## Contents

<table>
<thead>
<tr>
<th>Introduction</th>
<th>iv</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Being good and kind</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Helping hands</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Some invaluable lessons</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Life in different places</td>
</tr>
<tr>
<td>Unit 5</td>
<td>The reward</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Nature’s signals</td>
</tr>
<tr>
<td>Unit 7</td>
<td>For a better life</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Treat me right!</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Ouch! It hurts!</td>
</tr>
<tr>
<td>Unit 10</td>
<td>For a greater cause</td>
</tr>
<tr>
<td>Unit 11</td>
<td>Great men</td>
</tr>
<tr>
<td>Unit 12</td>
<td>Tales of courage</td>
</tr>
<tr>
<td>Unit 13</td>
<td>Bravo!</td>
</tr>
<tr>
<td>Unit 14</td>
<td>A happy ending</td>
</tr>
<tr>
<td></td>
<td>Worksheets</td>
</tr>
<tr>
<td></td>
<td>Answer key</td>
</tr>
</tbody>
</table>
Teaching Guides 1–8 have been designed to support teachers using We Learn English textbooks 1—8. The primary objective of these guides is to assist teachers in planning their lessons in a way which allows them to achieve their learning objectives in a fun and interactive classroom environment. The guide contains individual teaching sessions offering a wide variety of approaches to learning and teaching.

The Teaching Guide offers:

- **Objectives and Learning Outcomes**
  These help both teachers and students focus at imparting and acquiring the concepts and skills being taught.

- **Teaching methodology**
  Lesson plans are explained in an easy manner. They aim at providing students with ample opportunities to interact with the language meaningfully in order to achieve the learning outcomes. Teacher demonstrations along with shared reading and shared writing are a prominent feature of many suggested lesson plans. A wide variety of whole class, group, pair, and individual tasks are also set which involve reading, writing, speaking, and listening actively.

- **Suggested lesson outlines**
  The suggested lesson outline breaks up the lesson into easy-to-follow stages, each with its own estimated time slot.

- **Additional worksheets**
  Additional worksheets act as useful classroom tools to provide further practice and help students become active English-language learners.

A wide range of abilities, interests, and motivations exist in the average classroom. It is not realistic or practical, therefore, to stick rigidly to any lesson plan or activity outlined within. All the suggestions in this guide, therefore, allow flexibility and may be adapted depending on the individual classroom situation.
ترجار

(We Learn English "دی این انجن"، 8-1) کتب کو پہچانے نہیں اساتذہ کی معاونت کے لیے ترتیب دی گی جب ان کے اساتذہ اپنے ایک کی کتاب یا ایک کتاب اپنے دو دو کتابوں کے خالصیت کے ذریعہ دو کتابوں کے انتظام کر رہے ہیں اس ارائه کے ایک ایک کتاب کے ایک ایک کتاب کے ذریعہ دو کتابوں کے انتظام کر رہے ہیں۔

泉 صاحب اور عرب

- ایک ایک کتاب کو پہچانے نہیں اساتذہ کی معاونت کی معاونت کے لیے ترتیب دی گی جب ان کے اساتذہ اور عرب کی معاونت کی معاونت کے لیے ترتیب دی گی۔

طریقے کار

اساتذہ کو اساتذہ کی معاونت کی معاونت کی معاونت کے لیے ترتیب دی گی جب ان کے اساتذہ اور عرب کی معاونت کی معاونت کے لیے ترتیب دی گی۔ اساتذہ کو اساتذہ کی معاونت کی معاونت کی معاونت کے لیے ترتیب دی گی۔

泉 صاحب اور عرب

- ایک ایک کتاب کو پہچانے نہیں اساتذہ اور عرب کی معاونت کی معاونت کے لیے ترتیب دی گی۔
LESSON 1

OBJECTIVES

• Apply strategies to comprehend questions and respond appropriately by marking keywords
• Organise the key ideas, skills, grammar points, vocabulary items, to complete assignments in each part of the unit
• Analyse and compare various formal and informal letters and note differences of conventions, vocabulary, style, and tone
• Write short informal letters to people in social and academic environment for various purposes
• Understand the use and meanings of idioms

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

• read text and answer questions;
• follow conventions of writing informal letters with respect to layout, salutations, etc;
• recognise and demonstrate use of appropriate vocabulary, style, and tone in informal letters;
• write the address on the envelop clearly and in proper format;
• explain meanings of some idioms and use them in sentences;
• punctuate sentences.

RESOURCES REQUIRED (TEACHING AIDS)

• letter pads
• envelopes and stamps
• sample letters to show the different parts of a letter
• copies of Worksheet 1

METHOD

• Introduction (Page 1): To begin with, the students need an elaborate explanation discussing the different means of communication seen around us. Explain that communication is the sending and receiving of spoken or written messages between people. The three questions which fall under pre-reading discussion unfold the history of communication. The students may talk about the different means of communication used in the present times. For example, letters are the most common means of communication. Other means are telegram, telephone, telex, fax, e-mail, radio, television, newspapers, etc. List these inventions according to the century they were invented in as shown below. Ask students to share their ideas also.
سکن 1

منصوبہ:

- موادول کو ہاتھ کے لیے مختلف حکمت عالمی کا اطہار کا اور کردی انتظامات کی انسانی کے لئے ایک جوہر دیتا
- باب کے لئے مختلف حکمت ہر کو ہار کے اساتذہ ایک کی کیے ہیں کہ ایک شیخہ خاتون، مہارادی، مرادی کے چھوٹے اور زیادہ انتظامات کا
- مختلف اقسام کے ہر کر دیا اور کردی انتظامات کا اور این میں قومی، انتظامات کے اعمال، احباب ٹریور اور پر لیے کے ہر کردی انتظامات کا
- حکمت اندازہ کے لئے ہیں سب سے اور قومی شیخہات کو مختلف ہر کر ہاتھ کا انتظامات کا

نہیں:

سکن کے انتظام پر ہواتی کا ہواتی ہواتی کا نہیں ہے:

- مین پہلے موادول کے جوہر دیتا:
- ناک ہاتھ، آدمی اور کان ہورا کے ہاتھ سے ہو ہر کر ہاتھ کے انتظامات کا
- مختلف اقسام کے ہر کر دیا اور کردی انتظامات کا اور این میں قومی، انتظامات کے اعمال، احباب ٹریور اور پر لیے کے ہر کردی انتظامات کا
- قانونی پہچان، دار اور موادول انتظامات میں نہیں ہو ہیں کر کرنے:
- قانونہاتی کے سب سے اور کردی انتظامات کا اور این میں قومی احباب اور پر لیے کر کرنے:
- جملوں میں موادول انتظامات کا

تذکروں کے لیے وکراماتی:

- اور کردی انتظامات
- قانونی اور ہاتھ
- مختلف حکمت حکمت سے دکھائے نہیں لیے ہو ہیں کر کرنے

طرز کے کر کرنے:

- تغییر (صفر 1) ہورا ہو ہیں کر ہاتھ کے انتظامات کا ہورا ہو ہیں کر ہاتھ کا انتظامات کا ہورا:
- اور این میں قومی، انتظامات کے اعمال، احباب ٹریور اور پر لیے کے ہر کردی انتظامات کا
- مختلف اقسام کے ہر کر دیا اور کردی انتظامات کا اور این میں قومی، انتظامات کے اعمال، احباب ٹریور اور پر لیے کے ہر کردی انتظامات کا
- قانونی پہچان، دار اور موادول انتظامات میں نہیں ہو ہیں کر کرنے:
- قانونہاتی کے سب سے اور کردی انتظامات کا اور این میں قومی احباب اور پر لیے کر کرنے:
- جملوں میں موادول انتظامات کا

تذکروں کے لیے وکراماتی:

- اور کردی انتظامات
- قانونی اور ہاتھ
- مختلف حکمت حکمت سے دکھائے نہیں لیے ہو ہیں کر کرنے

طرز کے کر کرنے:

- تغییر (صفر 1) ہورا ہو ہیں کر ہاتھ کے انتظامات کا ہورا ہو ہیں کر ہاتھ کا انتظامات کا ہورا:
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- قانونہاتی کے سب سے اور کردی انتظامات کا اور این میں قومی احباب اور پر لیے کر کرنے:
- جملوں میں موادول انتظامات کا

تذکروں کے لیے وکراماتی:

- اور کردی انتظامات
- قانونی اور ہاتھ
- مختلف حکمت حکمت سے دکھائے نہیں لیے ہو ہیں کر کرنے

طرز کے کر کرنے:
Nineteenth century: electrical telegraph, telephone, photophone (radiophone), radio
Twentieth century: television, video phone, computer network, cell phone, Internet, satellite phone.

- Students can discuss what they think is the most popular means of communication these days, giving reasons for their answers. Next, discuss that the early men employed various means to convey or send messages. For example, they used cave paintings, carving symbols, fire beacons, smoke signal, etc. In the beginning, people used to carry mail from one place to another and at times this used to take days or months. Later on, they started using pigeons to deliver their mails. Students can be asked to discuss with their parents and grandparents to find out more about the means of communication used in olden times. They can then share their discussion in class.

- **Writing letters**: Ask students to read the introductory text on page 1. Discuss that a letter is a written or printed message addressed to the receiving person, and is usually sent by post, messengers, or couriers.

- Letters can be of two types
  1. Informal or social letters - friendly letters, thank you letters, invitations, etc.
  2. Business letters – applications, official letters, letters to the editor, testimonials, covering letters, etc.

- Format of a letter: In order to explain clearly the concepts of letter writing, provide sample letters to be circulated in the class and then taken back. Explain the format of a letter with reference to these sample letters.
  a. Address: Give your address at the top of the letter. The British method of giving an address is to start with the smallest point.
     Flat 4D 4th floor
     Jason apartments
     Boat Basin
     Karachi
  b. Date: Write the date below the address or to the left of it.
  c. Greetings: The students should know that greetings depend on how well you know the person to whom the letter is addressed. For example: Dear Maham, Dear Mummy, Dear sir, Dear Mr. Ali, etc.
  d. The body of the letter: The actual message is written in the body of the letter and can be written in paragraphs depending on the length of the message. Ask students how they would begin a letter they are writing to their friend living in another city. Note their responses on the board.
  e. Language: For friendly letters you can use speech forms or colloquial expressions but it is always wiser to use ordinary formal English.
  f. The ending: Discuss that it is very important to end letters very politely. For example: Yours sincerely, With regards, With best wishes, With love, Yours faithfully, etc.
نصِبُ الورِمُ وَلِبُوا نُظُرُكَ

لا يوجد نص يمكن قراءته بشكل طبيعي من الصورة المقدمة.
Explain further that in a formal or business letter the signing off is according to greeting of the letter.
To an institution or to an unknown recipient it is, ‘Yours faithfully’, and if the letter is addressed to a known individual it will be, ‘Yours sincerely’.
g. Contents of a letter:
   • write simply and clearly
   • give details which may interest your reader
   • use correct paragraphing
   • plan your letter as you would when writing a composition

- **A letter from Khizar (Page 2):** Choose one student from each row to read the letter aloud. After it is read the teacher can again explain the layout and method of letter writing. Explain each paragraph clearly discussing the idioms and explain the use of prepositions.
- **Discussion time (Page 3):** Each student will discuss with their partner Waqar’s problem for about ten minutes, jot down their points and then share their ideas with the class. The teacher can give her suggestions too.
- **Writing time (Pages 3 and 4):** The teacher has explained all paragraphs clearly. Ask students to complete the task given in Exercises A and B. Extend help if needed.
- **Idioms:** Review the idioms and make the students understand that idioms are words or phrases that have a figurative meaning which is different from the actual words. The teacher can explain these five idioms and give their literal meaning. Students can then complete exercise C.
- **Prepositions:** Give a brief explanation of the eight parts of speech and emphasize the importance of prepositions. Explain that a preposition is a word that links nouns, pronouns, and phases to other words in the sentence. Prepositions are used most commonly to show relationships of place, time, and manner, yet they may also be used for other functions such as purpose, means, and to show reason, for example: because, for, through, etc. Let the student complete exercise D.
- **Punctuation:** Revise the use of punctuation marks and then ask students to complete exercise E.

A full stop (.) is used to end a complete sentence.
A question mark (?) is used at the end of a question.
An exclamation mark (!) is used at the end of sentences that show strong feelings.
A comma (,) is used to separate a list of three or more items and to introduce direct quotations that are shorter than three lines.
A colon (:) is used to introduce a list. Tell students that they must not capitalize the first word of the list unless it is a proper noun or the list is a set of sentences.
Examples: You may need to bring many items: paper, pencil, erasers, and clips.
کی دیجیکی کے آئی ڈی کی انتظامیہ کا ایک اہم حصہ ہے۔ اس کردار کے لئے انتظامیہ کے "آپ کا نیشنل" بون کے۔

- قائم کی طرف ضرور پیدا
- قائم کی طرف ضرور پیدا
- قائم کی طرف ضرور پیدا
- قائم کی طرف ضرور پیدا
- قائم کی طرف ضرور پیدا
A hyphen (−) is used with compound numbers from twenty-one to ninety-nine, with compound words, and some prefixes.
Example: twenty-seven, forty-nine, ex-student, self-motivated, etc.

- **Writing time (Pages 3 and 4):** Ask students to complete exercises D, E, and F.

**SUGGESTED LESSON OUTLINE (3 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Introduction:</strong> Students discuss the means of communication used in olden and modern times.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Format of a letter:</strong> Discuss in detail the format with the help of sample letters.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td><strong>A letter from Khizar:</strong> Students read the letter on page 2 and then work in pairs to complete the discussion task.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td><strong>Writing time:</strong> Students to complete exercises A, B, and C.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td><strong>Idioms, prepositions, and punctuation marks:</strong> Revise these concepts with help of examples.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td><strong>Writing time:</strong> Students complete exercises C, D, and E.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**
- Ask students to complete Worksheet 1.

**LESSON 2**

**OBJECTIVES**
- Read the story and discuss the message and main idea in it
- Use text as a sample to understand how to write dialogues
- Find the sentence or sentences that contain the main idea of the story
- Involve the learners in skimming through the story and prepare for retelling

**LEARNING OUTCOMES**

By the end of this lesson, students should be able to:
- write letters using correct format and layout;
- punctuate sentences;
- write sentences in direct and indirect speech.
Jenny, aged 21, a self-motivated, ex-student, twenty-seven, is twenty-nine.

Self-motivated, ex-student, forty-nine, twenty-seven, is

Schedule of tasks:

<table>
<thead>
<tr>
<th>Task</th>
<th>Duration</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>20 minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>20 minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>20 minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>20 minutes</td>
<td>Yes</td>
</tr>
<tr>
<td>E</td>
<td>20 minutes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Additional remarks:

- Jenny is easy to work with and gets things done.

Note:

Tasks 1-3: Complete one task per sheet.

Note for Jenny:

- Please be punctual and ready to start at 9 am.

Note for the team:

- Ensure that all tasks are completed on time.

Note for the manager:

- Jenny has completed all tasks on time.

Note for the client:

- Jenny has exceeded expectations and delivered quality work.

Note for the team leader:

- Jenny is a valuable team member and contributes significantly to the team's success.
METHOD

- **Introduction:** Start the lesson with a brief discussion about our religion Islam and our Holy Prophet Mohammad Mustafa (PBUH). Teacher can share the following details about our Holy Prophet (PBUH):
- Born in 570 CE (Common Era) in the Arabian city of Mecca. Father – Abdullah; was orphaned and brought up by grandfather Abdul Muttalib and after grandfather’s death, paternal uncle Abu Talib looked after him. In his youth, he was a shepherd. Later he accompanied his uncle’s caravan for trade to Syria.
  
  He was the last Prophet and messenger of God. People recognised his character and called him *Sadiq* and *Al Ameen* which means truthful and trust worthy.
  
  He married to Bibi Khadija (RA). At the age of 40 in 610 CE he received his first revelation.

- **Reading time (Page 5):** Ask students to read the story and discuss Abdullah’s problem. The students can read aloud in turns. Ask them to apply word knowledge and own opinion to the text read. Ask questions so that they understand the text better and to clarify thoughts and ideas.

- **Writing time (Page 5):** Ask students to complete exercise F. Remind them to write the letter according to the format they have learned.

- **Direct and indirect speech (Page 6):** Demonstrate the use of direct and indirect speech. The students must know that they can report the words of a speaker in two ways. When the exact words of the speaker are used it is called direct speech. When we report what the speaker has said without using the exact words it is called indirect speech or reported speech.
  
  Example:
  
  He said, ‘The view is lovely.’ Direct speech
  
  He said that the view was lovely. Indirect speech.
  
  She said, ‘What a lovely view!’ Direct speech
  
  She exclaimed that the view was lovely. Indirect speech.
  
  The teacher can give similar examples on the board before the exercise G is attempted.

- **Activity time (Page 7):** Ask the students to sit in groups of four and choose one message that they want to discuss and illustrate on posters. After completing the task each group shall display their posters on the soft board and verbally explain their ideas. This activity shall broaden their outlook and inculcate good habits of kindness and generosity. The teacher can point out the significance of each message and the qualities that are developed as a result.

<table>
<thead>
<tr>
<th>MESSAGE</th>
<th>QUALITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helping the poor</td>
<td>Charitable</td>
</tr>
<tr>
<td>Taking care of the elderly</td>
<td>Considerate (love for fellowmen)</td>
</tr>
</tbody>
</table>
He said, 'The view is lovely.'

He said that the view was lovely.

She said, 'What a lovely view!'

She exclaimed that the view was lovely.

**Direct speech.**

**Indirect speech.**

**Example:**

The view was lovely. She said, 'What a lovely view!'

**Translation:**

He said, 'The view is lovely.' She said, 'What a lovely view!'

**Table:**

<table>
<thead>
<tr>
<th>Characters</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>T</td>
</tr>
<tr>
<td>Ù</td>
<td>7</td>
</tr>
</tbody>
</table>

**Sentence:**

She said, 'What a lovely view!' Direct speech.
Being good and kind

<table>
<thead>
<tr>
<th>Showing kindness to animals</th>
<th>Kind-hearted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making a line to wait for your turn</td>
<td>Patience</td>
</tr>
<tr>
<td>Giving up your seat to a grown up</td>
<td>Respectful and decency</td>
</tr>
<tr>
<td>Not littering</td>
<td>Cleanliness</td>
</tr>
<tr>
<td>Taking care of the environment</td>
<td>Believing in cleanliness</td>
</tr>
<tr>
<td>Observing traffic rules even when no one is watching</td>
<td>Following laws and obeying rules</td>
</tr>
</tbody>
</table>

**SUGGESTED LESSON OUTLINE (3 class periods)**

<table>
<thead>
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<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Introduction:</strong> Start the lesson with a discussion about our religion Islam and our Holy Prophet (PBUH).</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td><strong>Reading time:</strong> Students read the story and discuss Abdullah’s problem.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td><strong>Writing time:</strong> Students complete exercise F on page 6.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td><strong>Direct and indirect speech:</strong> Revise direct and indirect speech with help of examples and then ask students to complete exercise G.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td><strong>Activity time:</strong> Discuss the task and ask students to work in groups to design their posters. Afterwards students can display the posters and talk about the message they have chosen.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**LESSON 3**

**OBJECTIVES**

- Recognize literary techniques in poems and write own poems
- Paraphrase and find words meanings and explain the central idea and message in poems

**LEARNING OUTCOMES**

By the end of this lesson students, should be able to:

- discuss the rhyme scheme and recite poems using correct intonation;
- write poems;
- understand and use metaphors in speech and writing.

**METHOD**

- *Against Evil Company by Issac Watts (Page 8):* Read the poem with proper intonation and expression and then ask some students to read the poem in the same manner.
<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>میٹر</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 مین</td>
<td>حاکم اسلام اور جمیع کریم فتحی کے پاس سے ہمیشہ کے سکیپ کا آغاز کیا۔</td>
<td>1</td>
</tr>
<tr>
<td>10 مین</td>
<td>پہلا کام وقت: طالب خیال اور عباد اللہ کو دو جنگ سے پہلے بھی بہت بہتر کریں۔</td>
<td>2</td>
</tr>
<tr>
<td>20 مین</td>
<td>کمیونال وقت: طالب خیال 6 پہنچ سکیپ F عمل کریں۔</td>
<td>3</td>
</tr>
<tr>
<td>40 مین</td>
<td>کلیام جدید اور باواستہ مثالون کی مدد سے کام جدید باواستہ اور باواستہ دوسرے پاس کیوں ہیں طالب خیال سے مشق کردوں نے</td>
<td>4</td>
</tr>
<tr>
<td>40 مین</td>
<td>مرکزی کا وقت: طالب خیال کو زیر بھی لیہ ہوئے اور طالب خیال نے ہیں کہ وہ پر اورز کرنے ہیں لیے گریزناں کرنے نے کے سکیپ کرے۔</td>
<td>5</td>
</tr>
</tbody>
</table>

سپنک 3

منصوبہ:
- نظریہ کم اور جملہ بک کو چنیجانا اور پہنچے گیتا
- نظریہ کے انداز میں مصنف کے غرض اور خرچ کریں اور یہ کونا

نتائج:
- سپنک کے انداز میں غرض کو اور نقل دزائناں جائے ہوئے:
  - قلم کی قدرت کی کیچنہ بھی کب لگی اور جملہ اور سے کے سیکنیت کا پہچان
  - قلم کی قدرت
  - استعمال کہ کچھ طور پر اور یہ سم کا استعمال کریں۔

طریقہ کار:
- ایک کام دوسرے (صفحہ 8): قلم کموزون لیے اور تحریر کے سجاوٹ پر اور نقل اور غرض کے بنیاد کے دو ایسے

ملاحظہ کیے جائیں کہ

- ایک کام دوسرے (صفحہ 8): قلم کموزون لیے اور تحریر کے سجاوٹ پر اور نقل اور غرض کے بنیاد کے دو ایسے

- ایندوز سے کم پہچان۔
Teacher can share this information about the poet Issac Watts. He was born on 17th July 1674 and died in 1748. He was a theologian and logician and a renowned hymnwriter. (Hymns are songs of praise to God, sung in Christian religious services.) He was well versed in Latin, Creek, and Hebrew.

After giving a verbal introduction the teacher can ask students to read the poem aloud. They can also memorise this short poem.

Explain each stanza in detail giving the central idea. The poem reflects about the present day global environment. It can serve as a moralizing example for today’s Pakistani youth. It shows that even one bad person can pollute the environment. So it is better that the poet passes his time with wise people and learn to live in a good manner. Students should be questioned individually and discuss the answers in the class. Also discuss the rhyme scheme of the poem.

- **Writing time (Page 8):** Ask students to work in pairs to complete the exercises I.
- **What is a metaphor? (Page 8):** First, ask the students to explain the meaning of the word metaphor. Then, explain that it is a figure of speech, which is different from the ordinary form of expression. Metaphors are comparisons of two things that are not alike or similar and are used to produce a greater effect. Explain further that a metaphor is an implied simile. It is not a comparison but takes for granted that the two things were one.

  For example: He remembers like an elephant. (simile) He has an elephant’s memory. (metaphor)

- **Writing time (Page 8):** Ask students to work in pairs to complete exercises J and K.

### SUGGESTED LESSON OUTLINE (1 class period)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td><strong>Against Evil Company by Issac Watts:</strong> Start the lesson with a discussion about the poet and then explain the central idea of the poem.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td><strong>Writing time:</strong> Students complete exercise I on page 8.</td>
<td>10 min</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td><strong>What is a metaphor?</strong> Explain metaphors with the help of examples.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td><strong>Writing time:</strong> Students complete exercise J and K on page 86.</td>
<td>10 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITY

- Ask the students to write a letter to their teacher telling him/her about their preparation and plans for the forthcoming school picnic. Do not forget to mention the picnic spot and the date of the picnic.
شیب اورژن ول بونا

نہر شاہآزهر وادی کے پارے میں اس انٹریو کے لیے گاڑی کا کریکر ہے - اس کی ابتدا 17 جولائی 1674 کو اور ہاتھ 1748 میں ہو گیا۔ اسی ابتدا کے ساتھ متملک اوری اور گاڑی کا گوارنیت قرار جاتا (جو گوارنیت ہو گیا ہے)۔ گوارنیت کی زمین کے گاڑیوں کے دواروں کا تاداب تھا۔

اے ۔ لیٹھ، ایوانلی اور ہورنی اور آئریا نے اللیی کو اور اس کے پاس باپ کے حاصل کر کے میں -

نہر شاہآزهر کے اے علاقہ میں گاڑی کا کریکر ہے - گاڑی کا کریکر کا دوسرے سے پچاہٹ ہے۔ اس مہاتما اوری کے مرز، ان کو لیٹھ، ایوانلی اور گیوند کے دواروں کا تاداب تھا۔

کمالی کا وقت (محفظہ 8): ظالا سے کیپ کو وو شریف کی گاڑی میں متملک اور فی کر کے

استعمار کی زمین سے؟ (محفظہ 8): ظالا سے کیپ کو وجود کی گاڑی کے کریکر کے ساتھ ماٹھی رکن کی گاڑی میں متملک

کمالی کا وقت (محفظہ 8): ظالا سے کیپ کو متملک لیے گاڑی کا کریکر کا تاداب تھا - (استعمار)

سہنگ کی تاداب کا جوہر خاکر (1 بیوم)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>جلد</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منہ</td>
<td>از آفریکا وادی: شاہآزهر کے پارے میں انٹریو کے لیے گاڑی کا کریکر کا</td>
<td>Against Evil Company</td>
</tr>
<tr>
<td>10 منہ</td>
<td>کمالی کا وقت: ظالا سے کیپ کو متملک لیے گاڑی کا کریکر کا</td>
<td></td>
</tr>
<tr>
<td>10 منہ</td>
<td>استعمار کی زمین سے گاڑی کا کریکر کا</td>
<td></td>
</tr>
<tr>
<td>10 منہ</td>
<td>کمالی کا وقت: ظالا سے کیپ کو متملک لیے گاڑی کا کریکر کا</td>
<td></td>
</tr>
</tbody>
</table>

اضافی سرگرمی:

ظلہ سے کیپ کو جوہر خاکر کے کام اک عظیم جھنڈے میں ہو اور آئریا کے شاہآزهر کے گاڑی کے

انگریزی: وو شریف کے پاس باپ کے حاصل کر کے متملک اوری اور گیوند کے دواروں کا تاداب تھا۔
LESSON 1

OBJECTIVES

- Learn about different types of natural disasters
- Recognize main ideas in a text and information to answer questions using various reading strategies
- Explore, imagine, and share experiences about helping others
- Motivate students to work in groups on any given activity
- Help develop ethical values of helping, caring, and sharing

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
- develop the ability to communicate effectively;
- read and comprehend the text and answer questions;
- research and use information to make leaflets;
- guess the meanings of unfamiliar words and expressions and make use of a dictionary.

RESOURCES REQUIRED (TEACHING AIDS)

- sheets of paper for making leaflets

METHOD

- **Introduction (Page 9):** Discuss briefly the three questions given on this page. Write the word ‘natural calamity’ on the board and ask students to think of words and phrases related to this word. Explain that natural calamity is a grievous disaster that is a natural course of nature and which is unavoidable. The lesson in this unit deals with floods, which means overflow of water over land. Flooding may result when the volume of water in a river or lake increases and overflows on to the banks. Pakistan floods in 2010 damaged crops and claimed many lives. Many people were displaced. The teacher can briefly list various other forms of natural disasters:
  1. Avalanche is sudden rapid flow of snow that comes down a slope of any mountain, very rapidly and causes destruction.
  2. Earthquake is the result of a sudden release of energy in the earth’s crust that creates seismic waves and vibration and displaces the ground. Earthquakes by themselves rarely kill people or wild life. It is the secondary event i.e. buildings collapsing and fires that cause destruction.
س٣: 1

متناصر

• قدرتی آقای کا مختلف اقسام کے پاے میں جانا ہے، مگر یہ کہ لگنے گئے ہیں کہ کرا نا سوالون کے جواب دینے کے لئے ملاقات کی فتح کھو ہوگیا کو استعمال کرنا ہے。

• دوسرے کے ہوئے کے پاے میں جھورا ہے کہ کرا نا آقا کا حفظ کرتا اور ہویا سوالوں کو کرا نا ہے۔

• کیا؟ کیا سے کرا نا کی سیری پر گردویں میں کام کرنا ہے کہ لئے ہو لیا کی حوصلہ افزانی کرا ہے۔

• دوسرے بھی بحاج آور دوسری کا لچماجی خیالات میں شریک ہو گئے ہیں انتظامی اقدار پورا کرنا ہے میں مددکرا ہے۔

شکر

س٣: کے انتظام کے طور پر آقا کا کامل بہاؤ جا ہے کہ:

• خود میں مونو مول پر بنا ہے کہ کرا نا سوال کے ملاج خطبہ چپک کر ہے۔

• مشق کو پھر وہ بھگوان کرا نا سوالوں کے جواب دینے کے لئے استعمال کرنا ہے۔

• دوسرے انتظام کے لئے لیے فتح کھو لیا کلا کرا نا استعمال کرنا ہے۔

• غیر آقا کا الأخلاق و نظریات کا شاہرہ کرنا ہے استعمال کرنا ہے۔

تقریبی کے لئے وکارا رہیا ہے:

• دوسرے بھی بحاج آور دوسری کا لچماجی خیالات میں شریک ہو گئے ہیں۔

طریقہ کار:

• قانون سے (عُلٰٰمہ 9) اس جہاں پر ہے گا کہ میں سوالوں پر ضحیکہ ہو چکا ہے۔ بہردوش پر ملیا "قدرت ماؤن" کلاں دبیکہ آفتیہ سے گیا کہ وہ ان لفت اکثر قوانین و ضروری ہیں جو باتی ہے کہ قدرتی آفتیہ مختصر ہو جاتی گا صحتی جوڑی ہے۔ ہم مہینہ کا لازمی ہے کہ ماں بھی کا بارہ بھی بند ہو گئیا ہے۔ اس کا مطلب کہ ہم کا پہاڑا ہے۔ خالق کا پہاڑی ہے۔ جب کہ بھی بند ہو جاتا ہے اور بھی پہاڑی ہے۔ 2010، ہم کا پاکستان سے میں آئے۔ جب سے بھی بند ہو جاتا ہے اور بھی بند ہو جاتا ہے۔

• تحریری لسی کے دوڑ کے افسار کی ضرورت سے بات کا نہیں ہے۔

1. بند کر کہے ہوئے کے نہیں کہ ہیں۔

2. 2.8 خلیل علامت کے دوڑ کے لئے افسار کا لازمی ہے۔
3. A volcano is a place on the Earth’s surface from where molten rock and gases come out. Volcanoes can cause wide spread destruction as the hot lava destroys many buildings and plants, that come in its way.

4. Tsunami is caused by undersea earthquakes.

5. Blizzards are severe winter storms characterised by low temperature, strong winds, and heavy snow.

6. Tropical cyclones, hurricanes, and typhoons are different types of cyclones.

7. Droughts occur when rainfall is insufficient and the ground water level falls and it becomes difficult to support life.

8. Hailstorms are small balls of ice that fall like rain from the sky.

9. Heat waves due to intense hot weather that can kill people and may also cause wild fires.

- The people of Pakistan have gone through much suffering as a result of natural disasters in the past few years. Some are listed here: a major drought in March 2000 that lasted for ten months; earthquake on 8th Oct, 2005; floods in 2010.

- Discuss that as students of class VII how can they help the suffering people. Some expected answers are given below.
  1. Collect useful things lying in our homes and donate generously to relief camps. (clothes, shoes, toys, etc.)
  2. Offer voluntary services to help others, but under the guidance of teachers.
  3. Cut down own expenses on clothing, eating, and living and save money that can be donated to the affected people.

- **Reading time (Pages 9 and 10):** The teacher needs to help the students search for, discover, and understand strategies to understand the text that they read. Teacher can adopt various strategies. At times the teacher can read the text first and ask students to first listen and then read the same text again. Listening will assist them in recognising pronunciation stress and intonation patterns and other aspects of speaking. Reading will provide opportunities for them to pick up correct spellings, and be exposed to new vocabulary and other aspects of the written language. The students should be encouraged to ask questions to clarify concepts. Oral questions, reading, and conversation help to enhance listening, speaking, and reading skills. If any student feels nervous or shy in interacting with the teacher try peer work or group work to build up their confidence and make the work less threatening for them.

  After the reading session discuss the theme of the lesson which is both:
  1. The dignity of labour (appreciating value of labour)
  2. The spirit of patriotism (love for Pakistan and its people)

- **Activity time (Page 10):** Distribute sheets of paper and ask students to work in pairs and complete the task. They can then share their leaflet with other students. Teacher can share the sample format with the students, and students can use this or create their own format.
1. ایسی الگوی مولی که می‌تواند انتقال اشعه نوری را در اندازه‌های کوچک کنند.

2. حداقل کمکی پذیرفته شده است که در مقاله‌های علمی و تحقیقاتی مورد استفاده قرار گیرد.

3. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

4. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

5. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

6. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

7. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

8. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

9. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

10. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

11. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

12. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

13. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

14. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

15. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

16. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

17. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

18. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

19. پتیاوالی (10): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.

20. پتیاوالی (9): ساختاری که می‌تواند دفع یا محدود کننده کوکستی کنند.
Give a suitable title

<table>
<thead>
<tr>
<th>Names of the volunteers:</th>
<th>Items to be collected:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<td></td>
<td>3.</td>
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<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Signature of the Incharge. or School stamp.</td>
<td>5.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
</tr>
</tbody>
</table>

- **Writing time (Page 10):** Ask students to work in pairs to complete exercises A and B.

**SUGGESTED LESSON OUTLINE (2 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction and discussion on natural calamities:</strong> Students discuss natural disasters and rehabilitation efforts in their own country and how they as students can help the affected people.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Reading time:</strong> Students read and discuss the text on pages 9 and 10.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Activity time:</strong> Students work in groups to design a leaflet.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercises A and B on 10.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**LESSON 2**

**OBJECTIVES**

- To create awareness in students about the lives and sufferings of people affected by natural disasters
- Understand that a lot can be achieved by perseverance and efforts in the right direction
- Comprehend/interpret text by reading critically and actively

**LEARNING OUTCOMES**

By the end of this lesson students, should be able to:

- read and understand text, and answer questions;
- use pre-reading strategies to predict content, vocabulary, etc. in text by looking at pictures, titles, etc.;
- solve exercises based on nouns, homophones, anagrams, etc.;
- write sentences using correct capitalization and punctuation.
Give a suitable title

<table>
<thead>
<tr>
<th>Names of the volunteers:</th>
<th>Items to be collected:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
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<tr>
<td>Signature of the Incharge. or School stamp.</td>
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<td>5.</td>
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<td></td>
<td>6.</td>
</tr>
</tbody>
</table>

**Section 1**

2020 2020

**Section 2**

**Instructions:**

- Collect all required data at least 10 days before the event.
- Ensure all volunteers are present on time.
- Organize the event in a systematic manner.
- Keep a record of all the collected items.

**Instructions:**

- Collect all required data at least 10 days before the event.
- Ensure all volunteers are present on time.
- Organize the event in a systematic manner.
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RESOURCES REQUIRED (TEACHING AIDS)
- copies of Worksheet 2

METHOD
- **The visit to the camp (Page 11):** The picture given on page eleven seems one but they are two pictures. The first half shows people in a miserable condition. They are carrying their belongings and children and are wading through the flood waters to seek relief wherever possible. The second half is a picture of the relief camp where the volunteers have arrived and are distributing food and clothing items to the flood victims. The superintendent of the camp is guiding them. Explain the details in the pictures and ask and discuss some simple questions. What do you understand by the word ‘relief camp’? What facilities are provided here? Read the title and guess what the people would see at the camp.

- **Reading time (Pages 11 and 12):** Tell the students to read the text and discuss it with their pair partner. Ask a few students to share their discussion.

- **Activity time (Page 12):** Ask the students to discuss the lesson that they have learnt from this text. Some expected answers are listed below.
  1. We should show our gratitude to God the Almighty that we did not go through this experience.
  2. We should be patience and tolerant.
  3. We should submit to the will of God.
  4. Man is helpless.
  5. We should be duty conscious and be willing to help others.
  6. Showing patriotism through deeds and actions.
  7. Appreciate value of labour.
  8. Should not hesitate to do small chores.
  9. Show thoughtfulness and concern for others.
  10. Obey and respect all elders.

- Then, explain the task to the students. Given below is a sample plan of the camp and tentative answers. Discuss this with students and explain that they can take ideas from this to develop their own plan.

<table>
<thead>
<tr>
<th>R4</th>
<th>Principal’s office</th>
<th>Electrical store</th>
<th>R5</th>
<th>R6</th>
</tr>
</thead>
<tbody>
<tr>
<td>R3</td>
<td>CORRIDOR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>R2</td>
<td>HALL</td>
<td></td>
<td></td>
<td>R7</td>
</tr>
<tr>
<td>R1</td>
<td>Verandah for visitors</td>
<td></td>
<td></td>
<td>R8</td>
</tr>
</tbody>
</table>
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<tr>
<td>R1</td>
<td>Verandah for visitors</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* **Table:**

R1 Verandah for visitors
R2 Hall
R3 Corridor
R4 Principal’s office
R5
R6
R7
R8
Helping hands

Responsibilities assigned:
1. Three girls shall distribute the bags in rooms 6, 7, and 8.
2. Five boys shall distribute the bags in rooms 1, 2, 3, 4, and 5.
3. Two boys will keep a check on the relief goods that were brought in a truck and now kept in the veranda.
4. The superintendent shall help in distributing equally and properly.
5. After the completion of the work the volunteers shall accompany Sir Razzaq and visit the principal’s office. The students shall thank the principal and the superintendent for their co-operation.

- **Writing time (Pages 13 and 14):** Ask students to complete exercises C, D, E, F, G, and H. The questions are based on concepts that the students are already familiar with. Explain briefly with help of examples and then ask them to complete the work independently.

SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>The visit to the camp (Page 11):</strong> Discuss the picture and ask simple questions.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Reading time:</strong> Students read and discuss the passage on pages 11 and 12.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Activity time:</strong> Students discuss the lesson of the story and then work in groups to draw the map of a relief camp.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete exercises C, D, E, F, G, and H on pages 13 and 14.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES
- **Writing activity:** Think of a time when you were praised for your good work by anybody. Write who praised you and why. Also describe how you felt when you were appreciated. Use the past tense to write your account.
- Ask the students to complete Worksheet 2.
تقویم کرونا دارالپن: 
1- تمین آناپلا کرونا نمبر 6 اور 8 مین ثانیه تمدم کریں گئے.
2- پیری اور کرونا نمبر 1.2.3 اور 5 مین ثانیه تمدم کریں گئے.
3- اگر سالمان پر نظر رکنگی کے جواب پر اگے بڑھنے میں رکا ہو جائے گئے.
4- نفلک سالمان کی سواجود اور انجام متوسط نئی اور نمکن پر دو کرونا کے چٹان کے لئے ان کا عمارہ ادا کریں گے.
5- کام کے ملدے کے بعد رضاقا طالبہ زندگی کی تحریار میں پچھلے سے دوڑنے کی حالت سے اور پچھلے اور تنظیم کے توان کے لئے ان کا عبارت ادا کریں گے.

• کمپیوٹر کا وقت (صمد 13 اور 14): ظالم ہے کہ کہ وہ مدنظر H،G،F،E،D،C اور کم کریں ہے- سوالات ان تفصیلات پر دو مین ہیں کے سے پہلے ہی واقف ہو پہلی اور نیا ظالم سے کیے ہو اخیراً طور پر کم کا کم کریں ہے۔

سری کی تدریس کا بجوزہ خاک (3 خیبرنیز)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>یوتلیز</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 مین</td>
<td>گھمپا دوسرہ (صحیفہ 11): تفصیلات کے پس از مین انتظامیہ اور سواجود سوالات پرچمی-</td>
<td>1</td>
</tr>
<tr>
<td>20 مین</td>
<td>پرستاشا کا وقت: ظالم صحیفہ 11 اور 12 سے انتظام راہیں اور پاپک دوهجا کریں-</td>
<td>2</td>
</tr>
<tr>
<td>40 مین</td>
<td>سرگرمی کا وقت: ظالم کہاہم نہیں دیے گے سکیئ پہچانگا کریں اور پچھلے ہی اور کام کے اور بہار کریں- تحقیق اگر ہو-</td>
<td>3</td>
</tr>
<tr>
<td>40 مین</td>
<td>کمپیوٹر کا وقت: ظالم صحیفہ 13 اور 14 پر دویں کی معیار H،G،F،E،D،C اور کم کریں-</td>
<td>4</td>
</tr>
</tbody>
</table>

اضافی سرگرمیاں:

• کمپیوٹر کی سرگرمی: ان وقت پر کوری کر کہ بجے کو ہے آپ کے انتظام کے ہیں یہ کہ کس سن آپ کی تفصیلات کو اور کوئی؟ اگر نظریہ کی کہ چپ کو محضی کی تو آپ کی نظریہ کی قواعد پر قبضہ انجام دینے کے لئے خیبر کی اخبار کریں۔
• ظالم ہے کہ کہ وہ مدنظر 2 کم کریں ہے-
LESSON 1

OBJECTIVES

- Communicate effectively in small and large groups
- Read and analyse literary text
- Understand the function of question words
- Develop confidence and social skills through role-play
- Learn how to form the simple present and past tense of verbs
- Use proverbs in speech and writing

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- analyse the text and answer relevant question;
- rewrite text in past, present, and future tense;
- ask and answer questions;
- interact with each other during role-play;
- write unified paragraphs with logical sequencing of thoughts and ideas.

RESOURCES REQUIRED (TEACHING AIDS)

- enlarged pictures depicting everyday life activities which can be pinned up on a soft board

METHOD

- **Introduction:** Begin the lesson by asking students to state any one advice that their parents give them. List a few responses on the board. Then, ask whether they follow the given advice and why. Next, tell them that they will be reading two stories in this unit.
- **The farmer who followed the advice (Page 15):** Discuss briefly the continents with special reference to Asia and the location of China on the world map. Brief the students about the culture and civilisation of China. It is a very densely populated country and Beijing is the capital city. China is one of the four oldest civilizations in the world and has a written history of 4000 years. The national language is Mandarin, and Yuan is the currency of China. Religions like Buddhism, Christianity, Islam, Taoism, Catholicism, or Hinduism are followed here.
سنہ 1

مختصرات:

• جوہر نے اور بیانے سے غور کرلیاں میں مزید توضیح پا اہواز کرنا
• اولی صنیعہ چھوڑ کرنا
• سوال افکار کے لئے ذائقہ کام کرنا
• اواکاری کے ذریعہ اخیار سازی مہاریں بات میں
• یکی چلے سادھے حال اور سادھے حال کی طرح بنے جا اکھاڑ کر
• اور اڑیسے میں شرب افکار رکنیت ہوگیا کا اعتمال کرنا

شناخت:

سنہ 1 کے اخیار میں ظاہر کہ سخاوت کو اس قابلہ سے حاصل ہے کہ:

• جوہر کو چھوڑ کر کس اور دفوٹ ہمارے چھوڑ کر کس
• جوہر کو باتی سازی اور ساماری کے گروہوں میں دوبارہ کسی کو
• سوال پہچاننے اور دیکھنے کے حساب سے کس
• اواکاری کے دووں بے جواب اور مہارت خاص کر کس
• خیالات اور معلومات کی محتلف ترتیب پر عمل میں مہارہ اور افکار کر کس

تقریبی نکات کے لئے وکارا اداکار:

• روڈمز دہم ہجوں زدگی کو گھاس کرنے دو ڈی ڈی اسداہ کی لیے سامان بند کی گا کیا گا کیا

طرحی کار:

• قرار دیا کہ انا چاہتے ہیں چیز کی کاہل کو اور ہوسکتی ہے اور جن گروہ کی چار اور ہوسکتی ہے
• جوہر نے چھوڑ کر کس اور دفوٹ ہماری کو اور کس
• جوہر کو باتی سازی اور ساماری کے گروہوں میں دوبارہ کسی کو
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**Some invaluable lessons**

- **Reading time (Page 15):** Ask students to read and discuss the story in pairs. After they have read the text ask questions and discuss the importance of following advice given by elders. Here you can ask students to share their personal experiences, if any, when they had followed any advice and how they had benefitted from that.

- **Activity time (Page 16):** Divide students in groups and give them time to practice and then enact this story in class. Role-playing helps develop confidence and presentation skills in children. It is a useful teaching strategy in which students learn by acting and observing and in the process also develop language and social skills.

- **Writing time (Page 16):** Ask students to work in pairs to complete Exercise A.

- **Verbs and tenses:** Revise verbs and tenses with the help of simple sentences. Write some sentences on the board and ask the students to identify the tense used. Then, ask them to write one sentence in the past tense and then change the same sentence into present and future tense. Ask students to work in pairs to complete Exercises B and C.

- **Proverbs:** Explain that proverbs are meaningful sayings which convey some moral value or advice. Explain the meanings of the eight proverbs given in Ex. D. Some more examples may also be given.

<table>
<thead>
<tr>
<th>Proverbs</th>
<th>Meanings</th>
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<tbody>
<tr>
<td>Actions speak louder than words.</td>
<td>What a person actually does is more important than what they say they will do.</td>
</tr>
<tr>
<td>A friend in need is a friend indeed.</td>
<td>Someone who helps you when you are in trouble is a real friend.</td>
</tr>
<tr>
<td>Beauty is only skin deep.</td>
<td>A person’s character is more important than their appearance.</td>
</tr>
<tr>
<td>Half a loaf is better than none.</td>
<td>You should be grateful for something, even if it's not as much as you wanted.</td>
</tr>
<tr>
<td>Never put off till tomorrow what can be done today.</td>
<td>Don't postpone something you can do now.</td>
</tr>
<tr>
<td>Practise what you preach.</td>
<td>Do yourself what you advise others to do.</td>
</tr>
<tr>
<td>The early bird catches the worm.</td>
<td>If you want to do something successfully, you should do it as soon as you can.</td>
</tr>
<tr>
<td>Where there’s a will, there’s a way.</td>
<td>A person with determination will find a way of doing something.</td>
</tr>
</tbody>
</table>

- **What happens when advice is not followed (Page 17):** Given a brief introduction of the rural life in Pakistan. Being an agricultural country people living in villages have to work hard. Some chores that the villagers have to perform are: collecting sticks to burn the fire, grinding the grain and storing food in granaries, tilling the fields either with hand or tractors and sowing seeds, looking after the crops, harvesting and binding the grain, etc. Explain that nowadays most farmers do these jobs with the help of machines and tractors.
Actions speak louder than words. What a person actually does is more important than what they say they will do.

A friend in need is a friend indeed. Someone who helps you when you are in trouble is a real friend.

Beauty is only skin deep. A person’s character is more important than their appearance.

Half a loaf is better than none. You should be grateful for something, even if it’s not as much as you wanted.

Never put off till tomorrow what can be done today.

Practise what you preach. Do yourself what you advise others to do.

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Practise what you preach. | Do yourself what you advise others to do.
The early bird catches the worm. | If you want to do something successfully, you should do it as soon as you can.
Where there’s a will, there’s a way. | A person with determination will find a way of doing something.
Some invaluable lessons

- **Reading time (Page 17):** Ask students to read and discuss the story in pairs. Teacher can then ask students to compare and contrast the two stories. In the previous story advice was followed by the farmer and in the second story Zaid does not follow the advice given to him. Discuss the consequences that the characters face as a result.

- **Discussion time (Page 18):** Discuss the questions with the students. Some expected replies are given below. However, encourage students to give their own opinion and answers.

  1. **How did Zaid and Abdul Karim spend their time?**
     The two characters are in total contrast with each other. Zaid is an idle fellow. He would either bask in the Sun or sleep on a charpoy. On the other hand Abdul Karim was a hard-working person who kept toiling away. He knew he had to do a lot of work before the monsoon season sets in. It would be difficult to survive if he did not store food and other supplies for the rainy season.

  2. **Why did Zaid tease Abdul Karim?**
     Abdul Karim was a sensible man and he kept on advising Zaid to store food for the rainy season. But Zaid would laugh and tease him and tell him to enjoy life as monsoon was far away.

  3. **Which of the two men did the right thing?**
     Encourage students to reply giving reasons for their answer.

  4. **How had Zaid learnt his lesson?**
     Zaid paid no heed to Abdul Karim’s constant reminders and kept on wasting his time in useless activities. He did not store food and soon the monsoon season started. There was a heavy downpour and Zaid took refuge in his house. The food that he had did not last long and although he cried for help nobody came to rescue him as all the people were enjoying themselves in their own warm homes. After the rain when he came out he fell unconscious and was nursed by Masi Jannatan. On meeting Abdul Karim, Zaid admitted his fault and said that he had learned his lesson. He understood that time and tide wait for no man. We have to keep pace with the time and realise the fact that nature is uncontrollable and be always prepared for it.

- **Writing time (Page 18):** Ask students to work in pairs to complete the writing exercises E, F, G, H, and I. The students are familiar with the concepts but they might need some revision and explanation. Some guidelines are given below which the teacher can follow.

- Students have discussed both the stories and they will be able to compare and contrast them.

- **Countable and uncountable nouns:** All common nouns can be classified as countable or uncountable nouns. Nouns like apples, boys, bicycles, aeroplanes, etc. are countable, that is they can be counted. You can have three bicycles, ten boys, twenty aeroplanes, fifty apples, etc. But things like water, air, bread, money, wool, smoke, glass, rain, etc. cannot be counted. They are all uncountable. You cannot say: Count the water coming out of this tap. Do you have ten moneys? However, you can say ten drops of water, an amount of money, or slices of bread. You can use a or an with countable nouns, but you cannot use a or an with uncountable nouns.
1. How did Zaid and Abdul Karim spend their time?

Zaid and Abdul Karim were engaged in playful teasing. Zaid would often see Abdul Karim sitting alone during their break, and he would make jokes and gestures to ridicule him. Abdul Karim would become upset and reply in kind, often leading to a small argument.

2. Why did Zaid tease Abdul Karim?

Zaid teased Abdul Karim because he was bored and looking for something to entertain himself. He enjoyed the attention he received from Abdul Karim's reactions and found it amusing to see the boy become upset.

3. Which of the two men did the right thing?

Abdul Karim did the right thing. He decided to stop the teasing and instead choose to ignore Zaid's jokes. By doing so, he showed maturity and self-control.

4. How had Zaid learnt his lesson?

Zaid learnt his lesson through the guidance of his father. He was pulled aside and told that his behavior was not acceptable. Zaid realized the mistake he had made and acknowledged his wrongdoings.

Paheli ka Waqat (Page 18):

1. How did Zaid and Abdul Karim spend their time?

2. Why did Zaid tease Abdul Karim?

3. Which of the two men did the right thing?

4. How had Zaid learnt his lesson?
Some invaluable lessons

- **Homophones:** Words that have the same pronunciation but different meanings and spellings are called homophones. Ask students to refer to the dictionary to look up the meanings of the words and then choose the correct words to fill in the blanks.

- **Appositions:** The use of a noun or noun phrase after another noun, as an explanatory word or phrase.
  
  For example: William, the Conqueror,
  
  Shakespeare, the Dramatist,
  
  Ahmed, the winner of the match, was awarded a prize.
  
  Mr. John, the principal of the school, held a meeting.

- **Phrasal verbs:** Certain verbs when followed by certain prepositions or adverbs become compound verbs bearing a new significance i.e. they become idiomatic phrases, for e.g. put off, give in, go through, pull down, turn down, looked after, etc.
  
  Ask students to give more examples. List these on the board and discuss their meanings. Then ask students to attempt exercise I.

- **Describing things (Page 20):** Use of imagination in describing any object helps the reader to visualize it. To explain further ask the students to select any interesting object and then list words that describe the object.
  
  For example:
  
  **Sight:** pleasant, dirty, huge, round, green, etc.
  
  **Touch:** glossy, rough, smooth, wooden, etc.
  
  **Sound:** blaring, soft, loud, whisper, shout, etc.
  
  **Smell:** pungent, fragrant, decaying, etc.
  
  **Taste:** sweet, salty, bitter, etc.

  Ask students to attempt exercise I.

- **Rhyming words (Page 20):** This can be taken up as a fun activity and students can spontaneously give any rhyming word that they can think of.

### SUGGESTED LESSON OUTLINE (4 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Introduction: Discuss the importance of following advice given by elders. Students can talk about their own experiences</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>The farmer who followed the advice: Teacher gives some general information about China and then students read the story on page 15.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Activity time: Students enact the story in groups.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>Writing time: Students complete exercises A, B, and C on page 16.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
William, the Conqueror,
Shakespeare the Dramatist,
Ahmed, the winner of the match, was awarded a prize.
Mr. John, the principal of the school, held a meeting.

Problem:

William stayed in the country for two weeks.

Shall we try:

Problem:

Shall we try:

William stayed out in the country for two weeks.

Shall we try:

Problem:

Shall we try:

William stayed in the country for two weeks.

Shall we try:

Problem:

Shall we try:

William stayed out in the country for two weeks.

Shall we try:

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Shall we try:

Problem:

Shall we try:

William stayed in the country for two weeks.

Shall we try:

Problem:

Shall we try:

William stayed out in the country for two weeks.

Shall we try
LESSON 2

OBJECTIVES

- Read and express opinion about poems.

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- understand the poet's message;
- form and express opinion about poems.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of worksheet 3

METHOD


  Charles Lamb: Born on 10th February 1775, and died on 27th December 1834. He was an English essayist and poet and the author of the abridged stories of Shakespeare dramas entitled *Tales from Shakespeare*.

  The poem has to be read aloud eloquently and with expression. Discuss that the rhyme scheme is *abbabba* for the first 7 lines and then it is *cc, dd, ee, ff, dd*, for the next 10 lines.

- **Activity time:** Explain that a procrastinator is a person who defers action which means that he/she keeps on putting off the work which he/she has to do, to a later time. They delay doing what they have to do, thus losing time.

  In this poem the gentleman wants to get rid of the parrot because it repeatedly utters seven words bringing out the weakness of the gentlemen and constantly reminds him that he is a procrastinator. He cannot tolerate this any longer and wants sell the parrot. The gentleman tells his friend that he will give an advertisement, the next day, to sell the parrot. To this the parrot replied mockingly that this work needs to be done the same day and should not be postponed. The message in the poem is that, work should always be done on time and never delayed.
Why Not Do It, Sir, Today!

Tales from Shakespeare

With ababba

dd, ee, ff, gg

21

35
SUGGESTED LESSON OUTLINE (1 class period)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Give a brief explanation about the poet. Discuss</td>
<td>25 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the poem and the message that the poet wants to convey.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 21.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- **Creating stories:** The simple past tense is often used to write a story. Write a story as a group. Give each group a topic: For example, The best gift, The day I met my favourite person, My best project, etc. In each group student A can begin the story with the first sentence. I can never forget the day……., student B can continue by adding the second sentence, and then student C can continue by adding another sentence. Each group can, in this way, create their own short story.

- Ask the students to complete Worksheet 3.
سکنی کی ترینس کا جوزو خاکر (1 ہیونی)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>ترمیم</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>25 منٹ</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>20 منٹ</td>
</tr>
</tbody>
</table>

اضافی سرگرمیاں:

1. کاپانی اچکیہ کرنا: کاپانی کی اچکیہ کرنا سے لیے ہی وہ وہ جیسے ہی کسی اچکیہ کی طرف ہو جائی جیسا کہ چھٹی گروپ کی اچکیہ ہو۔

2. میل کرنا: میل کرنا سے میں ہی دونوں چھٹی کے میل کے حوضوں میں ہیں۔

3. اور ناٹل گروپ کی اچکیہ کا سمجھ کر جائیں۔

طلاب سے کہنا ہے کہ دوکھ شیفت 3 کم کریں۔
OBJECTIVES

- Read and understand the text and answer relevant questions
- Analyse short stories and events and understand the character’s emotional responses, motives, and actions
- Understand meaning of difficult words from context and further develop the skills of using a dictionary
- Make connections between literary text and own lives
- Use appropriate vocabulary and tense to write descriptive paragraphs applying pre-writing strategies e.g. brainstorming, mind mapping, etc.
- Revise parts of speech concentrating more on adverbs and pronouns
- Revise letter writing

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
- write short descriptive paragraphs and stories using vocabulary appropriate to the situation;
- write dialogues for different characters;
- write letters using correct format and style;
- use adverbs and pronouns appropriately in speech and writing.

RESOURCES REQUIRED (TEACHING AIDS)

- world map to locate countries in Europe and Africa
- things for completing project work: chart paper, markers, pointers, pins, etc.
- Copies of Worksheet 4

METHOD

- Pre-reading discussion (Page 22): It is important to discuss these questions in order to motivate the children to work and help their parent at home. Emphasize that parents need help and children must develop the habits of helping them and others. Children can help with daily chores like gardening, washing the car, cleaning, cooking, washing, etc. Ask the students if they have been assigned specific duties at home. Raise this question to receive negative and positive answers. Appreciate the ones who help others in any form and convince the others to understand the importance of helping others. Also discuss that helping others creates love and strengthens the family bonds of caring and sharing. Ask the students how they feel after helping others. Many will respond by saying that they achieve a feeling of satisfaction, happiness, contentment, responsibility, etc.
منطق فلسفى حكمة مبنية

تحقيق المعرفة وتحقيق معرفة جديدة

تقرير جميع مصادر التحقيق في كتابنا.

خضوع نظرية الاقتباس:

النهاية:

츨 والحالة العامة:

بما أن قام كتابنا بتقديم الباحثين على النهاية، فلا يمكن أن نقد!

ifique: 4

39

OXFORD UNIVERSITY PRESS
**Life in different places**

- **Reading time (Page 22):** Before reading the story share these facts related to Sweden. Sweden is the biggest country of Northern Europe and it is almost as big as Spain or France. Spread over 449,964 sq km, Sweden has a population of 9.3 million. Stockholm is the capital city and the national language is Swedish. Read the lesson and explain some aspects of life in countryside and the importance of the dairy farm. Discuss how Stefan and Helga help their parents and relate this to their own experiences of helping others.

- **Writing time (Page 23):** Ask students to work in pairs to complete the writing tasks. Discuss the questions and answers and revise use of adverbs and pronouns as explained below.

- **Adverbs:** Explain that an adverb is a word which modifies a verb, an adjective, or another adverb.

  For example:
  1. Please sit **here** (the adverb here modifies the verb sit)
  2. She is **very** happy (the adverb very modifies the adjective happy).
  3. He laughed **very loudly**. (the adverb very modifies the adverb loudly)

  **Adverbs are used to:**
  1. tell time (when)
  2. place (where)
  3. reason (why)
  4. manner (how)
  5. degree (how much)
  6. frequency (how often)

  For example:
  1. They will leave **soon**. (time)
  2. He will wait **here**. (place)
  3. **Therefore** he was punished. (reason)
  4. The boys played **well**. (manner)
  5. They were **quite** satisfied. (degree)
  6. She is **always** late. (frequency)

  Many adverbs are formed from adjectives with the addition of suffix, *ly*.

  For example:
  - soft     softly
  - slow     slowly
  - happy    happily

  Do not confuse such adverbs with adjectives that end with *ly*.

  For example:
  - A friendly match (friendly is an adjective describing the noun match)
  - A lively picture (lively is an adjective describing the noun picture)
  - A kindly gesture (kindly is an adjective describing the noun gesture)
1. Please sit here (the adverb here modifies the verb sit).
2. She is very happy (the adverb very modifies the adjective happy).
3. He laughed very loudly (the adverb very modifies the adverb loudly).

1. tell time (when)
2. place (where)
3. reason (why)
4. manner (how)
5. degree (how much)
6. frequency (how often)

Example sentences:
1. They will leave soon. (time)
2. He will wait here. (place)
3. Therefore he was punished. (reason)
4. The boys played well. (manner)
5. They were quite satisfied. (degree)
6. She is always late. (frequency)

soft softly
slow slowly
happy happily

A friendly match (friendly is an adjective describing the noun match)
A lively picture (lively is an adjective describing the noun picture)
A kindly gesture (kindly is an adjective describing the noun gesture)
**Pronouns:** A pronoun is a word that serves as a grammatical substitute for nouns. It is a word which is used instead of a noun to avoid repetition.

The **personal pronouns** *I, you, he, she,* and *we* refer mainly to people, but the personal pronoun *it* generally refers to non-human living creatures, non-living things, places, events, and even abstract ideas and the personal pronoun *they* may refer to both people and things.

The **reflexive pronouns** *myself, yourself, himself, herself, itself, ourselves,* *yourselves,* *themselves* and *ourselves* are used when a person or thing acts on itself.

For example: We all enjoyed *ourselves* at the picnic.

The **possessive pronouns** *mine, yours, his, hers, ours,* and *their* are used to indicate possession or ownership. We never add an apostrophe to these pronouns.

For example: You have got my book. This is yours.

That’s not your bicycle. It’s mine.

**Relative pronouns:** The teacher must now make clear that pronouns can be used in place of a noun. If the pronoun relates two sentences or statements about the same person or thing, we call it a **relative pronoun.**

Use *who* or *that* + a verb when you refer to people.

I know the girl. That girl found the money.

I know the girl *who/that* found the money.

Use *which* or *that* + a verb to refer to animals and things.

This is the bus. This bus goes to the station. This is the bus *which/that* goes the station.

**Some more examples of pronouns are given below.**

<table>
<thead>
<tr>
<th>Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>personal</td>
<td>I know Zaid. <em>He</em> lives near my house.</td>
</tr>
<tr>
<td>possessive</td>
<td>That’s not my key but this one is <em>mine.</em></td>
</tr>
<tr>
<td>indefinite</td>
<td>Would you like <em>something</em> to drink?</td>
</tr>
<tr>
<td>relative</td>
<td>Anybody <em>who</em> wants a ticket must pay in advance.</td>
</tr>
<tr>
<td>reflexive</td>
<td>Mary blamed <em>herself</em> for the mistake.</td>
</tr>
<tr>
<td>emphatic</td>
<td>I know the story is true. Mary told me <em>herself.</em></td>
</tr>
<tr>
<td>demonstrative</td>
<td><em>That</em> is uncle’s car. <em>This</em> is Mr. Amir’s car.</td>
</tr>
<tr>
<td>interrogative</td>
<td><em>Who</em> told you that story?</td>
</tr>
</tbody>
</table>

In every case, a pronoun is a word used in place of a noun so that we do not have to repeat the same noun several times.
We all enjoyed ourselves at the picnic.

You have got my book. This is yours.

That's not your bicycle. It's mine.

I know the girl. That girl found the money.

This is the bus. This bus goes to the station. This is the bus which/that goes to the station.

<table>
<thead>
<tr>
<th>personal</th>
<th>I know Zaid. He lives near my house.</th>
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<tbody>
<tr>
<td>possessive</td>
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</tr>
<tr>
<td>interrogative</td>
<td>Who told you that story?</td>
</tr>
</tbody>
</table>
Life in different places

- Students can now do the exercises on adverbs and pronouns. After that they can create dialogues for Stefan and Helga and role-play them.

- **Life in a desert (Pages 25 and 26):** Give some information about the Sahara Desert before the students read the text. The Sahara Desert is in Northern Africa and is the largest hot desert and second largest desert, after Antarctica. The Sahara is almost as large as USA and it stretches from the Red Sea to the outskirts of the Atlantic Ocean. The weather is very hot and dusty and sandstorms commonly known as simoon or simoom are a common occurrence. Desert life is very hazardous due to the extreme climatic conditions.
  Also discuss briefly the oasis, barter trade system, droughts, famine, and plants like date palms and cactus that are found in deserts. The students can then read the lesson, underline the difficult words, and discuss their meanings.

- **Writing time (Page 26):** Revise letter writing and the format of a friendly letter. Students can then complete Exercise F. Some duties that they can write about are: making the bed, tidying the room, washing clothes, folding the washed clothes and keeping them in the cupboard, help parents to get the grocery, gardening, etc.

- **Describing things (Page 26):** The five points given can be discussed as it is going to be a topic of interest to the children. An old deserted house can be described with words and phrases such as: in a hilly region, in the city, isolated, abandoned, old, well-kept, dirty, horrifying to look at, covered with cobwebs, newly constructed, renovated, scary, welcoming, etc.
  Also tell the children that they can first brainstorm for ideas and then create a paragraph beginning with a topic sentence, followed by supporting sentences, and finally a concluding sentence. Ask volunteers to read their descriptions which can be reviewed and discussed in class.

- **Using a dictionary (Page 26):** Explain that while reading they may come across some words or sections that they may not understand. They must pause and read that section again. They can even underline the words or phrases they do not understand and look for their meanings in a dictionary. Let students read the story again and underline the difficult words or phrases and discuss them in class. Then explain the use of a dictionary and how to locate words and their meanings.

- **Writing time (Page 27):** Ask students to work in pairs and complete exercises H and I.
زندگی خلاف خلوت میں

طالب مختصر فلودرہارن سے مختصر کر سکتے ہیں۔ اس کے بعد دو لفظوں اور پسندیاں کے لیے مکملت کرتے ہیں اور ان مکملات کو اداکاری کر ہوئے ماضی کی حاضر کر سکتے ہیں۔

سکھا میں زندگی (صفر 25 اور 26) میں ملک کے کوئی مثلث پچھوں میں خصوصی صورتیں حاصل کرتا ہے پر اس کے پتے سے ہم دوری طور پر ایک ضمانت کا کم سمجھتا ہے۔ اور کبھی امر اے تو لے کر کہ ایک ایک منظر کے لئے کہا جاتا ہے۔ یہ میں نہیں میں جسے ممکن ہے، یہ میں کوئی لفظ وہی اور ریت کے طوفانی آئے رہنے میں لگتے ہیں اور اس محیط میں کہا جاتا ہے۔ یہ ہدایتی حاضر کو نظر رہیے۔

جانے بھی۔

بعد از این حال یہاں ہے کتنے ہیں۔ ہر پھیلنا اور شکاریہ کے کوئی کے محاذ پر ہتھ بہت کر سکتے ہیں۔

کھلو بھی وقت (صفر 26) میں جذبہ نگریا اور ایک دو کھانہ کر سکتے ہیں کہ ایک بھیہ کاپر کی اور ہدایتی طاقت کے اوائل کے بارا میں دوہری سیر ہو۔ پسیاں: مکمل کر کہ کسی بھی ایک دو کھانہ کر سکتے ہیں۔ اور ایک دو کھانہ کر کے دو جمع کر کر کہ کسی بھی اور ایک دو کھانہ کر سکتے ہیں۔

لڑکی وک سے ہمیشہ کہا جاتا ہے۔ یہ میں جو پہنچ جاتا ہے ممکن ہے کہ یہ مونوشوم کھیچے ہوئے دووں کے لئے فودیز رہ جاتے ہیں۔ یہی میں: مکمل کر کہ کسی بھی اور ایک دو کھانہ کر سکتے ہیں۔ اور ایک دو کھانہ کر سکتے ہیں۔

زندگی کی بھیا کے (صفر 26) میں پہلے گھوڑے کے کٹھ کے کھوڑے ایک چاندلی پوائنٹ ہے۔ باہمی میں دو ہدایات کے دو کھانہ کر سکتے ہیں۔ اور ایک دو کھانہ کر سکتے ہیں۔ اور ایک دو کھانہ کر سکتے ہیں۔

ہدایتی کا وقت (صفر 27) میں یہاں جو پہنچ جاتا ہے ممکن ہے کہ یہ مونوشوم کھیچے ہوئے دووں کے لئے فودیز رہ جاتے ہیں۔
SUGGESTED LESSON OUTLINE (3 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Pre-reading discussion (Page 22):</strong> Discuss the importance of helping others. Students can talk about their own experiences</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Reading time:</strong> Teacher gives some general information about Sweden and then students read the story on page 22.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Writing time:</strong> Students complete exercise A on page 23.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td>Explain the use of pronouns and adverbs and then students complete exercises B, C, D, and E.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Life in a desert (Pages 25 and 26):</strong> Teacher gives some general information about the Sahara Desert and then students read the story on page 25.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td><strong>Writing time:</strong> Students complete exercises F, G, H, and I on pages 26 and 27.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- **Research Work:** Divide students into groups. Then ask the students to name some neighbouring countries of Pakistan. List these on the board. Ask each group to select one country each. Tell each group to research and find out about the culture and lifestyle of the people living there. Ask each group to present their findings in class.
- Ask the students to complete Worksheet 4.
زندگی خلیف خلوت سن

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>برخیہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 مین</td>
<td>پہلی کہ کباب نہ ہوئے (صفحہ 22)</td>
<td>1</td>
</tr>
<tr>
<td>10 مین</td>
<td>پہلی کہ کباب نہ ہوئے</td>
<td>1</td>
</tr>
<tr>
<td>20 مین</td>
<td>کمپیوٹر کا بر روی: طالب صفحہ 23 میں دریافت کریں</td>
<td>3</td>
</tr>
<tr>
<td>40 مین</td>
<td>تعداد و دلیل کا استعمال کریں</td>
<td>4</td>
</tr>
<tr>
<td>20 مین</td>
<td>صفحہ 25 اور 26 (صفحہ 27)</td>
<td>5</td>
</tr>
<tr>
<td>20 مین</td>
<td>کمپیوٹر کا بر روی: طالب صفحہ 27 میں دریافت کریں</td>
<td>6</td>
</tr>
</tbody>
</table>

اضافی سرگرمیان:

- حتمی کام: طالب کو گروپ میں تقسیم کریں. چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لے۔ چیزیں لे
OBJECTIVES

- Create and write stories in groups
- Predict the content of the text from topic/picture, title/headings, key words asking questions, and through contextual clues
- Compare information presented in texts, for e.g. characters or events from two different stories with aspects of their own lives
- Identify the story elements and use the same to write a new story
- Understand use of prefixes

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- write a short story, identity speaker/narrator, and describe characters;
- express personal opinions;
- identify the story elements and use them to construct their own stories;
- form opposites using prefixes.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 5

METHOD

- **Pre-reading discussion (Page 28):** Ask the students whether they like to read and write stories. Tell them they would now be writing stories in groups. Ask the students to look at the picture and any one student can write the beginning sentence for the story and then pass the paper to the next student to continue the story. The last student in the group can write the ending of the story. The groups can then share their story with the rest of the class.

- **The treasure trove (Page 29):** Ask the students to read the story silently. Then discuss the relationship that the brother and sister have in this story. Ask the students to share their own experiences of how they care for their siblings. Teacher can also discuss the importance of sports and physical activities and some popular games like cricket, hockey, badminton, tennis, football, volleyball, netball, etc. Students should be told that mishaps are a part of life. Good and bad experiences go hand in hand and if we bear our difficulties bravely, no hurdles can come our way and God rewards us for our patience. Disability is never an obstacle.

- **Writing time (Pages 30 and 31):** Ask students to complete exercises A, B, C, D, E, and F. Some suggestions are given for some questions.
المقاصد:

- مدیریتی کی صورت میں کہانی کی تعلیق اور قرارداد
- موضوعات اور عوامل اور کلیدی اور عوامل سوالات کو پہچان دیتا، جس نے اشارات کے ذریعے میں کہانی کی مقبولیت ہو جائے

کہانی کے عناصر کی شاخصات اور اور قرارداد کی تعلیق کے بعد کہانی آفرینی

نتیجہ:

کہانی کی ابتدائی شاخصات اور قرارداد کے بعد کہانی آفرینی

پوزیشن اور وکالہ کی

طرح کے کار

پہلی کی ذخیرہ (صفحہ 28): طالب علم سے پہلی کی ذخیرہ کی کہانی کی آزمائش کہانی پہلے کہانی پہلے دیکھی جس نے لے کر کہانی اور قرارداد کو بہتر کر گیا۔

دوماً (صفحہ 29): طالب علم سے دوماً کہانی پچھلی کہانی کی اقتباسی بتدھاتی کر کے دوسرے اور قرارداد کو بہتر کر گیا۔

چوتھی (صفحہ 31): طالب علم سے چوتھی کہانی پچھلی کہانی کی اقتباسی بتدھاتی کر کے دوسرے اور قرارداد کو بہتر کر گیا۔
• **Story elements:** Discuss the elements of this story with the class. Ask the students to name and describe the main characters in the story. Next, ask them to outline the main events in the story and the central idea. What is the author trying to teach us? Then, tell the students to write their own story on any topic they choose. At the end of class, ask a few volunteers to share their stories with the rest of the class.

• For exercises D and F encourage the students to consult a dictionary. Then discuss the meanings and the pronunciation of these words. Students can share their sentences with others.

• **The reward (Page 32):** Discuss the pre-reading questions. The best gift received could be a set of story books, a game, a dictionary, poster colours for drawing and painting, or anything else. Discuss the best gift that they have given to someone. The discussion can be followed by three question what, whom, and where. For example you gave a kitten to your cousin. (It was given because she was fond of pets and she had always longed for one. You knew exactly what your cousin wanted) Also discuss that gifts can be in other forms also, for e.g. a smile, a helping hand, a listening ear, or sharing something.

• Ask the students to read and discuss the story in pairs. Explain that the source of this short story is a fairy tale, *Snow White and the Seven Dwarves*. A fairy-tale tells a folklore in which characters such as fairies, goblins, trolls, dwarves, giants, or gnomes play a supernatural role. Magic and its enchantment is a compulsory part of the story. In this story the moral is that evil never pays and good deeds are always rewarded.

• **Activity time (Page 33):** The activity given here will help to inculcate good habits such as honesty and truthfulness. Holding back the truth is also considered a lie. Ask the students to plan their account by first brainstorming, mind mapping, or jotting down points and then write the account. Ask the students to share their notes with other students.

• **Writing time (Page 33):** Ask students to work in pairs to complete the writing task.

• Explain to the students that indirect speech or reported speech is used to tell what someone else said, but without using the exact words and quotation marks and is written in the past tense because the person who spoke originally had spoken in the past. For example:
  Direct speech: He said, ‘I am going to sing a song.’
  Indirect speech: He said that he was going to sing a song.

• To explain the use of prefixes to form opposites the teacher can use these words as examples: uncover, irrelevant, uneducated, illegal, dishonest, improper, impure, disconnect, indefinite, irrational, disagree, disallow, etc. (prefixes used are: un, dis, im, in, ir, il)
Direct speech: He said, ‘I am going to sing a song.’
Indirect speech: He said that he was going to sing a song.
The reward

SUGGESTED LESSON OUTLINE (4 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Pre-reading discussion (Page 28): Students work in groups to write their own story.</td>
<td>30 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td>The treasure trove: Students read the story on page 29 and discuss the relationship between siblings and the importance of sports. Students can talk about their own experiences.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Writing time: Students complete the task on pages 30 and 31.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td>The reward (Page 32): Discuss the pre-reading questions and then ask students to read the story on page 32.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td>Activity time (Page 33): Students complete the task given on page 33.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td>6.</td>
<td>Writing time: Students complete exercises G, H, and I on page 33.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- Ask the students to bring in any short story that they like. After reading the story they must answer the following questions:
  1. Briefly describe any two main characters.
  2. What is the setting of this story? Describe the setting briefly.
  3. What is the problem faced by the characters and how is it solved in the story?
  4. Summarize the plot (beginning, middle, and end) of the story briefly.
  5. What is the theme of the story?

- Ask the students to complete Worksheet 5.
1. Describe any two main characters briefly.
2. What is the setting of this story? Describe the setting briefly.
3. What is the problem faced by the characters and how is it solved in the story?
4. Summarize the plot (beginning, middle, and end) of the story briefly.
5. What is the theme of the story?

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Problem presented to the characters.</td>
</tr>
<tr>
<td>10 min</td>
<td>Character A solves the problem.</td>
</tr>
<tr>
<td>40 min</td>
<td>31 points required for full marks.</td>
</tr>
<tr>
<td>20 min</td>
<td>32 points required for full marks.</td>
</tr>
<tr>
<td>40 min</td>
<td>33 points required for full marks.</td>
</tr>
</tbody>
</table>

Additional Remarks:
- Describe any two main characters briefly.
- What is the setting of this story? Describe the setting briefly.
- What is the problem faced by the characters and how is it solved in the story?
- Summarize the plot (beginning, middle, and end) of the story briefly.
- What is the theme of the story?
OBJECTIVES

- Locate specific information from the given text and answer questions in own words
- Extend students interest in critical reading and thinking skills
- Develop listening, speaking, reading, writing, and research skills through project work
- Understand and use pronouns
- Identify active and passive voice in simple sentences

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- look up for information and present their findings in class;
- use a range of vocabulary to answer questions;
- recognize and use relative pronouns;
- understand the function and use of active and passive voice;
- write a paragraph describing any given character.

RESOURCES REQUIRED (TEACHING AIDS)

- pictures of some natural disasters e.g. floods, hurricanes, volcano eruptions, tsunami, etc.
- chart papers
- copies of Worksheet 6

METHOD

- **Introduction (Page 36):** Start the lesson by asking if the students have any pets. If any student says yes, ask them to describe their pet. Next, ask if they have noticed any unusual behavior in their pets and when do they behave unusually especially before a thunderstorm or thunder and lightning. Can they say why they behave like that? After this discuss the pre-reading discussion questions. Encourage the students to talk about their own experiences. Discuss the importance of animals and the benefits of pets and domestic animals. Ask the students if they have heard stories about dogs saving their masters and if so they can share their stories in class. Students can give their own opinion about how animals can sense danger.
فطرت کے اشارے

متن‌امر

- دونہ چھوٹے میں تغییرات مہلتیں کی نقل دینے کے لئے کرائے اور انہوں نے مطلب میں سوال کی جواب دیتا
- ظالم کا انتہائی سے مطالبہ کرنا تاکہ ہمتیں ہوں، پھر کتنے موافق مطلب کے مطالبہ کی جواب دیتا
- خواہاں کہ ہمارا انکا انتظام کرنا
- سادہ بھیلی میں مضمون معرف ہوئے اور ہیلیا کی شاخص کرتا

میں

کہنے کے انتظام سے طباہ کا قلمر بھیر جا گیا ہوا: مطلب خواہاں کیری اور اس کی کامیابی میں مشیش کرکے

- سوال کے جواب دینے کے لئے مختلف اظہار کر کے
- خواہاں موصل کی سطحی اور نسبتی کر کے
- ظالم معرف ہوئے اور اس کے فنادک اور اظہار کر کے
- کہ دینے گے کہ داروکو بیان کرنا تاکہ تجربہ ایک ہوگی

یاد رکائے کے لیے ہور اشتہار:

- تقریبی آئات چیز بنیا، ظاہر ہوئیا سے ادا نکل، سودا میں کرنا کے اصول
- چارہ باپ
- گر شہ 6 کی انتقال

طریقے کار:

• **Animal sense (Page 36 and 37):** Ask the students to first read the text and underline all the difficult or new words. Then ask them to work in pairs and try to understand the meanings of these words through discussion or by referring to the dictionary. After this discuss some animals and the senses that they have. Some animals can detect sounds inaudible to humans, as well as ground vibrations and some can sense vibrations and tremors underground, prior to a natural disaster occurrence. Many species perceive and use electromagnetic fields that are imperceptible to humans to navigate their way or find prey. Teacher can discuss the examples given below. Worker honey bees can detect changes in the earth’s magnetic field and use it for navigation. Ants can feel small movements through 5 cm of earth. Butterflies have hairs on their wings which help them to detect changes in air pressure. Cockroaches can detect very small movements. Dogs and dolphins can hear very high frequency sounds and also from a great distance.

• **Writing time (Pages 37 and 38):** Ask students to work in pairs to complete the writing task. Explain that homophones are words that sound the same but have different spellings and meanings e.g. check/cheque, pair/pare, isle/aisle, here/hear, ring/wring. Go through the sentences and if required explain the meanings of these words. Then revise use of relative pronouns by taking help of instructions as given for unit 4. Ask students to complete exercises A, B, C, D, and E.

• **Paul, the octopus (Pages 39 and 40):** Ask the students to talk about their favourite sport and then discuss the FIFA world cup. Explain that the FIFA World Cup is an international association football competition contested by the senior men’s national teams of the members of the Federation International De Football Association (FIFA). The current champions are Spain who won the 2010 Tournament. The first World Cup was held in 1930 and has been since held every four years, except for 1942 and 1946 when it was not held because of the Second World War. The World Cup is the world’s most viewed sporting event. The next three World Cups will be hosted by Brazil in 2014, Russia in 2018, and Qatar in 2022.

• **Pre-reading discussion:** Ask the students to talk about their favourite pastime describing why they enjoy this activity and how they benefit from it. Then, discuss the 2010 World Cup.

• **Reading time (Pages 39 and 40):** Ask the students to first read the passage. Then, discuss Paul the octopus, the way it predicted triumph and defeat of the football teams, and how it became a celebrity after the predictions came true. Paul the octopus became internationally famous after his feeding behaviour. It correctly predicted the winner of the each of the 7 matches in the 2010 FIFA World Cup.
فطرت کے اشارے (صفحہ 36 اور 37) ظاہر کرتے ہے کہ کبھی کبھی، پھر ہو گیا جو اور قسم اور ترجمہ کے بناء پر ان میں تحقیق کی انتظامی کی کوشش کی جاتی ہے۔ اس کے لئے عالمی فطرت کے اشارے کے ساتھ ہی مزید جاری رہنے والے ان کی معلومات کے جائزہ کا اخیار موجود ہے۔ یہ جاری رہنے والے معلومات کے ساتھ ہی ہمکاری کی جاتی ہے۔ یہ جاری رہنے والے معلومات کے ساتھ ہی ہمکاری کی جاتی ہے۔

پھر اور ہوگیا جو اور قسم اور ترجمہ کے بناء پر ان میں تحقیق کی انتظامی کی کوشش کی جاتی ہے۔ اس کے لئے عالمی فطرت کے اشارے کے ساتھ ہی مزید جاری رہنے والے ان کی معلومات کے جائزہ کا اخیار موجود ہے۔ یہ جاری رہنے والے معلومات کے ساتھ ہی ہمکاری کی جاتی ہے۔ یہ جاری رہنے والے معلومات کے ساتھ ہی ہمکاری کی جاتی ہے۔

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فطرت کے اشارے (صفحہ 36 اور 37) ظاہر کرتے ہے کہ کبھی کبھی، پھر ہو گیا جو اور قسم اور ترجمہ کے بناء پر ان میں تحقیق کی انتظامی کی کوشش کی جاتی ہے۔ اس کے لئے عالمی فطرت کے اشارے کے ساتھ ہی مزید جاری رہنے والے ان کی معلومات کے جائزہ کا اخیار موجود ہے۔ یہ جاری رہنے والے معلومات کے ساتھ ہی ہمکاری کی جاتی ہے۔ یہ جاری رہنے والے معلومات کے ساتھ ہی ہمکاری کی جاتی ہے۔

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Nature’s signals

• **Activity time (Page 40):** Divide the class into groups of four. Ask each group to research and find out more about the different methods of predictions and fortune telling. For example: astrology, pendulum reading, palmistry, tarot cards, using birds, etc. They can take help from news items, reports, and pictures from newspapers and magazines. Ask the students to create a poster using their pictures and information and then display their work on the soft board.

• **Writing time (Pages 40, 41, and 42):** Ask students to complete exercises F, G, H, I, and J. Suggestions are given below for some questions.

• **Active and passive voice:** A sentence in the active voice has as its subject, the noun or pronoun, as the doer of the action. For e.g. I did the exercise. (The pronoun I is doing the action.)

In a sentence in the passive voice the subject (the noun or pronoun) suffers or receives the action. The passive voice is used to emphasize the object or when the person or thing doing the action is unknown. For example:

Active voice: We wash the floor once a week.

Passive voice: The floor is washed once a week. (by us)

Active voice: At last they have found the wallet.

Passive voice: At last the wallet has been found. (by them)

Also explain that sentences in the active voice are direct and easy to read. Write the following sentences on the board and ask the students to identify the voice and then rewrite the sentence from active to passive and vice versa.

1. Ali answered the question.
2. The kitchen was being cleaned by my mother.
3. They solved the problem.
4. The game was played by a group of new students.
5. The company hired two new employees.

**Answers:**

1. The question was answered by Ali.
2. My mother cleaned the kitchen.
3. The problem was solved by them.
4. A group of new students played the game.
5. Two new employees were hired by the company.
Active voice: We wash the floor once a week.
Passive voice: The floor is washed once a week. (by us)

Active voice: At last they have found the wallet.
Passive voice: At last the wallet has been found. (by them)

1. Ali answered the question.
2. The kitchen was being cleaned by my mother.
3. They solved the problem.
4. The game was played by a group of new students.
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Exercises:

1. The question was answered by Ali.
2. My mother cleaned the kitchen.
3. The problem was solved by them.
4. A group of new students played the game.
5. Two new employees were hired by the company.
The tense of the passive verbs must correspond with the active verbs that they replace. Each passive tense is formed by putting the verb ‘be’ in the appropriate tense and adding the past participle of the main verb. Refer to the table below for more examples.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>We make butter from milk.</td>
<td>Butter is made from milk.</td>
</tr>
<tr>
<td>simple past</td>
<td>Somebody stole my keys last week.</td>
<td>My keys were stolen last week.</td>
</tr>
<tr>
<td>simple future</td>
<td>Ali will complete the work by 1:00 p.m.</td>
<td>Work will be completed by Ali by 1:00 p.m.</td>
</tr>
<tr>
<td>present continuous</td>
<td>They are building a new school campus this year.</td>
<td>A new school campus is being built this year.</td>
</tr>
<tr>
<td>past continuous</td>
<td>A few years ago they were building a new campus.</td>
<td>A few years ago a new campus was being built.</td>
</tr>
<tr>
<td>future continuous</td>
<td>At 8:00 p.m. tonight, Sara will be cooking the dinner.</td>
<td>At 8:00 p.m. tonight, the dinner will be being cooked by Sara.</td>
</tr>
<tr>
<td>present perfect</td>
<td>Many tourists have visited that famous mosque.</td>
<td>That mosque has been visited by many tourists.</td>
</tr>
<tr>
<td>past perfect</td>
<td>Jane said that somebody had stolen her car.</td>
<td>Jane said her car had been stolen.</td>
</tr>
<tr>
<td>future perfect</td>
<td>They will have completed the work before the deadline.</td>
<td>The work will have been completed before the deadline.</td>
</tr>
</tbody>
</table>

**Descriptive writing:** Use of imagination in describing any object helps the reader to visualize it. Similarly when drawing up character sketches it is important to recognize and visualize the traits of that character and then describe it using a range of vocabulary. Traits could be appearance, qualities good and bad, ability, etc. Discuss the points given on pages 41 and 42. Ask students to give more words related to each point and these can be listed on the board. Also emphasize that the way a character is described tells more about the characteristic of that person. When describing any character in a story, first, read and understand the character traits and then write about that character giving examples from the text. Read and discuss the sentences given below to further explain this point.

1. Zaid was seen basking in the Sun or snoring on a charpoy under the tree. (this sentence depicts laziness and lack of interest in work)
2. Wiping the sweat off his face, he would reply, ‘Sorry Zaid, not now, there is still a lot of work to do before the monsoons set in.’ (wiping the sweat and doing work shows action and it depicts how hardworking he is)
3. All day Zaid would listen to the radio; the wind howled. (the wind and radio both depict sounds)
<table>
<thead>
<tr>
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<th>Active voice</th>
<th>Passive voice</th>
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</tr>
</tbody>
</table>

- **be** is the verb in the active voice. As the passive form is used, the subject receives the action, and the original subject becomes the agent.
- **be** is often used in the passive form to avoid mentioning the agent of an action.
- The passive form can also be used for a more formal or objective tone.
SUGGESTED LESSON OUTLINE (4 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Students discuss and talk about their pets.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Animal sense</strong>: Students read and discuss the text on pages 36 and 37 and also talk about some animals and the senses that they have.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Writing time</strong>: Students complete exercises A, B, C, D, and E on pages 37 and 38.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Paul, the octopus</strong>: Discuss the pre-reading questions and then ask students to read the text on pages 39 and 40.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Activity time</strong>: Students complete the task given on page 40.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Writing time</strong>: Students complete exercises F, G, H, and I on pages 40 and 41.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>7.</td>
<td><strong>Writing time</strong>: Discuss descriptive writing and then ask students to complete exercise J on page 41.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- Ask the students to write simple instructions for performing any task. For example, making tea, cooking rice, washing and drying the clothes, making paper flowers, etc. The instructions need to be in the active voice.
- Ask the students to complete Worksheet 6.
<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>جملہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>1. سلسلہ یک کریئ یک اور دوسری پانتی جاہولن کے پالے بے مین ہیکم۔</td>
<td>1</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>2. جاہولن کی جماعت: طالب صفحہ 36 اور 37 پر دیگر مضمون پھیلاں اور اسے زیر لیکم لاگئی اور پاک جاہولن اور ان کی دیسی پنی بیٹھدی۔</td>
<td>1</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>3. کمکی کا وقت: طالب صفحہ 37 اور 38 پر دیگر مضمون کامل کریئ۔</td>
<td>2</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>4. بھیشت پاہ پالی: پھانسی سے پہلے کے سوالات پینگلدو لطیفی جو طالبہ سے کیے کو وہ صفحہ 39 اور 40 صفحہ پرحس duyین۔</td>
<td>2</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>5. مرکزی کا وقت: طالب صفحہ 40 پر دیگر خام کامل کریئ۔</td>
<td>3</td>
</tr>
<tr>
<td>40 منٹ</td>
<td>6. کمکی کا وقت: طالب صفحہ 40 اور 41 پر دیگر مضمون کامل کریئ۔</td>
<td>4</td>
</tr>
<tr>
<td>40 منٹ</td>
<td>7. کمکی کا وقت: طالب صفحہ 40 پر دیگر کام کیے کو اور صفحہ 41 پر دیگر کیے کو کام کامل کریئ۔</td>
<td>4</td>
</tr>
</tbody>
</table>

اضافی سرگرمیاں:

- طالبہ سے کیے ہوئے خاتم کام کی انجام دویں یہ لی آسان بھیاں کی۔ مثال کے طور پر پھیلا ہی بھیاہ، چاپل پھیاہ کی رپرے شخص اور رکنہا کا۔ خاتم
- کے پچھلی بھیاہو ہو ۔ بھیاہ خود مورف لے ہی میں ہویی جاکے۔
- طالبہ سے کیے ہوئے کام کیے 6 کام کریئ۔
LESSON 1

OBJECTIVES

• Comprehend/interpret text by reading critically and actively
• Understand difference between report writing and story writing
• Recognize and rectify faulty punctuation in given passages and in own work

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• research on any given topic and make presentations;
• punctuate given passages accurately;
• plan and enact role-plays to gain confidence and fluency in speech;

RESOURCES REQUIRED (TEACHING AIDS)

• X-rays
• copies of Worksheet 7

METHOD

• Introduction: Start the discussion by asking these questions. How do the students take care of themselves? Do they wash their hands before eating? How do they keep their house germ free? Ask students if they have visited a hospital, if yes then why. Those students who have been to any hospital can say why had they gone there and what did they see there and what are the general conditions in the hospitals. Then give a brief introduction on the importance of antiseptics, X-rays, and antibiotics.
• Antiseptics are substances that are applied to living tissue or skin to reduce the possibility of infection. Antiseptics are disinfectants which destroy micro organisms found on living objects. Give examples of some common antiseptics which are used in hospitals and homes.
سقت 1

مفتَصَدَ: 
- عَمَدَتْ اِنْتِهاج اِمْرَاءٍ حين طَولَتْ تَقعُّداتُهُ الَّتِي تَسْتَطِيعُ كُلُّ أَوْرَاسٍ لِتَخْرُجُ كُنْتَها
- رَوَضَتْ اِفْتِتاْرُ اِبْنِيّ لَيْلَةً حَينَ نُفِّذَ اِساَءُتُهُنَّ رِجَالٌ
- دَبِّيَّةُ اِفْتِتاْرِ كَبَاسِيّ بِإِنْصَاشِهِمْ رَوَّامِي اِفْتِتاْرُ اِبْنِيّ لَيْلَةً

نَتْجً: 
- سَقَطَ اِفْتِتاْرُ كُلُّ طَالِبٍ عَنْ قَانُونٍ بِإِنْصَاشِهِمْ حَينَ بَيْنَ كُلٍّ
- دَبِّيَّةُ اِفْتِتاْرِ كَبَاسِيّ بِإِنْصَاشِهِمْ رَوَّامِي اِفْتِتاْرُ اِبْنِيّ لَيْلَةً
- دَبِّيَّةُ اِفْتِتاْرِ كَبَاسِيّ بِإِنْصَاشِهِمْ رَوَّامِي اِفْتِتاْرُ اِبْنِيّ لَيْلَةً
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فَرَقَّتُنِ شٌ فيُنْ لَيْلَةً اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ

ذَهَنَتُنِ كَيْنَ يُلَوْ كُلُّ اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ

ذرِبَتُ كُلُّ اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ

أَكْسُ رَيْبَتُنَّ كُلُّ اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ

ذَهَنَتُنِ شٌ فيُنْ لَيْلَةً اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ

طَرَفَتُ كُلُّ اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ

ذَهَنَتُنِ شٌ فيُنْ لَيْلَةً اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ

ذَهَنَتُنِ شٌ فيُنْ لَيْلَةً اِدْعَاءَ حَسَبُهُمْ حَينَ بَيْنَ كُلٍّ
- **X-Ray** is a picture made by the effect of X-rays on photographic plate, especially used to show position of bones and other human organs. German physicist Wilhelm Conrad Rontgen (1825–1923) discovered the Rontgen rays or X-rays. Radiology is the scientific study of X-rays and other high-energy radiation used in medicine. Ultrasound, C.T. Scans, and MRI are other procedures that are used to take images of the internal organs of a body. Teacher can show some X-rays to the students to explain this.

- **Penicillin** is a group of antibiotics derived from penicillin fungal, which is able to prevent growth of certain diseases. Penicillin antibiotics are historically significant because they are the first drugs that were effectively used against many previously serious diseases such as syphilis. Penicillin is used in treatment of bacterial infection.

- **Pre-reading discussion (Page 43):** Discuss the questions given on this page. How have discoveries in medicine changed our lives?

  In the early days, operations were performed without antiseptics, which was very dangerous, and it often resulted in the death of the patient. Because of many discoveries like penicillin, X-rays, antibiotics, etc., surgery has advanced a great deal and also become safer.

  Surgeons of the 18th and 19th century did not have the advantage of using X-rays and treatment depended on what they could observe and feel on the human body as they had no means to find out about the internal organs. Thus they were less successful in their treatment. Nowadays X-rays, CT scan, MRI, ultrasound, etc. are used in the diagnosis and treatment of diseases. Previously surgery was like doing guess work. These inventions have helped doctors to diagnose diseases easily and perform surgeries successfully.

- **Name some common diseases and discuss their symptoms.**

<table>
<thead>
<tr>
<th>Diseases</th>
<th>Symptoms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influenza</td>
<td>headache, fever, extreme physical weakness, and severe body ache</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>stomach ache and excessive evacuation of stool</td>
</tr>
<tr>
<td>Arthritis</td>
<td>inflammation and pain in joints, difficulty in movement</td>
</tr>
<tr>
<td>Pneumonia</td>
<td>fever, chills, cough with sputum production, chest pain, and shortness of breath</td>
</tr>
<tr>
<td>Diabetes</td>
<td>increased urine output, thirst, hunger, and fatigue</td>
</tr>
</tbody>
</table>
Diseases | Symptoms
--- | ---
Influenza | headache, fever, extreme physical weakness, and severe body ache
Diarrhoea | stomach ache and excessive evacuation of stool
Arthritis | inflammation and pain in joints, difficulty in movement
Pneumonia | fever, chills, cough with sputum production, chest pain, and shortness of breath
Diabetes | increased urine output, thirst, hunger, and fatigue
For a better life

- **Reading time (Pages 43 and 44):** Divide the class into groups of six. Tell the students that in this unit three things have been discussed: antiseptics, X-rays, and Penicillin. Ask each group to select any one topic, read and discuss the information in groups and then explain what they have read to others in the class. Teacher can also ask the students to research and find out more details and then create a poster using pictures and information and display it on the soft board.

- **Writing time (Pages 44, 45, and 46):** Ask students to complete the writing exercises. Students can be asked to share a sentence he or she wrote using the words in exercise B.

- Use of comma has already been discussed in the previous units. Revise that a comma (,) is used to separate a list of three or more items and to introduce direct quotations that are shorter than three lines.

- Explain the use of colon (:) as given on page 45. Write the following sentences (without the colon) on the board and ask students to insert colons where required. (Colons have been inserted in the sentences given below for the help of the teacher.)
  1. Mother needs these items from the store: meat, vegetables, fruit, biscuits, and cheese.
  2. The book that I am reading has all these elements: suspense, horror, and adventure.
  3. The doctor advised me to: take my medicine regularly, drink lots of water, and eat fruits and vegetables.
  4. These are a few of my leisure time activities: watching television, sewing, cooking, and gardening.
  5. We need several ingredients for the biryani: rice, meat, spices, tomatoes, and curd
  6. In the suitcase were the following: an old coat, a shirt, some papers, and a wallet.

Then ask students to complete exercise D.

- **Exercise E** is based on classification of items and can be an interesting exercise. Ask the students to show you their pens, pencils, erasers, and sharpeners. Then ask them what are all these things called. Their answer would be: stationery items. Next, make a list other than the one given in the textbook or ask the students for their suggestions. Some suggestions are given below.
  Furniture – chair, table, cupboard, bed, sofa, etc.
  Flowers – rose, tulips, dahlia, lily, sunflower, etc.
  Trees – banyan, palm, coconut, etc.
  Colours – green, blue, red, yellow, etc.

- **For exercise F,** encourage the students to use a dictionary to find the meanings of the words and then decide, which is the best word that can be filled in the blanks.
1. Mother needs these items from the store: meat, vegetables, fruit, biscuits, and cheese.

2. The book that I am reading has all these elements: suspense, horror, and adventure.

3. The doctor advised me to: take my medicine regularly, drink lots of water, and eat fruits and vegetables.

4. These are a few of my leisure time activities: watching television, sewing, cooking, and gardening.

5. We need several ingredients for the biryani: rice, meat, spices, tomatoes, and curd.

6. In the suitcase were the following: an old coat, a shirt, some papers, and a wallet.
• **Activity time (Page 46):** Divide the class into groups and ask each group to select any one situation and discuss how they would handle it. Then ask each group present their role-play in class. This activity will help encourage students to work in groups, enhance vocabulary and speaking and writing skills, and they will also gain confidence.

• Some points are given below which can be suggested to students if they need help.
  1. Sprain an ankle – rub ice on the ankle, make the friend sit comfortably, and if it does not hurt too much then rub a some medicine lightly.
  2. Faint – immediately sprinkle water if the friend has fainted because of extreme heat or sunstroke; give juice or water to drink.
  3. Burns – Apply water on the burn and let the patient lie down or sit in a cool room.

*It is important to emphasize that in all cases the patient should be taken to a doctor.*

**Role-play**
Amna: Let’s buy something from the tuck shop.
Anum: Come on let’s run Ah, Ah! ouch.
Amna: Why are you shouting?
Anum: Something has happened to my foot.
Amna: Come, I’ll take you to the sick room.
Anum: Please do so; it is painful, I cannot bear the pain.
Amna: Be a brave girl. Hop on your leg and soon we will be there.
Anum: The sick room is too far away.
Amna: Hold my hand. Here we are, let me rub some ice. Just settle down everything is going to be alright soon.

**SUGGESTED LESSON OUTLINE (2 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Have a class discussion on health and hygiene and then talk about antiseptics, X-rays, and Penicillin.</td>
<td>10 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the questions given on page 43.</td>
<td>10 min</td>
</tr>
<tr>
<td>1</td>
<td>3.</td>
<td><strong>Reading time:</strong> Students read the text on pages 43 and 44 and then explain what they have read.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete exercises A, B, C, D, E, and F on pages 44, 45, and 46.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>5.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 46.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
Amna: Hold my hand. Here we are, let me rub some ice. Just settle down everything is going to be alright soon.

Anum: The sick room is too far away.

Amna: Be a brave girl. Hop on your leg and soon we will be there.

Anum: Hold my hand. Here we are, let me rub some ice. Just settle down everything is going to be alright soon.

---

1. Sprain an ankle - rub ice on the ankle, make the friend sit comfortably, and if it does not hurt too much then rub a some medicine lightly.

2. Faint - immediately sprinkle water if the friend has fainted because of extreme heat or sunstroke; give juice or water to drink.

3. Burns - Apply water on the burn and let the patient lie down or sit in a cool room.
EXTENDED ACTIVITY

• Ask students to complete Worksheet 7.

LESSON 2

OBJECTIVES

• Read and express opinion about poems
• Use some common similes in speech and writing

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

• understand the poet’s message;
• form and express their own opinion about a poem;
• use similes in their own writing.

METHOD

• The Camel’s Complaint (Pages 47 and 48): Read the poem The Camel’s Complaint with expression and intonation. Ask the students to read the poem in the same manner and discuss the central idea of the poem.
• This poem is written by Charles E. Carryl (December 30, 1841 – July 3, 1920) who was an American author who wrote children’s literature. He was born in New York and his father was a prosperous business man. In 1882 he published his first work: Stock Exchange Primer, and in 1884 he published the children’s fantasy Davy and the Goblin.

The Camel’s Complaint is a humorous poem meant for children. More than a complaint it is a comparison between birds, and animals, and the camel.

In the 1st stanza the camel discusses the food which canaries, parrots, and dogs have and then says the camel does not have to worry about indigestion because it can eat anything that is available.

In the 2nd stanza the camel says that other animals like cats, chickens, puppies, and oysters have their resting places where they can settle down to sleep but a poor camel dozes off wherever it is even though it may be in an open space.

In the 3rd stanza the camel says that lambs, hens, kittens, and cows have special homes but a camel can stay anywhere without any problem, even in sandy places.
اضافی گری:

طلیعہ کے بھی کور کریک 7 کمل کریں۔

سکیئ 2

متناصر:

• انتخاب پہنچتے اور ان کے بارے میں اظہار شناخت کریں۔

• تحریک اور بھیجیں تیزی سے عام ثبوت ہیں کہ انتخاب کرنا

نتیجہ:

• سکیئ کے انتخاب کے طالب کا قانون بہت جا پیچھے ہے کہ وہ:

  شکور بچائے ہوئے مچھلی

• اپنے طالب کے بارے میں اگلی راسے نکل کر ہے اس کی اظہار کریں;

• اپنے فہرست میں سبھوات کا انتخاب کریں۔

طریقہ کار:

• The Camel's Complaint (1847 اور 48): مسودہ لیب و سیکڑوں کے ساتھ ہندوستان سے نظر اوہنے فریدا چیز بس جلا پڑے ہے۔ اس کے بعد انتخاب سے نظر پچاپہ اور انتخاب کے مرکزی شیال پر ہے۔

• Stock Exchange Primer: Davy and the Goblin. شاگرد کی اور 1848 سے دو سال پر ہے جاہندی کا نام چاہئے کہ جاہندی کا نام کہ چاہئے کہ جاہندی کا نام।

• The Camel's Complaint: شاگرد کے لئے ہیں گی اپنے مزاحیہ نظر بنی۔ فریدا سے زیادہ پہلوں، جاہندی اور اہم کا آبائیہ شاگرد کی اور 1848 سے دو سال پر ہے جاہندی کا نام چاہئے کہ جاہندی کا نام چاہئے کہ جاہندی کا نام۔
In the 4th stanza the camel says that people would laugh if anybody rode on the back of a giraffe, an ox, a rabbit, or a fox but a camel is used for transporting families and other loads. Being a beast of burden any amount of weight makes no difference for the camel. It can carry it the load on its back.

In the 5th stanza the camel says that a snake, a weasel, or an alligator have definite shapes but a camel is lumpy, bumpy, and humpy.

The poem has seven lines in each stanza. The second and the fourth line in each stanza rhyme. The fifth and sixth line of each stanza is a rhyming couplet and the last lines of all the stanzas are similar. This rhyme scheme gives a musical effect to the poem.

- **What is a simile? (Page 48)**: Explain that a simile compares two nouns using the words like or as. For e.g. as white as a snow, as fast as a lightning, red like a rose. Ask the students to complete exercise G.

- **Activity time (Page 48)**: Ask the students to work in pairs to complete the task. They can display their certificates on the soft board.

Some advantages of being a camel:

- A camel can store fat in it's hump and water in its stomach and can eat anything as it has a good digestive system. It can stay without food and water for many days. That is the reason why it is called the ship of the desert as it crosses the desert as a ship crosses the ocean.

- Camels can carry people and heavy loads on its back.

- A camel is an extremely useful animal and the best mode of travel in the desert.

**SUGGESTED LESSON OUTLINE (2 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>The Camel’s Complaint</strong>: Reading and explanation of the poem.</td>
<td>30 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td><strong>What is a simile?</strong> Explain similes and then ask students complete exercise G.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Activity time</strong>: Students complete the task given on page 48.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

- **Creating Poems**: Ask students to work in pairs to create their own poem. First, ask the students to suggest titles for the poem. List these on the board and then the pairs can select any title and write a poem. Ask the students to share their poems in class.
نہر زمگری کے لیے

اتوں کے کونسا جوہر خاکر (2 بچوں)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>مرحلہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 مین</td>
<td>اٹوں کی فریو: اٹوں پیش کی اور اس کی تشریح کریں.</td>
<td>1</td>
</tr>
<tr>
<td>10 مین</td>
<td>کمپیئری کی بھی کی۔ ٹھیمکین کے ویز کے اور اس کے دو خطوں کریں.</td>
<td>2</td>
</tr>
<tr>
<td>40 مین</td>
<td>سیرگی کا وقت: ظاہر کریں کہ اٹوں کی کام کریں.</td>
<td>3</td>
</tr>
</tbody>
</table>

اضاصل سیرگی:

• تیزی سے اٹوں کی بھی کے کو اٹوں کی طرف سے جدید کریں کے سے ٹھیمکین کی سریعہ کی اور اس کی دو خطوں کریں. ظاہر کریں۔

• عوامی جوہر کو اٹوں کے پیش کریں: ظاہر کریں کہ اٹوں کی کام کریں.

• سیرگی کا وقت: ظاہر کریں کہ اٹوں کی کام کریں.
LESSON 1

OBJECTIVES

- Locate specific information to answer short questions
- Use a dictionary to enhance vocabulary
- Describe places, characters, scenes, events, etc. in own words
- Recognize and apply rules of using punctuation marks appropriately
- Recognize the rules of, and change the narration of simple statements
- Role-play in small and large groups

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- identify key words and phrases in the text to answer questions;
- use a range of vocabulary to describe scenes and events;
- understand the use of punctuation marks and use them in their own writing;
- apply rules successfully to change direct speech to indirect speech and vice versa.

RESOURCES REQUIRED (TEACHING AIDS)

- chart papers
- world map to locate rivers of the
- copies of Worksheet 8

METHOD

- Introduction: Ask the students to explain the title of the unit. If they face difficulty in answering this question, draw their attention to the picture and ask who wants to be treated properly. Help them arrive at the conclusion that it is the environment that needs the right treatment. There is a lot of pollution everywhere and because of this the environment is being affected. The key words are pollution and environment.
سہتک 1

متوناصل:
- ضرورت اکتو elef منہ پنیا کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- اپنے اکتو elef منہ پنیا کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- دوبارہ پسند کیا، یہاں کے لئے ضرورت استعمال کرنا ہے۔
- علاقوں میں بھی پنیا کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- علاقوں میں فوٹو اتفاق کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- سادہ کا، تمام اہم امور اور اکتو elef منہ پنیا کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- جوچوی آر دستی رپورٹ کی کھلا پنیا کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔

متن:
سہتک کے اکتو elef منہ پنیا کا قابلہ ہوا چاہئے ہے کہ:
- سواد کا جب کہ دیکھیں یہاں کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- دوبارہ دیکھیں یہاں کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- علاقوں میں بھی پنیا کے لئے ضرورت استعمال کرنا ہے۔
- علاقوں میں فوٹو اتفاق کے لئے ضرورت استعمال کرنا ہے۔
- کام کا، تمام اہم امور اور اکتو elef منہ پنیا کے لئے ضرورت استعمال کرنا ہے۔

تقریب کے لئے وکاروں اور:
- چارٹ چرچہ
- دیکھیں یہاں کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔
- دیکھیں یہاں کے لئے ضرورت معلومات کی نئی اور روئی کرنا ہے۔

طرز کار:
- قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی قوی Q
• **Pre-reading discussion (Page 49):** Encourage the students to share their views and opinion about the issues related to pollution and how to decrease it.

  What do you understand by the phrase progression and development?
  
  Progression is advancement and moving forward and development is growth or evolution. It takes place when any country develops better social and economic conditions.

  What are advantages and disadvantages of industrialization?
  
  Industrialization means development of industries. It is a process in which a society or country changes or develops itself from an agricultural society into a society that manufactures goods and services and technology is used to solve problems and perform tasks. Industrialization began in the late eighteenth and early nineteenth century. After the invention of the steam engine and Newton's theories, science began to progress. Factories and Industries were set up and industrialization set in.

  The advantages of industrialization:
  
  1. saves time as machines are used to perform tasks at high speed
  2. commodities can be produced in large quantities
  3. a variety of products can be produced
  4. import and export becomes possible
  5. gives rise to competitive markets all over the world
  6. provides labour and employment for many people
  7. has made life more comfortable for everybody

  The disadvantages of industrialization:
  
  1. causes pollution which leads to health problems, spread of diseases, and also spoils the beauty of nature
  2. individual craftsmanship and creativity has been replaced by mass production
  3. the increased use of physical comforts and luxuries has made man idle and materialistic

  What is pollution and what causes it?
  
  Pollution is the contamination of air, soil, or water by the discharge of harmful substances. It destroys the purity of the environment and makes it foul or filthy. It is harmful to human, animal, and plant life. As mentioned above one of the major cause of pollution is industrialization.
1. Causes pollution which leads to health problems, spread of diseases, and also spoils the beauty of nature.
2. Individual craftsmanship and creativity has been replaced by mass production.
3. The increased use of physical comforts and luxuries has made man idle and materialistic.

Advantages of Industrialisation:

1. Saves time as machines are used to perform tasks at high speed.
2. Commodities can be produced in large quantities.
3. A variety of products can be produced.
4. Import and export becomes possible.
5. Gives rise to competitive markets all over the world.
6. Provides labour and employment for many people.
7. Has made life more comfortable for everybody.
Pollution is caused by:
1. the smoke rising from factories and the smoke emitting from vehicles release gases that are harmful to human life, as they are inhaled directly.
2. burning of fuel which directly releases harmful chemicals into the air
3. the noise from machines, vehicles, radios, and televisions, etc.
4. the toxic waste from the industries
5. the waste material in form of old tyres, cans, pipes, metal scraps, etc.
6. plastic bags which are a threat to plant, animal, and human life

• A village in Punjab (Pages 49 and 50): Before the students attempt to read the text, share some information about the province of Punjab. Punjab is the most developed, most populous, and most prosperous province of Pakistan and the second largest province after Balochistan. Punjabi and Saraiki are the main languages spoken here and Lahore is the capital city. The name Punjab is derived from the Persian words Panj which means five and Ab which means water, referring to five tributaries of the Indus River: Jhelem, Chenab, Ravi, Beas, and Sutlej. The source of these tributaries is the Himalayas and they join the River Indus which flows into the Arabian Sea. Ask the students to first describe the picture on page 49 and then read the passage. Discuss the information and then ask students to once again describe how the pollution has affected the environment and what can be done to reduce it. Next, tell them to discuss the reasons why they believe the pollution has increased so drastically over the past few years.

• Activity time (Page 50): Types of pollution has already been discussed above. Encourage students to suggest ways in which pollution can be decreased. The government, the factory owners, the vehicle drivers, and the rest of the citizens are all responsible. Each and every one has to understand that they can help in decreasing the pollution. Trees need to be planted, waste material and garbage need to be disposed off properly, vehicles that emit smoke need to be serviced properly, use of plastic bags should be banned, etc. After the discussion students can work in groups to complete the task.

• Writing time (Page 50): Ask students to complete exercise A.

• Pollution (Page 51): Ask volunteers to read the text on pollution and as reading progresses discuss the given information with the students.

• Activity time (Page 52): The task related to the ‘before and after’ scene is an interesting activity. Divide the class in three groups and give a different topic to each group. Each group can then display their work and talk about it.

• Writing time (Pages 52, 53, and 54): Ask students to complete the writing exercises. Before the students attempt exercise I, on page 54, ask the students to read and discuss the given points and then select the topic they want to describe. They can make a list of some describing words, plan a rough draft, and then write their final description.
1. the smoke rising from factories and the smoke emitting from vehicles release gases that are harmful to human life, as they are inhaled directly.
2. burning of fuel which directly releases harmful chemicals into the air
3. the noise from machines, vehicles, radios, and televisions, etc.
4. the toxic waste from the industries
5. the waste material in form of old tyres, cans, pipes, metal scraps, etc.
6. plastic bags which are a threat to plant, animal, and human life

1. the smoke rising from factories and the smoke emitting from vehicles release gases that are harmful to human life, as they are inhaled directly.
2. burning of fuel which directly releases harmful chemicals into the air
3. the noise from machines, vehicles, radios, and televisions, etc.
4. the toxic waste from the industries
5. the waste material in form of old tyres, cans, pipes, metal scraps, etc.
6. plastic bags which are a threat to plant, animal, and human life
SUGGESTED LESSON OUTLINE (4 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Students explain the title of the unit and then discuss issues related to environment and pollution.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the pre-reading questions on page 49.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>A village in Punjab:</strong> Share some information about the province of Punjab and then ask the students to read the text on pages 49 and 50.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 50.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Writing time:</strong> Students complete exercise A on page 50.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Pollution:</strong> Students read and discuss the information given on page 51.</td>
<td>15 min</td>
</tr>
<tr>
<td>4</td>
<td>7.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 52.</td>
<td>25 min</td>
</tr>
<tr>
<td>4</td>
<td>8.</td>
<td><strong>Writing time:</strong> Students to complete the writing exercises on pages 52, 53, and 54.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY
- Ask students to complete Worksheet 8.

LESSON 2

OBJECTIVES
- Recognize literary techniques in poems and write own poems
- Paraphrase and explain the central idea and message in poems

LEARNING OUTCOMES
By the end of this lesson students, should be able to:
- discuss and write the central idea of the poem.
## سیٹ کی تعریف کا مجموعہ خاک کے لئے

### تعریف:
طالبہ کے عوام کی تعلیم کے لئے ایک اور پریشانی اور اپنی اور اپنی کے متعلق سالکی چٹان کی تیاری کریں۔

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>جرمانہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>تعلیم، یاد کیے کے عوام کی تعلیم کے لئے اور اپنی اور اپنی کے متعلق سالکی چٹان کی تیاری کریں۔</td>
<td>1</td>
</tr>
<tr>
<td>20 منٹ</td>
<td>پریشانی سے پہلے کی بات چیت: پریشانی کی سالکی چٹان کی تیاری کے لئے معلومات کے لئے پہلی مرحلہ کا عہدہ۔</td>
<td>2</td>
</tr>
<tr>
<td>10 منٹ</td>
<td>پریشانی کا کام: پریشانی کی بات چیت کے بعد سالکی چٹان کی تیاری کے لئے آگاہ کی جنگ اور اس کے متعلق پریشانی کے لئے پریشانی کے لئے پریشانی کے لئے۔</td>
<td>3</td>
</tr>
</tbody>
</table>

### اضافی سرگرمی:
- طالبہ کے کام کو کاربند کریں۔

### سری 2

### متصل:
- نظورت کے لئے اسکریپٹ کی کیتی اور اپنی فیصلہ کریں۔
- نظورت کے لئے اسکریپٹ کی کیتی اور اپنی فیصلہ کریں۔

### نتیجہ:
- سیٹ کی افتتاحی کل، طالبہ کا پہلی بات چیت کے لئے پریشانی کی تیاری کریں۔
- سیٹ کی افتتاحی کل، طالبہ کا پہلی بات چیت کے لئے پریشانی کی تیاری کریں۔
Treat me right!

METHOD

• **The River (Page 55):** The poet Charles Kingsley (1819-1875) was born in Devonshire and after the family moved to London, Kingsley entered King’s College and then went to Magdalene College, Cambridge, where he graduated in 1842. This poem written by Charles Kingsley has three stanzas. The first and second stanzas have eight lines each and the third stanza has ten lines. It is a rhyming couplet, which means that the first line rhymes with the second line, the third line rhymes with the fourth line, the fifth line rhymes with the sixth line, and so on. (cool – pool, clear – weir, sings – rings, etc.)

• This poem, The Tide River, is a song taken from Kingsley’s novel The Water Babies. In this novel Kingsley relates the story of a young chimney sweep who runs away from his brutal employer and in his flight he falls into a river and is transformed into a water baby. Thereafter in the rivers and seas he meets all sorts of creatures and learns a series of moral lessons. In this poem the poet speaks about the pollution in the river. The poet starts by saying that the source of the river is clean and clear but as it moves on towards the delta, waste material from different sources get added to it and it becomes dirty. But when the flood gates of the dam opens and it flows into the sea the waste is carried away and the river is liberated as it falls into the sea which is infinite. The poet has likened the purification of the water to the purification of the soul. Just like the river the soul is clear and pure but then at it moves forward in life it gets tainted but when one realizes the mistakes committed and seeks forgiveness, the soul is purified again and it becomes clean again, meaning that all sins are pardoned.

• **Activity time (Page 55):** Ask the students to imagine that they are a river and express what they feel when they enter the town and are surrounded by pollutants and become heavy, dark, and gloomy but when they exit into the boundless sea, they again becomes clean and clear. The students can share their written work with other students.

SUGGESTED LESSON OUTLINE (2 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
<td><strong>The River:</strong> Reading and explanation of the poem.</td>
<td>40 min</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 55.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
The Tide River

The Water Babies

The River

sings - rings, clear - weir, cool - pool

<table>
<thead>
<tr>
<th>Time (in months)</th>
<th>Song</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>The River</td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td>The River</td>
<td>2</td>
</tr>
</tbody>
</table>
OBJECTIVES

- Understand the importance of reading for different purposes e.g. pronunciation and reading fluency, vocabulary building, etc.
- Understand and use phrasal verbs and foreign words and expressions
- Understand the importance of proofreading and editing

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- read a variety of text to build up and use appropriate vocabulary for effective communication;
- understand and use a range of phrasal verbs and foreign words and expressions;
- proofread and edit own and others work.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 9

METHOD

- **Introduction:** This unit is based on the importance of healthy living and good eating habits and the dangers of self medication. Ask the students to read and discuss the meanings of the sub titles, ‘Health is wealth’ and ‘Be careful! Act sensibly’. Share this saying of Buddha which clearly states that a healthy body leads to a healthy mind. ‘To keep the body in good health is a duty, otherwise we shall not be able to keep our mind strong and clear.’

- **Pre-reading discussion (Page 56):** Ask students to read and discuss the given questions.
  - What is your favourite food?
  - Choice of favourite food differs according to one’s taste. Some people prefer spicy food and some like to eat light food. Encourage the students to say what they like to eat, who makes it for them, and how often do they have that food. Also discuss that nowadays children prefer to eat fast food but it is harmful for the health. Do you prepare it yourself or does somebody else make it for you?
  - Students can share their experiences.
  - Have you seen the kitchen of a restaurant or a bakery?
  - Children go out to eat sometimes with their parents but normally do not get to see the kitchen either of a restaurant or a bakery. However, those who have seen any kitchen can talk about it. Discuss that some television programmes show the ins and outs of some kitchens in hotels and restaurants.
منتصف:

- مختلف مناصب في منظمات الأمن الدولية.
- مدير فرع الأمن الدولي في أوروبا.
- صحفياً:

نهاية:

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Ouch! It hurts!

Do you know how a food-stall vendor washes his used plates and spoons etc.? It is important to discuss that some vendors do follow the rules of cleanliness and always clean the plates and spoons properly, but it is also seen that some vendors wash all the plates and spoons by dipping them in one bucket of water, and then use the same water to wash other plates.

- **Health is wealth (Pages 56 and 57):** In this story Maha feels unwell and wants to take medicine on her own. Her mother stops her from doing so, as self-medication is always harmful to health, and takes her to the doctor. Her mother has always given her home-cooked food and boiled water because it is harmful to buy things from the vendor as flies infect eatables which are sliced and kept open.
  
  Ask the students to read the text and discuss that it is very important to always consult a doctor and then take medicine. Self diagnosis is as dangerous as self medication. Use the text in this lesson to recap the rules of using punctuation marks and direct and indirect speech and the story can be role-played in class.

- **Writing time (Page 57):** Ask students to complete exercises A and B. Next, ask each student to share a sentence he or she wrote in exercise B.

- **Activity time:** Ask the students to draw the vendor and his cart.

- **Be careful! Act sensibly (Page 58):** It is very important to discuss good and bad habits and how to exercise self control. Explain that addiction of anything is very harmful. One gets used to things which at first are taken to seek pleasure and this temporary activity develops into a permanent one. When a person becomes addicted to smoking, drinking, gambling, etc. it becomes difficult to leave that habit and one finally has to surrender oneself to it.

  Explain that laws are rule or body of rules established in a community that everyone has to follow. The law prohibits certain actions and they are made to protect us and we have to follow them and become law-abiding citizens. Ask the students to read and discuss the text given on this page. Emphasize that nobody should drive without a license which is issued after a driver passes a driving test under the supervision of a traffic police. Talk about the use of helmet which is a protective head cover for motorcyclists and they have to wear it for their own safety.

- **Discussion time (Page 58):** Student can list any three activities that are dangerous. Some ways in which awareness can be created is by displaying messages on banners, placards, etc. Media can also play an active role in spreading awareness through advertisements, messages, telecasting plays to show that a small mistake can lead to misery, etc. Parents and teachers must also discourage their children and warn them that they should not wager bets or gamble or indulge in harmful activities.

- **Writing time (Page 58, 59, and 60):** Ask students to complete the writing exercises.
لا يمكنني قراءة النص العربي في الصورة المقدمة.
• A **phrasal verb** is a verb plus a preposition or adverb. Sometimes it is easy to guess the meanings of the phrasal verbs, for e.g. sit down, look for, dress up, etc., but in most cases the meanings are different from the meaning of the verb they are formed from: for example **hold up** can mean ‘to cause a delay’ and does not mean holding something.

Most phrasal verbs are formed from some common verbs e.g. get, go, come, put, set, etc. Share this list with the students and then ask them to give more examples.

| add up     | get on      |
| ask out    | get off     |
| back off   | give up     |
| break down | hand in     |
| brush up   | leave out   |
| burn down  | look up     |
| call off   | pick up     |
| calm down  | set off     |
| carry out  | wake up     |
| fill in    | wear out    |

**SUGGESTED LESSON OUTLINE (4 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Discussion on the importance of healthy living and good eating habits.</td>
<td>5 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the pre-reading questions on page 56.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>Health is wealth:</strong> Read and discuss the story on pages 56 and 57.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete exercises A and B on page 57.</td>
<td>20 min</td>
</tr>
<tr>
<td>5</td>
<td>5.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 57.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Pollution:</strong> Students read and discuss the information given on page 51.</td>
<td>15 min</td>
</tr>
<tr>
<td>7</td>
<td>Activity time: Students complete the task given on page 57.</td>
<td>25 min</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8.</td>
<td><strong>Be careful! Act sensibly:</strong> Students read and discuss the text given on page 58.</td>
<td>10 min</td>
</tr>
<tr>
<td>9</td>
<td>9.</td>
<td><strong>Discussion time:</strong> Student work in pairs to complete the task given on page 58.</td>
<td>10 min</td>
</tr>
<tr>
<td>10</td>
<td>10.</td>
<td><strong>Writing time:</strong> Students complete the writing exercises on pages 58, 59, and 60.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

• Ask the students to complete Worksheet 9.
• Empty verb phrase: dress up (dress up), wait for (wait for), look for (look for), sit down (sit down), look at (look at), call on (call on), go, get (get), set, put, come (come), take off (take off), hand in (hand in), break down (break down), brush up (brush up), burn down (burn down), cal off (call off), calm down (calm down), carry out (carry out), fill in (fill in), follow up (follow up).

### سریال کی تدریس کا جگہ خاکر (4 جیز)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>خریداری</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 مین</td>
<td>کام 1 - طراح: حضرت سعداء زرداری اور کام‌گو کا اچھی ہم درجہ کی اچھی عادات کی انجیئن پر اندازہ -</td>
<td>1</td>
</tr>
<tr>
<td>20 مین</td>
<td>کام 2 - پہلے بچوں کی بات: میل 60 پر کم گھنٹوں سے چلنے کے سوادن کو ہر بچوں کی مدد میں -</td>
<td>2</td>
</tr>
<tr>
<td>15 مین</td>
<td>کام 3 - سمپلی بیکار قسم: 55 اور 60 پر کام کے پہلے بچوں کے لئے -</td>
<td>3</td>
</tr>
<tr>
<td>20 مین</td>
<td>کام 4 - کام کا وقت: طالب صفا 55 پر گھنٹوں میں کام کر دینا -</td>
<td>4</td>
</tr>
<tr>
<td>20 مین</td>
<td>کام 5 - کام کا وقت: طالب صفا 57 پر گھنٹوں میں کام کر دینا -</td>
<td>5</td>
</tr>
<tr>
<td>15 مین</td>
<td>کام 6 - آئو جنریک: طالب صفا 51 پر گھنٹوں میں کام کر دینا -</td>
<td>6</td>
</tr>
<tr>
<td>25 مین</td>
<td>کام 7 - کام کا وقت: طالب صفا 57 پر گھنٹوں میں کام کر دینا -</td>
<td>7</td>
</tr>
<tr>
<td>10 مین</td>
<td>کام 8 - حاضر لاکھ: طالب صفا 58 پر گھنٹوں میں کام کر دینا -</td>
<td>8</td>
</tr>
<tr>
<td>10 مین</td>
<td>کام 9 - کام کا وقت: طالب صفا 58 پر 60 پر گھنٹوں میں کام کر دینا -</td>
<td>9</td>
</tr>
<tr>
<td>20 مین</td>
<td>کام 10 - کام کا وقت: طالب صفا 58 پر 60 پر گھنٹوں میں کام کر دینا -</td>
<td>10</td>
</tr>
</tbody>
</table>

اضافی سرگرمی:
- طالب صفا کے کورکوں سے 8 کمل کریں.
LESSON 1

OBJECTIVES

- Comprehend text and identify and select relevant information to answer questions
- Use punctuation marks correctly
- Recognize the rules of, and change the narration of simple statements
- Understand the use of relative pronouns
- Write and participate in debates

LEARNING OUTCOMES

By the end of this lesson, students will be able to:
- read and comprehend text to retrieve relevant information;
- write the advantages and disadvantages of nuclear technology;
- rewrite sentences using correct punctuation marks;
- apply rules successfully to change direct speech to indirect speech and vice versa;
- use relative pronouns in sentences;
- prepare speeches and participate in debates.

METHOD

- **Introduction:** Start the lesson by discussing the questions given on page 61. Encourage the students to share an occasion when they were happy with somebody and how they expressed their feelings to that person. Next, ask them to suggest ways in which appreciation can be shown. After listening to their suggestions teacher can share her own experiences. Also discuss that when we are happy with someone we feel excited and appreciate their company, we listen to what they say, and hope for the best for them. Appreciation can be shown in many ways for example we respect the person whom we appreciate and try to adopt their good traits and habits, we show gratitude for their work and help. Appreciation can be verbal as well as in written form for e.g. writing a letter of appreciation, making cards, composing poems, etc.

Expected replies for the third question: an award, shield, prize, memento, etc.
سکنہ 1

مختصر:

مختصر معلوماتوں کے بارے میں دیکھیں کی تین اضلاع میں کیا چیس دیتے ہیں?

- مختصر معلومات کی تعلیم کرنے کے لیے مختصر معلومات کی شناخت اور احصاء کرنا
- ٹیکنیکی اطلاعاتوں کے فوائد اور تعلیمات کی اطلاعات
- دیگر عناصر احصاء کا استعمال کرتا ہے

نارو ہے:

کسی کے احصاء کے طبقے کا اس کا قائم کرنے کا لیے اس کا خصوصیت ہے؟

- مختصر معلومات کا خصوصیت ہے که اس کا پہلا احصائی کن
- فیلبی اطلاعات کے جواب اور فیلبی اطلاعات کا اکثر
- جوہری اطلاعات کا استعمال کرتا ہے
- کامیاب ہوا کسی کا احصاء کرتاہے
- جوہری اطلاعات کی خصوصیت ہے
- قضاہ کا احصاء سیٹیانہ کیمیئر کرتا ہے

طریقہ کار:

تحریر: صفحہ 61 پر بہت ہی مقبول کہا جاتا ہے کہ اپنی سوالات کو زیریں ہیں تاکہ کسی کا آغاز ہو چکے

کوئی بھی انسان انسان سے ان کے طبقے کا حصول انسانی کو چپ دکھا کر دیکھتی ہے اور احساس نہ کیا چیز کسے سے لے اس فیصلہ کی بنیاد اور تعلیم کے جواب پہ اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کے لیے احصائی تعلیمات کی خصوصیت ہے جب کہ بھی ہے کہ دیکھتی ہے اور درجہ بندی کے لیے احصائی ظاہر

کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

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ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ محض ہے کہ نہ ہے کہ ہے کہ بھی ہے کہ دیکھتی ہے اس کا احصاء کرتاہے ان کی احصائی ظاہر

ہے کہ بھی ہے روشن ہے کہ مح�
For a greater cause

- **Dr. Abdus Salam (Pages 61 and 62):** Ask the students if they know about the achievements of Dr. Abdus Salam. Then ask them to read and discuss the text in pairs. After that as a whole class activity, ask each pair to give one point related to Dr. Abdus Salam. Write these points on the board and add any detail that the students might have missed out. Ask the students to read these points again.

- **Dr. Abdus Salam:** A Pakistani born in Jhang, a small town in Pakistan, in 1926 – completed matriculation at the age of 14 - Professor of Theoretical Physics - first Pakistani Nobel Laureate - Dr. Salam, Dr. Glashow, and Dr. Weinberg were awarded the Nobel Prize in Physics in 1979 - advisor to the scientific society, SUPARCO - died in 1996 at the age of 70 in Oxford, England. (Teacher can ask students to research and find out more details.)

- **Writing time (Page 62):** Ask students to complete exercise A.

- **Activity time (Page 62):** Let the students work in pairs to complete the given task. After they complete their work let the students share their answers in class.

  **Ways in which nuclear technology can benefit mankind:**
  1. A large amount of electrical energy can be generated from a single power plant.
  2. There is very low release of green house gases e.g. carbon dioxide, methane, ozone, and carbon. Green house gases bring about climate changes and cause global warming. Thus nuclear power plants do not contribute to global warming.
  3. Large amount of energy can be generated.

  **Disadvantages of nuclear technology:**
  1. The storage and management is a dangerous process as it has high level of radioactive waste.
  2. It would cost a lot to clean in case of spillages.
  3. Nuclear plants are more expensive to build and maintain.
  4. In case of terrorist attacks no atomic energy plant in the world could withstand it. Any sort of terrorist act would have catastrophic effects for the whole world.
  5. New nuclear power plants cannot be built in a short time.

- **Alfred Nobel (Page 63):** Ask the students if they have received any prize or award and to share their experience with others. After this discussion ask the students to read the text on Alfred Nobel. As reading progresses discuss the given information and ask simple questions related to the passage.

- **Alfred Nobel:** was born on 21 October 1833 in Stockholm, Sweden, into a family of engineers. He was a chemist, engineer, and inventor. He is most famous for making his last will in which he left his enormous fortune for the establishment of the Nobel prizes.

- **Writing time (Page 63, 64, and 65):** Ask the students to complete exercises B, C, D, E, F, G, and H. If required revise the use of phrasal verbs, punctuation marks, and direct and indirect speech as explained in the previous units.
1. The storage and management is a dangerous process as it has high level of radioactive waste.
2. It would cost a lot to clean in case of spillages.
3. Nuclear plants are more expensive to build and maintain.
4. In case of terrorist attacks no atomic energy plant in the world could withstand it. Any sort of terrorist act would have catastrophic effects for the whole world.
5. New nuclear power plants cannot be built in a short time.

- A large amount of electrical energy can be generated from a single power plant.
- There is very low release of green house gases e.g. carbon dioxide methane, ozone, and carbon. Green house gases bring about climate changes and cause global warming. Thus nuclear power plants do not contribute to global warming.
- Large amount of energy can be generated.

اکیٰ چانیا کا دوام ہے کے

1. یہ ممکن ہے کہ ایک کمیون کا کمیون جو کسی قیام وہ خود کا خود کو ہوئے ہو جائے تاہم مہارت کی ضرورت ہے۔
2. ایک قومی کمیون کا کمیون جو کسی قیام وہ خود کا خود کو ہوئے ہو جائے تاہم مہارت کی ضرورت ہے۔
3. ایک قومی کمیون کا کمیون جو کسی قیام وہ خود کا خود کو ہوئے ہو جائے تاہم مہارت کی ضرورت ہے۔
4. ایک قومی کمیون کا کمیون جو کسی قیام وہ خود کا خود کو ہوئے ہو جائے تاہم مہارت کی ضرورت ہے۔
5. ایک قومی کمیون کا کمیون جو کسی قیام وہ خود کا خود کو ہوئے ہو جائے تاہم مہارت کی ضرورت ہے۔

- یہ ممکن ہے کہ ایک کمیون کا کمیون جو کسی قیام وہ خود کا خود کو ہوئے ہو جائے تاہم مہارت کی ضرورت ہے۔
Relative pronouns: A relative pronoun links two clauses into a single clause. Read the sentences given below and ask the students to note the use of the relative pronoun.

This is a book. Ali read this book.
This is the book that Ali read.

Examples of relative pronouns: who/whom, whoever/whomever, whose, that, what, when, where, and which. Some words are used as interrogative pronouns also.

Explain further that a relative pronoun is a pronoun that introduces a relative clause. For example:
The person who phoned me last night is my teacher. (The relative pronoun who: relates to person, which it modifies and also introduces the relative clause, who phoned me last night.

Write the following sentences on the board asking students to fill in the correct the relative pronoun.

1. This is the book ____________ I enjoyed reading.
2. The woman ____________ purse was stolen was very unhappy.
3. The man ____________ helped my father was wearing a red shirt.
4. The shop ____________ was sold was on the first floor.
5. The girl ____________ parents won the prize is in my class.
6. The child ____________ recited the poem was very confident.

Collective nouns: A collective noun is a word used to explain a group of similar things, persons, or animals. Given below is a list of some collective nouns that the teacher can share with the students.

army of caterpillars, frogs, soldiers
bouquet of flowers
brood of hens
class of students
company of actors
colony of ants, bats, beavers, penguins
den of snakes, thieves
fleet of airplanes, ships
flock of birds, sheep
gaggle of geese
galaxy of stars
herd of antelope, buffalo, cattle, deer, zebra
hive of bees
library of books
litter of puppies, kittens
nest of mice, snakes
This is a book. Ali read this book.
This is the book that Ali read.

1. This is the book I enjoyed reading.
2. The woman’s purse was stolen was very unhappy.
3. The man who helped my father was wearing a red shirt.
4. The shop where was sold was on the first floor.
5. The girl whose parents won the prize is in my class.
6. The child who recited the poem was very confident.

army of caterpillars, frogs, soldiers
bouquet of flowers
brood of hens
class of students
company of actors
colony of ants, bats, beavers, penguins
den of snakes, thieves
fleet of airplanes, ships
flock of birds, sheep
gaggle of geese
galaxy of stars
herd of antelope, buffalo, cattle, deer, zebra
hive of bees
library of books
litter of puppies, kittens
nest of mice, snakes
For a greater cause

orchard of trees
pack of dogs, hounds, wolves
pride of lions, peacocks
quiver of arrows
school of fish
team of horses, oxen, players
troupe of actors, performers
yoke of oxen

- **Activity time (Page 65):** Ask any student to read and explain the meaning of the word debate as given on page 65. Explain further that a debate is a competition between two teams in which one team argues for and the other team argues against the motion. There are usually three people per team and each member of the team is given a fixed equal amount of time to present their views, which might be two to three minutes.
- Divide the class into groups of three and then organize a debate session in class according to the instruction given on this page.

**SUGGESTED LESSON OUTLINE (4 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Start the lesson by discussing the questions given on page 61.</td>
<td>5 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Dr. Abdus Salam (Page 61):</strong> Read and discuss the text about Dr. Abdus Salam on pages 61 and 62.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>Writing time:</strong> Students complete exercise A on page 62.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 62.</td>
<td>30 min</td>
</tr>
<tr>
<td>5</td>
<td>5.</td>
<td><strong>Alfred Nobel (Page 63):</strong> Read and discuss the text on page 63.</td>
<td>10 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Writing time:</strong> Students complete the writing exercises on pages 63, 64, and 65.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>7.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 65.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**LESSON 2**

**OBJECTIVES**

- Read the given poem with expression and intonation
- Recognize literary techniques in poems such as alliteration, rhyme scheme, etc.
- Paraphrase and explain the central idea and message in poems
orchard of trees
pack of dogs, hounds, wolves
pride of lions, peacocks
quiver of arrows
school of fish
team of horses, oxen, players
troupe of actors, performers
yoke of oxen

 Sergio's Court (Act 6): Kindly fill in the space above to write a song about the famous Masnavi. Remember to write 65 lines in each verse.

Praise the king for his majesty. He rules over all. Remember to praise his glory and greatness in the verse.

A pack of wolves is a dangerous group. Remember to write about the dangers they pose in the verse.

A school of fish is a group that swarms together. Remember to write about their movements in the verse.

A team of horses is a group that moves together. Remember to write about their strength and coordination in the verse.

A yoke of oxen is a group that works together. Remember to write about their efforts and teamwork in the verse.

Section 2

Synopsis:

Keep track of the events in the court and write about their importance and significance in the verse.

Note down the names of the characters and their actions in the verse.

Remember to write about the emotions and reactions of the characters in the verse.

Section 2

Synopsis:
LEARNING OUTCOMES

By the end of this lesson students, should be able to:

- discuss and write the central idea of the poem;
- understand the use of alliteration, rhyme scheme, similes, etc. in poems.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 10

METHOD

- Introduction: Ask the students if they understand what poetry is. After listening to their responses explain that poetry is piece of literature written by a poet in the form of verses or stanzas. A variety of techniques are used to express various emotions. Metaphors, similes, rhymes, repetition, etc. are used for effect and rhythm. Poets make use of imagery to convey emotions and ideas to the reader. The Sage’s Pigtail is an example of Ballad Poem. Ballad poems are poems that tell a story and often have a repetitive pattern in it. This poem has short stanzas each sung to the same melody. It means that the same rhyme scheme is used in all the stanzas and this helps in creating humour and interest in the poem.

- The Sage’s Pigtail is a humorous poem in which we are introduced to a Chinese character who is worried about his pigtail (the hair of the head plaited behind in one braid). We are told that he is a sage meaning that he is a man of great wisdom. He is trying to change the position of his pigtail and wants to bring it to the front; which is quite impossible. Pigtails are worn by girls but formerly men also used to wear it, especially soldiers and sailors. This poem has six stanzas. The first three lines of each stanza rhyme with each other and the fourth line ends with the world ‘behind him’ in every stanza.

- The poet has also made use of alliteration which means that words having the same initial consonant sounds are used, for e.g. curious case, pigtails place, round and round, sage did spin, twist and twirl are tack. Help the students to read the poem with expression and intonation. The students will also enjoy enacting the poem.

- Activity time (Page 67): Students can try out this fun activity.

- William Makepeace Thackeray (Page 67): Read and discuss the poet. Share with the students that Charles Dickens (1812-70) was a contemporary of Thackeray. Charles Dickens is known for his novels in which he writes about child labour and unkind treatment towards them. His famous works are: Great Expectations, A Tale of Two Cities, Oliver Twist, David Copperfield, Nicholas Nickleby, The Pickwick papers, etc.
The Sage’s Pigtail

The Sage’s Pigtail

The Sage’s Pigtail

A Tale of Two Cities

Great Expectations

The Pickwick Papers

Nicholas Nickleby

David Copperfield

Oliver Twist

Cities
For a greater cause

- **Writing time (Page 67):** Ask students to complete exercise I.

**SUGGESTED LESSON OUTLINE (2 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Discuss the poem <em>The Sage's Pigtail</em> and then ask several students to recite the poem.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Activity time</strong>: Students try out the activity given on page 67.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>William Makepeace Thackeray</strong>: Read and discuss the text about the poet on page 67.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time</strong>: Students complete the writing exercise on page 67.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

- Ask the students to complete Worksheet 10.
• کسائی کا وقت (صفحہ 67): ظلابہ سے کے کہ دو مینٹ 1 کمال کریں۔

سیٹنگ کی تدریس کا بجُوزہ نا کر (2 مینٹ)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>شماری</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 مینٹ</td>
<td>پہلی سیریز میں چاک ہے کہ ظلابہ سے کے کہ دو مینٹ 1 کمال کریں۔</td>
<td>1</td>
</tr>
<tr>
<td>10 مینٹ</td>
<td>مسیری کا وقت: ظلابہ صفحہ 67 پر دو۔ سیریز ایکم وسیم ہے کہ کوئی کمال کریں۔</td>
<td>2</td>
</tr>
<tr>
<td>15 مینٹ</td>
<td>دومہ سیریز کی کمال اہم: ظلابہ صفحہ 67 پر دوسری سیریز پر دو مینٹ 1 کمال کریں۔ باہر اس پر چاک پاک کریں۔</td>
<td>3</td>
</tr>
<tr>
<td>40 مینٹ</td>
<td>کسائی کا وقت: ظلابہ صفحہ 67 پر دو۔ سیریز اکم مکمل کریں۔</td>
<td>4</td>
</tr>
</tbody>
</table>

اضافی سیریز:
• ظلابہ سے کے کہ دو مینٹ 10 کمال کریں۔

The Sage's Pigtai
LESSON 1

OBJECTIVES
• Apply world knowledge and own opinion to the text that has been read
• Demonstrate use of tenses, quotation marks, and the use of a dictionary

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
• apply critical thinking to interact with the text and answer questions;
• deduce meaning of difficult words from context;
• understand the functions of present perfect tense;
• write sentences using correct capitalization, punctuation, and spellings.

RESOURCES REQUIRED (TEACHING AIDS)
• copies of Worksheet 11

METHOD
• Introduction: Ask the students to read the pre-reading discussion points. Encourage the students to share their own views and ideas and then the teacher can add more details if they miss out any point. It is very important for the teacher to explain that people can lead a happy life even if they have less money and if somebody is very rich it does not mean that they are happy. Discuss the importance of living an honest life, helping others, taking care of others, being truthful, etc.
عنوان 11
عظمی انسان

قسمت 1

مقدمہ:

پہلے گیس میں پھیلائی جا اور ایک راستے کا اطلاع کیا گیا
فلک کے زمانہ، علاقوں میں اقطاف اور اشک تکمیل کا استعمال کا مطلب کیا گیا

نتائج:

قسمت کے انتظام کے طبیعہ کا قابل دو جانی چاہیے کہ ہے:

● مفتی پہلی طرف ہوتے ہے خیالی انداز اور اکثر کم کی اور سوالات کے بجائے دیکھے ہیں;
● بیانیہ آسانی سے مشکل انداز کے مفتی اطلاع کی گئی;
● فلک پہلی طرف گیا ہے دوطرفہ کی نیچر;

یہ تعلیم دعوت میں مفتی مفتی اور اشک تکمیل کا استعمال کر کے بوہ کے تعلیم کی گئی۔

تدریس کے لیے ورک شیفتیاں:

ورک شیفت 11 کی انتقال

طریقہ کار:

تدریس: ہمارے جیہد کے بہتری پر کے پہلے کی کارنات کے کات وسطیں الیک مما جو سیاحتی کی طرح کی ہے اتارا مفتی اور انتظام کے ہے

نظر ثانیکاں: یورپ کے فلک کے نظر ثانیکاں سے دو جانی چاہیے تہجہ میں زیادہ فلک کا انداز کیا گیا۔ تکنیک کے لیے یہ دو جانی کے ذمہ دار اپنے کی با کام کیا مطلب کی ہے کہ

کرول کے پاس کم دوسرے دوسرے دوسرے زمینی بھر کر کے تیمیں۔ یورپ کی بھی دوسرے مفتی کی اور اس کا ذمہ دار یہ دو جانی کر کے

یہ اہم دوار زمینی بھر کر کے۔ ودیور کی مفتی ہے۔ ودیور کا ذمہ دار یہ دو جانی کر کے۔ ودیور کا ذمہ دار یہ دو جانی کر کے۔
Great men

Differences between the rich and poor people.

<table>
<thead>
<tr>
<th>Rich</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are well dressed, well fed, and well sheltered.</td>
<td>They may not have very good clothes, may have less food, and smaller houses.</td>
</tr>
<tr>
<td>They may have their own cars.</td>
<td>They may have to use public transport.</td>
</tr>
<tr>
<td>Get the best education, good jobs and thus prosper in life.</td>
<td>Deprived of quality education thus cannot get higher paying jobs.</td>
</tr>
<tr>
<td>They are respected by others and people want to be in their company.</td>
<td></td>
</tr>
</tbody>
</table>

What can a person who does not have enough money do to earn more money honestly?

A person who does not have enough money can find ways and means to work. If one puts in effort one can always find ways and means to earn money honestly. There are many types of jobs and work which people can consider doing, for e.g. sewing and stitching, teaching, doing domestic work for others, baby sitting, selling newspaper, putting up road side stalls, etc. There is nothing as honest as working with your own hands and believing in the dignity of labour.

- **Hazrat Umar bin Khattab (RA):** Date of birth 586 or 590 to 644. He was the companion and adviser to our Prophet Mohammad (PBUH) and he later become the second Muslim Khalifa after Abubakr. He converted to Islam in the 6th year after our Prophet Mohammad's (PBUH) first revelation (Wahi). He remained our Prophet's companion for seventeen years. He succeeded the first caliph Abubakr on 23rd Aug 634. He played a significant role in Islamic history, as under his rule Islamic empire expanded greatly. He is known for his legislative ability, and his fine political and administrative qualities helped him to control a rapidly expanding empire. He was a great political and military leader who was assassinated by a Persian captive.

- **Reading time (Pages 70 and 71):** Ask the students to read the story. After reading, ask a few students to retell the story in their own words.

- **Writing time (Pages 71, 72, and 73):** Ask students to work in pairs to complete exercises A, B, C, D, E, F, and G.

- **Verb tenses:** The tense of a verb tells us about the time of the action. The three tenses are: present, past, and future. Each tense has four forms: simple, continuous, perfect, or perfect continuous.

  The sentences given below explain the present tense forms.

  I walk. (simple present tense)
  I am walking. (present continuous tense)
  I have walked. (present perfect tense)
  I have been walking. (present continuous tense)
I walk. (simple present tense)
I am walking. (present continuous tense)
I have walked. (present perfect tense)
I have been walking. (present continuous tense)
Great men

- **Present perfect tense:**
  Present perfect tense is used to show:
  1. action that has just been completed
  2. actions in the past whose time is not mentioned
  3. action that started in the past but is still continuing

  Present perfect tense cannot be used with specific time expressions such as:
  yesterday, last month, one year ago, when I was a young, when I lived in Lahore, etc.

  The present perfect tense can be used with unspecific expressions such as: never, once, many times, before, already, etc.

  Present perfect tense is expressed like this: has/have + past participle

  For example:
  1. She has taken the test.
  2. I have gone there once before.
  3. They have arrived.
  4. I have been staying in this house for the last five years.

- **Quotation marks or inverted commas are used to mark the exact words of the speaker. They are used in direct speech but we do not use them in indirect speech.**
  Revise direct speech and then ask the students to complete exercise H.

- **Tongue twisters are words or sequence of words that are difficult to pronounce quickly and correctly. This can be taken up as an interesting activity and the teacher can allow students to read the tongue twisters quickly without making mistakes. Here are a few more to be practised.**
  1. Red lorry yellow lorry.
  2. Which wrist watches are Swiss wrist watches?
  3. She sells sea shells at the seashore. The shells she sells are surely seashells, so if she sells shells on the seashore I am sure she sells seashore shells.

**SUGGESTED LESSON OUTLINE (2 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Discuss the points given on page 70.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Hazrat Umar bin Khattab (RA):</strong> Discuss the life of Hazrat Umar bin Khattab (RA).</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Reading time:</strong> Ask the students to read and discuss the story on pages 70 and 71.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete the writing exercises on page 67.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
has/have + past participle

1. She has taken the test.
2. I have gone there once before.
3. They have arrived.
4. I have been staying in this house for the last five years.

1. Red lorry yellow lorry.
2. Which wrist watches are Swiss wrist watches?
3. She sells sea shells at the seashore. The shells she sells are surely seashells, so
EXTENDED ACTIVITY

- Ask the students to complete Worksheet 11.

LESSON 2

OBJECTIVES

- Read and express opinion about poems

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- understand the poet’s message;
- form and express their own opinion about a poem;
- write a poem.

- Henry Wadsworth Longfellow (1807 - 1882) was an American poet and educationist. His works include: The Song of Hiawatha, Evangeline, and “Paul Revere’s Ride”. He was also the first American to translate Dante Alighieri’s The Divine Comedy. Longfellow was born in Massachusetts. After spending time in Europe he became a professor and retired from teaching in 1854. His first wife, Mary Potter, died in 1835 and his second wife, Frances Appleton, died in 1861.

- Haroun Al Raschid (Page 75): Ask the students to read the poem and try to understand the poet’s message. Explain that through this poem the poet says that nothing is permanent in this mortal world. The monarchs, ruler, dictators, and all the great people who believe that wealth is everything, have to live their life on this Earth and then eventually die. The pomp and show, splendour, and magnificence all disappear as death is the ultimate truth.

The poem is composed in a couplet form, and there are six rhyming couplets. Haroun Al Raschid was greatly touched by the words in the book when he read them; he cried as the poem made him realise that he too was a ruler and he too would die one day leaving behind all his riches and pomp and show.

- Activity time (Page 75): Ask the students to work in pairs and complete the given task.
ادبیات گریمی:
- طلابے کے چیلینج کر کے 11 کمل کریں۔

سکیبل 2

متناصر:
- تفسیر پیدا کریں پر افشار خیال کریں.

نام:
- تحقیق کے افتتاح کے نام کے قائم وجوہات جا پیرے کردیں:
  - شاعری ہے اور ممکنہ
  - اپنے اقتباس کے علاوہ، اپنے شاعری کا اقتباس کریں
  - اپنے کلام کریں.

The Song of Hiawatha (1883م) ایک امریکی شاعری وار تعلق سے۔ ان کی تحریفات میں The Divine شاعری وار اور Paul Revere's Ride اور Evangeline کے تخلیقات کو مشترکہ تلقی کرتا ہے۔

Comedy کا زمفت کرنے دلی چیت کی امریکی تعلق

لاکھ شاعر ہیچکا خمین نے پہلی بھوپلی پر دو دہائیوں نے کے بعد دو پہلوں میں گیا ہوگیا اور 1854م میں دریافت ہو گیا پر 1860م میں بہت سے کارڈ کم

پاپو اطلب (صفحہ 75) طالب علم کے چیلینج کر کے 11 کمل کریں۔

×

یہ شاعری ادا کی جاتی ہے اور اس میں دس کم تجربہ شروع ہو سکتا ہے۔

راجہ کے چیلینج کا کمیٹی کے ساتھ تو، شاعری کے اقتباس کے علاوہ، اپنے کلام کا اقتباس کریں اور 11 کمل کریں۔

×

یہ شاعری ادا کی جاتی ہے اور اس میں دس کم تجربہ شروع ہو سکتا ہے۔

راجہ کے چیلینج کا کمیٹی کے ساتھ تو، شاعری کے اقتباس کے علاوہ، اپنے کلام کا اقتباس کریں اور 11 کمل کریں۔
Given below are two poems that the teacher can use as examples.

**Grand Parents**

They are a delight  
Who defend us when we are right.  
   Their gift is love  
They are as gentle as a dove.  
   Please don’t forget them  
Nor should you neglect them.  
   And what do they expect?  
Only love, honour, and respect.

**Quaid-e-Azam.**

Quaid-e-Azam a leader  
Pakistan’s creator.  
   He thought positively  
Spoke boldly and fearlessly.  
   Minority fought against majority  
And with God’s help made Pakistan our territory.  
   To live and breathe happily  
All because of his humanity.  
   This man of courage and broad vision  
Advised Pakistanis to believe in  
   Unity Faith and Discipline.

- **Writing time (Page 75):** Ask students to work in pairs to complete exercise A.

**SUGGESTED LESSON OUTLINE (1 class period)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Discuss the poet and then ask the students to read the poem. Explain the summary of the poem.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Activity time:</strong> Students work in pairs to complete the given task.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Writing time:</strong> Students work in pairs to complete exercise I.</td>
<td>5 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

- **Writing assignment:** Ask students to work in pairs and briefly explain how a simple act of kindness can make a big difference.
Grand Parents

They are a delight
Who defend us when we are right.
Their gift is love
They are as gentle as a dove.
Please don’t forget them
Nor should you neglect them.
And what do they expect?
Only love, honour, and respect.

Quaid-e-Azam.

Quaid-e-Azam a leader
Pakistan’s creator.
He thought positively
Spoke boldly and fearlessly.
Minority fought against majority
And with God’s help made Pakistan our territory.
To live and breathe happily
All because of his humanity.
This man of courage and broad vision
Advised Pakistanis to believe in
Unity Faith and Discipline.

---

**Table:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Requirement</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>Tell the story of Quaid-e-Azam and his efforts</td>
<td>1</td>
</tr>
<tr>
<td>30 min</td>
<td>Tell the story of Quaid-e-Azam and his efforts</td>
<td>2</td>
</tr>
<tr>
<td>5 min</td>
<td>Tell the story of Quaid-e-Azam and his efforts</td>
<td>3</td>
</tr>
</tbody>
</table>

---

**Extra:**

- Assignment (Writing): Tell the story of Quaid-e-Azam and his efforts.
LESSON 1

OBJECTIVES

- To appreciate and understand the courage and sacrifices made by the armed forces of Pakistan
- Read and discuss text and answer questions
- Understand meaning of words in context
- Understand and use relative pronouns and phrasal verbs in sentences

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- appreciate and understand the courage and sacrifices made by the armed forces of Pakistan;
- read text and answer questions;
- use a dictionary to find meanings of words;
- understand use of nouns, phrasal verbs, and relative pronouns in sentences.

METHOD

- Pre-reading discussion (Page 76): Write the word ‘courage’ on the board and ask the students to explain the meaning of this word and to give two synonyms. They might come up with different answers. Some suggestions are given below.
  When we see the word ‘courage’, war comes to one’s mind. It can be a combat, a challenge, or resisting aggression within the country or against a foreign country. Another concept would be that courage means to be able to speak the truth and live honestly in all circumstances.
  Synonyms for the word courage: valour, bravery, gallantry, fearlessness, heroism, boldness.
- Let the students share their personal stories or any account that they may have heard of.
- Nishan-e-Haider translated, in English means emblem of Haider. It is an epithet (expressing quality) of Hazrat Ali which means a lion. Nishan-e-Haider is the highest Military award given to soldiers, regardless of their rank, who have shown bravery and courage during wars and battles. It was established in 1957, when Pakistan became a Republic. To date ten awards have been made. This award is announced on August 14, each year. To date, no living person has received the award.
شجاعت و بحرازی کی واسطائے

سیرت 1

متقاعد:

افروزاته پاکستان کی جماعت و بحرازی اور قابلیت و اور قدرت اور افراز کرکے

متقاعد پری کا ایک قانون کر کے جواب دیتا

سیاسی و سیاسی کے لائق سے افراز کے مقام میں

خواہ مسول اور مصوب مرکز کی جانب موسول اور مسولین میں استعمال کرنا

نتیجہ:

کسی کے افتتاح کے شاگرد کا باقی قابل دید و نظر کاہ کہہ کہاں کہ

افروزاته پاکستان کی جماعت و بحرازی اور قابلیت و اور قدرت اور افراز کرکے:

متقاعد پری کا ایک قانون کر کے جواب دیتا

افراز کے مقام میں شاگرد کے باقی قابل دید و نظر کاہ کہہ کہاں کہ

خواہ مسول اور مصوب مرکز کی جانب موسول اور مسولین میں استعمال کرنا

طریقہ کار:

پہلے سے سے کہنے جو بات چیت (صفحہ 76) جوڑے، پری کا افراز کر کے کہہ کہ دو اس افراز کے مقام میں یہ کین

افرازات کے کرکے وسیعات افرازات بنا کیے-وجس کے دیکھے گلیا امکانی میں ذیل گلیا

جب تم افرازاتشیع چو کوئی تین تو ہتے دو چنک میں چنک کا افراز کرتا نہیں چو کوئی تین

جوہر جا آپ کیا کہ ہیں ہمینہ ہمینہ ہمینہ ہمینہ ہمینہ ہمینہ ہمینہ ہمینہ ہمینہ ہمینہ ہمینہ

جواب دار کے ساتھ وسیعات بنا کیے-چو کوئی تین

لافت عام کے قابو افرازات دلیلی، بجا داری، جناب مڈی، شیخ فتوی، جاگری، چو بکہ

طلاب سے ایسی دانیا باقی لیا اور دیاؤن کر کے لیے چیتے میں کس کے بارے میں آئے ہوئے متا ہوں

افرازات کے قابو افرازات کوٹو کیا کہ کچہ چو کوئی تین

افرازات کے قابو افرازات کوٹو کیا کہ کچہ چو کوئی تین

افرازات کے قابو افرازات کوٹو کیا کہ کچہ چو کوئی تین

افرازات کے قابو افرازات کوٹو کیا کہ کچہ چو کوئی تین

افرازات کے قابو افرازات کوٹو کیا کہ کچہ چو کوئی تین

افرازات کے قابو افرازات کوٹو کیا کہ کچہ چو کوئی تین

افرازات کے قابو افرازات کوٹو کیا کہ کچہ چو کوئی تین
The recipients of Nishan-e-Haider:
1. Captain Muhammad Sarwar Shaheed (1910 – 1948)
2. Major Muhammad Tufail Shaheed (1914 – 1958)
3. Major Raja Aziz Bhatti Shaheed (1928 – 1965)
5. Pilot Officer Rashid Minhas Shaheed (1951 – 1971)
7. Sowar Muhammad Hussain Shaheed (1949 – 1971)
8. Lance Naik Muhammad Mahfuz Shaheed (1944 – 1971)

- **Reading time (Pages 76 and 77):** Major Shabbir Sharif Shaheed (1943 – 1971) was a Pakistani officer who was awarded Sitara-e-Jurat in 1965 and Nishan-e-Haider in 1971 for his bravery and exemplary performance in war. He completed his O’levels from St. Athony’s High School, Lahore and then studied at Government College, Lahore. He received a call to join Pakistan Military Academy Kakul. After the completion of his training he received a sword of honour and was posted to 6th Battalion of Frontier Force Regiment.

- Sitra-e-Jurat is the third highest military award of Pakistan. It was established in 1957 when Pakistan became a Republic. It is awarded for gallantry or distinguished service in combat. The first Sitara-e-Jurat was awarded to Brigadier Late Sher Mohammad Khan in 1948.

- Ask the students to read the text, then ask simple questions to test students’ comprehension.

- **Writing time (Pages 77 and 78):** Ask students to complete exercises A, B, C, and D. Revise relative pronouns and phrasal verbs as explained in the previous units before students attempt exercises C, D, and E.

- **Activity time (Page 78):** Divide the class into groups of four or five students and then ask them to find out and name the recipients of the Nishan-e-Haider award. Discuss their answers in class. Students can also be asked to collect pictures and paste them in their exercise books.

**SUGGESTED LESSON OUTLINE (2 class periods)**

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the points given on page 76. Encourage students to share their own experiences.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Reading time:</strong> Students read and discuss the text.</td>
<td>20 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>Writing time:</strong> Students complete exercises A, B, C, and D.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
<td><strong>Activity time:</strong> Students complete the task given on page 78.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
سیاحت و یہاں کی داستاں

1. Captain Muhammad Sawar Shaheed (1910 – 1948)
2. Major Muhammad Tufail Shaheed (1914 – 1958)
3. Major Raja Aziz Bhatti Shaheed (1928 – 1965)
5. Pilot Officer Rashid Minhas Shaheed (1943 – 1971)
6. Major Shabbir Sharif Shaheed (1944 – 1971)
7. Sowar Muhammad Hussain Shaheed (1949 – 1971)
8. Lance Naik Muhammad Mahfuz Shaheed (1944 – 1971)
LESSON 2

OBJECTIVES

- Infer and discuss the theme and central idea of the poem
- Compare and contrast the text and poem given in this unit
- Comprehend and write effective and focused answers of required length

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- recite the poem with correct stress and intonation;
- understand the central idea of the poem;
- compare and contrast the text and poem given in this unit.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 12

METHOD

- **Introduction:** Ask the students to read the introductory paragraph on page 78. Lord Tennyson (1809 – 1892) was a British poet. He is noted for his short lyrics such as Break, Break, Break; Tears, Idle Tears; The Charge of the Light Brigade; Crossing the Bar; etc.

- The poet relates the attack of a military sub-unit with explosives. It was written in 1854 in memory of the Crimean War. The Crimean War was fought between October 1853 and February 1856 and it took place on the Crimean Peninsula. Britain and her allies were fighting against the Russians. This poem is about the event when the British Light Brigade charged against the Russians. In this poem Tennyson mentions ‘the 600’, but there were, actually, more than 600 soldiers.

- **In this poem the Charge of the Light Brigade (Page 79):** First recite the poem with proper stress and intonation and then ask the students to recite it in the same manner. The repetition of the words and phrases will help the students to understand the rhyme and rhythm of the poem and imagine the scene of the battle. This poem was written in memory of the soldiers who were sent to fight against the enemy and many lost their lives.

- **Writing time (Page 80):** Ask students to complete exercises F and G. However, before the students attempt the writing task the teacher may need to explain and discuss the answers.
شاعرت و پهادی کی داستانین

سیکل ۲

متناسف

۱. یاک ایک محور مرکزی خوا لاحقاً اور اسکلرین رہا ہے۔ ان سب میں دیگر تحقیق اور شخصیت کا جزو ہو اور تحقیق کا مطلب هوائی کے حال میں شخص اور جواب دی جارہا ہے آنکہ یاک اور کمکا

۲. تقریبے کے اختراع کی طرف کا اس قابل اور جان اپنی کو کہ کی ہے کہ:

- موزون لاب و ہالی کے مخفی عالم پہچانہ
- اصل ایک مرکزی خیال خود مختار
- ایک باب میں دیکھی گئی کام اور طاقت اور قابل کریں

تا نظریے کے لیے ہیں:

- ۱۲ کی ایک تقریب

طرح کار:

قطر: یاک ایک کو یو ۷۸ سے قدر فی ایک کافی پاہم ہے۔ ایک شخص (۱۸۰۹-۱۸۹۲)، یاک برطانوی شاعر ہے۔ او ایک نئی کیا کہ مسقط ہوئی کے لیے میں ہیں۔

۱. Break, Break, Break; Tears, Idle Tears; Crossing the bar شاعر ایک جو یو ۷۸ سے قدر فی ایک کافی پاہم ہے۔ ایک شخص (۱۸۰۹-۱۸۹۲)، یاک برطانوی شاعر ہے۔ او ایک نئی کیا کہ مسقط ہوئی کے لیے میں ہیں۔

۲. The Charge of the Light Brigade کیا کہ یو ۷۸ سے قدر فی ایک کافی پاہم ہے۔ ایک شخص (۱۸۰۹-۱۸۹۲)، یاک برطانوی شاعر ہے۔ او ایک نئی کیا کہ مسقط ہوئی کے لیے میں ہیں۔

۳. ۸۰ سے قدر فی ایک کافی پاہم ہے۔ ایک شخص (۱۸۰۹-۱۸۹۲)، یاک برطانوی شاعر ہے۔ او ایک نئی کیا کہ مسقط ہوئی کے لیے میں ہیں۔

- کہ فرمائی ہر کم یاک ہیں۔
Tales of courage

SUGGESTED LESSON OUTLINE (1 class period)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Discuss the poet and the background of the poem. Recite the poem with the students and then explain the summary and central idea of the poem.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Writing time</strong>: Students complete exercises F and G.</td>
<td>20 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- **Poems**: Ask students to choose a poem they like and discuss its main idea briefly.
- Ask students to complete Worksheet 12.
شجاعت و یہادی کی داستانوں

• کلامی کا وقت (صفر 80): ظالہ سے کہے کہ دو مشق F اور G کامل کریں- ناہیں اس سے قبل کہ ظالہ تقریباً کام شروع کریں، نیز کہ جوابات کی وضاحت اور اور منطق اور لغت کریں نئے کی ضرورت ثابت آ کر سکی۔

ستحق کی تدریس کا مجوزہ خاکر (1 ہریل)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>بحثیہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>غیر مشق</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>غیر مشق F اور G کامل کریں</td>
<td>2</td>
</tr>
</tbody>
</table>

اضافی سرگرمیاں:

• تفصیل: ظالہ سے کہے کہ دو مہینے پہلے کوئی مشق نہیں کریں اور اور پندری کے مزید خیال پر بات نہیں کریں۔

ظالہ سے کہے کہ دو مشق F اور G کامل کریں۔
OBJECTIVES

- Read text and apply strategies to interpret ideas, vocabulary, and structure to be able to answer related questions
- Revise grammatical functions such as nouns, verbs, and adverbs and correct usage of words
- Understand and use punctuation marks correctly
- Use the dictionary to enhance vocabulary and use new words in context
- Recognize and apply rules of writing dialogues in their own writing

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- search for, discover and understand, and apply reading and thinking strategies to answer a range of questions;
- use the dictionary to find meanings of words and use them appropriately in speech and writing;
- create dialogue between any two given characters;
- Make brochures according to the given instructions;
- use punctuation marks correctly.

RESOURCES REQUIRED (TEACHING AIDS)

- chart paper
- colours, markers, paints, etc.
- copies of Worksheet 13

METHOD

- **Introduction:** Explain the meaning of the word bravo. It is a cry of approval to an actor or a player. In this unit, tennis player Aisam ul Haq is being praised. Born on 17th March 1980 in Lahore he is a professional tennis player. Aisam grew up playing cricket and football, and he also took up swimming. He started playing tennis at the age of fourteen when his father Adil Mansoor Tipu took him to a tennis club. Aisam ul Haq ranks amongst the top ten doubles players in the world and is the only Pakistani tennis player to reach the final of a Grand Slam Tournament in 2010.

- **Pre-reading discussion (Page 81):** Ask the students to name and describe the games they enjoy playing. Let a few students talk about the games they enjoy playing. Use these questions to lead on to the pre-reading discussion task given on page 81.
 capítulo 13

مقدمة:

من أهمية احتكار الطاقة:}

- توفرًا لزيادة دخل الدولة، من حيث التنافسية، الطاقة الوراثية هي أهمية احتكار الطاقة، ولهذا باستخدام الطاقة، خلق ميزات ميزانية ودعمًا للمنافسة على الموارد الطاقة.
- دعمات الطاقة، ارتفاع الطلب على الطاقة وزيادة القدرة على توليف الطاقة المتجددة.
- ابتكار أشكال جديدة من الطاقة، باستخدام الطاقة المتجددة، وتطويرها.
- الصناعة والخدمات، ابتكارات تكنولوجية جديدة في مجال الطاقة.

من أهمية احتكار الطاقة:}

- توفرًا لزيادة دخل الدولة، من حيث التنافسية، الطاقة الوراثية هي أهمية احتكار الطاقة، ولهذا باستخدام الطاقة، خلق ميزات ميزانية ودعمًا للمنافسة على الموارد الطاقة.
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- الصناعة والخدمات، ابتكارات تكنولوجية جديدة في مجال الطاقة.

نتيجة:

- تأثير احتكار الطاقة:}
- دعمات الطاقة، ارتفاع الطلب على الطاقة وزيادة القدرة على توليف الطاقة المتجددة.
- ابتكار أشكال جديدة من الطاقة، باستخدام الطاقة المتجددة، وتطويرها.
- الصناعة والخدمات، ابتكارات تكنولوجية جديدة في مجال الطاقة.

نظام:}

- توفرًا لزيادة دخل الدولة، من حيث التنافسية، الطاقة الوراثية هي أهمية احتكار الطاقة، ولهذا باستخدام الطاقة، خلق ميزات ميزانية ودعمًا للمنافسة على الموارد الطاقة.
- دعمات الطاقة، ارتفاع الطلب على الطاقة وزيادة القدرة على توليف الطاقة المتجددة.
- ابتكار أشكال جديدة من الطاقة، باستخدام الطاقة المتجددة، وتطويرها.
- الصناعة والخدمات، ابتكارات تكنولوجية جديدة في مجال الطاقة.

مراجع:

- دور شهاب 13 الفصل
- طريقة: كار.
Most commonly played games between countries are cricket, hockey, badminton tennis, squash, football or soccer, baseball, etc.

- Pakistan players have always gained recognition in various games. They have won laurels in squash, cricket, and hockey.
- Squash is a popular sport that has a large following in Pakistan with Pakistan dominating the sport for a period of time. Jahangir Khan and Jansher Khan are considered as legends of this sport.
- Jahangir Khan, born on 10th December 1963, in Karachi, is a former World No. 1 professional squash player. During his career he has won the World Open six times and the British Open ten times. He retired as a player in 1993, and has served as President of the World Squash Federation since 2002.
- Jansher Khan, born on 15th June 1969, in Peshawar, Pakistan is a former World No. 1 professional squash player from Pakistan. During his career he won the World Open eight times, the British Open six times, and has also won the World Junior Squash Championship title in 1986. He won a total of 99 professional titles and was ranked the World No. 1 for over six years.
- Carla Khan is a Pakistani professional squash. She started playing squash in England at age 12 and has won five titles in her career. Carla Khan won her first British Open title in 2002.
- Cricket is another very popular sport and Pakistani cricket team has made its mark by winning many international matches.
  - World Cup – 1992
  - World Twenty 20 – 2009
  - Asia Cup – 2000 and 2012
- Hockey is another sport in which the Pakistani team has excelled. Pakistan men’s team has won gold medals a number of times in many events as mentioned below.
  - Summer Olympics – 1960, 1968, and 1984
- **Reading time (Pages 81 and 82):** After the initial discussion ask the students to read the text on Aisam ul Haq. They can underline the words or phrases they do not understand and look for their meanings in a dictionary. With the help of the students list the achievements of Aisam ul Haq on the board.
- **Discussion time (Page 82):** Form groups of four or five students. The teacher can read and explain the task. Ask the students to select any one question, discuss it in groups, and then present their answers in class. Some expected answers are given below.
  1. Wars are certainly not a solution to world problems. Unsatisfactory living conditions and discontent give rise to unrest which eventually leads to wars. Pakistan and India have gone to war with each other in 1965 and 1971. Things have not charged and the current global situation has worsened in the third world countries.
Different matches, different tournaments, different centuries.

- Asia Cup – 2000 and 2012.
- Asia Cup – 2000 and 2012.
- Asia Cup – 2000 and 2012.

- Pakistan’s first victory in 1958.
- Pakistan’s second victory in 1978.
- Pakistan’s third victory in 1982.
- Pakistan’s fourth victory in 1994.
- Pakistan’s fifth victory in 1998.
- Pakistan’s sixth victory in 2000.
- Pakistan’s seventh victory in 2009.
- Pakistan’s eighth victory in 2012.

- Pakistan’s first victory in 1958.
- Pakistan’s second victory in 1978.
- Pakistan’s third victory in 1982.
- Pakistan’s fourth victory in 1994.
- Pakistan’s fifth victory in 1998.
- Pakistan’s sixth victory in 2000.
- Pakistan’s seventh victory in 2009.
- Pakistan’s eighth victory in 2012.
2. Damages caused by wars are irreparable. War destroys the property and belongings of the people. It shatters the economy as the military forces need food, clothing shelter, and arms and ammunitions in abundance. Factories stop working and people live in dread and fear of death. Many people suffer from psychological problems also. Trade and commerce is affected which results in poor import and export. Overall the country that goes to war collapses economically, socially, and politically.

3. Aisam had won many awards, but his presence in New York in 2010 gave him the opportunity to speak for his country and his religion Islam. Aisam gave a speech that Muslims and Pakistanis are peace loving people, as Islam is a religion of ‘peace’. It meant that terrorism is not restricted. It can be any terrorist who lacks sanity and practises inhuman acts and may be from any country or religion.

4. Aisam has played doubles with an Indian and an Israelite, one a Hindu and the other a Jew. As there is a cold war going on between Pakistan and India, he wants to play a match on the border to drive away hatred and develop a strong bond of friendship and love between both the countries.

- **Writing time (Pages 82 and 83):** Ask students to complete exercises A and B.
- **Activity time (Page 83):** After the students have guessed the answers ask them to create their own riddles and share them with the other pairs.
  Answers for the riddles given on page 83: lawn tennis, cricket, chess, and ludo.
- **When dreams come true! (Pages 84 and 85):** Pakistanis have left no stone unturned and we are proud to have a Pakistan Blind Cricket Team. Welfare Agencies provide means through which visually impaired people can play cricket.

  Braille is a method that is used by visually impaired people, to read and write. It was the first digital form of writing. Braille was devised in 1825 by Louis Braille, a Blind Frenchman. Braille system was based on the method of communication originally developed by Charles Barbier for the soldiers of Napoleon so that they could use it to communicate silently and without light at night. However, it was rejected because it was very difficult. In 1821 Charles Barbier visited the National Institute for the Blind in Paris and met Louis Braille. Braille identified the two major defects of the code. His modification of the Braille system later started being used.

  The visually impaired, like sighted people, in the beginning only listened to the commentary but soon took interest in practical cricket. Previously they used to play on a small pitch half the length of the normal cricket pitch and used cane fibre ball, a piece of wood four feet long and four inches wide for the bat, and an empty drum for stumps. There were no regular rules for this form of cricket. The period till 1975 cricket was played as a source of recreation for the visually impaired. In 1997 provisions were laid for developing cricket for the visually impaired. In Pakistan it is known as Pakistan Blind Cricket Council (PBCC). It is registered with World Blind Cricket Council (WBCC) and Pakistan is a permanent member. So far three blind world cups have been played in New Delhi (1998), Chennai (2002), and Islamabad (2006).

  Ask the students to read and discuss the text.
No text content is visible in the image.
• **Activity time (Page 85):** Work in pairs and design a brochure according to the given instructions.

• **Writing time (Pages 86, 87, 88, and 89):** Ask students to work in pairs to complete exercises C, D, E, F, and G.

• For exercise C encourage the students to first find out the meanings of all the words and then select the most appropriate word that can be filled in the blanks. For exercise F teachers can revise adverbs as explained in previous units.

• **Dialogue writing:** Read and explain the guidelines given on page 86 for dialogue writing and then ask the students to first prepare a rough draft, proofread and edit it, and then write their story. Given below are some suggestions that can be referred to for help.

  Sunita (shocked): Oh!
  Professor Walters (sternly): Sunita you have let me down! I did not expect this from you.
  Sunita: I am sorry Sir, I wanted to submit it on time.
  Professor Walters: You were given an extra day to complete the assignment.
  Sunita (meekly): Sir, please listen to me, I am not at fault.
  Professor Walters: I don’t want any lame excuses. I can’t take your assignment.
  Sunita: Sir, one moment please.
  Professor Walters: Um! Ok, say what you have to say.
  Sunita: I gave my assignment to Lisa to hand it over to you as she had promised me that she would do it and she sent me to the library to gather information on Michelangelo for her art assignment.
  Professor Walters: Where is Lisa?
  Sunita: She has just gone out, handing me back my assignment and taking the notes that I had for her.
  Professor Walters: Well! I understand, you can submit your assignment now.
  Sunita: I am sorry sir, and thank you.

The next day Lisa meets Professor Walters to submit her notes.

  Lisa: Good morning sir, here is my Art Assignment.
  Professor Walters: Now! Please tell me why did you forget to hand over Sunita’s assignment to me.
  Lisa: Sorry sir, I can’t understand.
  Professor Walters: Don’t lie, I am not going to listen to your excuses. I will not take your assignment.
  Lisa: Sorry sir, I don’t know why I did that, but I am really sorry and I will not do it again.
سیری کا وقت (صفحہ 85): ظاہر خزین کی صورت میں کام کر رہے تھے دی گئی گلابات کے مختلف ایک کام کی تاریخ ہے۔

زیرالی عالم (صفحہ 86، 87، 88، 89): ظاہر خزین کے جائزے کے موقع پر ضیافت میں مشق G، E، D، C۔ مشق C کے لیے ظاہر خزین کو حاضر عامی نے بہت دوستی کا اعتراف کیا۔ مشق F کے لیے ظاہر خزین کو برطانیہ کے بزرگ افراد سے دہشت گرد بیان کیا گیا۔

ہماری داستان: معاویہ خانی کے لیے صفحہ 86 پر خیالی جوڑنے کا حساب پڑ کر اسے اور ان کے دو کوئی کی نذریا کی اخلاقیات کے ساتھ معاملہ کیا گیا۔ معاویہ خانی کی صدارت میں چاندی، درکی (پروفیسر رائج) اور اس کے فرادین کے کر ہوئے کام کی تخلیق کے لیے۔

بین کا ظاہر خزین کا مسیر لیے جا رہا ہے۔
Professor Walters: Well, I can take you to the principal but I am giving you one chance. Give a letter of apology to the principal and personally apologize to Sunita. Then I will take your assignment.

Lisa: Thank you sir, I will go and talk to Sunita and also write the letter.

Professor Walters: That's like a good girl!

The story
A friend in need is a friend indeed. Sunita and Lisa are friends at school. As the story opens Sunita seems worried as she meets Lisa in the corridor. She immediately asks her, ‘Sunita you still have my notebook and you were supposed to give it to professor Walters in the morning.’

‘Here are your notes,’ Lisa casually replies, ‘I forgot to give it, and thanks for the notes.’

Lisa had broken her promise but Sunita had kept her word as she had gathered information on Michelangelo for Lisa, Sunita’s situation is very awkward as she had taken a day’s grace period to submit the assignment. Lisa rudely hands over the assignment and leaves.

Sunita is about to utter something when she is called by her name. She turns around and it is no one else, but Professor Walters looking stern and serious. He tells Sunita, ‘I did not expect that you would not keep your word.’

Sunita tries to defend herself but she cannot as professor Walter refuses to take the assignment.

Sunita requests that he should listen to her. Professor agrees and Sunita tells him, ‘Sir, Lisa sent me to collect information from the library for her Art assignment. She promised that she would hand over my assignment to you but she did not. Lisa did not even stay back to tell you about it, but just left handing the assignment to me’.

Professor Walter is satisfied with her explanation and takes the assignment. The next day when Lisa hands over her assignment to him he refuses to take it as a punishment for what she had done to Sunita. Lisa asks for forgiveness and at last Professor Walters says, ‘I shall take your assignment after you apologise to Sunita and give a written apology to the Principal.’

Lisa assures him that she would do the needful.
وزنده پآر!

پرفسور اورلرز: معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔ پرفسور اورلرز:

علی: معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔ پرفسور اورلرز:

کیا ہے؟

دروازہ کی دیکھی ہے، جو معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔ پرفسور اورلرز:

علی: معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔ پرفسور اورلرز:

کیا ہے؟

دروازہ کی دیکھی ہے، جو معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔ پرفسور اورلرز:

علی: معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔ پرفسور اورلرز:

کیا ہے؟

دروازہ کی دیکھی ہے، جو معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔ پرفسور اورلرز:

علی: معاونتی وارد ہوئی ہے، اورلرز کا بیماری کے لئے امدادی کام لڑنے کے لئے اہم اہمیت کا کام لگا رہے ہیں۔
### SUGGESTED LESSON OUTLINE (5 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Discuss the meaning of the word and share information about Aisam ul Haq.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Pre-reading discussion</strong>: Discuss different sports and the achievements of Pakistani players.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Reading time</strong>: Ask the students to read the passage on pages 81 and 82.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Discussion time</strong>: Students select any one question, discuss it in groups, and then present their answers in class.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>Writing time</strong>: Students complete the writing exercises on pages 82 and 83.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td><strong>Activity time</strong>: Students complete the task given on page 83.</td>
<td>10 min</td>
</tr>
<tr>
<td>4</td>
<td>5.</td>
<td><strong>When dreams come true!</strong>: Read and discuss the text on pages 84 and 85.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td><strong>Activity time</strong>: Work in pairs and design a brochure according to the instructions given on page 85.</td>
<td>30 min</td>
</tr>
<tr>
<td>5</td>
<td>7.</td>
<td><strong>Writing time</strong>: Students complete the writing exercises C, D, E, F, and G.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

### EXTENDED ACTIVITIES

- **Writing activity**: Sunita and Lisa’s story is written in the simple present tense. Ask the students to write the same story in the past tense.
- Ask students to work in pairs. Ask them to write their own story which teaches the lesson of sharing with others. After writing they must first proof-read their own story paying particular attention to punctuation. Next they must read their partner’s story and check the use of punctuation marks. They may correct any inaccurately used punctuation or insert missing punctuation with a pencil.
- Ask the students to complete Worksheet 13.
سنیش کی پریس کا جواب خاکر (5 برائے)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>جوابنر</th>
<th>میزبان</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 مین</td>
<td>قمومی: اقبال کی پیغام بین الاقوام کو ارگنائز کرے کے بارے سے درخواستات سے آگا چہنے- 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20 مین</td>
<td>پیمانے سے سیکیورٹی بین الاقوام: سیکیورٹی کی پیغامی اور پاکستانی کا بازوں کے ہماں کنون- 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 مین</td>
<td>پیمانے سے قمومی کا وقت: اقبال سے بین الاقوامی کو وہ 81 اور 82 سے اقتصاد پچس- 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 مین</td>
<td>پیمانے سے پیپلز کی پیغام بین الاقوام کے گروپوں ناکار ایس پی بین الاقوام کی اوگا پچس سے اپنے جواب- 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 مین</td>
<td>کمالی کا وقت: اقبال صفحہ 82 اور 83 پر گئی قمومی کام کی مستقیم کمل کریں- 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 مین</td>
<td>مرکزی کا وقت: اقبال صفحہ 83 پر دیکھی کام کہ کمل کریں- 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 مین</td>
<td>چپہ کی پیغام بین الاقوام: 85 پر پچس بین الاقوام کی پیغام بین الاقوام کریں- 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 مین</td>
<td>مرکزی کا وقت: نمبرون کی صورت میں کام کرے کے پچس سے صفحہ 85 پر دیکھی کام کہ کام کریں- 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 مین</td>
<td>کمالی کا وقت: قمومی پریس کام کی صفحہ: G, F, E, D, C, A اور ( G ) کمل کریں- 9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

اضاصلہ سرخوریان:
- کمالی کے گری: جائے گا!
- طالباً سے نقش سی اور واقعات کی کیفیت- طالباً سے چہنے کہ وہ بین الاقوامی اقتصاد میں شمولیت-
- عالمی پیپلز کا وقت: اقبال سے پیپلز کی پیغام بین الاقوام کے بارے سے اقلیت کی جوابدہی نہیں- وہ چہ چہنے سے عالمی اقتصاد میں عالمی کی اقتصادی اکثراً اقتصاد کے استعمال کا جائزہ لینے- وہ بین الاقوامی اقتصاد کے
- طالباً سے چہنے کہ وہ بین الاقوامی اقتصاد میں شمولیت کی خواہش کی کسی خوشی کرنا ہے

"زندہ ہوا!"
LESSON 1

OBJECTIVES:

- Inculcate respect for Pakistani values and other nations
- Understanding careers, occupation locating help in emergency, role and impact of media
- Skim text to have a general idea of the theme and message
- Analyse and show comparison between things, events situations places, action, idea, or a problem
- Revision of adverbs, punctuation marks, and synonyms

LEARNING OUTCOMES

By the end of the lesson students shall be able to

- read the story and answer related questions;
- relate what is read, to their own feelings and experiences;
- apply strategies to answer questions by marking key words;
- illustrate use of punctuation marks learnt earlier;
- use adverbs, similes, and metaphors.

RESOURCES REQUIRED (TEACHING AIDS)

- A world map to locate the pirates and merchant ship.
- Make pamphlets and compose short verses.
- Make charts showing pictures of pirates.
- copies of Worksheet 14

METHOD

- **Introduction:** Start the lesson by giving some background information about the hijacked vessel and the people who played an important role in securing its release. MV Suez was a merchant vessel that was attacked and taken hostage, by the Somali pirates, on 02. 08.2010 and was released on 13.06.2011. The kidnapped included 11 Egyptians, 6 Indians, 4 Pakistanis, and 1 Sri Lankans Captain Syed Wasi Hassan was the commanding officer. Pakistani human rights activist, Ansar Burney and Dr. Ishrat-ul-Ibad Khan, Governor of Sindh, managed to secure the release of the kidnapped crew after paying a ransom of US$ 2.1 million. On a world map show the Indian Ocean where the vessel was hijacked and the countries from where the crew had come i.e. Egypt, India, Pakistan, and Sri Lanka.
قسم 1

ملاحظات:
• پاخانی اقدار اورگن و خواص کے لیے ظاہر کے کوئی داوار نمی احترام پیدا کرنا
• دریں دعي، عوامل، غیر تحسین مثبت حال من ضمن ادامہ کے درون کی نئی، درون اباد میں کدو اور ایزیات کھولیا
• موضوع اور بحث کا عام تصور کا مکمل کے لیے دوامر کو سرکاری طور پر پہچانا
• اشیاء، خواتین، خواتین حال، محترم، تعلقات، نیویارک کے بیانات نئی تربیت اور اکثر کا جوڑ کر کا
• متعلقہ فن، نظام، تعلقات اور سرکاری امور مخصوص افکاراں کا اعداد کرنا

دراست:

سیئل کے افکار اور ظاہر کے گرو ہونے پر خیال کردا:
• کہا تھا کہ کمیشن دوامر کے جواب دے رہا:
• اس کی آرائش اور خواص کے جواب بھی اس کی آرائش اور خواص کے جواب بھی:
• کلیاتی افکار نئی، درون کی نئی اور سزائے ممکن کا اطلاع رکھنے کی جنگ ہے:
• حال کے علاقوں میں اہمیت اور افکار کے حکم کی تربیت کرنا:
• متعلقہ فن، نظام، تعلقات اور سرکاری امور مخصوص افکاراں کا اعداد کرنا۔

تدبریں کے لیے وکارا راشد:
• تعلقات، خواتین اور افکار نئی، درون کی نئی اور سزائے ممکن کا اطلاع رکھنے کی تربیت کرنا:
• وکارا راشد کی تعلقات اور دوامر کے اعداد کرنا:
• وکارا راشد کی تعلقات اور دوامر کے اعداد کرنا:
• وکارا راشد کی تعلقات اور دوامر کے اعداد کرنا:

طریقہ کار:

تحقیق: ایک فحش وحشی توی، خواتین نئی اور افکار نئی اور بیانات کے پر نظر کے بارے میں کچھ معلومات فراموش کرے
جوہر فنکاری ہی جیسے اور اس کے سے اپنی ہماری تربیت کے 2 اگست 2010، بیانات میں افکار کے اعمال کے اس اور افکار کی
تحقیق اور 13 جون 2011، میں افکار کے افکار کے 11 ممبر، 6، بیاناتی، 4 سے افکار کا لینہ شناختی، کیہیں
سید میں شاہ جہاں کے افکار کے فنکاری اور افکار کے فنکاری اور افکار کے فنکاری اور افکار کے فنکاری
ناہو اور افکار کے کچھ عوامل کے نمایاں جوہرے زمین کے بیانات کے جواب کے نمایاں جوہرے میں بہت بہت وارث
نما میں کچھ بیانات والے بیانات سے جہاں کے سمیت میں بیانات کے روشن بہاء، پاکستان اور سری نگر

135
OXFORD UNIVERSITY PRESS
• Ansar Burney (born on 14th August 1956) is a human rights and civil rights activist. He is a graduate from Karachi University and an honorary recipient of PhD. in Philosophy. In 1980 he began the “Ansar Burney Welfare Trust”, “Prisoners Aid Society”, and “Bureau of Missing and Kidnapped Persons” in Karachi. He played an important role in getting the crew of MV Suez released from the captivity of Somali pirates. Ansar Burney is accredited as being the first man to introduce the concept of human rights in Pakistan almost 30 years ago. He and his organisation, “The Ansar Burney Trust” are officially recognised for securing the release of around 700,000 innocent prisoners from countries all over the world.

• Pre-reading discussion (Page 89): Discuss the questions given on this page.

• Who are kidnappers? Kidnappers are people who steal or carry off children or adults by force or fraud especially to receive ransom.

• Who are hijackers? Hijackers are those who seize control of different means of transport e.g. lorry with goods, aircraft in flight, ships, etc. They can force the vehicle to travel to a new destination or they may demand something from the government for the release of the passengers.

• What would you call kidnappers or hijackers if they were to attack a ship? Kidnappers or hijackers attacking a ship are called pirates. They are sea-faring robbers who sail and attack other ships. Their vessel is also called a Pirate ship. They use their vessel to rob ships at sea.

• Media plays an important role in such instances. They bring to light the information to the public. It is first hand information that we receive form the different channels on the television.

• Reading time (Pages 89 and 90): Tell the students to read the text entitled, ‘The MV Suez’. Discuss with the students the trauma that this family had faced and how the crew was released with the help of the media and human rights activist, Mr. Burney.

• Writing time (Pages 91 and 92): Allow the students to work in pairs to complete the writing exercises. For exercise A explain each paragraph clearly and bring out the theme, the main idea, and the moral of the lesson so that the students can answer the question accurately. The other exercises are revision of concepts taught in the previous units. Encourage the students to refer to the dictionary to find the meanings of words or to look up synonyms.

• More Tongue Twisters
  1. I saw Susie sitting in a shoe shine shop
     Where she sits, she shines
     And where she shines, she sits.
  2. How can a clam cram in a clean cream can?
  3. The thirty three thieves thought that they thrilled the throne throughout Thursday.
1. I saw Susie sitting in a shoe shine shop
   Where she sits, she shines
   And where she shines, she sits.

2. How can a clam cram in a clean cream can?

3. The thirty three thieves thought that they thrilled the throne throughout Thursday.
A happy ending

SUGGESTED LESSON OUTLINE (2 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction:</strong> Discuss with the students information about the hijacked vessel, MV Suez and the people who played an important role in securing its release.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the questions given on page 89.</td>
<td>15 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>Reading time:</strong> Ask the students to read the text on pages 89 and 90.</td>
<td>15 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete the writing exercises on pages 91 and 92.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Ask the students to complete Worksheet 14.

LESSON 2

OBJECTIVES

- Infer and discuss the theme and central idea of the poem
- Compare and contrast the text and poem given in this unit

LEARNING OUTCOMES

By the end of this lesson, students should be able to:

- recite the poem with correct stress and intonation;
- understand the central idea of the poem;
- compare and contrast the text and poem given in this unit.

METHOD

- **Pirates’ Prize (Page 93):** Pirates’ Prize is an eighteen line poem. It is written in rhyming couplets i.e. each pair of lines has the same rhyme scheme e.g. sight – fight, side – broadside, thrown – bone, etc. that creates a poetic rhythm. However, the third and the fourth lines do not rhyme.
  
  Pirate’s Prize is a poem in which the pirates have looted, tortured, and killed their captives and also sold some as slaves. Then they go on to look for other victims. As compared to the story in this unit about MV Suez the pirates tortured and mishandled the crew and asked for a ransom but did not kill anyone.
## Pirates' Prize

### Pirates' Prize

<table>
<thead>
<tr>
<th>Time</th>
<th>Group</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td>1</td>
<td>Pirates' Prize by throwing a bone</td>
</tr>
<tr>
<td>15 min</td>
<td>2</td>
<td>Pirates' Prize by throwing a broadside</td>
</tr>
<tr>
<td>15 min</td>
<td>3</td>
<td>Pirates' Prize by throwing 90% of officer's width</td>
</tr>
<tr>
<td>40 min</td>
<td>4</td>
<td>Pirates' Prize by throwing 92% of officer's width</td>
</tr>
</tbody>
</table>

### Additional Instructions:
- Make sure to throw the bone wide to cover 14 marks. (Score: 93) **Pirates' Prize**

**Note:**
- Throwing the bone is a key part of the Pirates' Prize. Make sure to throw it as far as possible.
- Bone, side, broadside, sight, fight.
A happy ending

Activity time (Page 93): Ask the students to work in pairs and complete this task.

Ten similarities
1. both were merchant ships
2. had crew on board
3. attacked by sea robbers/pirates
4. the crew faced harsh conditions
5. crew were taken as captives or prisoners
6. the crew became emaciated
7. the crew faced physical discomfort
8. the crew was ready to fight back
9. weapons were used by the pirates
10. the pirates got the money

Ten differences

<table>
<thead>
<tr>
<th>MV Suez</th>
<th>Pirates’ Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. took place in recent times</td>
<td>1. it seems that this incident took place a long time ago</td>
</tr>
<tr>
<td>2. guns were used</td>
<td>2. cannons were used</td>
</tr>
<tr>
<td>3. ransom was asked</td>
<td>3. ransom was not asked</td>
</tr>
<tr>
<td>4. grapple hooks and swords were not used</td>
<td>4. grapple hooks and swords were used</td>
</tr>
<tr>
<td>5. captives were saved</td>
<td>5. some captives were killed</td>
</tr>
<tr>
<td>6. captives were not sold as slaves</td>
<td>6. some captives were sold as slaves</td>
</tr>
<tr>
<td>7. ransom was paid in dollars</td>
<td>7. silver and gold was looted</td>
</tr>
<tr>
<td>8. rescue efforts were made</td>
<td>8. no rescue efforts</td>
</tr>
<tr>
<td>9. media helped in the rescue</td>
<td>9. no media coverage</td>
</tr>
<tr>
<td>10. human rights activist helped in the rescue</td>
<td>10. there were no human rights activist to help the captives</td>
</tr>
</tbody>
</table>

SUGGESTED LESSON OUTLINE (1 class period)

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<tr>
<th>Period</th>
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<th>TASK</th>
<th>TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td><strong>Introduction</strong>: Discuss the poem and then recite it with the students.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Activity time</strong>: Students compare and contrast the story and poem given in this unit.</td>
<td>20 min</td>
</tr>
</tbody>
</table>
both were merchant ships
2. had crew on board
3. attacked by sea robbers/pirates
4. the crew faced harsh conditions
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7. the crew faced physical discomfort
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<td>10. human rights activist helped in the rescue</td>
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It seems that this incident took place a long time ago.

**1. MV Suez**

- took place in recent times
- guns were used
- ransom was asked
- grapple hooks and swords were not used
- captives were saved
- captives were not sold as slaves
- ransom was paid in dollars
- rescue efforts were made
- media helped in the rescue
- human rights activist helped in the rescue

**2. Pirates’ Prize**

- it seems that this incident took place a long time ago
- cannons were used
- ransom was not asked
- grapple hooks and swords were used
- some captives were killed
- some captives were sold as slaves
- silver and gold was looted
- no rescue efforts
- no media coverage
- there were no human rights activist to help the captives
Worksheet 1

A. Letters written to friends, relatives, and members of the family are called friendly letters. The style of such letters is usually relaxed and conversational. Give information that you think will interest the reader. Express your ideas clearly and arrange them in an orderly manner in paragraphs.

Write a letter to a friend on any one of the following:
• relating an interesting experience you have had recently
• describing any major event that took place in your school

B. Working in pairs, find the meanings of the following phrases and then use them in sentences.
1. a pleasant surprise
2. moved to
3. apart from that
4. fun filled
5. the best part of all

C. Make sentences with the following idioms. Given in brackets are their meanings.
1. a red-letter day (an important day)
2. in black and white (in writing)
3. in the good books (in favour with)
4. make both ends meet (to live within one’s income)
5. through thick and thin (under all conditions)

D. Write a dialogue on any one of the following situations.
1. You are discussing your hobbies with a friend.
2. You are asking your mother for permission to volunteer your services at a relief camp.
Worksheet 2

A. Use any five of the following phrases in sentences or to write your own short story.
   - set out
   - sigh of resignation
   - pool in
   - start afresh
   - take pride
   - have faith
   - take turns
   - a new spirit
   - expectant faces
   - heads held high

B. Form abstract nouns of the words given below.
   1. concerned
   2. processed
   3. approve
   4. distribute
   5. enthusiastic
   6. appear
   7. miserable
   8. resign
   9. live
   10. proud
   11. able
   12. murmur

C. Form anagrams with the following words.
   1. rail
   2. pit
   3. post
   4. step
   5. lame
   6. name
   7. left
   8. nap
   9. role
   10. shop

D. Given below are some professions. Select any one and list five duties that this person carries out.
   1. pilot
   2. nurse
   3. cardiologist
   4. engineer
   5. author
   6. historian
   7. editor
   8. professor
   9. veterinary doctor
   10. accountant
Worksheet 3

A. Rewrite these sentences in simple present tense. You may have to add or delete some words or make other changes, as shown for the first sentence.
   1. He was a good football player once.
      He is a good football player.
   2. We played the game very well.
   3. The butterflies flitted from flower to flower and sucked their nectar.
   4. I did my lessons carefully.
   5. My class had English lessons three times a week last year.
   6. I did my work early in the morning so that I was free for the day.
   7. Harry tried his best to score a goal.
   8. Ramsha washed the plates and cooked the meal for everyone.
   9. She was a careless girl, wasn’t she?
   10. Henry tried to understand the lesson.

B. Write a short story based on one of the following proverbs.
   - Unity is strength.
   - Pride goes before a fall.
   - People living in glass houses should not throw stones.
   - Never judge a book by its cover.

C. Write the homophones for each of the following words. Then use each homophone in a separate sentence to show that you understand their meanings.
   1. fowl
   2. write
   3. beech
   4. maize
   5. fought
D. Fill in each blank with the suitable phrasal verb from the choices given below.

1. Did you _______ this story yourself.
   a. make in  b. make up  c. make down.

2. The dentist _______ the tooth with great force.
   a. pulled out  b. took out  c. pull up

3. The fireman _______ the fire with great difficulty.
   a. put away  b. turned down.  c. put out

4. Please _______ with your work.
   a. carry out  b. come in  c. carry on

5. My car _______ of petrol when I was going to the office.
   a. ran out  b. ran over  c. run off.
Worksheet 4

A. Make sentences using the following phrases.
   1. a beautiful countryside
   2. healthy breakfast
   3. feasting on
   4. heads out
   5. semi solid state
   6. neat stack
   7. wave goodbye
   8. concentrate on

B. Fill in the blank in each sentence with a suitable adverb given in the box. Do not use any adverb twice.

| noisily | impatiently | expertly | accurately | silently |

1. In the crowded restaurant the customers waited _______ to be served.
2. The doctor stitched up his wound _______.
3. The robber crept _______ into the bedroom.
4. Measure the flour _______ and then sieve it.
5. The engines of the plane roared _______ as it took off.

C. Underline the adverb in each of the following sentences.
   1. He almost forgot his appointment.
   2. We met him yesterday.
   3. The pupils debated the topic well.
   4. He is quite pleased with his job.
   5. We should treat every one fairly.
D. Select the correct word from brackets and fill in the blanks.
   1. This is ______ schedule for this term. (our/ours)
   2. This prize is ______ if you win. (your/yours)
   3. Have a look at ______ scrap book. (my/mine)
   4. ______ is a strong friendship. (Their/Theirs)
   5. Her pronunciation is better than ______. (his/him)

E. Join each pair of sentences using relative pronouns.
   1. Where is the key? The key opens this cupboard.
   2. That is the man. That man sold me the watch.
   3. Some men have built a car. The car runs on solar energy.
   4. Rabies is a disease. It can be fatal to human beings.
   5. I’ll speak to the lady. She owns a shop.
Worksheet 5

A. Fill in the blanks with the most suitable word from the brackets.

1. A cat makes a good _______. (pet, beast, animal)
2. She has such a pleasant _______ that I enjoy listening to her. (speech, sound, voice)
3. He _______ a room in his uncle’s house (dwells, occupies, inhabits)
4. The lions pounced on their _______. (prey, victim, query)
5. The principal _______ the industrious students in the school. (flattered, praised, applaud)

B. Identify the part of speech of the underlined word in the following sentences.

1. Sugar cane grows well in the province of Sindh.
   - noun • adjective
   - verb • adverb
2. Report to the office tomorrow.
   - noun • adjective
   - verb • adverb
3. The monthly report is taken into consideration.
   - noun • adverb
   - verb • preposition
4. She hastily completed the work.
   - adjective • conjunction
   - adverb • preposition
5. Oh, I didn’t realize how late it is!
   - noun • interjection
   - pronoun • preposition

C. Select any short story and list the story elements: characters, settings, events, theme, and ending.
Worksheet 6

A. Five countries are mentioned in the lesson, Paul the octopus. Locate these countries on the atlas and find out the names of their capital cities.
   1. South Africa
   2. Germany
   3. Spain
   4. Netherlands
   5. England

B. Write a brief description on any one of the following.
   1. Your favourite personality
   2. Any interesting building that you have seen
   3. Your favourite dress, game, or bag

C. Read the list of homophones and then use each homophone in a separate sentence to show that you understand their meanings.
   1. sail/sale
   2. stair/stare
   3. blue/blew
   4. break/brake
   5. lead/led
   6. stair/stare
   7. buy/by/bye
   8. made/maid

D. Rewrite the following sentences in the active voice.
   1. The report was prepared by the secretary.
   2. He was bitten by his neighbor’s dog.
   3. The visitor was welcomed by the principal.
   4. The rice has been cooked by the servant.
   5. Penicillin was discovered by Alexander Fleming.
E. **Rewrite the following sentences in the passive voice, making no reference to the agent.**

1. We use a thermometer to measure temperature.
2. We should produce more goods in our country.
3. We can eat this fruit.
4. Someone has stolen the dictionary.
5. People speak English all over the world.
Worksheet 7

A. Insert colons in the following sentences
   1. He has many hobbies photography, cycling, and underwater swimming.
   2. Nowadays these are the four most important currencies in the world the US dollar, the Yen, the Euro, and the Dirham.
   3. My aim is this I never fail in the discharge of my duty.
   4. Robin Hood had a motto rob the rich and give to the poor.
   5. I have to choose any five of these subjects English language English Literature, History, Geography, Arithmetic, Algebra, Geometry, or Drawing.

B. Rewrite the following sentences replacing the underlined words with a single word.
   1. I have to revise: verbs, nouns, adjectives adverbs, interjection, conjunction, prepositions, and pronouns.
   2. My sister loves, eating apricot, pineapple, apples, pear, and papaya.
   3. Science teaches us the function of kidneys, heart, liver, brain, and lungs in the human body.
   4. Midge, moth, mosquito, and wasp are harmful in some way or the other.
   5. Now-a-days tsunami, earthquakes, floods, and cyclones have become a common occurrence.

C. Select the correct word from the bracket and fill in the blanks.
   1. You have to improve you _________ English. (written – wrote – write)
   2. The magician performed the act with _________. (easy – ease – easily)
   3. We must always speak the _________. (true – truthfulness – truth)
   4. When Hira came from Islamabad she was in good _________. (healthy – health – healthful)
D. Use the words given in the box to complete the similes given below.

| slaves | fox | snow | leather | cucumber |

1. Her complexion is as whites as ________.
2. She never loses her temper. She is as cool as ________.
3. Don’t trust him! He is as cunning as a ________.
4. The meat is as tough as ________.
5. The manager is a cruel man. He makes his staff work like ________.
Worksheet 8

A. Complete this task in pairs. Select any five phrases, discuss their meanings, and use them in sentences.

- surrounded by
- raced up
- tended to
- outskirts of the village
- star studded sky
- common occurrence
- at the cost of

B. A group of three students are discussing the damages and pollution caused by the oil spills in the oceans. Imagine and write a dialogue that takes place between them.

C. Write the following sentences in direct speech.
1. She said that he had lost her book.
2. He exclaimed that it was a very stormy night.
3. The teacher told Mary to put the book there.
4. She asked the boy his name.
5. My mother asked Hassan not to change his mind.

D. Write the following sentences in indirect speech.
1. The teacher told me, ‘Finish your work today.’
2. He said, ‘The Earth travels around the Sun.’
3. My mother always says, ‘One must always think before speaking.’
4. Mary promised, ‘I will return this pen tomorrow.’
5. They exclaimed, ‘What beautiful scenery!’

E. Complete the proverbs by matching the beginnings in Column 1 with their correct endings in Column 2.

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A bird in the hand</td>
<td>sweeps well.</td>
</tr>
<tr>
<td>2. A rolling stone</td>
<td>saves nine.</td>
</tr>
<tr>
<td>3. Better be alone</td>
<td>is worth two in the bush.</td>
</tr>
<tr>
<td>5. A stitch in time</td>
<td>seldom bite.</td>
</tr>
<tr>
<td>6. Barking dogs</td>
<td>than in bad company</td>
</tr>
</tbody>
</table>
Worksheet 9

A. Fill in the blanks with phrasal verbs made up by adding a preposition to the verbs given in brackets. You may have to change the tense of some verbs.

1. Did you __________ the story yourself. (make)
2. I watched some men __________ some old huts. (pull)
3. The villagers tried to __________ the fire. (put).
4. My car __________ of petrol. (ran)
5. I was late for my examination as my car was __________ in a jam. (hold)
6. The meeting was __________ for the next day. (call)
7. The officer __________ when he was caught red handed. (give)
8. The prisoner __________ of the prison last night. (break)
9. Last night I had to __________ my room as my friend was coming. (clear)
10. Jane had to __________ for the party. (dress)

B. Read the story given in Unit 9 again. Select any five sentences written in direct speech and rewrite them in indirect speech.

C. Use any five phrases in sentences.
1. nodded in reply
2. barely audible
3. teenage boys and girls
4. addicted to
5. weaving in and out
D. Given below are some foreign words and their meanings. Read them and then use these foreign expressions to fill in the blanks in the sentences that follow.

- en route (French) – on the way
- passé (French) – out of date
- mentor (Greek) – advisor
- sachet (French) – packet that contains a small quantity of liquid or powder
- chateau (French) – large country house in France
- chauffeur (French) – driver

1. Last year’s styles are now __________.
2. I shall break my journey at Dubai __________ to London.
3. I was greatly inspired by my __________ at the university.
4. Buying things in __________ is are more economical than buying in bottles.
5. The new house built next to mine is more like a __________.
6. __________ driven cars need a lot of care by the owners.
Worksheet 10

A. A Swedish national comes from Sweden. Read the names of the countries given below and write what their nationals are called.

1. Sweden Swedish
2. Norway
3. Turkey
4. America
5. Africa
6. Australia
7. Iraq
8. Iran
9. China
10. Japan
11. Russia
12. India
13. France
14. Germany
15. England
16. Pakistan

B. Rewrite the following sentences in indirect speech.

1. ‘How long have you been studying History, Jane?’ asked Mary.
2. Ali asked, ‘Do you think we will get enough tickets?’
3. ‘Will the harvest be good this year?’ inquired the farmer.
4. ‘Are you going to apply for the scholarship?’ the principal asked me.
5. My father asked me, ‘How much did you pay for the C.D. player?’
C. Select the correct collective noun from the box and write it against each phrase.

<table>
<thead>
<tr>
<th>brood</th>
<th>pack</th>
<th>clutch</th>
<th>class</th>
<th>bouquet</th>
</tr>
</thead>
<tbody>
<tr>
<td>herd</td>
<td>cluster</td>
<td>galaxy</td>
<td>choir</td>
<td>shoal</td>
</tr>
</tbody>
</table>

1. six chicks  
2. a number of cattle  
3. flowers in a bunch  
4. many students together  
5. a great number of fish swimming together  
6. group of trained singers  
7. group of stars  
8. many grapes together  
9. set of eggs  
10. group of wild animals or hounds
Worksheet 11

A. Make sentences using the phrases given below.
   1. silence was broken
   2. sound of footsteps
   3. choking back her tears
   4. household items
   5. meet their needs
   6. unearthly hear
   7. mustered enough courage
   8. slightly stooped

B. Fill in the blanks in the following sentences with the most suitable form of the verbs given in brackets.
   1. It was great fun when we ________ him dressed as a joker. (see)
   2. The servant ________ last night when his mistress dismissed him. (leave)
   3. The car parked in the wrong place is being ________ away by the police. (tow)
   4. He saw a bee hive when he was ________ the tree. (trim)
   5. While I ________ my mother ironed my clothes. (study)

C. Write the following sentences in the future tense.
   1. I do my work carefully.
   2. The two boys are late for school.
   3. You have plenty of time to finish the work.
   4. He is reading the book with interest.
   5. The birds flew high up in the sky.

D. Read the list of homophones and then use each homophone in a separate sentence to show that you understand their meanings.
   1. tale/tail
   2. cell/sell
   3. meat/meet
   4. tea/tee
   5. cent/scent/sent
   6. one/won
   7. wait/weight
   8. groan/grown
   9. rain/reign/rein
   10. weak/week
Worksheet 12

A. Complete the sentences by filling in the blanks with the given phrases.
   - left no stone unturned
   - spoke to the enemy
   - escorted them
   - to follow the news
   - wads of currency
   - injured shoulder
   - return to safety
   - attained martyrdom

1. The injured soldier ________ with great confidence.
2. Quaid-e-Azam ________ when he was struggling to form a separate Muslim nation.
3. When the chief guest and the principal arrived the prefect ________ to the auditorium.
4. Rashid Minhas ________ at a very young age.
5. The captain of the team could not play cricket because of his ________.
6. It is always a good habit ________ to know what's happening in our country.
7. The rescue ship reached on time and all the fishermen were able to ________.
8. The police recovered ________ from the thieves who were running away.

B. Form a noun from each word and then construct sentences with that noun.
   1. pretending
   2. aware
   3. advise
   4. brave
   5. decorated
   6. distributed
   7. graduated
   8. continued
C. **Fill in the blanks with the correct words from the brackets.**

1. Don’t forget ________ off the light before you go out.
   (switch – to switch – switched)

2. That table is too heavy for you. Let me ________ you.
   (help – to help – helping)

3. I always read the Holy Quran before ________ my work.
   (start – to start – starting)

4. I can ________ here but I’d prefer to sit by the window.
   (sit – to sit – sitting)

5. Shall I remind them ________ a table for us?
   (for reserve – for reserving – to reserve)

6. I’d love ________ a dress like yours.
   (have – to have – had)

D. **Write a paragraph on any famous personality who has contributed to the welfare of our country.**
Worksheet 13

A. Check these sentences for errors, then rewrite them correctly.
   1. People respect the bank manager, who lives in our building, for his honest and ability to solve problems.
   2. In the coastal areas there is an abundant of fish which is a good source of living for the fishermen.
   3. There may be a psychology reason for his strange behaviour in the class.
   4. The detective could not prove that the cashier was guilty but his mind was full of suspected.
   5. In extreme cold weather I often feel sleepily.

B. Choose the correct answer from the brackets and fill in the blanks.
   1. In the game of tennis, there are certain ________ about where the ball should go. (restrictions – inversions – interferences – interruptions)
   2. All participants were advised to be ________ everyday. (knowledge – obedience – punctual – education)
   3. Mariam told her father that she was going to join the advertising company if he had no ________. (opponents – suggestion – objection – division)
   4. Voters should be well informed before they ________ their ballots. (throw – thing – cast – deposit)
   5. The sports ________ approved the proposal to build an indoor stadium. (counsel – conference – council – complex)
C. **Insert parenthesis ( ) where required in the given sentences.**
   1. My aunt with one of her daughters often comes to our house to spend a day.
   2. A peaceful life is something that all the people want; whatever country they may live in.
   3. The monster who had terrified the entire village was finally killed in the end.
   4. I asked the teacher who was giving the instructions to repeat again what she had said.
   5. The producer whose film was a great success received the award.

D. **Write a story using the beginning given below.**
   Everyone was in a happy mood; singing and laughing. The trip was going to be really enjoyable. It was only after they had crossed the super highway that they had the first hint of trouble.

E. **Write a dialogue between two friends who are discussing the farewell party they are going to organize for the senior students.**
Worksheet 14

A. Select a suitable adverb from the box and then add it at relevant places in the sentences given below.

<table>
<thead>
<tr>
<th>well</th>
<th>accurately</th>
<th>gracefully</th>
<th>silently</th>
<th>violently</th>
</tr>
</thead>
</table>

1. Measure the flour for the cake and then sieve it.
2. The ducks swam across the lake.
3. The building shook because of the earthquake.
4. The thief entered into the bank.
5. The pupils debated in the contest.

B. Match the phrases given in Column A with their meanings in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>tear streaked</td>
<td>traversing the sea</td>
</tr>
<tr>
<td>sea-faring</td>
<td>painful story</td>
</tr>
<tr>
<td>a nightmare</td>
<td>lined with tears</td>
</tr>
<tr>
<td>gotten wind of</td>
<td>help with money or moral support</td>
</tr>
<tr>
<td>painful saga</td>
<td>terrifying dream</td>
</tr>
<tr>
<td>backed all the way</td>
<td>got information</td>
</tr>
</tbody>
</table>

C. The proverb; “When the going gets tough, the tough get going.” is mentioned at two places in this book. In Unit 2 (page 12) it is used to explain that Sir Razzak had appealed for help and his request was answered. In Unit 14 (page 90) it is used to explain how Laila Hasan invokes the nation and people from all works of life join in to collect the ransom money.

The proverb explains that when the conditions or circumstances became unfavorable the brave and courageous unanimously put in their efforts to overcome all differences.

Based on this proverb write about an incident or a story that you may have heard or experienced.
D. Fill in the blank in each sentence with the correct word from the brackets.

1. He is _____ to attend the function today. (impossible, unable)
2. Rehana was not at _____ when I called her. (home, house)
3. Please distribute the sweets _____ the children in the class. (between, among)
4. There are many _____ why I like to travel. (reasons, excuses)
5. John finds science an _____ subject. (interesting, interested)
6. He was holding a candle in _____ hand. (each, every)
7. Media tells us _____ about politics. (much, many)
8. When my cousins came to stay over we had a _____ time. (glad, happy)
9. My younger brother has a bad _____ of shaking his legs when he is nervous. (habit, custom)
10. I was _____ I would meet her. (sure, certainly)
Answer key

Unit 1

Pages 3 and 4: Writing time

A 1. Abdullah has written an informal letter to Khizar. We can also say it is a friendly letter.
   2. Abdullah is worried about the behavior of Waqar who is a new boy in his class. The newcomer was welcomed whole heartedly by all the students in the class but he ignores the whole class and is also impolite at times.
   3. The children want to resolve this problem themselves without involving the teachers or the principal.
   4. Abdullah is trying to say that if all the students work together, they could find a way to help Waqar understand that he is behaving in an inappropriate manner. The students can find a way to resolve this issue themselves as the students are in majority against one boy, Waqar.

B.  

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>like old times</td>
<td>same as before</td>
</tr>
<tr>
<td>with open arms</td>
<td>wholeheartedly</td>
</tr>
<tr>
<td>feel at home</td>
<td>to be comfortable</td>
</tr>
<tr>
<td>unusual</td>
<td>out of the ordinary</td>
</tr>
<tr>
<td>resolve</td>
<td>to find a satisfactory solution</td>
</tr>
</tbody>
</table>

C. 1. the apple of one’s eye loved and prized intensely
   2. blow your own trumpet boast about one’s own work or actions
   3. at the eleventh hour the last possible moment before it is too late
   4. turn a blind eye pretend not to notice
   5. let the cut out of the bag reveal a secret

Some suggested sentences:
   1. Her son was the apple of her eye.
   2. He spends most of the time blowing his own trumpet.
   3. The crew of the cargo ship was rescued at the eleventh hour.
   4. The rich man turned a blind eye to the beggar’s pleas.
   5. John wasn’t going to tell his mother about the movie but the tickets on the table let the cat out of the bag.

D. 1. Prepositions of time and duration: about, since, for, before, past
   Prepositions of place and position: in, of, off, for, to, with, round, among, from, between
   2. a. I have not met my friend Alia since ages.
        b. The boys placed his green bag between two big red bags.
        c. The gardener told us to keep off the grass.
        d. She is going abroad for four years.
        e. My sister bought a bouquet of flowers from the florist.
Answer key

3. i. for, on iii. with v. about
   ii. between iv. since, to,

E. 1. Aslam’s home was broken into by thieves, when he was away in Lahore, on business.
   2. Mr. Ali is my favourite Urdu teacher.
   3. Don’t you think, you ought to offer the seat to Tania’s grandmother?
   4. Please enter the room quietly.
   5. This boy’s brother has returned the books entitled The fairy’s gift, which he had borrowed from the National Library, in June.

Pages 6, 7, and 8: Writing time

F. Students can write a letter to Abdullah on behalf of Khizar, stressing the importance of good manners, being patient and calm, and emphasizing that anger does not solve any problems.

G. 1. Hassan asked Ali if he could see him that day.
   2. My mother wanted to know why I come home so late.
   3. The nurse asked Bilal whether he felt warm enough with one blanket.
   4. Murad asked Khawar why he doesn’t take a week’s vacation.
   5. Nani Jaan asked Khawar whether it was still raining.

H. Students can write and role-play the conversation between the three characters shown in the picture.

I. Isaac Watt a Hymn writer gives a serious message in his poem, Against Evil Company. The title states that the poet believes in the saying that a man is known by the company he keeps. If one man is ill-bred, rude, or immoral then he is bound to spoil the entire company of his friends. In the first three stanzas he shows his resentment for the evil company and in the end he tells us that one such person is enough to pollute the environment. Evil company symbolizes hooligans who scoff and mock, use bad language, fight with others, and never pray. The poet wants to keep himself away from these types of people. He prefers to join the company of wise people rather than joining the hooligans.
   This is a religious song and such hymns do inspire people to seek the company of good people which can make help them become better human beings in this world.

J. 1. She has a heart of gold.
   2. The sweet smell of success.
   3. His eyes are glittering stars.
   4. The garden is a rainbow of colours.
K. One sickly sheep infects the flock.
The poet has compared the rude boy to the sickly sheep. One rude boy can make others like him, just like a sick sheep that can infect the other healthy sheep and make them also sick. One rude boy can influence others in the group.
The poet compares this rude or immoral boy to a sick sheep which spreads the disease among the flock. The disease poisons the entire flock. One boy’s bad behaviour can lead the entire lot into a dark pit.

Unit 2

Page 10: Writing time

A. 1. Sir Razzaq, the sports teacher needed some volunteers who could go with him to help the flood affected victims. These victims were given refuge in a school down the road. Taha was looking for Mustafa to ask him if he was interested in becoming a volunteer.
2. Mustafa agreed to help as he was concerned for the flood victims. He wanted to help them in whatever way he could.
3. In my opinion the children did not want to accept cash, as handling money would be a great responsibility and they did not want to spend more time in going to buy things. High heeled shoes were also unacceptable as they would be unsuitable for the people living in camps and moving around would be difficult.

B. 1. guided    briefed
2. related to money  monetary
3. honest    scrupulous
4. to say no     decline

Pages 13 and 14: Writing time

C. 1. The people in the camp were unhappy because they wanted to be served cooked food and in addition they wanted money to spend in the nearby markets. They were not appreciating the help that was being provided and did not want to work.
2. Sir Razzaq spoke to the flood victims and made them realize the importance of our Prophet’s sayings. He advised them to elect a wise leader who would encourage them to work and become independent. He told them that they should make use of their resources and feel proud to work and not to lose hope. Team work was the need of the day and belief in the dignity of labour would help them restore their former living conditions.
3. Meaning of the phrase: When the going gets tough (difficult). The tough (strong, courageous) get going.
   In this phrase the word tough appears two times but it has a different meaning each time, as given above in brackets.
   When conditions of survival become unfavorable, the brave and courageous put in extra effort to overcome all difficulties.
D. 1. The principal broke the seal on the document.
   The Eskimos hunt seals and walruses for their flesh and meat.
2. The boy slipped and his pail fell into the well.
   Jane was taken to the sick room as she was not feeling well.
3. The child was told to solve the puzzle.
   I was puzzled when I lost my way to my uncle’s house.
4. He stood with his back to the wall.
   Write your name on the back of this paper.
   Please turn back and see the mess.
5. The orator addressed the audience.
   Please send me your postal address.
6. The small child crawled and fell into the pool.
   Let’s pool money and donate it to charity.

Some more examples:
7. The date should be written clearly at the top of each page.
   Date is a very nourishing fruit.
8. The naughty boy kicked the kitten with his foot.
   The register which I purchased yesterday is one foot long.
9. Walk carefully, otherwise you will fall down.
   Leaves turn yellow during fall. (autumn)
10. My mother bought a set of combs for me.
    It is my duty to set the dining table daily.

E. | Column 1 | Column 2 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. psychiatrist</td>
<td>one who treats mental diseases</td>
</tr>
<tr>
<td>2. employer</td>
<td>one who keeps others in service</td>
</tr>
<tr>
<td>3. navigator</td>
<td>one who guides a ship or aircraft</td>
</tr>
<tr>
<td>4. champion</td>
<td>one who defeats all other competitors</td>
</tr>
<tr>
<td>5. novelist</td>
<td>one who writes fiction of considerable length</td>
</tr>
<tr>
<td>6. accountant</td>
<td>one who keeps the accounts of the firm</td>
</tr>
<tr>
<td>7. candidate</td>
<td>one who sits for an examination</td>
</tr>
</tbody>
</table>

F. Abstract nouns: success, anger, fear, laughter, happiness, luxury, speed, health, expulsion

Some suggested sentences:
1. Hard work is the key to success.
2. Tom apologized when he saw his father staring at him in anger.
3. A loud explosion in the park was the cause of fear amongst the children.
4. There was a roar of laughter when Jane cracked a joke in the class.
5. Good health gives happiness to man.
6. If you work hard you can enjoy every kind of luxury.
7. Always control the speed at which you are driving.
8. Mary could not earn a distinction because of her poor health.
9. His expulsion from college made him sad and unhappy.
G. 1. The peddler offers a great variety of brooches, pendants, necklaces, bangles, ribbons, hair bands, and laces for sale.
2. Mother found pins, nails, screw, tacks, and bolts in the tool box, but not a hammer.
3. Yusuf, Ibrahim, and Ismail enjoyed the wonderful tricks performed by the lions, tigers, chimpanzees, elephants, and bears in the circus.
4. Tom has a heavy breakfast of eggs, bread and butter, and two cups of coffee before he goes to work.
5. I do not like to eat burgers, but I love vegetables such as carrots, potatoes, and beans.

H. 1. pest    step    6. angle   angel, glean
2. cape    pace    7. dire   ride
3. veto    vote    8. meal   lame, male
4. anger    range    9. dome   mode
5. peon    open    10. serve   sever, verse

Unit 3

Page 16: Writing time

A. 1. The farmer went to the city to buy more supplies for his farm.
2. The crowd was waiting to meet Professor Wong Chan who gave invaluable advice for only one Yuan. His advice was beyond price and full of wisdom.
3. The advice given to the farmer, by Professor Wong Chan, was very helpful. He wrote on a piece of paper: Never put off, till tomorrow what you can do today. It meant that always complete the task undertaken and never postpone it. Whatever work can be completed today should not be put off to another day.
4. If the farmer had not followed the advice, his crops would have been destroyed by the terrible hailstorm. He had stored his crop in the granary and the hailstorm could not harm it.
5. Some suggestions for the title:
   • A stitch in time saves nine
   • Wisdom pay
   • The wise man of China
   • An enlightened professor

B. Nowadays in a village in China, lives a farmer. One day he travels to the city as he needs more supplies for his farm. As he approaches the city centre, he notices a large crowd gathered there. He asks a person standing nearby, ‘Sir why is there such a big crowd here?’

C. The farmer will decide to wait and see for himself. Finally his turn will come after a long wait. Upon entering he will see an old man with a long, white beard and eyes that sparkle with a strange light. The farmer will bow and address the sage humbly, ‘O Wise one! I have come from far. Please give me advice that I can take back home with me.’ Professor Wong Chan will look up and say, ‘I charge a Yuan.’ The farmer will eagerly lay the money in front of him. The sage will pick up a piece of paper, scribble
something on it, and hand it to the farmer who will quickly read it aloud, ‘Never put off
till tomorrow what you can do today.’ The farmer will bow and thank him.

D. 1. Get things mended or repaired in time to avoid further loss.
2. Too many suggestions do not give good result.
3. A task can be accomplished quickly with more helpers.
4. All that dazzles may not be precious.
5. Don’t lose the opportunity when it comes to you easily.
6. Only when you undertake a risk you gain something.
7. What is beneficial for one could be harmful to another.
8. Appearances are always deceitful. There is a difference between appearance and
reality.

Page 18: Writing time

E.

<table>
<thead>
<tr>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Both have a rural background as the farmer comes from the village and Zaid and Abdul Karim live in a village.</td>
<td>• The story takes place in a city of China and later the farmer goes to the village. In Pakistan the story takes place in the village from beginning to end.</td>
</tr>
<tr>
<td>• There are wise people who advise others. The professor gives advice to the farmer, whereas in Pakistan Abdul Karim advises Zaid.</td>
<td>• The Chinese sage charged one Yuan for his advice. On the other hand Abdul Karim kept on advising Zaid without charging anything.</td>
</tr>
<tr>
<td>• Natural calamities are mentioned in both stories. In China a terrible hailstorm destroyed the other farmer’s crop. In Pakistan it was heavy rainfall.</td>
<td>• The Chinese farmer follows the advice he receives but Zaid does not follow the good advice.</td>
</tr>
</tbody>
</table>

F. Countable nouns: door, photograph, star, dress, country, bottle, tooth, plant, building, pencil

G. 1. fare
2. plane
3. cygnet
4. sign
5. cymbal’s

H. 1. Irene, the eldest of the four children, will go abroad to do her post-graduate work.
2. Hamesh, the boy next door, is a keen sportsman.
3. Sadaf, the only girl in a class of forty, was awarded a first class degree in engineering.
4. The largest mosque in Pakistan, the Shah Faisal Mosque, attracts many visitors each day.
5. Anwar, the better of the two players, is selected for the heats.

I. 1. a. called off (cancelled)
   2. b. account for (answer or thought about their conduct)
   3. a getting on (ageing, getting old)
   4. a turned out (proved to be)
   5. b climb down (get down)

J. Some suggestions are given below. However, encourage the students to imagine and write a vivid description on any one object.
   1. An antique trunk (a large luggage box)
      An antique trunk is made of tin. It is usually rectangular in shape. It has a hinged lid so that it can be locked. It differs in size and colour and may have designs painted on it. Nowadays antique trucks are kept for storing things not required. People carry lighter luggage so trunks are not much in use.
   2. Your favorites dish.
      My favorites dish is pasta. Pasta is available in various shapes and sizes. The most commonly cooked are noodles, macaroni, spaghetti, and lasagne. It is cooked with meat, chicken, cheese, and tomatoes paste. I like to eat it in all forms but it is best when cooked with chicken and cheese.
   3. The most unusual object your have ever seen
      Last week, I went to the bookshop to buy a book to give it as a gift to my friend. As I was looking around I saw a musical book. It was something unusual. As I picked up I saw that nursery rhymes were written along with pictures. As I turned the cover page I heard the poem being sung. Turning over the pages I heard, the music being played with each nursery rhyme. I had never seen such a book I immediately purchased it for my younger sister who is in class I. Let the children imagine and write about any unusual object. It can be an old painting, a musical instrument, a funny lantern, etc.

K. 1. pocket    4. see    6. succeed
    2. cupboard  5. night    7. me, note
    3. box

**Page 21: Activity time**

A procrastinator is a person who defers action which means that he/she keeps on putting off the work which he/she has to do, to a later time. They delay doing what they have to do, thus losing time.

The gentleman wants to get rid of the parrot because it keeps on repeating the same lines again and again and it irritates the gentleman.
Unit 4

Pages 23 and 24: Writing time

A. 1. A dairy farm is a place where cows, goats, and sheep are kept for their milk and milk products like cheese, ice cream, butter, and cream. The animals are kept here for commercial and domestic purposes. These farms also have pastures for the animals to graze.

2. The family has eggs, bread, milk, and oatmeal for breakfast.

3. Both the children have chores that need to be finished before school. Helga goes to pick up fresh laid eggs. Then she helps her mother to churn cream to make butter which is then poured into small airtight tins. Helga also helps her mother to make the beds, wash the dishes, and tidy up their cottage. Stefan goes with his father to the cowshed to empty pails of fresh, warm milk into huge airtight cans which are loaded onto the back of the truck. He also helps his father to clean the cow sheds, feed the cows, wash out the empty pails, and pile them up in stacks for further use.

4. Sweden is located on the Scandinavian Peninsula in Northern Europe. Countries surrounding Sweden are Norway, Finland, and Denmark.

B. Adverbs: freshly, warmly, hugely, thickly, neatly, healthily

1. Helga picked up the freshly laid eggs and gave them to her mother.

2. The sick child was tucked warmly in bed for quick recovery.

3. Hugely built buildings have spoilt the beauty of modern towns and cities.

4. Mary loves to have thickly sliced buttered sandwiches.

5. Amina always kept her clothes neatly stacked in her wardrobe.


C. 1. which

2. whose

3. whom

4. whose

5. that

D. 1. me

2. her and him

3. them

4. us

5. me

E. Suggested conversation:

Stefan: It is dark outside; we shall have to take a lantern with us. I think we should not disturb the calf but just peep in quietly to see if it is okay.

Helga: It is going to satisfy me even if I have a look at it. Poor thing! I pity the calf.

Stefan: Come on, hurry up, we also have to plan tomorrow's activities after coming back.

Helga: Yes, we will do that, but tomorrow is Sunday. We don't have to go to school. We can do a lot of work and also give time to our lessons.

Stefan: That's great! A wonderful weekend ahead. We can watch television as well. I will watch my favourite quiz programme.
Helga: Can we go near the shed? Oh! look at the calf. It’s trying to stand up. It is recovering!

Stefan: Thank God, our hard work has paid off, its a blessing as these cows give us milk. The milk and milk products are the main source of earning for our family.

Helga: Let's go back and tell mom and dad about the calf’s recovery. It will please dad a lot as he is very worried about all our domestic animals.

Page 27: Writing time

H. 1. abate diminish; make less
2. airtight air cannot pass through
3. anxiously earnestly waiting
4. barter trade by exchange
5. churns agitate milk in churn – vessel
6. feasting eat and drink heartily
7. pasteurized partially sterilized milk by heating
8. savagely fiercely wildly
9. slaughter killing of animals for food
10. starvation die or suffer from lack of food

I. 1. Mother churns butter out of milk.
2. We will be feasting on biryani and qorma on Eid-ul-Azha.
3. The students waited anxiously for their results.
4. People in Somalia are dying of starvation.
5. Mother asked me to keep the cake in an airtight box.

Unit 5

Pages 30 and 31: Writing time

A. 1. Aslam’s favourite sport was riding a bicycle. We come to know this as we are told that he kept his bicycle in perfect shape by cleaning it regularly. He enjoyed taking part in bicycle races and had won many races. His shelf was decorated with trophies of all shapes and sizes and on the wall were photographs showing him receiving certificates from important personalities. He also coached his friends and family members to ride a bicycle.
2. Aslam could not ride his bicycle any more as he had an accident and broke his leg.
3. The doctors said that Aslam would be fully cured if he is taken abroad for a major operation.
4. It was difficult for Aslam to follow the doctor’s advice as he could not afford the expenses to be treated abroad. He belonged to a middle class family and this treatment required a lot of money.
5. Aslam proved to be a role model both as a child and as an adult. As a child even when he was badly hurt he smiled and said that he had not lost his spirits. Though he left the hospital on crutches yet he encouraged his sister to
continue with her practice. He accepted his drawback bravely and persuaded his sister to keep on going and not to give up.

After his recovery, he returned and again presented himself as a role model. As an adult he married a disabled girl because disability or being normal was the same for him and being disabled or being normal was not the most important thing for him.

B. 1. important – eminent
2. eager – enthusiastic
3. related to money – funds
4. persuaded gently – coaxed
5. to get back – retrieve
6. rich – wealthy

C. 1. **Story elements**

**Characters:** Aslam and Amina who are siblings and the team of doctors.

Aslam is a hardworking and a responsible boy. Even in adversity he does not lose courage. He is not at all disheartened and he persuade his sister to keep on trying and not to give up. Minor set backs in life are not a problem for him. He is duly rewarded as he gets the treasure trove which gives him a chance to live his life again.

Amina is a kind hearted girl. She is worried about her brother’s disability. She feels bad to see her brother on crutches. She listens to her brother and accepts whatever he says.

**Setting:** Aslam rides his bicycle perfectly and goes without landrace to the woods. The family lived in an old but comfortable house. It has a wooden floor. Aslam finds treasure under the planks of wood. The picture shows the setting of the woods when Aslam is coaching Amina to ride a bicycle.

**Events:** the mishap – hospital treatment – finding the treasure – treatment abroad – Aslam’s marriage with a disabled girl.

**Theme:** Never give up hope.

Try and try until you succeed.

Where there is a will there is a way.

**Ending:** This story has a happy ending. The moral in this story is that persuasion, hard work, and courage can work wonders. God always rewards the hard-work of people. Optimism is the key to success.

2. The teacher can check the outline of the story and provide help if required. The students can then develop their own story. Topics can be given from everyday experiences to develop a spontaneous flow of words.

D. **Most appropriate word.**

4. charitable
5. destroyed
6. abuse
7. failure
8. controversial

E. **Foreign words and expressions.**

1. en bloc.
2. En route
3. au revoir
4. non de plume
5. tete-a-tete
F. Meanings to explain the difference between each pair of words and sentences.

1. intrude  to go somewhere where you are not wanted
   intervene  to get involved in a situation in order to help it

2. dialogue  conversation in a play, novel, book, etc.; a formal discussion between two groups
   discourse  a talk or conversation when giving a lecture or sermon

3. current  belonging to present time; the movement of water in the sea or river; the movement of air in a particular direction; the flow of electricity through a wire
   currant  small dried grape

4. eminent  distinguished; famous; respected; notable
   imminent  can happen soon

5. lose  present tense of lost; be deprived of.
   loose  not held together or fixed; slack; detached.

6. cartoon  a funny drawing in a newspapers, magazines, etc.
   carton  light cardboard box for holding goods

7. umpire  person chosen to watch a game and give final decisions and to enforce rules and settle disputes in cricket, hockey, or baseball
   empire  group of states or countries under a single supreme authority

8. mental  related to mind.
   mantle  loose sleeveless piece of clothing; covering round a gas lamp

9. quote  cite as example
   court  the place where legal trials take place and crimes are judged; the official place where kings and queens live

10. seen  past participle of see; look watch
    scene  the place where something happens

Some suggested sentences:

1. My aim was to intervene not intrude, so that a decision could be made.

2. The dialogue between the two groups could not continue as the priest had began his discourse.

3. As it is the Christmas season the current requirement for bakers are currants to bake currant cakes.

4. According to the plan a terrorist attack was imminent when the eminent guest arrived.

5. Be careful, you will lose you earning as the screw is loose.

6. The toy cartons had cartoons printed on the outside to attract the children's attention.

7. The umpire chosen for the Cricket World Cup was known all over the British Empire.

8. It was a mental relaxation when I found the mantle in the darkness, as now I could light the gas jet.
9. Some judges in the **court** always **quote** wise sayings.
10. The murder **scene** was **seen** and carefully inspected by the police.

**Page 33: Writing time**

**G. 1.** Snow White exclaimed that she did it every day and one day would not make a difference.
2. Doc, the eldest dwarf said, that was her reward for all the hard work that she did every day.
3. Grumpy smiled for once and told Snow White that they could not thank her enough.
4. Bashful shyly explained that she should think that if she had not carried out her chores conscientiously, she would not have discovered the gold.
5. All the dwarfs chorused together to tell Snow White that they all liked her very much and she had done a lot for them.

**H. Some suggested sentences:**
1. The beautiful **flowers** add colour to our garden.
   **Flour with bran is good for heath.**
2. Mary’s uncle had to bear her **expenses** as she was an orphan.
   **In areas of Sindh a great **expanse** of barren land cannot be cultivated.**
3. A grand **feast** was given in honour of the new principal.
   Tom fainted when Dick struck him hard with his fist.
4. Some siblings **resemble** each other in some way or the other and sometimes they are identical.
   The students were told to **assemble** in the auditorium.
5. The **boy** living next door speaks very loudly.
   The **buoy** in the distance warned the fisherman about the dangers.
6. Aesop fables always have a **moral** at the end.
   Encouragement always help boost up the **morale** of students.

**I. Prefixes**
1. disappeared  5. mismanaged  8. uncommon
2. immoral  6. unwanted  9. impatient
3. unlike  7. unusual  10. misspell
4. dislike

<table>
<thead>
<tr>
<th>Review Test I</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. 1. Money talks.</td>
</tr>
<tr>
<td>(S) Every man has a price.</td>
</tr>
<tr>
<td>(O) The best things in life are free.</td>
</tr>
</tbody>
</table>
   (S) It never rains but it pours.
   (O) Lighting never strikes twice in the same place.
3. Old habits die hard.
   (S) You can't teach an old dog new tricks.
   (O) You are never too old to learn.
4. Two heads are better than one.
   (S) Four eyes see more than two.
   (O) Too many cooks spoil the broth.
5. Every cloud has a silver lining.
   (S) It is an ill wind that blows no one any good.
   (O) No rose without a thorn.

B. 1. The toy has fallen under the table.
   2. Princess Jasmine is sitting on the cushion.
   3. The month of Shaban comes before Ramadan.
   4. My money is inside the wallet.
   5. The monkey is swinging from one branch to another.

C. 1. Afia is Sarah's sister.
   2. The pencils, rubbers, and sharpeners are in the bag.
   3. The Pakistan Resolution was passed in Lahore.
   4. Rashid Minhas, was a brave pilot.

F. 1. dear 3. silent 5. acre
2. team 4. rents

G. 1. due 3. discussed 5. dough
2. dew 4. disgusted 6. doe

H. Ask the students to first jot down some points and then use these to write their letter. Remind the students to follow the format of a friendly letter.
Summer vacations - an enjoyable time - request to come over - Karachi has an ideal climate. Sea side - best place to visit for: swimming, enjoying the beaches, collecting shells, etc. - plan to visit Hawkebay and Clifton.
Beautiful farms with hygienic swimming pools, beautiful gardens, vegetable and fruit farms, mini zoos, etc.
Water Parks
Quaid's Mausoleum which is in the heart of the city - surrounded by beautiful parks available.
Unit 6

Pages 37 and 38: Writing time

A 1. Some creatures are gifted and have the ability to pick up sounds or vibrations which are very low or high in frequency and which cannot be heard by humans. This instinct helps them to escape approaching calamities.
   2. Motoji Ikeya is a Japanese scientist. After testing several creatures he has found out that catfish are the most sensitive creatures. So he now studies catfish to stay informed about imminent disasters.

B 1. Grate 3. hoarse 5. mist
   2. site 4. cord

C Some suggested sentences:
   1. We must pray to God to keep us safe from all kinds of disasters.
   2. Last night we felt some tremors and it frightened us all.
   3. Students must build up confidence as nervousness is always a setback.
   4. The old man next door has the ability to read and write five languages.
   5. I could feel the vibrations caused by the trucks passing by.
   6. My teeth are sensitive to cold and hot water.
   7. It is always beneficial to complete all impending work.
   8. The magician bewitched the people with the psychic powers that he possessed.
   9. My instincts told me that my brother would arrive unexpectedly, and he did!
   10. The teacher told all the students to always ask questions to clarify any doubts that they may have.

D 1. We will cooperate to finish this project.
   2. John declined my invitation.
   3. They returned to this country last month.
   4. He was sitting alone when we arrived.
   5. Shakespeare’s work received world wide recognition.
   6. The reason for his absence was his illness.

E 1. that 3. whom 5. that 8. whom
   2. whose 6. whose 9. that
   3. whom 7. whose 10. whose
   4. that

Pages 40, 41, and 42: Writing time

F 1. Paul was named after the German children’s writer, Boy Lornsen’s poem: Der Tintenfisch Paul Oktopus. The title of the poem carries the name Paul.
   2. Octopus Paul was considered to be a highly intelligent creature. Keeping this fact in mind Paul was presented with two boxes containing his favourite dish—mussels. The boxes were marked on the outside with the flag of the national football teams. Each time he chose to eat from the box marked with the flag of Germany, and
Germany did win seven matches in the 2010 World Cup. Later, he predicted victory for Spain against Netherlands. This angered the Germans and they were disappointed.

3. The Germans threatened to turn Paul into Sushi, a Japanese dish using raw fish, and the Sea Life Centre in Oberhausen received death threats emails saying, ‘We want Paul for the pan.’

G. | Column 1 | Column 2 |
---|---|---|
1. launched | started |
2. psychic | one who has the ability to predict the future |
3. predicted | foretold |
4. euphoria | extreme happiness |
5. honorary | not legally, but as a sign of respect |
6. canny | very clever |

H. 1. me 2. us 3. her 4. him 5. she

I. 1. The craftsmen have polished the silverware. (active voice) 2. The gate was opened by the woman. (passive voice) 3. His homework shall be finished (by him) in an hour. (passive voice) 4. The patient is being helped by the nurse. (passive voice) 5. Some boys were rescuing the old man. (active voice) 6. Mr. Ansar Burney helped the crew of MV Suez. (active voice) 7. The results were accurately predicted by Paul, the Octopus. (passive voice) 8. Great losses were suffered (by the people) because of the earthquake. (passive voice) 9. Scientists are carefully observing catfish. (active voice) 10. The vegetables are being cooked by the chef. (passive voice)

J. Some suggested descriptions are given below.

**A vegetable seller**
The vegetable seller who comes to my house is tall and skinny. He wears a shabby shalwar kameez that is quite faded and worn out. His hair is greasy and he keeps on scratching his head. But one thing that I like about him is that he is always in a cheerful mood. He keeps on shouting at the top of his voice to attract customers in my locality. He has quite a variety of vegetables which are fresh and green, but not very expensive. I do have to admit that he is well-mannered and honest in his dealings with others. Even though he is poor, but if somebody is short of money, he gives his vegetables on credit.

**A traffic policeman**
The traffic policeman at my school gate is a strong and muscular man. He wears a clean white uniform, black shoes, and a black hat. He performs his duty conscientiously every day. His duty is to control the movement of the cars, buses, rickshaws, and he also has to look after the students crossing the road. He does it
enthusiastically with a smile on his face. He shows courtesy to the elders and teachers. The policeman speaks gently and walks to and fro on the road taking huge steps. His skin has tanned because of his duty every day in the scorching heat. Yet he does his job well.

Unit 7

Pages 44, 45, and 46: Writing time

A. 1. Antiseptics play an important role in our daily life and are used for various purposes. Doctors and nurses use it as a disinfectant for hospital and surgical instruments and in operation theatres and laboratories. It is used as a first-aid to clean wounds and bruises. Antiseptics are also used in our washrooms and homes to wipe floors and for cleaning purposes. Antiseptics prevent the growth of bacteria when used as a disinfectant in rooms, clothes, and other objects which are used by the patient.

2. X-rays have made the job of a doctor much easier. A doctor can diagnose diseases quite easily with the help of X-rays and other forms of radiology. Fractures, defective organs, and other hidden diseases can be easily detected because of the X-rays and ultra sound systems.

3. When Alexander Fleming a bacteriologist found that Petri dishes (covered dishes for culture) were contaminated, he soaked them in a tray of disinfectant. To his surprise he saw one tray had grown a mould on it. It meant that it has killed the bacteria that causes many diseases. This mould contained a powerful antibiotic: Penicillin. Before the discovery of Penicillin soldiers used to die of infected wounds and amputations were common. But Penicillin G saved the lives and limbs of many soldiers, during the Second World War. Thus it is rightly labelled as the wonder drug.

4. Before the discovery of Penicillin, patients died because of infected wounds, and amputations were common because of gangrene. Penicillin saved the lives and limbs of many soldiers.

5. Bacteria is dangerous for a wounded person because some bacteria cause diseases, and if a wounded person is not treated the bacteria can infect the wound and it may lead to the patient's death.

B. 1. bacteria single cell micro organism that spreads diseases
2. diagnosis identification of disease by means of symptoms
3. influenza infectious viral disease with fever and severe aching and running nose
4. opaque not transmitting light; not transparent
5. gangrene death of body tissue specially in diabetic patients

Suggested sentence:
The doctor’s diagnosis shows that the boy was suffering from influenza which is caused by harmful bacteria.

C. 1. Huma bought buttons, sequins, and nylon laces for her Eid dress.
2. You are welcome to make use of the writing pad, pen, ink, envelopes, and stamps on the desk.
3. In our garden we have roses, sunflowers, lilies, and cacti.
4. Slowly, noiselessly and on tip toes, Ahmad walked up to his room.
5. For Christmas, Maria received a dress, a pair of shoes, a purse, and a watch.

D. 1. He had only one regret: his wife was not there with him.
2. Hussain knew several foreign languages: French, German, Spanish, and Japanese.
3. This was what she liked most: to have the place to herself.
5. He dreaded to think of the things he had to do: paint the living room, dig the
   garden, mow the lawn, and clear up the garage.

E. 1. She gave the porter a tip for carrying her luggage.
2. The two friends always talk about birds when they get together.
3. Reptiles are cold blooded animals and they lay eggs.
4. She intends to visit her relatives in Canada during the long vacation.
5. He excels in athletics.

F. 1. The eminent scientist warned that an earthquake in the region was imminent.
2. The writer is very imaginative, he wrote an interesting story about life on an
   imaginary planet.
3. Have you been thorough in going through this manuscript.
4. Various tribes inhabit this Island of varied vegetation.
5. He was very interested in the project; he offered many interesting proposals at the
   meeting.

Page 48: Writing time

G. 1. She is as cold as ice.
   3. The old farmer is as blind as a bat.
   2. He is as strong as an ox.
   4. Last night I slept like a log.

Unit 8

Page 50: Writing time

A. 1. Arifs village gave an extremely pleasant look before the factory was built. It was
      surrounded by lush, green meadows, sparkling streams, and had vast areas of
      cultivated land with all kinds of crops and vegetables. Songbirds with brightly
      coloured feathers flew around the branches of old trees. The squirrels could be
      seen chasing one another in the grass and racing up the trees. It was a small but
      peaceful village where the people lived in happiness.
      2. After the factory started operating the beautiful village lost its beauty. The smoke
         coming out of huge chimneys covered the start-lit sky. The loud metallic sound of
         the machines was unbearable and it also drowned the cuckoo’s and the
         nightingale’s songs. The streams and rivers, which provided drinking water to the
         villagers, could not be used because the toxic waste was pumped into the
         sparkling water and it had become contaminated. Even after the construction work
         was over the debris lay in heaps around the factory.
The monster like vehicles scared away the animals that used to roam about freely. People started complaining about gastric and chest ailments. Skin rash was commonly seen amongst the villagers.

3. To avoid polluting the village, the factory owners should have hired dumping trucks to remove the discarded material and toxic waste, away from the village. They should have set up the factory away from the banks of the river and should have ensured that the waste material does not flow into the streams and rivers. Progress and development is important but not at the cost of human life.

Pages 52, 53, and 54: Writing time

B. 1. Types of pollution: air pollution, noise pollution, water pollution, and environmental pollution.
  2. This is an open ended question. Students can discuss and write about the pollution that they are most affected by and how.

C. Alphabetical order.

1. bacteria the simplest and smallest form of life
2. congestion obstruction
3. consumption the use of anything
4. deposited stored for safe keeping
5. deprived prevented from use or enjoyment
6. organisms extremely small living things
7. pollutants substance that pollutes something
8. toxic poisonous

Some suggested sentences:
1. Some bacteria are harmful for health.
2. I reached late because of the traffic congestion on the roads.
3. Water consumption is less these days because it is the winter season.
4. My sister deposited the money in the bank as it is unsafe to keep it at home.
5. Poor children who are deprived of many essential things need our help.
6. Waste organisms pollute the air and water.
7. Pollutants are present all over the city as proper garbage bins are not provided.
8. Toxic waste is a threat to human life.

D. Nouns Verbs
1. pollution pollute
2. inhabitants inhabit
3. construction construct
4. occurrence occur
5. consumption consume

Some suggested sentences:
1. The increasing traffic on the roads is polluting the city of Karachi.
2. Robinson Crusoe, who was shipwrecked, inhabited the Island all alone for many years.
3. The king employed the best contractor to construct his new place.
4. The solar eclipse occurs when the Moon passes between the Sun and the Earth, and the Moon blocks the light from the Sun.
5. Majority of the people consume wheat as their staple food.

E. 1. He asked, ‘Rehan can you go with me?’
2. Rehan replied, ‘I cannot do so.’
3. Noman asked his father, ‘When will the next cheque come?’
4. Noman’s father replied, ‘There may not be another one this year.’
5. Brian asked me, ‘What has become of Henry?’
6. I replied, ‘Henry has left for Hong Kong.’

F. 1. We were unable to find Mrs. Farhat, the treasurer of the society.
2. My friend, Elizabeth, is learning to drive.
3. Would you believe, Ramiz the newspaper boy, has become a factory supervisor?
4. His last work, *A psychological study of city life*, has received a great deal of attention.
5. The district judge, Mr. Zafar Sherwani, decided the case.

G. 1. This team—there is no doubt about it—is likely to win.
2. *Macbeth, Othello, King Lear, and Julius Caesar*—these are Shakespeare’s best tragedies.
3. His father—the man over there—has come to take him home.
4. What happens if they want an answer—what shall I say to them?
5. Food, shelter, and clothing—these are the basic human needs.

H. 1. You cannot have your cake and eat it too.
2. Too many cooks spoil the broth.
3. It is no use crying over spilt milk.
4. Imitation is the best form of flattery.
5. If the cap fits wear it.
6. Practise thrift or else you’ll drift.

I. Some points are given below that can be used to complete the descriptive writing task.

**A busy road** – one of the busiest shopping centres in the city – a lot of traffic on the road (buses, rickshaws, and cars) – drivers trying to find a parking place – double parking is a common occurrence, which leads to more congestion – this road being in the centre of the city people from all walks of life come here to shop – many shops selling a variety of things to attract the buyers – shops selling jewellery, shoes, ready-made garments, baby garments, bags, material, sweets, etc. – not to forget the fast food centres giving a warm welcome to the people who are out on a shopping spree – pedestrians on the road have difficulty as there are many hawkers selling their goods – police mobiles are parked here and there to overcome any difficulty if emergency arises. The most enjoyable places on this road are the huge shopping malls to which I love to go.
Page 55: Activity time

I am a river clean and clear at the source. I start gliding down the mountains flowing towards the town. As I move on I feel very sad and disgusted as my flow is hindered by the addition of toxic waste and discarded material. My water becomes polluted and heavy. I am helpless. I feel sorry for myself. However, I don't lose hope and as I am about to take an exit I start feeling strong and free and clean. I enter into the sea and I feel relieved as if repentance has given me salvation. The sea is the mother and I am the child.

Unit 9

Page 57: Writing time

A. 1. Maha's mother means that one should never take medicine without consulting a doctor. We cannot judge what has happened or what the cause of the pain or fever is. Normally when people have pain or fever they take medicine without consulting the doctor which is very harmful.

2. Maha looked nervously at her mother because she had bought a slice of melon from the vendor to eat. Her mother always gave her home-made food so that she may not buy things from roadside vendors. It was honest of Maha to admit her fault.

3. Dr. Shaista explained that vendors who sell fruit and other things to eat, do not follow the rules of cleanliness and hygiene. Thus, they make food unhealthy and it gets contaminated as germs settle on it and it may cause diseases.

4. Measures and precautions that shops or roadside stalls can take are that they must: cover the eatables with clean nets, not sell stale food, and wash plates and spoons with clean water.

5. Before making a salad, I shall wash the vegetables and drain the water by keeping them in a strainer. I will also make sure that the knife and the cutting board are also washed and clean. At the same time I will keep a clean bowl to put the vegetables and a net or a lid to cover the sliced vegetables.

B. Some suggested sentences:

1. My sister is anxiously waiting for her results.
2. We must not indulge in unlawful activities.
3. Last night I had had cramps in my stomach as I had eaten too much of oily food.
4. Even though I was quite far away from the stage, the speech was audible.
5. The injured boy gasped for breath.

Pages 58, 59, and 60: Writing time

C. 1. Women like clothes that are fashionable.
2. Mr. Shah believes in hiring experts in their chosen field, rather than greenhorns.
3. Her diligence paid off when she obtained good results in the examination.
4. When Faisal was on the point of giving up, his friends encouraged him to carry on.
5. Mary tried to shirk her responsibilities, but her conscience would not allow her.
D. 1. I am sorry that I am late. I got caught up in traffic.
   2. I was so angry that I walked out in protest.
   3. The man was let out of jail early for good behaviour.
   4. Even though he was tired, he kept on going.
   5. After the accident a lot of people turned out to help the injured.

E. Some suggested sentences:
   1. Never intrude if you are uninvited.
   2. My neighbour always intervenes in my affairs, which irritates me a lot.
   3. People these days prefer to wear artificial jewellery.
   4. Of all the jewels, my mother loves to wear a ring studded with a ruby.
   5. Their continuous efforts paid off well in the end.
   6. The author has used emotional dialogues to create interest in the story.
   7. The preacher’s discourse was very lengthy, but interesting.
   8. The man was caught as he had forged the signatures.
   9. Never fabricate stories to impress people, as it is useless.

F. 1. I took down what he said verbatim.
   2. Wigs are now a la mode in my country.
   3. The car he had bought is a deluxe model.
   4. The demonstrators were arrested en masse when the police arrived.
   5. The accident’s victim’s body was taken to the hospital where the pathologist performed a post mortem.

G. 1. ‘I have come to see you,’ he said. ‘Have you taken my book which I had left on my desk? It’s not there now and I need it tonight to refer to it for an exercise. I don’t have enough money to buy another book’
   2. The two little girls were quarrelling over a doll. One said it was hers as she had found it, and other said that it was hers as she had not lost it but had left it in the garden when she had gone into the house for dinner. She would tell her mother if the other girl did not return the doll.
   3. Last night I was at a party held at a friend’s house. I met a journalist who had just returned from Afghanistan. He described the fighting taking place there, and said that the country was in a very sad state because thousands of people were homeless and starving. I found this description very informative but depressing.

Unit 10

Page 62: Writing time

A. 1. Nobel Laureate means a person who has won a Nobel Prize.
   2. Abdus Salam’s family was different from other people of Jhang become his father was an education officer in the Department of Education of the British Punjab State. Jhang was a poor farming district but his family stressed on the importance of learning.
3. Dr. Abdus Salam was a patriot and a proud Pakistani. When he went to receive the Noble Prize in Sweden he wore a *sherwani* and shalwar with a turban on his head. He knew the importance of nuclear technology in Pakistan and he worked very passionately in strengthening the nuclear energy and space programmes of Pakistan. He dedicated the money which he was awarded as Nobel Prize to a fund for promising young scientists.

4. In 1964 Dr. Salam founded the International Centre for Theoretical Physics (ICTP) Trieste in north-east of Italy. He was employed as its director for 29 years until 1993. He was honoured by the scientists of ICTP as the institution was renamed as Abdus Salam International Centre for Theoretical Physics. In 1998 the government of Pakistan issued a commemorative stamp to honour the services of Dr. Salam. A road was named after Dr. Salam in the European organization for Nuclear Research (CERN) Geneva.

**Page 63, 64, and 65: Writing time**

**B.** 1. When Alfred Nobel’s brother Ludvig died an obituary appeared in a French newspaper titled, ‘The merchant of death is dead’. The newspaper mistook Ludvig to be Alfred Nobel. When Alfred Nobel read the article he thought that this should not be the way to be remembered after his death. Merchant of death means his invention, the dynamite, was a destructive invention. Immediately he changed his will and left most of his £1,750,000 fortune to founding and funding the Nobel Prizes. Thus he would be remembered for a great cause.

2. Nobel Prize winners receive a diploma, a gold medal, and a cash award.

**C.** 1. obituary 3. apprehensive 5. individuals
   2. confirm 4. recipients

**D.** 1. The fire fighters fought the blaze while the crowd looked on.
   2. We all felt very tired after the first hour of walking but our guide told us we had to push on if we wanted to reach the inn by nightfall.
   3. While the office computer system was being fixed, there was nothing to do so we just sat around.
   4. It you don’t know what that word means, Jamil, look it up in the dictionary.
   5. I cannot understand what you are saying about this design. Can we look over it again?

**E.** 1. He does not possess these qualities: courage, integrity, and diligence.
   2. I wish to see these boys in my office: William, Henry, and Michael.
   3. For a man of his age—he is seventy-five—he is very strong, don’t you think?
   4. Have you heard this saying—‘Darkness cannot put out the lamp: it can only make it shine brightly’?
   5. These are the subjects he has passed in Advanced Level: History, Geography, and Economics.
F.  1. I said, ‘I have not seen you for months.’
   2. The son said to his father, ‘Please, listen to what I am saying.’
   3. I wrote, ‘I shall visit you to-morrow.’
   4. He thought, ‘I have never liked doing this.’
   5. I ordered, ‘Be Quiet!’

G.  1. We saw the dog that was lame.
   2. The man who stole the car has been arrested.
   3. The chair which Hassan was sitting on, is broken.
   4. This is the book that I spoke to you about this morning.
   5. Mr. Penwala, who thought us English last year, has retired.

H.  1. audience  
    2. litter  
    3. spectators  
    4. team  

Page 67: Writing time

1. This is an open ended question. Encourage the students to answer giving their reasons for their choices.
2. A sage is a wise and experienced man. The sage in this poem does not act like a sage at all. Had he been a sage i.e. a wise person, he would never have thought of having the pigtail hanging on his face and would not have turned round and round trying to bring his pigtail to the front. A pigtail is always meant to be hanging behind one’s back.

Review Test 2

A.  1. Many professionals are leaving the country to settle in the west.
   2. His uncle sells stationery at my school.
   3. Cereals are highly recommended as supplementary food for babies.
   4. The country is small but rich in mineral deposits.
   5. Fish are an excellent source of protein and a good brain-food.

B.  1. His sister is my best friend.
   2. Please tell them to collect their cheques.
   3. We are going by bus.
   4. Are you talking to me?
   5. Where is my pen?

C.  1. The dishes are being washed by Samantha. (passive)
   2. The chimpanzee is riding the bicycle (active).
   3. The poor are helped by Angela all the time. (passive)
   4. Islamiat is being taught by Samina (passive)
   5. Sir Raees conducted the fire drill (active)
D. 1. He has demonstrated the truth saying: Necessity is the mother of invention.
   2. These are what you need: flour, butter eggs, and raisins.
   3. In all her plans she overlooked one thing: she did not have enough cash.
   4. This is what the professor said of your thesis: Excellent!
   5. Many parents today do not take heed of the proverb: spare the rod and spoil the child.

E. 1. Zahid asked, ‘Rehana, will you make a cup of tea for me?’
   2. The coach shouted at the players and said, ‘Play properly.’
   3. Mother asked Arsalan, ‘Where are you?’
   4. The girl asked, ‘May I have water?’
   5. Hari asked Puja, ‘Are you going to stay at home or not?’

F. 6. She just said that she was in a hurry—which is no explanation—and then rushed off.
   7. Self reliance and courage—these are the qualities we try to instill in our men.
   8. Of course they have quarreled again—what did you expect?
   9. He agreed to do as they said—he had no choice.
  10. In my childhood home—I remember it very clearly—we had antique furniture.

G. 1. Look at me when I am talking to you.
   2. Don’t give up, keep trying.
   3. She looked at herself in the mirror.
   4. The ball rolled down the ground before disappearing into the bushes.
   5. Shazia’s diamond ring rolled under the sofa.

H. 1. familiarity  4. replacement  7. rigidity
   2. reproduction  5. detection  8. injury
   3. inclusion  6. belief

Some suggested sentences:
1. We should be careful about developing familiarity with strangers.
2. The new building is an exact reproduction of the old structure that was demolished.
3. Ahmed’s inclusion in the party was greatly appreciated by other members.
4. With the replacement of laborers, great improvement is noticed.
5. The police helped in the detection of the stolen documents.
6. It is my firm belief that, honesty is the best policy.
7. The rigidity in his nature made him suffer greatly.
8. The famous cricketer could not play because of the ankle injury.
Unit 11

Pages 71, 72, 73, and 74: Writing time

A. 1. The woman was boiling water in the pot. Her children were very hungry and starving so to pacify them she said that she was cooking stew so that they would be satisfied with the thought that they shall be eating soon. But actually it was just water that was boiling in the pot.

2. The eldest child offered to read a story to his siblings because he was a sensible boy and he was able to understand that his mother was making excuses to console the hungry children. He knew that after his father's death his mother had sold all her jewellery and household items to run the house. He thought that his siblings would go to sleep listening to the stories, and his plan did work.

3. The stranger had brought a sack which contained: dates, bean, flour, milk, sugar, spices, rice, fresh meat, and bottles of olive oil.

4. The two most popular food items in Arab countries are dates and olive oil.

5. At the beginning of the story, Khalifa Umar bin Khattab’s footsteps were heard. He was a very kind and caring person and was aware about the problems of his subjects. It is known that he used to take rounds at night, in disguise, to find out what the poor people really needed and if he could help in any way.

B. 1. unearthly inappropriate

2. consoled comforted

3. vain hopelessly

4. astonishment surprise

5. impoverished poor

C. 1. She has always been **overweight**.

2. A **rich** society should be a contented one.

3. The young man suffered much because of his **ailment**.

4. We would be **destroyed** if there were a third world war.

5. The **enterprising** young man became successful due to his hard work.

D. 1. The hen **laid** its eggs in the coop.

2. She **lay** on the grass to rest.

3. The porters **laid** the bags on the bench.

4. He **lay** down to sleep the moment he reached home.

5. She **laid** the table for tea.

E. 1. The hen has **laid** its eggs in a coop.

2. She has lain down on the grass to rest.

3. The porters have **laid** the bags on the bench.

4. He has lain down to sleep the moment he reached home.

5. She has **laid** the table for tea.
Answer key

F. 1. Don't do anything until I tell you.
   2. The water pipe is leaking, it needs to be repaired immediately.
   3. This man is indifferent to praise or blame.
   4. There are two million people living in this city.

G. 1. Switzerland is well known for its beautiful scenery.
    The boats with their colourful sails make a lovely scene on the lake.
   2. Joe always works hard.
    I hardly hear from Asif even though he is my best friend.
   3. Heat is the cause of expansion of this substance.
    He told me the reason why he wanted to emigrate.
   4. He bought a few chocolates before he went home.
    You have very little time to make up your mind.
   5. There is not much space in the car; you have to squeeze in with the others.
    There are too many grammatical errors in your composition.

H. 1. ‘I am not sure,’ John Said, ‘whether you have done the right thing.
   2. ‘What do you think you are doing?’ he demanded.
   3. The teacher explained, ‘This word has multiple meanings.’
   4. ‘We enjoyed reading the book that you gave us.’ said John.
   5. ‘Good morning,’ the stranger said, ‘could you direct me to the nearest post office?’

Page 75: Writing time

I. 1. true
   2. false
   3. true
   4. false
   5. false

Units 12

Pages 77 and 78: Writing time

A. 1. The old man was an Indian national and he could not recognise the Pakistani officer because it was completely dark and he could not see the Pakistan army uniform that the soldier was wearing.
   2. The the old man had gone to celebrate the wedding of his son. He said that the Pakistan army had cordoned off the whole area (circled by soldiers) and they could not return to their own village.
   3. Major Shabbir Shaheed was considered to be exceptionally brave because of his extraordinary performance of his duty during the 1965 war. As a wounded soldier who was admitted in the hospital he did not care about his fractured arm which was in a sling. He escaped from the hospital and reached the battle front. During the 1971 war he kept on fighting till the end not caring about his scorched shoulder caused by a grenade attack. He proved that duty is sacrifice and our duty is to love our country in spite all the difficulties.
4. A true officer and a gentleman means a person who is brave and does all that he can do for his country. A gentleman is one who is dignified, honourable, courageous, and a patriot in the real sense.

5. Major Shabber Shaheed received the Sitara-e-Jurat in 1965 as he had proved himself to be a committed and a brave soldier who in spite of being wounded, went to the battle front to fight for his country.

6. The world, ‘valour’ in the passage means the same as ‘courage’.

B. Some suggested sentences:
   1. Abdul Sattar Edhi runs many charity institutions for the needy people of Pakistan.
   2. Florence Nightingale was the first woman to nurse the wounded soldiers.
   3. The police have cordoned off the area as some construction work is being carried out.
   4. The people of the Indian sub-continent attained freedom after a long struggle.
   5. The greedy king tried to increase his territory by destroying the poor people’s farms and houses.

C. 1. Mr. Diaz, whom I have served for five years, will give me a testimonial.
   2. Mariam, whose application was rejected last month, has applied for the job again.
   3. We went into the cave that had a large pool near it.
   4. I shouted to Ali whom I saw running across the field.
   5. Peter, whose hand was bleeding profusely, was rushed to the hospital.

D. 1. occurrence  3. eventuality  5. provision
   2. seriousness  4. constriction  6. capability

Some suggested sentences:
   1. Earthquakes have now become a common occurrence these days.
   2. The seriousness of the matter was not realized by the incharge.
   3. We must be prepared for every eventuality that we can foresee in the coming years.
   4. The constriction in the passage made it difficult for everybody to pass through.
   5. Our constitution has many provisions for the handicaps.
   6. We all work according to our capability, neither more nor less.

E. 1. We are counting on Julie to arrive with the stereo, otherwise, we won’t have any music for the party!
   2. Stop slouching in the chair like that. Sit up.
   3. I would like to point out that there is a piece missing in this model. Didn’t you see it?
   4. Tell Faiza to look under the table for the missing shoe.
   5. Go over your notes once before the programme starts.

Page 80: Writing time

F. 1. words meanings
   . league a unit for measuring distance (about 3 miles)
   . blundered made a serious mistake
   . cannon a large gun
Answer key

1. sabres    swords
2. volleyed  bullets discharged at the same time
3. glory     honourable fame

2. The students can write in their own words what they think the poem is about.
3. By using the phrase ‘the valley of death’ Tennyson has actually used a metaphor to emphasise the fact that whoever came charging met death ultimately. They fell into the valley of death. As they marched ahead league after league they plunged into the valley of death.
4. In the beginning of the poem there are six hundred riders.
5. Guns, cannons, and shells were used by the opposing armies, yet the Light Brigade went marching into the ‘jaws of death’ and ‘mouth of hell’. (Metaphors used again)
   The cavalry used sabres.
6. *Theirs not to reason why;*
   *Theirs but to do and die:*

   The charge was the result of a miscommunication by the commander. The soldiers had no idea about this error. However, the lines mean that the soldiers do not ask for reasons or explanations, they just follow orders even if it meant that they would eventually die, These lines emphasize that cavalry is carrying out the orders and their mission is to sacrifice their lives to defend their country.

G. Three similarities between the account of Major Shabbir Shaheed and The Charge of the Light Brigade:
   1. Major Shabbir Shaheed and the soldiers of the light brigade were duty conscious.
   2. Both of them were not concerned about their lives as they possessed the spirit of patriotism.
   3. Both of them displayed valour and dedication for which they are remembered to this day.

Unit 13

Pages 82 and 83: Writing time

A. 1. The two players who played with Aisam as his double’s partners were: Rohan Bopanna who is an Indian and Amir Hadad who is an Israeli player.
2. Aisam believes that wars do not bring peace. Wars and battles leads to destruction and loss of human life. It creates unhappiness and the damages caused cannot be repaired. It means whatever may be the cause of any war in the end it is the people who suffer.
3. Emotional scars are strong mental feelings of fear and sadness that grips people in its jaws, never to be forgotten. They are different from physical scars in the sense they cannot be seen but the fear and loses keep affecting the people. Furthermore, physical scars are temporary which disappear with treatment and passage of time but emotional scars take longer to heal.
4. Complete the table to show Aisam's achievements.

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
<th>Shared with/ from</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>Arthur Ashe Humanitarian of the Year</td>
<td>Rohan Bopanna/ India</td>
</tr>
<tr>
<td>2002</td>
<td>Arthur Ashe Humanitarian of the Year</td>
<td>Amir Hadad/ Israel</td>
</tr>
<tr>
<td>2003</td>
<td>Anne Frank Award for Moral Courage (Runner-up)</td>
<td>-------------------------</td>
</tr>
<tr>
<td>2010</td>
<td>Goodwill ambassador for UNDP</td>
<td>-------------------------</td>
</tr>
</tbody>
</table>

B. 1. ace  an excellent stroke that the opponent cannot return
2. appointed  assigned to office
3. emotional  mental sensation expressing emotion
4. misery  retched state of mind; suffering
5. ovation  enthusiastic reception

Some suggested sentences:
1. My friend Amir who is an ace player helped our school baseball team to win the match.
2. The senior most teacher of the college has been appointed as the principal.
3. My mother became very emotional when I received the award for best performance.
4. After his mother’s death, the lonely boy spent his life in misery.
5. The Pakistani squash team got a splendid ovation on their victorious return.

Pages 85, 86, 87, and 88: Writing time

C. 1. His most striking feature was his nose, world which was hooked like an eagle’s beak.
2. The window grills were corroded by rainwater and needed a fresh coat of paint.
3. The hall is so spacious that it can easily accommodate five hundred people.
4. The authorities have confirmed that the plane to Beirut was hijacked over the Indian ocean.
5. A big tree was uprooted in the storm last night.

D. 1. People suffering from diseases are treated in hospitals.
2. Uncle Sam loves to eat dessert after dinner.
3. Aliya bought stationery from the shop next door.
4. I keep my clothes/outfits in the cupboard upstairs.
5. Susan loves dogs and she cannot bear to see them being ill-treated.

F. 1. enjoy – often, usually, rarely
2. blow – softly, silently, audibly
3. believes – sometimes, truly, certainly
4. hurt – dangerously, much, easily
5. lost – sadly, already, shamefully
Answer key

6. hit – well, hastily, quietly
7. study – hard, better, rarely
8. displayed – fully, widely, always
9. play – frequently, seldom, quickly
10. make – delightfully, lazily, enough

G. 1. The accident (it occurred four years ago) crippled him.
2. The distance was 320 kilometres. (200 miles)
3. After the war Mr. and Mrs. Brown turned to farming. (They owned a store before.)
4. The parcel weighed 2.27 kilograms. (5 lbs)
5. The flood last weekend (it was the worst one in five years) took a heavy toll.

Unit 14

Writing time Page 91

A. 1. Laila’s mother received a phone call from her husband who told her that he has been kidnapped and the pirates were demanding a fairly large sum as ransom.
2. Laila was in a state of shock when she heard about her father’s captivity. She earnestly appealed for help and roused the feeling of the nation with her tears. The media did their best to support her. The newspapers ran front page stories and the news channels gave her unlimited airtime to show how emotionally upset she was and wanted her father’s safe return. The media helped in broadcasting her message for help.
3. It will be correct to say that only Pakistan played an important role in the rescue because only Pakistan arranged all the money for the ransom. Ansar Burney, a Pakistani, negotiated the ransom amount and managed to bring it down and the Pakistan government supported him all the way.

The sailors of MV Suez were again attacked after freedom. When the captain radioed the nearest lifeline, the Indian Navy, the military ship did not respond and the crew fought off the sea robbers themselves.

When MV Suez started sinking, Pakistan Naval frigate reached it and the sailors boarded PNS Babur.

4. The author compares the seamen to a cat with nine lives because just like the cat the seamen faced a lot of trouble but each time they were saved. When the ship was first hijacked the sailors were freed after a ransom was paid. Then they were again attacked by pirates. The crew fought off the sea robbers themselves. After that the MV Suez started sinking and they were again rescued by the Pakistani naval frigate and they were taken on-board PNS Babar. The author compares the sailors to a cat with nine lives because cats can survive falls from high places. So was the case of the sailors on MV Suez who were repeatedly attacked and were kept in harsh conditions but these weak and feeble men were finally freed. As a cat can survive under harsh circumstances so did the sailors of MV Suez.

5. Ask the students to first write in points all the problems faced by the MV Suez crew. Then they can write their summary in their own words.
B. 1. in anxious or excited anticipation – with bated breath
2. money demanded for releasing captives – ransom money
3. thrust somebody unexpectedly ad suddenly into a particular situation – ordeal
4. an acute lack of mental alertness brought on, e.g. by shock or lack of sleep – stupor
5. worried – alarmed

C. Words that can be replaced with the word unlucky: ill fated (7th paragraph 4th line), unfortunate (8th paragraph 4th line).
- None of the ill fated passengers survived the airplane crash.
- Unfortunate are those who lack the spirit of patriotism.

D. 1. occur – frequently, sometimes, today
2. lead – bravely, onwards, honourably
3. kill – mercilessly, cruelly, quickly
4. flow – regularly, placidly, softly
5. function – smoothly, properly, calmly
6. differ – greatly, hardly, much
7. decline – downwards, sparingly, wholly
8. study – regularly, keenly, interestingly
9. remember – constantly, always, at times
10. believe – wholeheartedly, ardently, suspiciously

E. 1. All the things you need: a saw, a hammer, and some nails — are in the storeroom.
2. Take the second turning on the left and then the first turning on the right — you can’t miss it.
3. You will require the following items: a knapsack, a sleeping bag, and a torchlight.
4. Our teacher likes to reiterate this — the majority are not always right.
5. Heredity and environment — both are believed to be responsible — for a person’s habits.

F. 1. He was responsive to the challenge of assuming a responsible position in a commercial firm.
2. To supplement his meagre salary he works as a petition writer in the evening, charging a small fee.
3. This potent drug has a potential market in the East.
4. The credulous girl was the only one to believe his story, which was hardly credible.
5. The men were given permission to explore the new country, but they were warned not to exploit its rich, natural resources.
Review Test 3

A. 1. The two colours did not match, so an alternative was suggested.
2. They had to prepare for the examinations; they were unable to join the basketball team.
3. When the bus came to a stop, all the passengers alighted.
4. Thoughts and ideas are intangible and are sometimes difficult to express.
5. Being truthful is vital to lead an honest life.

B. 1. It is obvious that he is a thrifty man.
2. Need we avoid the question?
3. I can see a similarity between two stories.
4. His alibi seems doubtful.
5. She returned his friendliness will equal sincerity.

C. 1. Wordsworth’s The solitary reaper is a well-known poem.
2. He was asked to define efficiency.
3. Students often confuse sometime and sometimes.
4. When do the holidays being? asked the students.
5. ‘You may pack up your books and leave,’ said the teacher.

D. 1. The accident (occurred four years ago) crippled him.
2. The flood last weekend (was the worst one in five years) took a heavy toll.
3. Mr. Arif’s weight was 70 kilogrammes. (154 lbs)
4. The distance between one town and the other was 400 kilometres. (248.5 miles)

E. 1. There aren’t any Swiss watches in this showcase.
2. Put down your book and then recite the poem expressively.
3. The United States of America is one of the richest countries in the world.
4. No mistakes were found in the proof copy.
5. The house, together with the furniture was sold at a good price.

F. 1. May I lie down for a while?
2. The turtles have laid their eggs in the sand.
3. He has laid down the facts before the committee.
4. She has been lying awake for sometime. She lay awake for sometime.
5. The dog must have been lying on the sofa and spoilt it.
Worksheet 1

B. Working in pairs, find the meanings of the following phrases and then use them in sentences.
1. a pleasant surprise  an unexpected happy occurrence or incident
2. moved to  move from one place to another; migrate
3. apart from that  other than that
4. fun filled  full of enjoyment or happiness
5. the best part of all  the best feature
Encourage the students to construct interesting sentences and share these with others in class.

C. Make Sentences with the idioms that follow. Given in brackets are their meanings.
1. a red-letter day  (an important day)
2. in black and white  (in writing)
3. in the good books  (in favour with)
4. make both ends meet  (to live within one’s income)
5. through thick and thin  (under all conditions)
Some suggested sentences:
1. 14th August 1947 is a red-letter day in the history of Pakistan.
2. The lawyer gave his report in black and white to the judge.
3. My younger brother is always in the good books of my grandmother.
4. Inflation has made it difficult for the common people to make both ends meet.
5. Never lose hope, but keep on working through thick and thin.

Worksheet 2

B. Form abstract nouns of the words given below.
1. concern  7. misery  9. livelihood; living
2. process  8. resignation  10. pride
3. approval  5. enthusiasm  11. ability
4. distribution  6. appearance  12. murmur

C. Form anagrams with the following words.
1. liar  6. mane
2. tip  7. felt
3. stop  8. pan
4. pest  9. lore
5. male  10. posh
Worksheet 3

A. Rewrite these sentences in simple present tense. You may have to add or delete some words or make other changes, as shown for the first sentence.

1. He is a good football player.
2. We play the game very well.
3. The butterflies flit from flower to flower and suck their nectar.
4. I do my lessons carefully.
5. My class has English lessons three times a week.
6. I do my work early in the morning so that I am free for the day.
7. Harry tries his best to score a goal.
8. Ramsha washes the plates and cooks the meal for everyone.
9. She is a careless girl, isn't she?
10. Henry tries to understand the lesson.

C. Write the homophones for each of the following words. Then use each homophone in a separate sentence to show that you understand their meanings.

1. foul 3. beach 5. fort
2. right 4. maze

D. Fill in each blank with the suitable phrasal verbs from the choices given below.

1. Did you make up this story yourself.
2. The dentist pulled out the tooth with great force.
3. The fireman put out the fire with great difficulty.
4. Please carry on with your work.
5. My car ran out of petrol when I was going to the office.

Worksheet 4

B. Fill in the blank in each sentence with a suitable adverb given in the box. Do not use any adverb twice.

1. In the crowded restaurant the customers waited impatiently to be served.
2. The doctor stitched up his wound expertly.
3. The robber crept silently into the bedroom.
4. Measure the flour accurately and then sieve it.
5. The engines of the plane roared noisily as it took off.

C. Underline the adverb in each of the following sentences.

1. He almost forgot his appointment.
2. We met him yesterday.
3. The pupils debated the topic well.
4. He is quite pleased with his job.
5. We should treat everyone fairly.

D. Select the correct word from brackets and fill in the blanks.

1. This is our schedule for this term.
2. This prize is yours if you win.
3. Have a look at my scrap book.
4. Theirs is a strong friendship.
5. Her pronunciation is better than his.
E. Join each pair of sentences using relative pronouns.
   1. Where is the key that opens this cupboard?
   2. That is the man who sold me the watch.
   3. Some men have built a car that runs on solar energy.
   4. Rabies is a disease which can be fatal to human beings.
   5. I’ll speak to the lady who owns a shop.

Worksheet 5

A. Fill in the blanks with the most suitable word from the brackets.
   1. A cat makes a good pet.
   2. She has such a pleasant voice that I enjoy listening to her.
   3. He occupies a room in his uncle’s house.
   4. The lions pounced on their prey.
   5. The principal praised the industrious students in the school.

B. Identify the part of speech of the underlined word in the following sentences.
   1. verb
   2. adverb
   3. noun
   4. adverb
   5. pronoun

Worksheet 6

A. Five countries are mentioned in the lesson, Paul the octopus. Locate these countries on the atlas and find out the names of their capital cities.
   1. South Africa Pretoria
   2. Germany Berlin
   3. Spain Madrid
   4. Netherlands Amsterdam
   5. England London

D. Rewrite the following sentences in the active voice.
   1. The secretary prepared the report.
   2. His neighbor’s dog bit him.
   3. The principal welcomed the visitor.
   4. The servant cooked the rice.
   5. Alexander Fleming discovered Penicillin.

E. Rewrite the following sentences in the passive voice, making no reference to the agent.
   1. A thermometer is used to measure the temperature.
   2. Our country should produce more goods.
   3. This fruit can be eaten.
   4. The dictionary has been stolen.
   5. English is spoken all over the world.
Worksheet 7

A. Insert colons in the following sentences
1. He has many hobbies: photography, cycling, and underwater swimming.
2. Nowadays these are the four most important currencies in the world: the US dollar, the Yen, the Euro, and the Dirham.
3. My aim is this: I never fail in the discharge of my duty.
4. Robin Hood had a motto: rob the rich and give to the poor.
5. I have to choose any five of these subjects: English language English Literature, History, Geography, Arithmetic, Algebra, Geometry, or Drawing.

B. Rewrite the following sentences replacing the underlined words with a single word.
1. I have to revise: parts of speech.
2. My sister love eating fruits.
3. Science teaches us the function of the organs in the human body.
4. Insects are harmful in some way or the other.
5. Now-a-days natural disasters have become a common occurrence.

C. Select the correct word from the bracket and fill in the blanks.
1. You have to improve your written English.
2. The magician performed the act with ease.
3. We must always speak the truth.
4. When Hira came from Islamabad she was in good health.

D. Use the words given in the box to complete the similes given below.
1. Her complexion is as white as snow.
2. She never loses her temper. She is as cool as cucumber.
3. Don’t trust him! He is as cunning as a fox.
4. The meat is as tough as leather.
5. The manager is a cruel man. He makes his staff work like slaves.

Worksheet 8

A. Complete this task in pairs. Select any five phrases, discuss their meanings, and use them in sentences.
- surrounded by on all sides
- raced up tried to over take
- tended to likely to happen
- outskirts of the village outer borders of the village
- star studded sky sky full of stars
- common occurrence ordinary happenings
- at the cost of at the expense of losing something
C. Write the following sentences in direct speech.
   1. She said, ‘I have lost my book.’
   2. He exclaimed, ‘It is a very stormy night!’
   3. The teacher told Mary, ‘Put the book here.’
   4. She asked the boy, ‘What is your name?’
   5. My mother told Hassan, ‘Do not change your mind.’

D. Write the following sentences in indirect speech.
   1. The teacher told me to finish my work the same day.
   2. He said that the Earth travels around the Sun.
   3. My mother always says that one must always think before speaking.
   4. Mary promised that she would return that pen the next day.
   5. They exclaimed that the scenery was beautiful.

E. Complete the proverbs by matching the beginnings in Column 1 with their correct endings in Column 2.
   1. A bird in the hand is worth two in the bush.
   2. A rolling stone gathers no moss.
   3. Better be alone than in bad company.
   5. A stitch in time saves nine.

Worksheet 9

A. Fill in the blanks with phrasal verbs made up by adding a preposition to the verbs given in brackets against each sentence. You may have to change the tense of some verbs.
   1. Did you make up the story yourself?
   2. I watched some men pulling down some old huts.
   3. The villagers tried to put out the fire.
   4. My car ran out of petrol.
   5. I was late for my examination as my car was held up in a jam.
   6. The meeting was called off for the next day.
   7. The officer gave in when he was caught red handed.
   8. The prisoner broke out of the prison last night.
   9. Last night I had to clear up my room as my friend was coming.
   10. Jane had to dress up for the party.

B. Read the story given in Unit 9 again. Select any five sentences written in direct speech and rewrite them in indirect speech.
   1. Her mother asked anxiously what was wrong.
   2. Ammi Jaan sternly said that one must never indulge in self-medication as it is dangerous.
3. The doctor gently asked Maha what she had for lunch in school.
4. Ammi Jana explained to the doctor that she was fine when she came back from school.
5. Maha replied in a barely audible voice that she had bought a slice of watermelon from the vendor outside the school.

C. Use these phrases in sentences of your own.
1. The stubborn boy did not utter a word but just nodded in reply.
2. The chief guest’s speech was barely audible as the microphone was not working properly.
3. All teenage boys and girls are eligible for the spelling competition.
4. Nobody should ever get addicted to drugs as it is dangerous to health.
5. The accident occurred because the motorcyclist crashed into a car when he was weaving in and out of the traffic.

D. Given below are some foreign words and their meanings. Read them and then use these foreign expressions to fill in the blanks in the sentences that follow.
1. Last year’s styles are now passé.
2. I shall break my journey at Dubai en route to London.
3. I was greatly inspired by my mentor at the university.
4. Buying things in sachet is more economical than buying in bottles.
5. The new house built next to mine’s is more like a chateau.
6. Chauffeur driven cars need a lot of care by the owners.

Worksheet 10
A. A Swedish national comes from Sweden. Read the names of the countries given below and write what their nationals are called.

<table>
<thead>
<tr>
<th>No.</th>
<th>Country</th>
<th>National</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Swedish</td>
<td>5. African</td>
</tr>
<tr>
<td>2</td>
<td>Norwegian</td>
<td>6. Australian</td>
</tr>
<tr>
<td>3</td>
<td>Turkish</td>
<td>7. Iraqi</td>
</tr>
<tr>
<td>4</td>
<td>American</td>
<td>8. Iranian</td>
</tr>
<tr>
<td>5</td>
<td>African</td>
<td>9. Chinese</td>
</tr>
<tr>
<td>6</td>
<td>Australian</td>
<td>10. Japanese</td>
</tr>
<tr>
<td>7</td>
<td>Iraqi</td>
<td>11. Russian</td>
</tr>
<tr>
<td>8</td>
<td>Iranian</td>
<td>12. Indian</td>
</tr>
<tr>
<td>9</td>
<td>Chinese</td>
<td>13. French</td>
</tr>
<tr>
<td>10</td>
<td>Japanese</td>
<td>14. German</td>
</tr>
<tr>
<td>11</td>
<td>Russian</td>
<td>15. Pakistani</td>
</tr>
<tr>
<td>12</td>
<td>Indian</td>
<td></td>
</tr>
</tbody>
</table>

B. Rewrite the following sentences in indirect speech.
1. Mary asked Jane how long she has been studying History.
2. Ali wanted to know if they would get enough tickets.
3. The farmer inquired whether the harvest would be good that year.
4. The principal wanted to know whether I would be applying for the scholarship.
5. My father asked me how much had I paid for the C.D. player.

C. Select the correct collective noun from the box and write it against each phrase.

<table>
<thead>
<tr>
<th>No.</th>
<th>Phrase</th>
<th>Correct Collective Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>brood</td>
<td>5. shoal</td>
</tr>
<tr>
<td>2</td>
<td>herd</td>
<td>6. choir</td>
</tr>
<tr>
<td>3</td>
<td>bouquet</td>
<td>7. galaxy</td>
</tr>
<tr>
<td>4</td>
<td>class</td>
<td>8. cluster</td>
</tr>
</tbody>
</table>
Worksheet 11

A. Make sentences using the phrases given below.
   1. Silence was broken in theatre when the lights went off.
   2. Jane was frightened when she heard the sound of approaching footsteps.
   3. Choking back her tears, Sara complained about her missing story book.
   4. The big shopping centre near my house sells many household items.
   5. It is very difficult for the poor people to meet all their needs these days.
   6. I was awakened by a knock on the door at an unearthly hour.
   7. The girl managed to muster enough courage to speak up for her rights.
   8. The labourer was slightly stooped due to the heavy burden on his back.

B. Fill in the blanks in each sentence with the most suitable form of the verb given in brackets.
   1. It was great fun when we saw him dressed as a joker.
   2. The servant left last might when his mistress dismissed him.
   3. The car parked in the wrong place is being towed away by the police.
   4. He saw a bee hive when he was trimming the tree.
   5. While I studied my mother ironed my clothes.

C. Write the following sentences in the future tense.
   1. I will do my work carefully.
   2. The two boys will be late for school.
   3. You will have plenty of time to finish the work.
   4. He will read the book with interest.
   5. The birds will fly high up in the sky.

D. Read the list of homophones and then use each homophone in a separate sentence to show that you understand their meanings.
   1. The sailor narrated interesting tales about his voyages.
      The dog wagged its tail happily.
   2. The prisoner was sent to an underground cell.
      The salesman went door to door to sell his products.
   3. This store sells frozen meat for the convenience of its customers.
      The principal will meet the visitors after the assembly.
   4. Tea is a popular beverage in Pakistan.
      The golfer stood confidently near the tee to strike the ball.
   5. Robert saved each and every cent as he wanted to pay his fees.
      My perfume has a very refreshing scent.
      The student was sent back home as he was late.
   6. One girl was selected for the race.
      Pakistan won the cricket match.
7. Please **wait** for your turn patiently.
   The champion lifted the heavy **weight** easily.
8. The patient will **groan** in pain as he has just undergone surgery a little while ago.
   The gardener trimmed the trees that had **grown** very tall.
9. The **rain** was a blessing during the hot summer months.
   By the end of the **reign** of the new king, the empire had progressed very well.
10. The doctor prescribed medicine for the **weak** old man.
    Last week I visited my grandmother in Hyderabad.

**Worksheet 12**

A. **Complete the sentences by filling in the blanks with the given phrases.**
   1. The injured soldier **spoke to the enemy** with great confidence.
   2. Quaid-e-Azam **left no stone unturned** when he was struggling to form a separate Muslim Nation.
   3. When the chief guest and the principal arrived the prefect **escorted them** to the auditorium.
   4. Rashid Minhas **attained martyrdom** at a very young age.
   5. The captain of the team could not play cricket because of his **injured shoulder**.
   6. It is always a good habit to **follow the news** to know what’s happening in our country.
   7. The rescue ship reached on time and all the fishermen were able to **return to safety**.
   8. The police recovered **wads of currency** from the thieves who were running away.

B. **Form a noun from each word and then construct sentences with that noun.**
   1. pretence  
      5. decoration  
   2. awareness  
      6. distribution  
   3. advice  
      7. graduation  
   4. bravery  
      8. continuation

C. **Fill in the blanks with the correct words from the brackets.**
   1. Don’t forget **to switch** off the light before you go out.
   2. That table is too heavy for you. Let me **help** you.
   3. I always read the Holy Quran before **starting my work**.
   4. I can **sit** here but I’d prefer to sit by the window.
   5. Shall I remind them **to reserve** a table for us?
   6. I’d love **to have** a dress like yours.
Worksheet 13

A. Check these sentences for errors and then rewrite them correctly.
   1. People respect the bank manager, who lives in our building, for his honesty and ability to solve problems.
   2. In the coastal areas there is an abundance of fish which is a good source of living for the fishermen.
   3. There may be a psychological reason for his strange behaviour in the class.
   4. The detective could not prove that the cashier was guilty but his mind was full of suspicion.
   5. In extreme cold weather I often feel sleepy

B. Choose the correct answer from the brackets and fill in the blanks.
   1. In the game of tennis, there are certain restrictions about where the ball should go.
   2. All participants were advised to be punctual every day.
   3. Mariam told her father that she was going to join the advertising company if he had no objection.
   4. Voters should be well informed before they cast their ballots.
   5. The sports council approved the proposal to build an indoor stadium.

C. Insert parenthesis ( ) where required in the given sentences.
   1. My aunt (with one of her daughters) often comes to our house to spend a day.
   2. A peaceful life is something that all the people want; (whatever country they may live in.)
   3. The monster (who had terrified the entire village) was finally killed in the end.
   4. I asked the teacher (who was giving the instructions) to repeat again what she had said.
   5. The producer (whose film was a great success) received the award.

Worksheet 14

A. Select a suitable adverb from the box and then add it at relevant places in the sentences given below.
   1. Measure accurately the flour for the cake and then sieve it.
   2. The ducks swam gracefully across the lake.
   3. The building shook violently because of the earthquake.
   4. The thief entered silently into the bank.
   5. The pupils debated well in the contest.

B. Match the phrases given in Column A with their meanings in Column B.
   1. tear streaked  lined with tears
   2. sea-faring  traversing the sea
   3. a nightmare  terrifying dream
   4. gotten wind of  got information
   5. painful saga  painful story
   6. backed all the way  help with money or moral support
D. Fill in the blank in each sentence with the correct word from the brackets.

1. He is unable to attend the function today.
2. Rehana was not at home when I called her.
3. Please distribute the sweets among the children in the class.
4. There are many reasons why I like to travel.
5. John finds science an interesting subject.
6. He was holding a candle in each hand.
7. Media tells us much about politics.
8. When my cousins came to stay over we had a happy time.
9. My younger brother has a bad habit of shaking his legs when he is nervous.
10. I was sure I would meet her.