of the road.
10. The sun sets in the west.

B. Adjective Phrase and Adjective Clause

Adjective Phrase	Adjective Clause
<ul style="list-style-type: none"> The boy on the roof is looking at the sky. She gave me a cup full of coffee. A student from our school won the competition. 	<ul style="list-style-type: none"> The dog that bites does not bark. The cake that I bought was delicious. He tells a tale that sounds untrue.

Read Me

An **adjective phrase** acts like an adjective in a sentence. Like an adjective it modifies a noun or pronoun.

An **adjective clause** is a group of words which contains a subject and a predicate of its own, and does the work of an adjective.

Identify the adjective phrases in the given sentences.

1. Students covered in mud are not allowed to enter in the classroom.
2. She is wearing very expansive shoes.
3. Slow and steady wins the race.
4. Some rules of the English language are now null and void.
5. Sara is really anxious about her annual result.
6. John is a man of words.

Identify the adjective clauses in the given sentences.

1. The girl who won the award is happy.
2. The building where he lives is old.
3. The story book which I like is on the table.
4. Sana who wants the textbook is here.
5. The car that Alia is driving, is of red colour.
6. The boy sitting next to me is kind.

C. Direct and Indirect Speech

Rules for changing direct question into reported questions.

Reporting Questions

In reporting questions, the indirect speech is introduced by such verbs as 'asked, inquired, etc. as:

He said, "Why don't you speak English?"

He asked me why I did not speak English.

When the question is not introduced by an interrogative word, the reporting verb is followed by 'whether or if', as:

He said, "Do you speak English?"

He asked me whether / if I spoke English.

Change the following sentences into indirect narration.

- i. She asked, "Am I late?"
- ii. He said, "Are they in London?"
- iii. Samina asked, "Is the bus stop near the school?"
- iv. Kamran said, "Does your father take tea?"
- v. I said, "Can you help me?"
- vi. Daniyal said, "Did he arrive on time?"
- vii. Madiha said, "Will you come later?"
- viii. He asked, "Have you been to Kashmir?"

E. Punctuation

Semi-colon (;

- i. The semi-colon is used between two separate statements which are linked in meaning.

Examples:

- a. Mazhar is a kind person; he always helps the poor.

- b. It was freezing in Murree; however, we still enjoyed.
 - c. Bilal was going bald; his hair was falling out.
 - d. I didn't see the step; I've now got a bandage on my head.
- ii. to separate the clauses of compound sentences.

Example:

- a. Haris was a brave, large hearted man; and we all honoured him.

Colon (:)

The colon is used

- i. before an explanation or before a list.

Examples:

- a. There are two choices at this time: run away or fight.
 - b. We knew who would win the game: Lahore Qalandars.
 - c. He wanted to see three cities in Pakistan: Lahore, Karachi, Islamabad.
- ii. to introduce a single thing when you want to emphasize it.

Example:

- a. I finally found them: my pair of gloves.
- iii. between two complete sentences

Example:

- a. Jim ate candies constantly. He gained seven pounds.

Make five sentences each using a semi-colon and a colon.



Writing Skills

- A. Write down the summary of the poem “Give to Your Country”.
 - B. Write a magazine article about your native city.
 - C. Create your own piece of poetry, dedicating to your country. You may choose some words from the poem, “Give to Your Country”.
- D. Proofreading and Editing**

Peer Review

Swap your notebooks with your pairs and proofread and edit the composition of each other to make it error free. Rewrite it again.



Ask students to rewrite the essay again after proofreading and editing of the essay they have written.

12

Trees Plantation

Learning Outcomes:

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

- demonstrate 'attentive listening' skills towards others and be sensitive to the rules of turn-taking and discourse.
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
- guess the meaning of the word and phrases in the text. Compare with the dictionary meaning to understand the contextual meaning.
- construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation.
- read and view a variety of reading-ageappropriate and highinterest texts from print and non-print sources: Interpersonal texts.
- analyse and construct sentences using the sentence patterns and structures.
- change tense in indirect speech in speech and writing.
- compare and write informal and formal letters to people in extended social and academic environments for various purposes.
- write a formal letter/email letters using vocabulary, tone and style appropriate to context and relationship between addresser and addressee.
- write the final draft after complete editing and proofreading. ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, lead-in sentences to develop the flow of thought.





Talk Time

What is an email?

Read the given email and identify its features.

New Message

To abcpakistan@gmail.com

Subject Invitation to visit Azad Jammu and Kashmir

Dear Fahad,

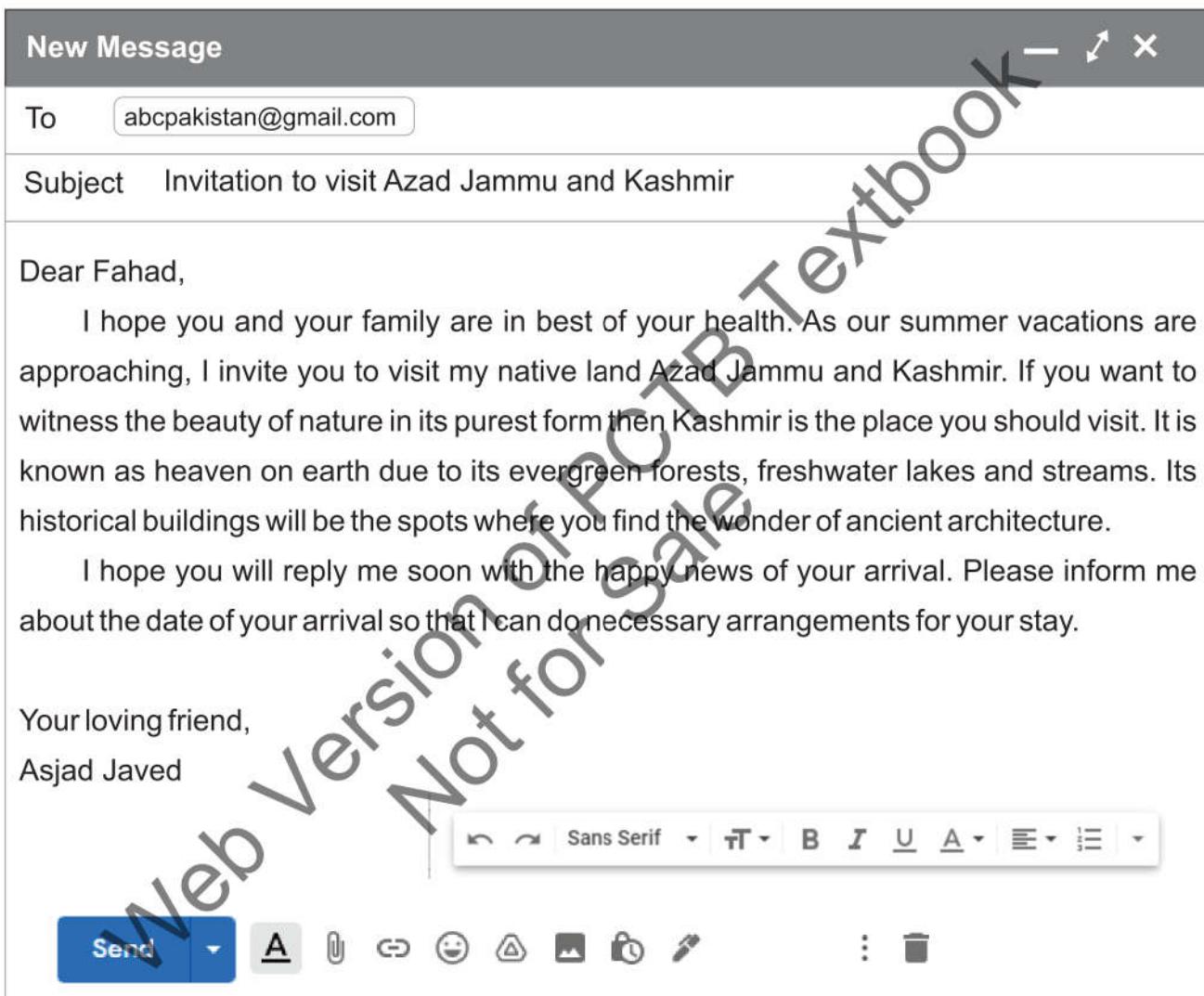
I hope you and your family are in best of your health. As our summer vacations are approaching, I invite you to visit my native land Azad Jammu and Kashmir. If you want to witness the beauty of nature in its purest form then Kashmir is the place you should visit. It is known as heaven on earth due to its evergreen forests, freshwater lakes and streams. Its historical buildings will be the spots where you find the wonder of ancient architecture.

I hope you will reply me soon with the happy news of your arrival. Please inform me about the date of your arrival so that I can do necessary arrangements for your stay.

Your loving friend,
Asjad Javed

Sans Serif

Send



Gmail by Google



Outlook 2016



Inbox by Gmail



Outlook Online



Yahoo Mail

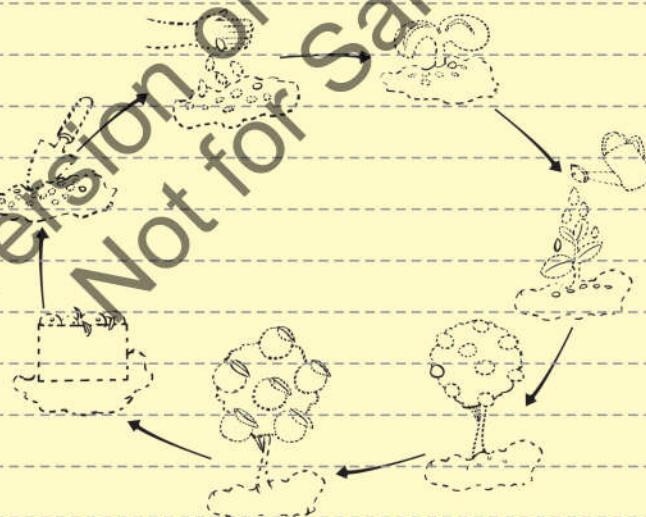
Diary Writing

Date: 21st March, 2022

Dear Diary,

Today we celebrated "National Tree Plantation Day" at our school. Our teachers and the school gardener Uncle Riaz planted a plant of roses in school garden. It was really a fun day. In the morning assembly, our head teacher told us that cutting of trees has increased the risk of natural disasters. If we want to save our earth and creatures living on it, we should plant more and more trees to make the mother earth beautiful and green.

You know what? You can never believe it. She also briefed that our Government has set the goal of Go Green to confront the challenge of climate change. Oh... I am so excited! In order to achieve the target, we are also going to plant seedlings. This time our head teacher shared with us the steps of sapling plantation. This Friday, we are going to plant something with our school gardener Uncle Riaz. Let me tell you the steps which the teacher had told as:



I will come back to you when I will plant something.

See you soon my dear friend.

Your best buddy,

BB

Date: 25th March, 2022

Dear Diary,

Here I am again. Excited to tell you what happened today.

When we went to school, we were divided into groups. Each group shoveled a small area and planted a sapling there. After that we watered it and prayed to Allah to make it grow healthy and strong. The head teacher said that it is the duty of group members to look after the sapling.

And the next year, on the plantation day, the group whose sapling would grow into a healthy tree will be rewarded.

And you know what when we came back to our class, my class teacher assigned duties and duty days to us. We have a chart in the class where we can find our duty and duty day.

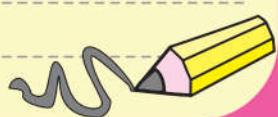
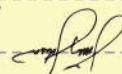
Oh! I really wish that my group wins this competition. And yes there is a secret which I wanted to share with you also. I talked to my father and asked him to bring plant pots to our home. It is going to be a surprise for Mom. I want to see a bright smile on her face when she will see those plants.

After all whatever we learn from school benefits us at home.

See you next time.

Your best buddy,

BB





Oral Communication Skills

Saima: Nasir, what are you doing with these plastic bottles?

Nasir: I am making the pots of different designs. Then I will plant the seedlings in them.

Saima: Who gave you the idea of doing it?

Nasir: Yesterday, we celebrated the National Plantation Day at school. I thought why we should plant trees in school only. We better undertake this activity at home also to grow more and more plants.

Saima: You are right, but we do not have a garden at home.

Nasir: I know that's why I am using these plastic bottles. We can easily hang them at the windows.

Saima: What a valuable idea! Let me help you as well. Following your idea we will not only grow more plants but also decorate our home.

Nasir (with wide smiling face): Yes that is what I want.



B. Formal and Informal Language

Divide the class in pairs, make students work with their partners and act out any one of the following scenes:

- A customer telephones the office of a company for a complaint
- A customer telephones a company for an inquiry
- A parent phones a school to ask about sports day of his child

Keep the following instructions in mind to proceed:

Steps to make a call

- Identify yourself by giving the name and reason for your call.
- Explain the details of your request, complaint or inquiry.



Role-play the given activities to improve and practise communication skills in different social contexts.

- Give suggestions to resolve the issue.
- Give your address for further correspondence.
- Conclude on a positive tone.

Steps to attend the call

Answer the telephone greetings with Salam/Good Morning.

- Tell the name of the organisations. Also introduce yourself.
- Ask how you can help the caller.
- Listen to the request and the query made by the caller patiently.
- Explain the kind of help you can offer.
- Double check the information given by the customer.
- Conclude the phone call on a positive way.



Reading Skills

A. Write down the dictionary meanings of the following words and use them in sentences of your own.

decrease, disaster, pollution, sapling, rewarded, promise

B. Comprehension Questions

1. Who is the writer of the diary?
2. What is the national tree plantation day?
3. What are the increasing risks of cutting trees?
4. How did the students plant saplings?
5. On the next Plantation day, which group will be rewarded?
6. What have the students decided to keep their plants healthy?
7. Why has the writer of the diary asked his father to bring plants at home?
8. Do you like planting? Why?
9. Do you celebrate National Plantation Day at your school? If yes, then how? Paste pictures of the event also.
10. What can we do to make our earth healthy besides planting trees?

Vocabulary and Grammar

Sentence

Simple, Compound and Complex

Read Me

A **simple sentence** is one which has one subject and one predicate.

A **compound sentence** connects two or more independent clauses, by a coordinating conjunction or semicolon.

A **complex sentence** consists of one main clause and one or more subordinate clauses.



Remember

A sentence is a group of words that makes complete sense, contains a main verb, and begins with a capital letter.

Simple Sentences

- Students like to study in the morning.
- They rested in the hotel.
- Asma finishes her homework before evening.

Compound Sentences

- He is poor, but he is honest.
- You can take a train, or you can take a bus.
- Our car broke down; we reached last.

Complex Sentences

- Aslam is studying because he has the test.
- Teacher has returned the assignments after she checked them.
- When Alia did her homework, she forgot to do the last page.

State whether of the following sentences are simple, compound or complex.

1. The gardener waters the plants.
2. This is the building that Mustafa designed.
3. A hundred paisa makes a rupee.
4. The chair on which he sat costs five thousand rupees.
5. These sums are too difficult for me to solve.

Direct and Indirect Speech

Rules for Reporting Requests and Commands

In reporting commands and requests, the indirect speech is introduced by some verb expressing command and request, as:

(i) **Ali said to Rahil, “Do the exercise.”**

Ali ordered Rahil to do the exercise.

(ii) **He said to Anny, “Give me your pen, please.”**

He requested Anny to give him her pen.

(iii) **“Call the criminal”, said the policeman.**

The policeman commanded to call the criminal.

(iv) Alia shouted, "Let me go".

Alia shouted to let her go.

(v) Teacher said, "Be quiet and listen to me".

Teacher told them to be quiet and listen to him.

Change the following into indirect narration.

- i. He said to his younger brother, "Finish your homework."
- ii. He said to his friends, "Please have a lunch with my family tomorrow at 2 o'clock."
- iii. The doctor said to the patient, "Take medicines on time."
- iv. The teacher said to the students, "Do not waste your time in talking."
- v. Fahad said to his boss, "Please increase my salary."
- vi. The police said, "Catch the robbers."

Exclamatory Sentences in reported speech.

An exclamatory sentence expresses state of joy, sorrow or wonder, to change them into indirect speech, specific words are added to the sentence i.e. exclaimed with joy, exclaimed with sorrow, exclaimed with wonder, etc.

Examples:

i. She said, "Hurrah! I won the match."

She exclaimed with joy that she won the match.

ii. Amir said, "Alas! I failed in exam."

Amir exclaimed with sorrow that he failed in the exam.

Change the direct speech into reported speech.

- i. The child said, "What a beautiful sight!"
- ii. The lady said, "How beautiful the girl is!"
- iii. The student said to the teacher, "Good morning, Teacher!"
- iv. The boy cried, "Hurrah! I won a prize."
- v. The emperor said, "Alas! Our foes are too strong."
- vi. He said, "Hurrah! My friend has come."
- vii. She said, "Ah! I am undone."
- viii. They said, "Oh! We have won the match."
- ix. She said, "What a pity we have lost the match!"
- x. The father said to his son, "May you live long!"



Writing Skills

- A. You went with your teacher on a school trip to a park. Write a diary page and share what you did on your visit to the park.
- B. Write an email to your friend to encourage him to plant saplings to make the earth green.
- C. Read the given letter to the Director of Education regarding the shortage of textbooks in the market. Identify its parts and also note the difference between formal and informal letter.

321-Omar Block,
Allama Iqbal Town,
Lahore.

April 21, 2022

The Managing Director,
Punjab Curriculum & Textbook Board,
Lahore.

Respected Sir,

Subject: **Paucity of Textbooks in the Area of Allama Iqbal Town, Lahore.**

I would like to draw your attention to the problem of paucity of textbooks in the area of Allama Iqbal Town, Lahore. The students of Grade VIII are facing problem as this state of affair is causing great loss to their studies.

Kindly make sure the availability of textbooks in our area at the earliest.

Hope for a favourable response.

Yours sincerely,
Farhana Zulfiqar

D. Proofreading and Editing

Peer Review

Proofread and edit texts of your peer to remove errors of:

- sentence structure.
- subject/verb agreement.
- noun/pronoun agreement.
- reference words, connectives /transitional devices.
- punctuation and spelling.