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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.
كتاب "We Learn English" (8-1) إلى الباحثين المبدعين. الكتاب كتبه محمد سعيد، وهو من أبرز الباحثين في المجال. الكتاب يتناول مواضيع تتعلق باللغة الإنجليزية، من البداية إلى التقدم.

 Weiterlauf

1. تحميل كتاب "We Learn English" (8-1) إلى الباحثين المبدعين.
2. الكتاب كتبه محمد سعيد، وهو من أبرز الباحثين في المجال.
3. الكتاب يتناول مواضيع تتعلق باللغة الإنجليزية، من البداية إلى التقدم.

الأعمال ذات الصلة:

1. تحميل كتاب "We Learn English" (8-1) إلى الباحثين المبدعين.
2. الكتاب كتبه محمد سعيد، وهو من أبرز الباحثين في المجال.
3. الكتاب يتناول مواضيع تتعلق باللغة الإنجليزية، من البداية إلى التقدم.
OBJECTIVES

• Use pre-reading strategies to predict the content of the text from pictures, title, and keywords
• Develop reading and thinking skills, analyze short stories and connect between literary texts and their own lives
• State the importance of ethical values, relating to morals and code of conduct with particular emphasis on good manners
• Comprehend the text and explain phrases and idiomatic expressions
• Use a range of words for descriptive writing
• Revise the use of verb tenses, punctuation, and story elements

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• read and analyze text and answer questions effectively using appropriate parts of speech;
• write simple, descriptive paragraphs about people, objects, and places;
• write sentences in direct and indirect speech;
• illustrate use of tenses learnt earlier;
• apply rules of capitalization and use of punctuation marks wherever applicable;
• use a range of vocabulary including phrases and expressions which provide interest to the readers;
• recognize, differentiate, and demonstrate use of possessive forms and contractions using an apostrophe;
• express understanding of story through role play.

RESOURCES REQUIRED (TEACHING AIDS)

• chart papers
• copies of Worksheet 1

METHOD

• Introduction: Through this lesson the teacher can draw the students attention to the importance of ethical values, relating to morals and code of conduct with particular emphasis on good manners. Ethics means moral principles or moral codes. In Sociology manners are the unenforced statement of conduct which demonstrate that a person is proper, polite, and refined.
متناقص:

- انسیابی عوامل اورژانسی اخلاقی که در زمینه کارهای متقابل که اخلاقی کردن نمی‌باشد.
- مطالعه اخلاقی کردن، که مراجعه می‌کند که اخلاقی کردن کجاست، و اخلاقی اگر این موضوع اورژانسی اخلاقی کردن نمی‌باشد.
- اقلیتی اخلاقی اورژانسی که تعریف کردن نه به افراد و وردان اخلاقی را پخش کرده‌است و دوباره این موضوع اخلاقی کردن نمی‌باشد.
- اعمال اخلاقی کردن، که اخلاقی اخلاقی اورژانسی کردن نمی‌باشد.
- جهانی یا اخلاقی کردن نمی‌باشد، اخلاقی اخلاقی اورژانسی کردن نمی‌باشد.
- جانی در اوقاف اخلاقی اخلاقی اورژانسی کردن نمی‌باشد.

طرح کار:

چارچوبی:
- دوا دوا ابر اخلاقی اورژانسی کردن نمی‌باشد.

طرح کار:

قالب: 
- دوا دوا ابر اخلاقی اورژانسی کردن نمی‌باشد.
Start the lesson by writing this sentence on the board:
Give me a glass of water.
Then ask one student to imagine that he is very politely asking for a glass of water from his servant. Ask that students to enact that sentence. The student may suggest that he/she wants to add the word: please. Next, ask another student to read the same sentence but in a rude manner. Ask the other students to note the difference in manner, tone, and attitude of each student and say which sentence sounded more pleasing. The students will definitely answer that the sentence which was said politely, with the word, please, sounded better. Explain that being polite is the practical application of good manners, or etiquettes. When somebody is polite in their behavior and dealings with others it makes everybody relaxed and comfortable with one another irrespective of their cast, creed, colour, or race.
After the introduction provide each pair of students with a chart paper and ask them to write one good quality that they both possess and then show that quality in a pictorial form also. Display the charts on the class boards.

• **Pre-reading discussion (Page 1):** After the students have completed their drawings discuss the three questions which fall under pre-reading discussion.
How can we show respect to our elders?
Students should be reminded constantly that good manners are the road to a successful life. It must be emphasized that children should respect their elders, irrespective of the fact that they may belong to any class of the society and their manners should be such that people praise and like them. We can show respect for elders by behaving courteously, greeting them as soon as we see them, not arguing or answering back rudely, and always being polite.
How should we treat youngsters?
Discuss that it is equally important to give love to youngsters, forgive and forget their mistakes, make them feel comfortable in your company, and help them if required.
Discuss some good manners that you practice; why are they important?
Good manners are the foundation that builds our personality. It is important to use courtesy words in our daily life. For example: please, thank you, sorry, excuse me, pardon, may I?, you’re welcome, etc. These are words that can brighten up the atmosphere and promote good feelings.
Some other polite actions are: wish and greet elders as well as youngsters, observe good table manners, be punctual, never look down upon others, keep your word, do not argue unnecessarily, talk softly, be kind and generous, etc.
Let the students talk about the good manners that they practice and their importance.

• **Adeel and Nauman learn a lesson (Pages 1 and 2):** Ask students to read and discuss the story.
Give me a glass of water.

How can we show respect to our elders?

How should we treat youngsters?

Why are they important?

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• **Discussion time (Page 3):** Ask the students to discuss the two questions in pairs. Discuss the story again and ask why it ends on a happy note. Expected answers might be that Adeel and Nauman both realized their mistake and apologized to Rehman Baba. It could be possible that Mr. Hassan, their principal, appreciated them and praised the fact that the boys admitted that they were wrong and had learned a lesson.

After listening to the students' answers teacher can explain that anger can be controlled by diverting our attention to something else, taking deep breaths, thinking about some other pleasant things or things more important in life, etc. Patience and tolerance is the key to control anger.

• **Writing time (Pages 3, 4, and 5):** Ask students to complete the writing tasks. Extend help if needed. Before students attempt exercise D, revise the story elements for question 1. For question 2 explain that the use of imagination in describing any character helps the reader to visualize it. It is important to describe in detail all the characteristics using a range of vocabulary. The students can select any character and talk about their appearance, good and bad qualities, abilities, manner of speaking, etc. Ask students to give some describing words and list these on the board. Also explain that when describing any character in a story, the students should first, read and understand the character and then write about that character giving examples from the text. The next exercises are based on direct and indirect speech, use of correct tenses, and apostrophe. Brief explanation of each concept is given.

• **Direct and indirect speech:** Students have learned in detail about the use of direct and indirect speech in the previous classes. However, the teacher can recap and explain that the students 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 the words spoken by the speaker are reported without using the exact words it is called indirect speech or reported speech. Also revise the use of punctuation marks.

Example:

He said, 'I have lost my pencil.'        Direct speech
He said that he had lost his pencil.Indirect speech.
She said, 'I wore a new dress yesterday.'Direct speech
She said that she had worn a new dress the day before.Indirect speech.

The teacher can give similar examples on the board if required.

• **Tenses:** Revise tenses briefly before the students complete exercise F. A brief explanation of the twelve basic tenses is given below. If required teacher can give more examples for each tense. (The teacher will need to refer to these points again when teaching exercises given on tenses in Unit 2 of this textbook.)
He said, ‘I have lost my pencil.’

He said that he had lost his pencil.

She said, ‘I wore a new dress yesterday.’

She said that she had worn a new dress the day before.

1. The **simple present tense** is used to refer to actions or states which are true at the present moment. This tense is also used to describe actions that take place regularly.

   Examples:
   - They play football twice a week.
   - He exercises at 7 a.m. every morning.
   - Universal truths are expressed in the simple present tense.

   Examples:
   - Plants need air and sunshine.
   - The chemical symbol for oxygen is $O_2$.

2. The **simple past tense** is used to express actions that started and finished in the past or which existed at some time in the past.

   Examples:
   - Last year this man actively participated in all the activities in politics.
   - The girl presented her speech in the assembly.

3. The **simple future tense** expresses an action or situation that will occur in the future. This tense can be expressed with the use of *shall* and *will*.

   Examples:
   - I shall post the letter.
   - She will meet you tomorrow.
   - You will learn the lesson soon.
   - We shall go for a picnic.

4. The **present continues tense** expresses an action or event which is taking place at the present moment. This tense is formed by using *am/is/are* with the verb form ending in *-ing*.

   Examples:
   - They are learning their lesson.
   - The sun is shining.
   - I am learning Arabic.
   - He is training the scouts.

5. The **past continues tense** describes a past action which was happening when another action occurred. This tense is formed by using *was/were* with the verb form ending in *-ing*.

   Examples:
   - She was going down the stairs when she slipped.
   - They were playing football when it started to drizzle.

6. The **future continuous tense** describes an ongoing or continuous action that will take place in the future. This tense is formed by using *will be* or *shall be* with the verb form ending in *-ing*.

   Examples:
   - My sister will be writing a letter to complain about the frequent load shedding in our area.
   - We shall be enjoying the party at your place.

7. The **present perfect tense** is used to refer to an action or event that began sometime in the past and is still continuing. This tense is formed by using *has/have* with the past participle of the verb.

   Examples:
   - They have known us since 1980.
   - I have posted the letter.
They play football twice a week. She is a nurse.
He exercises at 7 a.m. every morning. The guard opens the gate.
Plants need air and sunshine. The chemical symbol for oxygen is O.

Last year this man actively participated in all the activities in politics.
The girl presented her speech in the assembly.

I shall post the letter. You will learn the lesson soon.
She will meet you tomorrow. We shall go for a picnic.

They are learning their lesson. The sun is shining.
I am learning Arabic. He is training the scouts.

She was going down the stairs when she slipped.
They were playing football when it started to drizzle.

My sister will be writing a letter to complain about the frequent load shedding in our area.
We shall be enjoying tonight at the party.
8. The **past perfect tense** describes an action that took place in the past before another past action. This tense is formed by using *had* with the past participle of the verb.

   Examples:
   By the time the dinner was cooked, the guests had arrived.
   We had spoken to him.

9. The **future perfect tense** is used to show that an action will be completed by a particular time in the future. It is formed by using *will have* with the past participle of the verb.

   Examples:
   He will have met his friend when you get home.
   My mother shall have baked the cakes when the party begins.

10. The **present perfect continuous tense** indicates the duration of an action or event from a point before the moment of speaking up to some time specified by the context, i.e. the action began in the past, continues in the present, and may continue into the future. This tense is formed by using *has/have been* and the present participle of the verb (the verb form ending in *-ing*).

    Examples:
    He has been working on this project since the beginning of this month.
    They have been studying in this school since 2010.
    She has been reading the book for the last two hours.

11. The **past perfect continuous** indicates an action happening in the past and was completed before some other past action. It may indicate an action happening in the past but has ceased at the time of speaking. The action may also extend over an indefinite period of time in the past.

    This tense is formed by using *had been* and the present perfect of the verb (the verb form ending in *-ing*).

    Examples:
    Ever since she won the national athletic contest, she had been appearing regularly on television shows.
    Before the presentation day, the students had been giving demo presentations to gain confidence.
    When the doctor arrived, the patient looked rather pale. He had been bleeding for some time.
    The new teacher resigned rather suddenly. He had been teaching since last year.

12. The **future perfect continuous** describes an action that covers a period of time beginning at some point before the moment of reference and extending to some future time or date. This tense is formed by using *will have been* and the present participle of the verb (the verb form ending in *-ing*).

    Examples:
    By the end of this year he will have been teaching in this school for exactly three years.
    Sara will have been waiting for a number of hours when her driver finally arrives.
By the time the dinner was cooked, the guests had arrived.

She had spoken to him.

He will have met his friend when you get home.

They have been studying in this school since 2010.

She has been reading the book for the last two hours.

Ever since she won the national athletic contest, she had been appearing regularly on television shows.

Before the presentation day, the students had been giving demo presentations to gain confidence.

When the doctor arrived, the patient looked rather pale. He had been bleeding for some time.

The new teacher resigned rather suddenly. He had been teaching for only a month.

By the end of this year he will have been teaching in this school for exactly three years.

Sara will have been waiting for a number of hours when her driver finally arrives.
Good habits

- Danish's new watch (Pages 6 and 7): Introduce the lesson by first asking the students to imagine what difficulties our ancestors might have gone through trying to track time before the clock was invented. Then discuss that in the past time was judged by the length of the shadow of sticks stuck into the ground, something similar to a sun dial. Also discuss the hour glass, candle clocks, the alarm clocks, clock mechanisms powered by water, digital clocks and watches, and other modern day clocks and watches.

- Discuss the importance of watches and that they help us in being punctual. With the help of the students list the advantages of punctuality on a chart paper and display it on the class board. After this discuss the pre-reading discussion questions. The teacher must explain the term 'habitual late comers'. Let the students share their views and ideas. Explain that it is the duty of every student to be punctual. It is said, time and tide wait for no man, time lost is time wasted. Therefore it is very important to value time and inculcate the habit of punctuality. Punctuality is the key to success and prosperity. Ask the students to read the story and discuss what they learn from this.

- Writing time (Pages 8 and 9): Ask students to work in pairs to complete exercises H, I, J, K, and L.

- The apostrophe ('): Explain the use of apostrophe as given on page 8. Also explain that the apostrophe is a sign of omission of letters or numbers. It is used to show that a letter or more than one letter has been omitted. Review contractions by explaining that contractions are words that have been written in the short form with the use of apostrophe. For example, we and will can be joined to make one word: we'll, which means the same as the two words we will. Contractions are made by joining two words together by leaving out some of the letters. Point to the apostrophe in the word we'll and explain that the apostrophe is used to show the place where the letters have been left out.

  For example: I can't do this work. I cannot do this work.
  the spirit of '47 the spirit of 1947s.

  Teacher can share this list of words and their contracted forms. Ask the students to notice where the apostrophe is placed in each contraction and name the letters that have been omitted.

  shouldn’t wasn’t it’s couldn’t wouldn’t
  they’ll weren’t he’s there’s didn’t

- Share these examples with the students for further practice.

  can’t cannot they’re they are
  o’clock of clock he’s here he is here
  didn’t did not he’s gone home he has gone home
  I’d finished I had finished it’s hot today it is hot today
  I’d like one I would like one it’s run away it has run away
  won’t will not he’ll help you he will help you
I can’t do this work.  I cannot do this work.
the spirit of ’47

as the spirit of 1947s.

I’d finished
I had finished
I’d like one
I would like one
won’t
will not
shouldn’t
wasn’t
it’s
couldn’t
there’s
wouldn’t
they’ll
weren’t
he’s
next
didn’t
did not
he’s gone home
he has gone home
it’s hot today
it has run away
he will help you

can’t
cannot
they’re
they are
o’clock
of clock
he’s here
he is here
didn’t
did not
he’s gone home
he has gone home
I’d finished
I had finished
it’s hot today
it has run away
I’d like one
I would like one
he will help you
The word it’s has two possible meanings as in:
It’s hot today. It is hot today.
It’s run away. It has run away.

We use the apostrophe with I/he/she, they, we, etc. as shown below.

<table>
<thead>
<tr>
<th>I am</th>
<th>’m</th>
<th>I’m</th>
</tr>
</thead>
<tbody>
<tr>
<td>he/she is</td>
<td>’s</td>
<td>he’s/ she’s</td>
</tr>
<tr>
<td>we/they are</td>
<td>’re</td>
<td>we’re/they’re</td>
</tr>
<tr>
<td>I have</td>
<td>’ve</td>
<td>I’ve</td>
</tr>
<tr>
<td>he/she has</td>
<td>’s</td>
<td>he’s/she’s</td>
</tr>
<tr>
<td>I/we had</td>
<td>’d</td>
<td>I’d/we’d</td>
</tr>
<tr>
<td>I/we will</td>
<td>’ll</td>
<td>I’ll/we’ll</td>
</tr>
<tr>
<td>I would</td>
<td>’d</td>
<td>I’d</td>
</tr>
</tbody>
</table>

We use short forms with I/you/he/she, etc., but we can use short forms with other words too.

For example:
Who’s your favourite singer? (Who is your favourite singer?)
What’s the time? (What is the time?)
There’s a big tree in the garden. (There is a big tree in the garden.)
My sister’s working in London. (My sister is working in London.)
Paul’s gone out. (Paul has gone out.)
What colour’s your car? (What colour is your car?)

- Apostrophe is also used to show the negative short form.

<table>
<thead>
<tr>
<th>isn’t</th>
<th>is not</th>
<th>weren’t</th>
<th>were not</th>
</tr>
</thead>
<tbody>
<tr>
<td>don’t</td>
<td>do not</td>
<td>wouldn’t</td>
<td>would not</td>
</tr>
<tr>
<td>can’t</td>
<td>cannot</td>
<td>hasn’t</td>
<td>has not</td>
</tr>
<tr>
<td>aren’t</td>
<td>are not</td>
<td>shouldn’t</td>
<td>should not</td>
</tr>
<tr>
<td>dosen’t</td>
<td>does not</td>
<td>haven’t</td>
<td>have not</td>
</tr>
<tr>
<td>couldn’t</td>
<td>could not</td>
<td>mustn’t</td>
<td>must not</td>
</tr>
<tr>
<td>wasn’t</td>
<td>was not</td>
<td>hadn’t</td>
<td>had not</td>
</tr>
<tr>
<td>didn’t</td>
<td>did not</td>
<td>needn’t</td>
<td>need not</td>
</tr>
<tr>
<td>won’t</td>
<td>will not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>Short Form</td>
<td>SHORT FORM</td>
<td>English</td>
</tr>
<tr>
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<td>------------</td>
<td>------------</td>
<td>---------------</td>
</tr>
<tr>
<td>I am</td>
<td>I'm</td>
<td>he's/ she's</td>
<td>I am</td>
</tr>
<tr>
<td>he/she is</td>
<td>'s</td>
<td>we're/they're</td>
<td>he/she is</td>
</tr>
<tr>
<td>we/they are</td>
<td>'re</td>
<td>I've</td>
<td>we/they are</td>
</tr>
<tr>
<td>I have</td>
<td>'ve</td>
<td>he's/she's</td>
<td>I have</td>
</tr>
<tr>
<td>he/she has</td>
<td>'s</td>
<td>I'd/ we'd</td>
<td>he/she has</td>
</tr>
<tr>
<td>I/we had</td>
<td>'d</td>
<td>I'll/ we'll</td>
<td>I/we had</td>
</tr>
<tr>
<td>I/we will</td>
<td>'ll</td>
<td>I'd</td>
<td>I/we will</td>
</tr>
</tbody>
</table>

**It is hot today.**

**It has run away.**

Who's your favourite singer? (Who is your favourite singer?)

What's the time? (What is the time?)

There's a big tree in the garden. (Tere is a big tree in the garden.)

My sister's working in London. (My sister is working in London.)

Paul's gone out. (Paul has gone out.)

What colour's your car? (What colour is your car?)

isn't

is not

weren't

were not

don't

do not

wouldn't

would not

can't

cannot

hasn't

has not

aren't

are not

shouldn't

should not

doen't

does not

haven't

have not

couldn't

could not

mustn't

must not

wasn't

was not

hadn't

had not

didn't

did not

needn't

need not

wan't

will not

I'm

he's/ she's

we're/they're

I've

he's/she's

I'd/ we'd

I'll/ we'll

I'd
• Another use of the apostrophe is to show possession. However, there are certain guidelines for this.

Use an apostrophe before the ‘s’ if the noun is singular or forms its plural with an ‘s’.

For example:
There is a children’s park very close to my uncle’s house.

Put on apostrophe after the ‘s’ if the noun is plural and forms it plural by adding: ‘s’
‘ies’, or ‘eys’

For example:
1. I can hear the ladies’ voices
2. Mary goes to the girls’ school.

Another point to note is this that in most cases ‘of’ is used for lifeless things.

For example:
Ann’s camera was very expensive. (living)
The roof of the house. (Non living)
The house’s roof. (this is incorrect)

• **Punctuation:** Revise the use of punctuation marks and then ask students to complete exercise L.

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.

Example: You may need to bring many items: paper, pencil, erasers, and clips.

A **hyphen (-)** is used with compound numbers from twenty-one to ninety-nine, with some compound words, and some prefixes.

Example: twenty-seven, forty-nine, ex-student, self-motivated, etc.

• **Activity time (Page 9):** The students will enjoy role-playing the two stories in class.

Teacher can nominate some students as narrators and others as characters in the stories. The narrator’s role is to read the text in the story in which there are no dialogues. The reported speech and dialogues are in direct speech and these will be uttered by the students playing the characters. Students can either have a paper with their lines written on it or they can memorize their dialogues. Encourage students to pay attention to their use of stress, intonation, and body language. Role-play activities help to develop confidence in the students.
There is a children’s park very close to my uncle’s house.

1. I can hear the ladies’ voices

2. Many goes to the girls’ school.

Ann’s camera was very expensive. (living)

The roof of the house. (Non living)

You may need to bring many items: paper, pencil, erasers, and clips.

I am self-motivated, ex-student, forty-nine, twenty-seven.
Good habits

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>: Discuss importance of practicing good manners and</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ethics and values.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td><strong>Pre-reading discussion</strong>: Discuss the pre-reading questions given</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on page 1.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>3.</td>
<td><strong>Adeel and Nauman learn a lesson</strong>: Read the lesson and show the</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>use of direct and indirect speech and the use of figurative language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>on pages 1 and 2.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Discussion time</strong>: Discuss and take suggestions on how to control</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>our anger.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>5.</td>
<td><strong>Writing time</strong>: Students complete the writing exercises on pages</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3, 4, and 5.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Danish’s new watch</strong>: Student discuss the importance of being</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>punctual. They read the story on pages 6 and 7.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>7.</td>
<td><strong>Writing time</strong>: Ask students to complete exercises H, I, J, K, and</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>8.</td>
<td><strong>Activity time</strong>: Role-play activity to improve vocabulary and build</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>confidence in students.</td>
<td></td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Ask students to complete Worksheet 1.
<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>شمارہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 منٹ</td>
<td>1-  قوارف: ای جہد کریں اور اعظم سلوق اور اعظم افتخار کی اپنی کیفیت پر کمک کریں</td>
<td></td>
</tr>
<tr>
<td>15 منٹ</td>
<td>2-  یہ حال سے پہلے پر بات بیہث: دوبارہ یہ پہلے سے پہلے کے سواں پر کمک کیئے</td>
<td></td>
</tr>
<tr>
<td>15 منٹ</td>
<td>3-  عربی اور عربی سے کامیاب کیمیا: سہ طالب علم اور اطفال کی اپنی اسکولی زبان کا استعمال یہد یہ کمک کیئے</td>
<td></td>
</tr>
<tr>
<td>10 منٹ</td>
<td>4-  بات بیہث کا وقت: اس موضوع پر بات بیہث کی کمک کریں یہ کہ طالب علم اہم ہے اور اس کے لئے طالب علم کے لئے پہلا پیج کی بیہث</td>
<td></td>
</tr>
<tr>
<td>30 منٹ</td>
<td>5-  کمپیوٹر کا وقت: طالب علم 3 اور 5 پر دو گلی چرچیک کام کی مضمون کامل کریں</td>
<td></td>
</tr>
<tr>
<td>10 منٹ</td>
<td>6-  واٹس کی اپنی کشی: طالب علم کی پہلی کشی کی اپنی کشی پر کمک کریں یہ کہ طالب علم 6 اور 7 پر کامیاب ہوئی</td>
<td></td>
</tr>
<tr>
<td>30 منٹ</td>
<td>7-  کمپیوٹر کا وقت: طالب علم سے کمک کو مخصوص کیے کہ L, J, K, L, H اور K کامل کریں</td>
<td></td>
</tr>
<tr>
<td>40 منٹ</td>
<td>8-  سرگرم کا وقت: طالب علم اضمام اور ان کی زبان اور ان کی افتخار بھی یہ کہ اکثر طالب علم کا کمک کریں</td>
<td></td>
</tr>
</tbody>
</table>

اضام کی سہولت:

- طالب علم سے کمک کو مخصوص کیکہ 1 کامل کریں
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
• Write simple paragraphs on a range of topics
• Revise the use of verb tenses, punctuation, common and proper nouns

LEARNING OUTCOMES

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

• use strategies to predict content, vocabulary, and sequence in text, from pictures, titles, etc;
• explain any process or procedure using the correct tenses;
• write simple unified paragraphs describing people and their life styles;
• punctuate sentences.

RESOURCES REQUIRED (TEACHING AIDS)

• copies of Worksheet 2

METHOD

• **Introduction:** Write the words ‘emigrate’ and ‘immigrate’ on the board and ask the students if they know the meanings of these words. If any student gives the correct meanings ask him/her to explain it again to the class. If required explain that when people ‘emigrate’, they leave one’s own country and go to settle in another country. When people come to live in a country as permanent residents (into any country) they ‘immigrate’ and become ‘immigrants.’

The lesson tells us about the migration of Hamid’s family from Pakistan to the United Kingdom. Here there are other people also who have migrated from different places like Latin America, Africa, and Asia. The children along with their parents are all British nationals. In this lesson Hamid’s school has organized a cultural week. The objective behind this activity is to promote and develop appreciation for different cultures. A cultural week is a good means of socializing as it creates a sense of oneness and develops the habit of sharing and caring. Hamid is from Pakistan, Juan is from Latin America (Mexico), and Ricky is an English boy.
سما قرار کرنا کے لئے کمیته عمائدوم کا اطلاعی کرنا اور کلیدی انٹرکسیونی طاقت کی کتنا دستک کرنے تو کہا میں جواب دیا
پاب کے بھراعة میں قبول کرنا کہم کہ مطلب کرنا کے لئے کلیدی خیالات، مہارتون، قاعدہ روزانہ کے کلاس اور بقطری طاقت کہم
غلط عوامات پر شدید احکام کے لئے
غلط کی کمیٹی عمائدوم، اجمع اقواف، اکم کربو جو مخصوصا اخواد کرتا

نتیجہ:

ہر سال کے انجام میں طاکوکان اس کے لئے چاہتاہے کہ ہو:

• اتصالی عوامات دوسرے کے ساتے میں
• ف＋ل کی درست کمیٹی اور درست سنجش اخلاقوں کے لئے
• گولوں اور ان کے فرزند یا زنگل کی بھیک کر کے یکتا جیسے اعضا کے
• ہاگانہ میں روز موقوف لگ کر ہیں.

وزیرین سے لیے وکار اشارہ:

• وک شیعہ 2 کی انتخاب

طرفدار کار:

• گلہ دیچھی اور اظہار سے پچھنی کرکے وہ کتنا وہ اپنے انٹرکسیونی مکمل کے ساتے میں ہو۔ اگر کوئی طالب علم
• درست جواب نہیں لے تو ان سے کیہ کہ دو نجات کے لئے وہ کہی ہو جب چاہتا ہے۔ اگر ضرورت بھول ہو تو انہیں بھی کہ چاہتا ہے۔
• کرنے کے ساتے اور ان کے فرزند یا زنگل کی بھیک کر کے یکتا جیسے اعضا کے
• ہاگانہ میں روز موقوف کر کے

نگا لکھا ہے:

• پرتمنت "immigrate" کو ان "emigrate" کا بنا ہے یعنی یہ گہرا انٹرکسیونی سے پچھنی کرکے وہ اپنے انٹرکسیونی کے ساتے میں ہو۔ اگر کوئی طالب علم
• درست جواب نہیں لے تو ان سے کیہ کہ دو نجات کے لئے وہ کہی ہو جب چاہتا ہے۔ اگر ضرورت بھول ہو تو انہیں بھی کہ چاہتا ہے۔
• کرنے کے ساتے اور ان کے فرزند یا زنگل کی بھیک کر کے یکتا جیسے اعضا کے
• ہاگانہ میں روز موقوف کر کے

نگا لکھا ہے:

• پرتمنت "immigrate" کو ان "emigrate" کا بنا ہے یعنی یہ گہرا انٹرکسیونی سے پچھنی کرکے وہ اپنے انٹرکسیونی کے ساتے میں ہو۔ اگر کوئی طالب علم
• درست جواب نہیں لے تو ان سے کیہ کہ دو نجات کے لئے وہ کہی ہو جب چاہتا ہے۔ اگر ضرورت بھول ہو تو انہیں بھی کہ چاہتا ہے۔
• کرنے کے ساتے اور ان کے فرزند یا زنگل کی بھیک کر کے یکتا جیسے اعضا کے
• ہاگانہ میں روز موقوف کر کے
Different cultures have different customs and traditions and no matter where a person migrates to, they uphold their customs and traditions as a mark of their identity.

- **Pre-reading discussion (Page 10):** Ask the students to name and describe the food they like best, talk about the different foods available in their city, and share their experiences of tasting any foreign dishes. This discussion on food is necessary as the ‘cuisine’ i.e. style of cooking is always different in different places. It differs according to climate, culture, religion, habits, and tastes. Some people are meat lovers and like to eat mutton, beef, chicken, and fish. Whereas there are people who are non-vegetarians and they eat only vegetables and pulses. There are others who eat both meat and vegetables.

Discuss the variety of food that is available in any city. Chicken, meat, fish, vegetables, and dry provisions are the basic items which are needed to run a kitchen. Fresh fruits and dry fruits are also a part of the cuisine and used in making desserts and salads.

Many foreign dishes are now easily available in Pakistan. For example, soups, fish and chips, roast, pizza, pasta, burgers, noodles, puddings, cakes, bread, dosas, etc. These days television channels are also playing an important role in introducing a variety of food, which are both local and foreign, to their viewers.

- **A taste of something different (Pages 10 and 11):** After the initial discussion ask the students to read the story. They can underline the words or phrases they do not understand and look for their meanings in a dictionary.

- **Writing time (Pages 11 and 12):** Ask students to complete exercises A and B.

- **Activity time (Page 12):** Ask the students to complete the homework task. The teacher can share the format for writing any recipe (given below). Remind the students that when they list the ingredients they need to mention the quantity also, and when writing the method they need to write their sentences in active voice. The students can discuss the task with their mothers at home and on the next day they can share their recipes in class.

<table>
<thead>
<tr>
<th>Name of recipe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients:</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
<tr>
<td>•</td>
</tr>
</tbody>
</table>

| Method: |
| •     |
| •     |
| •     |
| •     |

---

**Recipe Format**

Name of Recipe

Ingredients:
- 
- 
- 
- 

Method:
- 
- 
- 
-
Recipe Name

Ingredients:

Method:
A taste of something different

• **Writing time (Pages 12, 13, and 14):** Ask students to complete exercises C, D, E, F, G, H, and I. Explanation of the verb tenses has been given in Unit 1.

**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 cultural diversity and importance of culture and tradition.</td>
<td>15 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the questions given on page 10.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>A taste of something different:</strong> Students read and discuss the story.</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 11 and 12.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td><strong>Activity time:</strong> Teacher explains the homework task.</td>
<td>10 min</td>
</tr>
<tr>
<td>3</td>
<td>6.</td>
<td><strong>Writing time:</strong> Students complete exercises C, D, E, F, G, H, and I.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITIES**

• Ask students to complete Worksheet 2.

**LESSON 2**

**OBJECTIVES**

• Recognize literary techniques in poems
• Summarize poems and explain the central idea and message in them
• Explain use of figurative language including alliteration, similes, etc.
• Understand use of homophones, idioms, and proverbs in speech and writing

**LEARNING OUTCOMES**

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

• discuss the rhyme scheme and recite poems using correct intonation;
• give personal responses about the poem with justifications;
• understand and use homophones, idioms, and proverbs in speech and writing.
کمپیوتر کا وقت (صفحہ 12، 13 اور 14): طالبٰہ سے کیہے کہ اپنی کمپیوٹر کے پندرہ میں سطحی معلومات کی وضاحت کریں۔

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>جدولی میں</th>
<th>پیشکشی</th>
<th>یکجہ</th>
<th>2جہ</th>
<th>3جہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 مین</td>
<td>تحقیق: طالبٰہ کی اپنی نوٹوں اور ریکارڈز اور دروازے کی اپنی کیت پر اسکول کیے۔</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 مین</td>
<td>پیشکشی سے پیچیدہ کی پاتی جھیل: کمکرہ 10 پر دو پہلی گے سوالات کی ریکارڈز لائن لیں۔</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 مین</td>
<td>تحقیق دوم: طالبٰہ کی اپنی اور اپنی کاپ میں پاتی جھیل کے۔</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30 مین</td>
<td>کمپیوتر کا وقت: طالبٰہ کی اپنی 12 اور 12 کی کپی کا کمپیوٹر کی مخصوص کمپیوٹر کے۔</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 مین</td>
<td>ڈرگرز کا وقت: جیسن گر کے لیے دو پہلی گے کام کی وضاحت کریں۔</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40 مین</td>
<td>کمپیوتر کا وقت: طالبٰہ کمپیوٹر کے اور H.G.F.E.D.C کے کمپیوٹر کے۔</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

اضافہ درجہ:

- طالبہ سے چیک کو ہر سیکنڈ 2 کمل کریں۔

سیکنڈ 2

مقاومہ:

- تلاشتہم اسنوی اسپھلی کی شناخت کرتا
- تلاشتہم کا خاص کرنے کا وقت ان کے مرکزی نشان اور ان کی چیز رکھی ہوئی ہے مگر یہ عام خالی ہوتا
- احساسی زبان تجویز کے اس وقت کے استعمال کی وضاحت کرتا
- قراری اور چارہ کی رشوت الگتے، جونوں اور ضرب الگتوں کا چاپ رکھنے کا استعمال کرتا

نتیجے:

- اس وقت کے اجتنام کے لیے خواتین، خواتین پر باہر ہے ہو: نے
- اطمینان کی کتنی ذیلی کی سمجھتہ کی کتنی اور مزدور اب وہ نہیں کے سمجھتہ ہے اگر ہے؟
- اطمینان کے بارے میں کتنی ذیلی کے سمجھتہ ہے اپنی روشنی کی ذیلی اور پھیلی?
- قدرتی اور ذیلی کی رشوت الگتے، جونوں اور ضرب الگتوں کا استعمال کرتا ہے۔
A taste of something different

METHOD

• **Introduction:** Read the poem which is composed of two stanzas and then discuss it. Each stanza has eight lines. Explain that the rhyme scheme in a poem makes the verses sound more musical by giving it a repeating sound pattern.
  
  Rhyme scheme in the two stanzas is as follows:
  
  First stanza: a, b, c, d, c, d, e, e.  
  Second stanza: a, b, c, c, d, e, e, f.

• **Discussion time (Page 15):** Encourage the students to share what they understand by cultural diversity. Then tell them that culture constitutes the music, food, arts, language, dress, cuisine, life style, history, and literature of a society. Cultural diversity is the cultural variety and differences that exist in the world. Living together in a country which has cultural diversity becomes interesting if we accept each other’s culture and values.

  Discuss the cultural diversity of the provinces of Pakistan.

  **Sindh** has its roots in the Indus Valley civilization. It is a desert region having a large coastal area with its sea-port at Karachi. The Arabian Sea abounds in marine life which is a healthy source of food and also a source of revenue for the province. Ajrak is commonly worn here by the Sindhi people. Fresh water fish is a popular cuisine.

  Sindhi, an Indo-Aryan Language is spoken in Sindh. It is the second most spoken language of Pakistan.

  **Punjab** is the land of five rivers: the Jhelum, the Chenab, the Ravi, the Sutlej, and the Beas. All these are the tributaries of the River Indus. It has fertile land and agriculture is a major occupation here. It has a range of cuisine from ancient to modern. Some popular dishes of this province are **sarson ka sag** and **makai ki roti**. Other favoured dishes are tandoori chicken, butter chicken, and chicken tikka. Punjabi is the local language. Punjab has a rich literacy tradition and Punjabi poetry is renowned for its deep meaningful verses. Some famous poets of Punjab are: Baba Farid, Damodar, Shah Hussain, Sultan Bahu, Bulleh Shah, Faiz Ahmad Faiz.

  **Balochistan** is the largest province in Pakistan. Balochi is the language spoken here. Some popular food of this province are: skewered **sajji**, **kaak (a hard bread)** **dampukh**, and **khaddi kabab**. This cuisine has gained extreme popularity among different parts of Pakistan.

  **Khyber Pakhtunkhwa** formally known as North West Frontier Province is located in the north-west of the country. Principal language spoken here is Pushto and the provincial capital is Peshawar. Hindko and Pashto folk music are very popular here. The Khattak sword dance is the most popular dance which involves loud music of drums and pipes.

  This province is renowned for its beauty and is a popular tourist attraction. Some cultural things sold in the famous Khisa Khawni Bazar are vessels of beaten brass and copper, fine hand woven woollen fabrics, leather goods, and hand knotted rugs.

  **Gilgit Biltistan** is also known for the three-day sporting festival which is held every year during the second week of July at Shandur, the world’s highest polo ground. The main feature of the festival is the free style polo matches played here.
حقائق ذات صلة

طوریات کا برکث

• قائرات: الیا پے ہی بھی بھک کو وہ بھوندی پر سکھی سی، اور اس کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔

• اسessorو کا گھر اکثر کے ذرائع موصوف کے اکثر کے غالب کی جگہ میں دوائر کو تزیین کی چلنے کا واقعہ: 

- f.e.d.c.c.b.a.
- b.c.a.

• بات جنہاں کا وقت (عمر 15): الیا کی بہو اندر سے بھی کوئی تھی کہ قائرات سے وہ بھوندی پر سکھی سی۔ الیا پے بھی بھک کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔ اس اور اس کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔

• معلومات، نقد، اور سایشی، ان کی جگہ، ان کی جگہ کا اپنی طریقہ، متنازع اور عناصر کے ایک اور سایشی ہے۔ الیا پے بھی بھک کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔

• اس اور اس کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔

• الیا پے بھی بھک کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔

• الیا پے بھی بھک کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔

• الیا پے بھی بھک کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔

• الیا پے بھی بھک کو گلدکوے کی۔ اور بھگر ہم ان قائرات سے میں والی کے کرشہ کا ریاست میں مکمل کریں۔
Discuss and compare the languages, dress and food of any two countries in the world. Ask the students if they have visited any other country. If so ask them to talk about the language spoken there and the local food and dress of that country.

- **Writing time (Pages 15 and 16):** Ask students to work in pairs to complete the exercises J, K, L, M, and N. Revise homophones, if required, before the students attempt exercise L.
  
  Homophones are words that have the same sound but a different meaning and a different spelling.
  
  For example:
  
  Please **wait** till the train leaves.
  
  She is trying her best to lose some **weight**.
  
  Some more homophones: right – write, fowl – foul, beech – beach, gait – gate, fought – fort, male – mail, tale – tail, sale – sail, see – sea, etc.

- **Idioms and proverbs:** Explain idioms and proverbs as given on page 17. Also explain that proverbs are meaningful sayings which convey some moral or advice. Idioms are a group of words whose meanings are different from the meanings of the individual words. It is a form of expression peculiar to language. Many verbs, when followed by various prepositions or adverbs, acquire an idiomatic sense. English language has a large stock of proverbs and idioms which gives colour and variety to our speech.

Some popular idioms and their meanings are given below.

- to be a chip off the old block to be like one’s parent in character
- to take forty winks to take a short nap
- to smell a rat to be suspicious
- to give the cold shoulder to ignore
- to ride the high horse to be snobbish

Some proverbs and their meanings are given below.

1. A bird in a hand is worth two in a bush.
   
   It is better to have a less but certain advantage than the possibility of a greater one that may come to nothing or that is uncertain.

2. As you sow, so you shall reap.
   
   We have to face the consequences of our acts and deeds.

3. All that glitters is not gold.
   
   What looks good on the outside may not be so in reality.

   
   It’s better to be careful than to be careless and regret it later.

5. Charity begins at home.
   
   A person’s first duty is to help and care for one’s own family.
Please wait till the train leaves.

She is trying her best to lose some weight.

to be a chip of the old block
to take forty winks
to smell a rat
to give the cold shoulder
to ride the high horse
Activity time (Page 17): Ask the students to do this work in pairs. The meanings of the idioms and proverbs are given below. However, encourage the students to explain them in their own words.

Idioms
1. Be the apple of some one’s eyes
   Anyone cherished or valued
2. Bite off more than one can chew
   Attempt a very difficult or ambitious task
3. Be down in the dumps
   Not lively, sad, gloomy, etc.
4. Better safe than sorry
   Be cautious
5. Know by heart
   Something that has been memorized
6. Make ends meet
   Live within one’s income
7. Once in a blue moon
   Quite seldom, a rare occurrence
8. Rain cats and dogs
   Heavy rainfall
9. Read between the lines.
   Search for or discover hidden meaning in document, speech, etc.
10. Hat trick
    Three scores in any sport, such as 3 sixes or fours or 3 wickets by successive balls from same bowler (in cricket), 3 goals, winning 3 consecutive awards, etc.
• مگری کا وقت (صحیح 17): ظاہرے سے کہیا ہے کہ یہ کام جڑی ہے تاکہ کریں، جہاں ہیں اور ضرور اصل کے مطالب زیادہ میں دیکھی گئی۔

1. Be the apple of some one’s eyes

کوئی چھوٹا چند بچھوٹہ کھڑی رکھ جاکے

2. Bite off more than one can chew

انہیں مشکل کام کیوں نہ گھیرے کریں؟

3. Be down in the dumps

سست، رنجیدہ، منہ دھار

4. Better safe than sorry

خواتین بوتا

5. Know by heart

کوالی بہت بہت ہوکر تمہاری ہمت کو کبھی ہو

6. Make ends meet

ایک آمدنی میں گزار لیں کراکر

7. Once in a blue moon

ہیں کہم کھبکھار

8. Rain cats and dogs

شیرے پاش

9. Read between the lines.

کبھی وستاب، اختیار جیو نہ جیو سی کئی جانہ کرنا

10. Hat trick

کسی کی سہولت میں تین اکور بنا، تین (کرکٹ میں) 3 پچے یا 3 پچے یا 3 پچے کے باعث نہ ہے۔ گول، 3 پچے یا 3 پچے اور دو چڑھنے نئے ہورے
A taste of something different

Proverbs

1. Beauty is in the eye of the beholder. (Different people have different tastes.)
2. Actions speak louder than words. (Preaching is not as effective as practicing as what a person actually does is more important than what they say they will do.)
3. Don’t count the chickens before they are hatched. (Never predict the results as they may be different or may not be successful.)
4. The grass is always greener on the other side of the fence. (Something which is not within one’s reach always seems fascinating.)
5. Necessity is the mother of invention. (The need for something forces people to find a way of obtaining it.)
6. The pen is mightier than the sword. (Literacy has more power than physical strength as words have greater effect than war or fighting.)
7. Silence is golden. (It is often better to say nothing than to talk unnecessarily.)
8. A stitch in time saves nine. (Never delay any work. Work done on time keeps you away from difficulties.)
9. There is no place like home. (Home is the best place.)
10. You can’t judge a book by its cover. (Appearances are usually deceptive so one should not judge others by their appearances.)

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> Read the poem aloud and discuss the central idea and the rhyme scheme.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Discussion time:</strong> Discuss the points given on page 15.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Writing time:</strong> Ask students to complete exercises given on pages 15 and 16.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td><strong>Activity time:</strong> Discuss the given idioms and proverbs. Students complete the task given on page 17.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
1. Beauty is in the eye of the beholder.

2. Actions speak louder than words.

3. Don’t count the chickens before they are hatched.

4. The grass is always greener on the other side of the fence.

5. Necessity is the mother of invention.

6. The pen is mightier than the sword.

7. Silence is golden.

8. A stitch in time saves nine.

9. There is no place like home.

10. You can’t judge a book by its cover.
LESSON 1

OBJECTIVES

• Read informative text and extract essential information to ask and answer questions
• Understand the use and importance of modern day communication through e-mails, blogs, websites, web pages, e newspapers, etc.
• Revise the use of articles and verbs
• Understand how to write in paragraphs using topic sentence and supporting sentences

LEARNING OUTCOMES

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

• use strategies to predict content, vocabulary, and sequence in text, from pictures, titles, etc.
• write simple unified paragraphs on a range of topics using topic and supporting sentences;
• summarize passages;
• use articles appropriately;
• read and classify words on the basis syllabification.

RESOURCES REQUIRED (TEACHING AIDS)

• copies of Worksheet 3

METHOD

• Introduction: The internet is a global system of interconnected computer network. The origin of the internet reaches back to the research of the 1960s commissioned by United States government. Since the mid 90’s the internet has had a tremendous impact on culture and commerce industry. Instant communication has become possible through emails and instant messaging. By 2011 more than 2.2 billion people i.e. 1/3 of the world population had started using the services of the internet.

• Pre-reading discussion (Page 18): After a short introduction discuss the points mentioned on this page.

What are computers used for?

A computer is an electronic device that analyzes and stores data. In simple words computer is a machine which can hold lots of information that can be retrieved by the user.
مقاصد:

• سوال کرنے اور جواب دینے کے لئے معلومات اور پیش نمایش معلومات اخذ کرنا
• اکثریت، باغ، دیپ میں ہوئے ایک نیزگ نیچہ ہونے کے ذرائع ابلاغ کے استعمال اور اپنی کوشش کی
• بڑھ کو اور سقوط کے استعمال کا اعمال کرنا
• یہ محدود کننگی میں الیکٹر اور معلومان استعمال کرنے کے لئے بھی دور اور معلوماں میں کیسے کھا ہو گا؟

شناسی:

اے سیکے افتتاح کے لئے کا اول باعث بھی ہے کہ:
• قانونی عوامات اور قانونیں کے ذرائع، ذیلی گفتگو اور معلومات میں ترتیب اور معلوماں کی اعماد کے استعمال کے لئے کمیت عمل کیا اپنی گا کر گیاہیں؟
• اپنے نیزگی میں الیکٹر اور معلوماں کے استعمال سے ختمی عوامات پر معلوماں اور میکس اور گراف کی گھزاں?
• انتظامات کا نیزگی کر گیاہیں?
• بڑھ کو اور سقوط کر گیاہیں?
• نیزگی کی نیزگی پر معلوماں پر اور ان کی درج بندی کرگیاہیں?

نذورت کے لئے لیے ووکار اشیاء:
• دو شبه 3 کی فنون

طرح کار:

• تاریخ: انتخابی، اکی نیزگی سے تسلیم ہوئی چنگیز کے جال کا خالی نظام، انتخابی کا نئی ذرائع آئنما 1960 کے ذرائع ہیں امریکی
• قانون: 1990 کی دبلیو کے دیجیتالی، ان نئی ذرائع اور دیجیتالی ترقیات کا ذرائع اور دیجیتالی اشتیاقات
• نیزگی کی نیزگی:
• اگر کی اثرات جاری ہوئیاں، سب سے اول اور اپنی ذرائع رسانی کے ذرائع ہیں فیڈرال فوئر دیجیتالی پر امور متعلقہ ہو۔ 2011ء کے 2.2 ارب لوگ منے کے
• ظاہر: ایک ذرائع (1/3) ذرائع انتخابی اشتیاقات کا رقابتاہیں
• پہچانی سے سرگرم مادر پخت (صلح 18): ذرائع تاریخ کے بعد کے سلمان نشین پر دی گئی کمیت کو برک ہے کہ کیمی ہاں?
• کیمی ہاں?
• کیمی ہاں?
• ذرائع کی اکثریت آل بھی جو معلومات کا ذرائع کرتی ہو یا کرتی ہو یا۔ آسان انتخابی میں کیمی ہاں ایک فقط ہے جو ہمیشہ مقدار میں
• معلومات ذیلی کرکٹ ہے۔ ان معلومات کو اشتیاقات کے سلمان کے سلسلے کاہیں
A computer is used to access and upload pictures, music, videos, games, etc. Some other uses are listed below:
research work, preparing reports, presentations, etc.
programming
accounting
as a means of communication (email) for both business and personal purposes
playing games
designing houses, buildings, machinery, etc.
for banking purposes, e.g. paying bills, withdrawing cash, etc.
shopping and reservation of tickets, seats, hotels, cars, etc.
controlling traffic lights, airplanes, trains, ships, etc.

Name some places where computers are used.
Computers are used in many places. Today it is impossible to imagine businesses running without computers. Our homes, schools, colleges, libraries, banks, offices, airports, seaports, railway stations, shopping centres, and malls are some places where computers are used. We use computers in the form of personal computers, lap tops, palm tops, cell phones.

Do you use a computer? If yes, then list the purposes.
Encourage the students to say how they use their computers.

• **Reading time (Pages 18, 19, and 20):** Ask students to read and discuss the text on internet and search engines. Ask questions so that they understand the text better and to clarify thoughts and ideas.

• **Writing time (Pages 20, 21, and 22):** Ask students to complete the writing tasks. If necessary revise the use of articles and subject-verb agreement before asking them to attempt exercises C and D.

• **Use of articles a, an, the:** Explain that a, an, and the are articles. The is a definite article and is used to refer to specific or particular nouns and a/an are indefinite articles used to modify non-specific or non-particular nouns.
A is used if the next word begins with a consonant sound and an is used if the next word begins with a vowel sound.
For example:

a bag a cat a university a unicorn a shop
an apple an egg an ice cream cone an uncle an hour
A bag, a cat, a university, a unicorn, a shop, an apple, an egg, an ice cream cone, an uncle, an hour.
The is used before singular and plural nouns when the noun is very specific or definite. The is also used before the noun which is being discussed, on has already been mentioned before.
For example:
The bag that I bought yesterday is very small. (Here, we’re talking about a specific bag that was bought yesterday and is very small.)
I saw the animals at the zoo. (Here, we’re talking about the specific animals that are in a specific zoo.)

• **Subject-verb agreement**: The verb must agree with its subject in number and person. If the subject is in a singular number, first person, the verbs must be a singular number, and in first person as well. For example: I am here. I was there. I have a cat. I water the plants.
If the subject is in the singular number third person the verb must be of the singular number third person. For example: He is here. He was there. He has a cat. He waters the plant.

Explain the various rules of subject-verb agreement.

If two or more singular verbs are joined by and the verb used is in plural.
For example: India and Pakistan are developing countries.
    If two singular nouns refer to the same person or thing the verb used shall be singular.
For example: My uncle and guardian has come to the hostel.
    If one idea is expressed for two subjects the verb used is singular.
For example: Fish and chips is his favourite food.
If the word each or every is put before the subject the verb is used in the singular.
For example: Every man and woman in the village was present at the function.
    Each day and each night brings hope.

Two or more singular subjects when connected by or, nor, neither, or either take a singular verb.
For example: Neither he nor I was there.
    Either Jane or Mary has taken my pen.

Some nouns which are phrasal in form but singular in meaning take a singular verb.
For example: The news spread far and wide but is true.
    Mathematics is an important subject.
The bag that I bought yesterday is very small.

I saw the animals at the zoo.

I am here. I was there. I have a cat. I water the plants.

He is here. He was there. He has a cat. He waters the plant.

India and Pakistan are developing countries.

My uncle and guardian has come to the hostel.

Fish and chips is his favourite food.

Every man and woman in the village was present at the function.

Neither he nor I was there.

Either Jane or Mary has taken my pen.

The news spread far and wide but is true.

Mathematics is an important subject.
• **Summarizing paragraphs: (Page 20):** Exercises E and F are based on summary writing. Explain to the students that summarizing text and passages is an important skill. A summary of any paragraph is a shortened or reduced paragraph that contains all the major points such as the main idea and supporting details. Ask the students to follow these guidelines when summarizing any text or passage.

1. Read the text and mark the main idea or topic sentence.
2. Reread and underline the main points and cross out things that are irrelevant or repetitive.
3. Write down the main idea. Include the key points and avoid minor details. Arrange your information in a logical order.
4. Compare your work with the original text to see if you have included all the main points. It is important to check that you convey correctly what was given in the original text.
5. Last of all proofread and if required, correct any grammar and punctuation errors.

• **Writing in paragraphs (Page 22):** Explain that paragraphs have a topic sentence which is usually written at the beginning of a paragraph and contains the main idea of a paragraph. This is followed by supporting sentences which give more information about the topic sentence. Before writing a paragraph give careful thought to the topic and list the details that could be included. Construct the paragraph with the details given and try to begin each sentence differently. Don't use the same beginnings repeatedly as it would make the passage boring. Before writing a paragraph, keep the following questions in mind.

1. What knowledge do I possess about this topic?
2. How can I best express myself?
3. What are the relevant points?
4. How am I going to link these points so that there is continuity and flow in the paragraph?

**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> Discuss the importance of internet and how it is</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>useful in our daily lives.</td>
<td></td>
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<tr>
<td></td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the uses and importance of</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>computers in different fields and industries.</td>
<td></td>
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<td></td>
<td>3.</td>
<td><strong>Reading time:</strong> Students read and discuss the text given on</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pages 18, 19, and 20.</td>
<td></td>
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<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete exercises A, B, C, and D given</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on pages 20 and 21.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Writing time:</strong> Students complete exercises E, F, G, and H given</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on pages 21 and 22.</td>
<td></td>
</tr>
</tbody>
</table>
• Biographies (Chapter 20): Mention E in Chapter 19 for biographies.

Chapters:

1. Discuss the role of biographies in contemporary society.

2. Explore the impact of biographies on individuals and society.

3. Analyze the significance of biographies in the context of gender and ethnicity.

4. Evaluate the effectiveness of biographies in promoting social awareness.

5. Examine the challenges faced in writing biographies.

• Biographical Works (Chapter 22): Discuss the significance of biographies in shaping public opinion and understanding.

Chapters:

1. Examine the role of biographies in political and social movements.

2. Analyze the impact of biographies on literary and cultural heritage.

3. Evaluate the influence of biographies on historical and political events.

4. Examine the ethical considerations in writing biographies.

Table: Schedule of Lectures

<table>
<thead>
<tr>
<th>Time</th>
<th>Lecture</th>
<th>Duration</th>
<th>Mentors</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td>Intro</td>
<td>10 min</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Exploring Life Stories</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10</td>
<td>Panel A</td>
<td>20 min</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Panel B</td>
<td>20 min</td>
<td>3</td>
</tr>
<tr>
<td>10:30</td>
<td>Panel C</td>
<td>20 min</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Panel D</td>
<td>20 min</td>
<td>5</td>
</tr>
</tbody>
</table>
EXTENDED ACTIVITY

- Ask students to complete Worksheet 3.

LESSON 2

OBJECTIVES

- Read poems with expression and intonation
- Understand the use of figurative language: similes, metaphors, and personification
- Explain central idea of poems

LEARNING OUTCOMES

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

- read poems with expression and intonation;
- identify literacy techniques in poems and express own opinion.

RESOURCES REQUIRED (TEACHING AIDS)

- sheets of chart paper to draw pictures to show the development of communication through the ages

METHOD

- Introduction: Start the lesson by asking the students if they send messages or letters to their friends or family members. Then ask them how they send their messages or letters. Some expected replies will be that they send messages and mails via their mobile phones, emails, or the postal services. Discuss that long ago these services were not available and letters and messages were sent from one place to another through various means. Early man used dogs, camels, horses, and pigeons to deliver their mails.
اضافی سرگرمی:

- طاقے سے کیک کھو، وکٹ شکار ہو 3 ہمکر ہیں۔

سہیل 2:

مقاومہ:

- موظوناں کو ویکٹ ہوگئے، جبکہ ویکٹ کے ساتھ بھی ایک بیٹھنا پڑتا ہے۔
- موظون کے نام میں اپنے توجہ کے ساتھ بھی کوئی ازدواج نہیں۔
- نظرات کا مرکزی ذیلی ہیں کہ ان کا مفتی کرتا ہے۔

نتیجہ:

اس سمت کے انتظامات کے طور پر قابل قبول ہو جانے کے لئے:

- موظون کو تجربہ اور تحقیق کے ساتھ بھی پہچاننے کا پریکشا کرنے کا اعلان کیا گیا۔
- تجربات بھی اصلی سلسلہ دھاکہ کے آخر میں راہ ملا ہے کہ اہمیت کرتے ہیں۔

تقریبات کے لئے دکھار ارشی:

- طالب علم سے ابتدا کی ترجیح کو بہتری کے لئے، سیلے چارہ جاری ہے۔

طریقہ کار:

- تعریف: طالب علم سے ابتدا کی ترجیح کو بہتری کے لئے، سیلے چارہ جاری ہے۔
- طالب علم سے ابتدا کی ترجیح کو بہتری کے لئے، سیلے چارہ جاری ہے۔
• **From carrier pigeons to e-mails (Page 23):** The poem, ‘From carrier pigeons to e-mails’, traces the history of communication. In olden times pigeons and horsemen used to deliver the mail to distant lands. In the last two stanzas the poet refers to the modern means of communication i.e. the telegraph system, radio set, telephones, and the most recent one; that is the computers which have turned the world into a global village. The World Wide Web has brought people very close and it seems that everybody is connected to each other and nobody is living in isolation. It is very easy to access information, send mails and messages, and socialize. This poem is composed of fine stanzas, each of four lines.

• **Writing time:** Ask the students to complete exercise I. Then, ask the students to draw pictures to show the development of communication through the ages.

**SUGGESTED LESSON OUTLINE (1 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> Read and discuss the poem. Compare and contrast the ancient and modern means of communication.</td>
<td>10 min</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td><strong>Writing time:</strong> Ask students to complete exercises given on page 23.</td>
<td>30 min</td>
</tr>
</tbody>
</table>
From carrier pigeons to e-mails

From carrier pigeons to e-mails

- Tarek Z. Šarić

- From carrier pigeons to e-mails

- (صفحه 23)

- في الجزء الأول، من المثال على كيفية العمل كطيار في شركات الطيران، وقبل ذلك، كانت القرود تنقل رسائل بين الأفراد.

- الأمانة والسرعة برغم الظروف الصعبة، والقدرة على تحمل المخاطر، والكفاءة في التعامل مع الأوضاع الصعبة.

- السبب في تطويرها كتحسينات في النقل، حيث ت تكون النقل بسرعة في أوقات قصيرة.

- الكمال في وقت: طالب عقيدة كريك وشقيق كريك. جمعان يس تبديل دفاؤون من الإجابة على سؤال آخر، ودفاؤون جمعان يس رفع الإجابة في الوقت الذي تم فيه الإجابة.

<table>
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<tr>
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<th>الوقت</th>
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<tr>
<td>1</td>
<td>10 منف</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>30 منف</td>
<td>2</td>
</tr>
</tbody>
</table>

- تحريف: عقيدة كليك وشقيق كليك. الإجابة كقيم ودفاؤون كحاساب. واقع لذين.

- كمال في وقت: طالب عقيدة كليك وشقيق كليك. جمعان يس تبديل دفاؤون من الإجابة على سؤال آخر، ودفاؤون جمعان يس رفع الإجابة في الوقت الذي تم فيه الإجابة.

- سباق كمال في ميدان كاكوز خاكر (1 فنكن)
LESSON 1

OBJECTIVES

• Apply strategies to comprehend questions and respond appropriately by marking keywords and phrases
• Revise the use of adjectives
• Write in paragraphs using transitional devices to show the flow of ideas and create fluency in text
• Proofread and edit own and others work

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• read text and answer questions;
• use strategies to predict content, vocabulary, and sequence in text from, pictures titles, etc.
• use the dictionary to enhance vocabulary and use new words in context;
• proofread and edit own and others work;
• write essays on any given topic using transitional devices.

RESOURCES REQUIRED (TEACHING AIDS)

• an atlas to locate countries where tea is grown
• copies of Worksheet 4

METHOD

• **Introduction:** Start the lesson by explaining that a beverage is any type of drink other than water, for e.g. tea, coffee, juice, and soft drinks.

Discuss that tea is the most popular beverage all over the world. Tea comes from the Camellia sinensis plant which is an evergreen shrub that grows mainly in tropical and sub-tropical climates. This plant can grow very tall, but when it is cultivated for tea, the bushes are kept to a height of about three feet so that it is easy for the workers to pluck the leaves. The leaves are plucked and dried very carefully by controlling the moisture and temperature during the manufacture and packaging process. The tea plants require at least 127 cm (50 inches) of rainfall a year and prefer acidic soil.

Tea is a popular drink in Pakistan. Generally people take this drink with their breakfast and evening snack. However, tea consumption is increasing and it is now enjoyed any time of the day. Other than the regular tea, black and green tea is also becoming quite popular nowadays.
سولہ 1

متن صدر:

سوا فل کی کچھ اور کھیلوں یہ فل月至 کی کچھ دکھایا گیا ہے، جو موسم جار ہوئے ہے۔ وہ کہے کہ کچھ فل月至 کا استعمال کرنا،

قہ سے جذبہ کا پھلو یا ہری کا اجادات کرتا ہے۔

ابو اور مورون کی کچھ پھلوں کی نیکیوں ودی اور اور کرتا ہے۔

نتیجہ:

اس سے جذبہ کے اجادات کے لئے کچھ سولہ کو مطالعہ کیا ہے ہے۔

یہ ہے کہ سولہ کے اجادات کے بھی کچھ مطالعہ ہے۔

اصدار عوامیات وقائع اور سے متعلق، یہ فل月至 کی کچھ دکھایا گیا ہے۔ وہ کہے کہ کچھ فل月至 کا استعمال کرنا،

ابو اور مورون کی کچھ پھلوں کی نیکیوں ودی اور اور کرتا ہے۔

اؤن دیاں کہ کچھ سولہ کو مطالعہ ہے۔

قدیمی کے لئے دوسری مشاہدے:

ان میٹ یا ایک کچھ چھان چاہے کا ہے کہ جانی پہلے

ودی کے 4 اور

طرز کار:

تعریف: سکھ کا اجتماع اس بات سے کجھ کیا شریب فل月至 کے علاوہ کچھ میں ہے کہ ہے۔ وہ کہے کہ کچھ فل月至 کا استعمال کرتا ہے۔

Camellia sinensis یہ نہیں کہ چاہے دوسری عوامیات وقائع اور سے متعلق، یہ فل月至 کی کچھ دکھایا گیا ہے۔ وہ کہے کہ کچھ فل月至 کا استعمال کرتا ہے۔

سکھ جاگر عامی اور مومنوں کا ہے۔ یہ فل月至 کی کچھ دکھایا گیا ہے۔ وہ کہے کہ کچھ فل月至 کا استعمال کرتا ہے۔

یہ فل月至 کی کچھ دکھایا گیا ہے۔ وہ کہے کہ کچھ فل月至 کا استعمال کرتا ہے۔

ادور کی بہتری کے لئے سکھ جاگر عامی اور مومنوں کا ہے۔ یہ فل月至 کی کچھ دکھایا گیا ہے۔ وہ کہے کہ کچھ فل月至 کا استعمال کرتا ہے۔

پہلی کا تعداد 127 کی نمبرات (50 اور) باش اور مورون کے تعادلی زمانہ کی ضرورت میں ہے۔

چاہے پہلی کا تعداد 127 کی نمبرات (50 اور) باش اور مورون کے تعادلی زمانہ کی ضرورت میں ہے۔

بعد میں یہ ہے اور اور باش اور مورون کے تعادلی زمانہ کی ضرورت میں ہے۔
The tea garden

• **Pre-reading discussion (Page 24):** Ask the students to read and discuss the questions given in this section.

  Do you know where tea comes from?

  Tea was first cultivated in China centuries ago, but then gradually other countries also started growing it. Today, tea is cultivated on hills, high mountains, and coastal regions in the tropical and sub-tropical geographic belts. The countries where tea is grown and processed nowadays are: China, India, Japan, Sri Lanka, and Taiwan.

  As an extended activity teacher can show the location of these countries on a world map or in an atlas. Then, ask the students to work in groups and look up information on other beverages like coffee and cocoa. Students can find out how these are prepared, processed, and manufactured.

  Ask the students if they like to drink tea or any other drink and how many times in a day do they have their favourite drink.

• **The tea garden (Pages 24, 25, and 26):** Tell the students that the text in this unit is an extract from a book, Sips from a broken teacup, written by Raihana Hasan. Ask the students to read the text individually and as they are reading tell them to underline the difficult words. After this ask students to work in pairs and share their list of words and refer to the dictionary to find their meanings. Ask some students to read the text. As they read each paragraph explain the text in detail. Then, ask simple questions to check their understanding of the text.

• **Writing time (Pages 26 and 27):** Ask students to work in pairs to complete the writing tasks. They can find the meanings of the words with the help of a dictionary and then construct sentences with them.

• **Adjectives:** The students have already learned about adjectives, but if required revise this concept. Ask the students to define adjectives. Let them respond, before telling them that adjectives are describing words, they give more information about nouns and pronouns. With the help of the students list some adjectives on the board. Then ask them to complete exercise C.

• **Proofreading (Page 27):** Explain to the students that it is very important to proofread one’s own writing so that it becomes error free. Proofreading means reading the text very carefully to find and correct any mistakes. While proofreading we check for errors in spellings, grammar, punctuation, paragraphing, and above all the relevance of the matter. Ask the students to complete exercise D.

• **Transitional devices and their use (Page 27):** Transitional devices are words that show the flow of ideas and create continuity and coherence in any piece of writing. They also connect ideas within and between paragraphs. Detailed explanation with examples is given on page 27 of the textbook. To complete exercise E ask the students to use transitional devices to write their essay. Once the students have written their essay ask them to underline the transitional devices that they have used. If they have repeated some words they can refer to the list in each category given in the box on this page and replace them with other words.

  Before the students start writing their essays ask them to first read the topic and
Sips from a broken teacup (from Aravind Jacob, 25.09.26): tea makes me feel as if my bones were made of liquid glass. It’s like a liquid hug. I find the taste of tea soothing, the warmth of the cup comforting. It’s a simple pleasure that brings me comfort on difficult days. 

Tea Cup: A simple pleasure that brings comfort on difficult days. It’s a liquid hug.
decide what they want to write about. Then, they should plan and draw an outline. Some points that they can keep in mind are:

1. Plan the essay in paragraphs. Start with the introduction of the topic and relate your opinion about your topic. Then give further descriptions and details. In the last paragraph give a brief conclusion summarizing all the points that have been mentioned before.

2. Describe in detail the events, people, and places that will be mentioned in the essay. This will help the reader to imagine and make the description come alive.

3. It is important to link the paragraphs and shows continuity. This can be done with the use of transitional devices.

4. Once the essay is written it is important to proofread and correct the mistakes.

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> Discuss the different beverages and share some details about tea which is a popular beverage.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss questions given on page 24.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td><strong>Reading time:</strong> Students read and discuss the text given on pages 24, 25, and 26.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete exercises A, B, and C given on pages 26 and 27.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Writing time:</strong> Students complete exercises D and E given on page 27.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Ask students to complete Worksheet 4.

LESSON 2

OBJECTIVES

- Analyze the poem and explain its theme and central idea
- Paraphrase the poem identifying the poets emotional response and the thoughts of the poet

LEARNING OUTCOMES

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

- analyze poems and explain the central idea.
۱. حضور مرشد مخصوص به‌منظور مكمل‌کردن کناره‌گیری یافته‌ها علیه کلاس عصری که قبلاً ضعیف‌تر بوده‌اند.

۲. افراد ارزیابی مثبتی که در نقش‌گیری‌های آموزشی دارند که شامل کلاس عصری و کلاس‌های نامناسب می‌باشند.

۳. جریان‌ها و روش‌های هم‌گام و هم‌زمان با کلاس عصری که به‌منظور بررسی و تحالی می‌باشند.

۴. جریان‌ها و روش‌های هم‌گام و هم‌زمان با کلاس عصری که به‌منظور بررسی و تحالی می‌باشند.

### جدول:

<table>
<thead>
<tr>
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<th>کلاس که شاخص‌های آموزشی دارند</th>
<th>تمرین</th>
<th>جمله</th>
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<tr>
<td>09:00</td>
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<tr>
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<td>3</td>
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<td>کلاس عصری</td>
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<td>4</td>
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<tr>
<td>09:40</td>
<td>کلاس عصری</td>
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<td>5</td>
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</tbody>
</table>

اضافی:

- طالب‌هایی که کامیاره 4 Pom

سئیک:

- مفهوم: تحقیق خاصی که در مورد اوراس که در مورد کلاس عصری شاخص‌های آموزشی دارند.

- نتیجه:

- ۳ کلاس عصری که در مورد کلاس عصری که در مورد کلاس عصری شاخص‌های آموزشی دارند.

- آموزشی خاصی که طالب‌هایی که کامیاره 4 Pom

- تحقیق خاصی که در مورد اوراس که در مورد کلاس عصری شاخص‌های آموزشی دارند.

- ۳ کلاس عصری که در مورد کلاس عصری که در مورد کلاس عصری شاخص‌های آموزشی دارند.
METHOD

• Introduction: William Wordsworth (1770 – 1850) was born at Cockermouth in England. Both his parents died before he was fifteen years old and different relatives took care of him and his siblings. He was educated at Hawkshead Grammar School and St. John’s College Cambridge. Wordsworth was very close to his sister who also helped him with his work. In 1802 Wordsworth married Mary Hutchinson and they had four children.

Wordsworth loved nature and this love reflected in his poems. He used the common language of the people and introduced a new concept of poetic style. Even though, Wordsworth began to write poetry while he was at school they were not published until 1793. Wordsworth died in 1850. His autobiographical poem, ‘The Prelude’, was published after his death.

His well-known poems are Lucy, The Solitary Reaper, Resolution and Independence, Daffodils, The Rainbow, and the sonnet: The World Is Too Much with Us.

• The Solitary Reaper (Page 28): This is a wonderful poem by William Wordsworth who is known as a great lover of nature. Once when he was visiting Scotland he sees a woman standing alone in the field, reaping and singing a song. Her song impressed the poet so much that he composed this poem. The woman was singing in Gaelic, a Celtic language still spoken in the Highlands of Scotland and the islands of Hebrides. Wordsworth could only, guess at theme of her song. The poet does not understand the words of the song and he tries to speculate on the subject of the song.

This poem has thirty-two lines which are divided into four stanzas.

In the first stanza the poet introduces the solitary reaper who is the subject of the poem. She is singing a gloomy song while working in the field. The poet feels as if the surrounding valley is overflowing with the song.

In the second stanza the poet praises the reaper’s song and finds it sweeter than the nightingale’s song that welcomes the tired groups of travelers in the Arabian Desert. He also feels the song is more breathtaking than that of the cuckoo singing in spring in the Hebrides islands.

In the third stanza the poet wonders if anybody would tell him what she sings as he does not understand the words of the reaper’s song. He tries to guess the subject of the song and thinks that perhaps it is about some incident or a battle which may have taken place years ago. He also wonders, whether the song is about any normal incident in the life of this woman or that she might be singing about some sorrow or a sad incident which may have occurred and might occur again.
The Solitary Reaper

The World Is Too Much with Us
In the fourth stanza the poet says that whatever may be the theme of the song it seems that the song has no ending and he listens to the song. Then, as he moves up the hill he feels that he continues to carry the music in his heart even after he could no longer hear it.

- **Writing time (Page 29):** Ask the students to complete exercises F and G.

**SUGGESTED LESSON OUTLINE (2 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> Read and discuss the poet and the poem.</td>
<td>40 min</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td><strong>Writing time:</strong> Ask students to complete exercises given on page 29.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
چہہے کا ہار

پہلے نہیں شاک مخصوص رہے ہیں کہ گیت کا موٹریزو جو خوبھی جو، ایسی گیت سے ہی کس گیت کا کوئی اقتنام نہیں ہے، اور وہ گیت خاک سے تباہ ہے۔ اگر چہہے جہت دو پچھلے ہیچیک جوان مستر کئے ہیں، اسے صحیح مقاواہ سے ہی کس گیت کا کوئی اقتنام نہیں ہے لیے۔ اس اور پچھلے ہیچیک کے دو اپنے دل میں سماہے لیے تو تھے۔

کھلا کا وقت (صفحہ 29): غالبہ کی کیک کے کام کے

<table>
<thead>
<tr>
<th>وقت</th>
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</tr>
<tr>
<td>40 منٹ</td>
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<td>2</td>
</tr>
</tbody>
</table>

تشریف: اگر چہہے کے بارے میں دو پچھلے اور ان پہلے کئے ہیں۔

کھلا کا وقت: غالبہ کی کیک کے وہ فیصلہ کیانی کے

(2lightly)
OBJECTIVES

- Read text and answer questions
- Understand and analyze events and issues related in the text and write them in sequential order
- Write autobiographical and biographical accounts
- Analyze and compare dialogues and note difference in vocabulary, style, and tone
- Understand use of appropriate social conventions while conducting interviews
- Revise the use of pronouns, singular and plural nouns, direct and indirect speech, and pronoun antecedent relationship

LEARNING OUTCOMES

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

- read text and answer questions;
- make a flow chart showing a given set of events in sequential order;
- plan and write autobiographical and biographical accounts;
- analyze and compare dialogues to note the differences in vocabulary, style, and tone;
- plan and conduct interviews;
- identify and use pronouns correctly;
- change nouns from singular to plural and vice versa;
- use pronouns appropriately.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 5

METHOD

- Dr. Pfau: Dr. Ruth Katherina Martha Pfau is a German Nun and a member of Society of Daughters of the Heart of Mary. For the last fifty years she has devoted her life to fighting leprosy in Pakistan. In 1996 Pakistan was declared by World Health Organization to have controlled leprosy, one of the first countries in Asia to have achieved this goal.
  Dr. Pfau was born in Germany in 1929. She had four sisters and one brother. After World War II when the Russians occupied East Germany she escaped to West Germany along with her family and chose medicine as her career.
بند 5

مقدار:

- حقن پریتون اور سوالون کے جواب دینا
- حقن میں بیان کے لئے دعائات و مسائل کی جاتی، ان کا تفصیل کرنے کا عزم ترتیب وارکرتا
- فروٹوڈ کر اور سوالی غریلی خذ
- مکانات کا بہبود و حمایت کرنے اور استعمال کے لئے اختیارات، طریقہ اداکاری اور لطیف کے فرق پر مقدمہ کرنا
- اخراجی کرنا تھا، جہاں معاشرتی و اجتماعی امور میں حکمتیاری اور تعلیم کے استعمال کی جاتی
- سخائر، اسی سے واحد اور انسان ہے جو کہر کی اہمیت و حیاتی درجہ بندی کے لئے اہم کہنا ہے

نتیجہ:

اس سلسلے کے اختیام چکا کو ایک قابل بو جانا ہے کہ:

- حقن پریتون اور سوالی کے جواب دینے کی ملاحظہ کرنے
- دعائات و مسائل کی تفصیل کرنے کی لئے فرق پر مقدمہ کرنا
- مکانات کا تفصیل کرنے کے لئے حمایت اور استعمال کی جاتی
- اخراجی کرنا تھا، جہاں معاشرتی و اجتماعی امور میں حکمتیاری اور تعلیم کے استعمال کی جاتی

درکار ہے رکاوٹ اور کراچی:

- وکٹوں 5 کی انتول

طرفدار کار:

Society of Daughters of the Heart of Mary کی گروہ میں گزارش ہے۔

ذکر قاؤ: داکٹر نمرڑی ہزارا، نمونہ فائرا آپکے کسی نئے اور پچھلے بریں سے انقلاب نے یہ ایک زمین پاکستان میں جدید اپنے روپ کے کئے لے وقف کرتی ہے۔ 1996 میں خواتین ادارہ سمندری کے بانگن کو سمندری اور آپکی نئے چھوٹے بچوں کی مدد کے لئے ایک تعلیمی مرکز ہیں۔ یہ اس وقت بین 1920 میں بنی ہوئی تھی۔ ان کی بات کہا جاتا ہے کہ اس کے نئے بچوں کی تعلیم کے لئے ایک اپنی مہم ہے۔
On her way to India in March 1960 she had to stop at Karachi due to some visa problems. Here Dr. Pfau saw many patients suffering from leprosy. Seeing their condition she was so so depressed that she decided to help these leprosy patients. She started medical treatment for the Leprosy patients in a hut in the slum area and the Marie Adelaide Leprosy Centre was founded. Patients from all over Pakistan and also from Afghanistan started coming here for treatment and small treatment centres were established all over Pakistan. Dr. Pfau also went to the far off areas to treat leprosy patients.

In 1961 Dr. Pfau went to South India to get training and then she returned to Karachi to continue her work on the Leprosy Control Programme.

In 1965, she and Dr. Zarina Fazelbhoy, a Pakistani dermatologist started the training programme for paramedical workers.

Dr. Pfau has authored four books in German about her work in Pakistan and Afghanistan.

She is being hailed as Pakistan’s Mother Teresa. In 2006 she gave over charge to the C.E.O. Marie Adelaide Leprosy Centre. Dr. Pfau was awarded Pakistani citizenship in 1988 in recognition of her service for the country.

Dr. Pfau has received numerous awards, prizes, and medals. Some of her achievements are listed below.

1968 The Order of the Cross from Germany
1969 Sitara-e-Quaid-e-Azam from Government of Pakistan
1979 Hilal-e-Imtiaz from Government of Pakistan
1985 The Commanders Cross of the Order of Merit with Star from Germany
1989 Hilal-e-Pakistan from Government of Pakistan
1991 Damien-Dutton Award from USA
2004 Honorary Degree of Doctor of Science (D.Sc.) from Aga Khan University
2005 Marion Doenhoff-Prize, Germany
2006 Life-time Achievement Award from the President of Pakistan

On 8th March 2010 she completed 50 years in Pakistan.

On 23rd March, 2011, Nishan-i-Quaid-i-Azam Award was presented by the President of Pakistan.

**Pre-reading discussion (Page 30):** First, discuss the meaning of infectious and non-infectious diseases then discuss the questions given in this section.

Infectious diseases can be passed easily from one person to another through air, water etc. These diseases and caused by bacteria, viruses, parasites, or fungi. Some very common infectious diseases are bird flu, Influenza, cholera, measles, chicken pox, small pox, typhoid fever, tuberculosis, ring worms, fungal infection of the skin, plague, leprosy etc.
دوسران کے کام آنا

مابین 1960ء میں دو مبارکہ جا ریت نے ایک دوسرے کے سلسلے میں فیصل آئے۔ ان کی کامیابی میں ڈاکٹر مقرر کی ویلا میں مفتی آیت اللہ میمن رضائی میں کرار ڈاکٹر مقرر کی سرگرمی کا عہد ہو گیا۔ انہوں نے میمن رضائی کی مبارکہ جا ریت کے سلسلے میں فیصل آئے بھی۔ ان کی کامیابی میں رائو جی، دمو کی مبارکہ جا ریت کے سلسلے میں فیصل آئے بھی ہو گیا۔


پنچ کی پنچ ہوئی ہے بچے کے سلسلے میں 30 جنوب میں ہیں۔ ملین کے سلسلے میں 7000 جنوب میں ہیں۔ وینیکا ایک کامیاب کی کامیابی میں سلسلے میں ہیں۔ فیصل آئے کی نظر میں ہیں۔ ہمیشہ کے سلسلے میں ہیں۔
Diseases that are not transmitted from one person to another are called non-infectious diseases. For example: stroke, heart diseases, cancer, asthma, diabetes, kidney diseases, osteoporosis, cataract, etc.

Infectious diseases can easily be contracted from one person to another, whereas non-infectious diseases are not dangerous to others but only to the person suffering from that disease.

• **The angel of Karachi (Pages 30 and 31):** Share the information given above about Dr. Pfau with the students and then ask them to read the text. After the first reading ask some students to explain each paragraph. Provide help if required. After the explanation share details about the awards, prizes, and medals awarded to Dr. Pfau, which are listed in the introduction.

• **Writing time (Page 32):** Ask students to complete exercises A, B, C, and D.

• Explain that writing in sequential order means to write any text in order of time or place. When facts are written in order, it is easy to understand and relate to them and gives continuity to the text. If text or information is not sequenced properly it becomes difficult for the reader to understand it. Ask the students to draw a timeline of their own life. They can write when they were born, their first day at school, and then other achievements. Next, ask them that if they were to use these points to write their own biography which point would they write first and why. Then ask them if they did not mention points in the order they happened would it interest the reader. This question will make them realize how important it is to write things in sequence and order. Ask the students to read the instructions given for exercises B, C, and D and then complete these tasks.

• **Pre-reading discussion (Page 33):** Discuss the points given on this page. What is an interview?

An interview is a meeting of people face to face especially for the purpose of consultation, conference, discussion, selection, publication, admission, job opportunities, and to seek specific information.

Find the meanings of the terms: interviewee, interviewer.

Interviewee is the person whose interview is taken. An interviewee gives an interview to the interviewer. In this text Zara is the interviewee.

An interviewer takes the interview to publish, telecast, assess, or broadcast statements. In this text Naila Khan is the interviewer.

After this ask the students to discuss an interview that they might have read in a magazine or a newspaper or watched on television.

• **An interview with Zara Hussain (Pages 33, 34, and 35):** Zara Hassan has set up a school to serve children with hearing-impairment. The school is a trailblazer (shows the way for others to follow) of modern teaching practices, such as communication-language acquisition and clinical auditory-speech therapy. This school was established in 2008 under the leadership of Zara Hassan.
stroke, heart diseases, cancer, asthma, diabetes, kidney diseases, osteoporosis, cataract, and other chronic health conditions. These diseases are often called non-communicable diseases (NCDs). The World Health Organization (WHO) estimates that 70% of all deaths worldwide are due to NCDs. The Karcchi people, who live in rural Balochistan, Pakistan, have a high prevalence of NCDs. This is attributed to factors such as poverty, lack of access to healthcare, and cultural practices.

The Angel of Karcahi

The Karcchi people have a strong tradition of herbal medicine. The Karcchi traditional healers, known as maulvi (male) or kochi (female), use herbs and natural remedies to treat a wide range of ailments. They have a deep understanding of the local environment and the plants that grow in it. These healers are highly respected in the community and play a crucial role in the healthcare system.

Karcchi Culture and Tradition

The Karcchi people have a strong sense of community and family. They are known for their hospitality and generosity. The Karcchi language is a mix of Balochi, Sindhi, and Persian, and it is widely spoken in the region. The Karcchi people are also known for their music and dance, with traditional songs and dances that are passed down from generation to generation. The Karcchi people have a strong spiritual connection to the land and the natural world, which is reflected in their music and dances.

Karcchi Women's Empowerment

Women in the Karcchi community have traditionally had a strong role in the family and community. They are involved in decision-making and are respected for their knowledge and skills. The Karcchi women are also involved in traditional crafts and industries, such as embroidery, weaving, and pottery. These skills are passed down from generation to generation and are an important source of income for the community.

Karcchi Traditional Remedies

The Karcchi people use a wide range of traditional remedies to treat illness. These remedies include herbs, plants, and natural substances. They also use traditional practices such as massage, yoga, and meditation to promote health and well-being. The Karcchi healers have a deep understanding of the local environment and the plants that grow in it. They use these natural resources to create remedies that are tailored to the specific needs of their patients.

Conclusion

The Karcchi people have a rich cultural heritage and a strong tradition of herbal medicine. They have developed a unique system of health and wellness practices that are deeply rooted in their culture. These practices have been passed down from generation to generation and are an important part of the Karcchi way of life. The Karcchi people are working to preserve their cultural heritage and continue the tradition of herbal medicine for future generations.
The sign language is a language which uses manual communication and body language to convey meaning to the hearing-impaired people. It involves the combination of hand shapes; movement of the hands, arms, or body; and facial expressions to express the speaker's thoughts.

After giving an initial introduction about Zara Hussain and her school, ask the students to read the interview of Zara Hussain taken by Naila Khan. Discuss the conversation in detail and also ask the students to note the style of questions asked and the answers. The students can be asked to role-play this interview.

• **Activity time (Pages 36 and 37):** Divide the class into groups and ask them to read the given instructions, plan and conduct their interview, and then write it down. Remind the students that when they are conducting the interview they have to be on their best behaviour and speak very politely and courteously and should always thank the interviewer for giving their time to them. This activity will help students to work in groups, enhance vocabulary and speaking and writing skills, and they will also gain confidence.

• **Writing time (Pages 35, 36, 37, and 38):** Ask students to complete exercises E, F, G, H, I, J, K, and L. 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.

• **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 scarf. Saima bought this scarf from the market near her house.
  This is the scarf that Saima bought from the market near her house.

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 was speaking to me is my teacher. (The relative pronoun who: relates to person, which it modifies and also introduces the relative clause: was speaking to me.

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

1. This is the game ________ I enjoy playing.
2. The man ________ got the highest marks was very happy.
3. The girl ________ helped me was wearing a pink dress.
4. The market ________ is near my house has a food court on the fourth floor.
5. The girl ________ brother won the prize is in my class.
6. The children ________ took part in the recital were given certificates of participation.
This is a scarf. Saima bought this scarf from the market near her house.

This is the scarf that Saima bought this scarf from the market near her house.

The person who was speaking to me is my teacher.

1. This is the game _______ I enjoy playing.
2. The man _______got the highest marks was very happy.
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4. The market _______is near my house has a food court on the fourth floor.
5. The girl _______ brother won the prize is in my class.
6. The children _______ took part in the recital were given certificates of participation.
• **Reported speech or indirect speech:** Revise that ‘indirect speech’ or ‘reported speech’ is used to tell what someone else has said, but without using the exact words. Indirect speech is used to report things said in the past, because the person who is being quoted had spoken in the past.

Remind the students that the words ‘said’ and ‘told’ are often used when reporting any speech. However, they can use other reporting verbs to add variety to their writing. For example: advise, encourage, invite, remind, warn, agree, decide, promise, refuse, threaten, accuse, blame, congratulate, apologize, etc.

These words are used with ‘that’: admit, deny, explain, insist, recommend, suggest.

• **Pronouns:** A pronoun is a word used in place of a noun so that we do not have to mention the same noun several times. List of pronouns and their types are given below.

<table>
<thead>
<tr>
<th>Personal pronouns</th>
<th>I, me, we, us, you, she, he, her, him, it, they, them</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relative pronouns</td>
<td>that, which, who, whom, whose, whichever, whoever, whomever</td>
</tr>
<tr>
<td>Demonstrative pronouns</td>
<td>this, that, these, those</td>
</tr>
<tr>
<td>Indefinite pronouns</td>
<td>anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, both, few, many, several, all, any, most, none, some</td>
</tr>
<tr>
<td>Reflexive pronouns</td>
<td>myself, ourselves, yourself, yourselves, himself, herself, itself, themselves</td>
</tr>
<tr>
<td>Interrogative pronouns</td>
<td>what, who, which, whom, whose</td>
</tr>
<tr>
<td>Possessive pronouns</td>
<td>my, your, his, her, its, our, their, mine, yours, his, hers, ours, theirs</td>
</tr>
<tr>
<td>Subject and object pronouns</td>
<td>I, you, she, he, it, we, they, me, her, him, it, us, them</td>
</tr>
</tbody>
</table>

• **Singular and plural nouns:** Revise the concept of singular and plural nouns by first reminding the students that a noun is the name of a person, place, animal, or thing and then, explain that singular nouns name one thing and plural nouns name more than one thing. There are rules for changing singular nouns to plural nouns and vice versa.
- I, me, we, us, you, she, he, her, him, it, they, them
  - reporting verbs (advise, invite, encourage, threaten, refuse, promise, decide, apologize, congratulate, blame, insist, explain, deny, suggest, recommend)

- that, which, who, whom, whose, whichever, whoever, whomever
  - prepositions

- this, that, these, those

- anybody, anyone, anything, each, either, everybody, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something, both, few, many, several, all, any, most, none, some

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

- what, who, which, whom, whose

- my, your, his, her, its, our, their, mine, yours, his, hers, ours, theirs

- I, you, she, he, it, we, they, me, her, him, it, us, them

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<td>what, who, which, whom, whose</td>
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Some basic rules:

1. Most nouns can be changed into the plural form simply by adding an ‘s’ at the end. For example: books, boards, teachers, pens, pencils, etc.
2. For words that end in –ch, -sh, -s, -x, and –z, add -es at the end. For example: matches, wishes, gases, boxes, etc.
3. For words that end in –f and –fe, delete the f and add –ves. For example: knife – knives, loaf – loaves, wife – wives, etc.
4. For words that end in -o, add –es. For example: heroes, tomatoes, potatoes, etc. However, there are some words that do not follow this rule, such as pianos and kangaroos.
5. For words that end in a vowel followed by a -y, add an –s at the end of the noun to make it plural, as in boys, jays, keys, etc. If a noun ends in a consonant and -y, drop the y, and add -ies, as in butterfly/butterflies, cry/cries, etc.
6. Some nouns do not change when they become plural, as in deer, sheep, etc.
7. Some nouns do not follow any rules. For example: goose/geese, mouse/mice, child/children, man/men, cactus/cacti, etc.

• Pronoun antecedent relationship: Remind the students that a pronoun is a word that replaces the noun and the antecedent is the noun that comes before the pronoun. Thus, pronoun antecedent agreement is very important. Sentences would not make sense if the pronouns did not agree with their antecedents.

Some examples are given below:

1. Father gave me a watch that he had bought from the market. (The pronoun he in this sentence refers to the antecedent, father. Since father is one person and a male the pronoun ‘he’ is used instead of ‘she or they’, so that there is agreement in gender, number, and person between the antecedent and its pronoun.)
2. Sara helped her mother with the housework. (Here the pronoun her is used for the antecedent Sara because Sara is a female.)
3. The boys passed the examination. They had worked very hard. (Here the pronoun they is used as it refers to more than one boy.)
   The boy passed the examination. He had worked very hard. (Here the pronoun he is used as it refers to only one boy.)
4. This is my book. It is interesting. (The word book is antecedent for the pronoun it. A pronoun must agree with its antecedent in number and gender. Here book is a common gender so the pronoun it is used here.)
1. Father gave me a watch that he had bought from the market.

2. Sara helped her mother with the housework.

3. The boys passed the examination. They had worked very hard.

4. This is my book. It is interesting.
Helping others

For further practice write these sentences on the board and ask the students to fill in the blanks with the correct pronoun.

1. The children were very happy when they got ______________ gifts.
2. This is a very interesting book. I liked reading ______________.
3. The workers were happy when ______________ got their salary.
4. Ahmed was happy when ______________ got his first salary last week.
5. She lost ______________ keys yesterday.
6. We have not completed ______________ work.
7. He has to complete ______________ work.

Answers: 1. their  2. it  3. they  4. he  5. her   6. our  7. his

SUGGESTED LESSON OUTLINE (5 class periods)

<table>
<thead>
<tr>
<th>Period</th>
<th>S. No.</th>
<th>Task</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1.</td>
<td>Dr. Pfau: Share with the students the information and achievements of Dr. Pfau.</td>
<td>10 min</td>
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<td></td>
<td>2.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the meaning of infections and non-infectious diseases then discuss the questions given in this section on page 30.</td>
<td>10 min</td>
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<td>3.</td>
<td><strong>The angel of Karachi:</strong> Students read and discuss the text given on pages 30 and 31.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td><strong>Writing time:</strong> Students complete the writing exercises on page 32.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the points given on page 33.</td>
<td>20 min</td>
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<td>6.</td>
<td><strong>An interview with Zara Hussain:</strong> Students read and discuss the text given on pages 33, 34, and 35.</td>
<td>20 min</td>
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<tr>
<td>4</td>
<td>7.</td>
<td><strong>Activity time:</strong> Students work in groups and conduct the interview as instructed on pages 36 and 37.</td>
<td>40 min</td>
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<td>5</td>
<td>8.</td>
<td><strong>Writing time:</strong> Students complete exercises E, F, G, H, I, J, K, and L.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY
- Ask students to complete Worksheet 5.
1. The children were very happy when they got ______________ gifts.
2. This is a very interesting book. I liked reading ______________.
3. The workers were happy when ______________ got their salary.
4. Ahmed was happy when ______________ got his first salary last week.
5. She lost ______________ keys yesterday.
6. We have not completed ______________ work.
7. He has to complete ______________ work.

Answers: 1. their  2. it  3. they  4. he  5. her  6. our  7. his

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**The angel of Karachi**

**اضافي سؤال**

طلب واجبكم ودرسهم ودرسهم 5 كم كربن.
LESSON 1

OBJECTIVES
• Discuss environmental issues, their causes and effects, and suggest solutions to overcome them
• Read text and phrase questions on the same
• Revise use of nouns, synonyms, and antonyms
• Use a range of words for descriptive writing
• Explain how to write formal and informal letters to people, in extended and immediate social and academic environment, for various purposes
• Write formal and informal letters using the correct layout and format

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
• discuss environmental issues, their causes and effects, and suggest solutions to overcome them;
• read text and phrase questions on the same;
• change nouns from singular to plural and vice versa;
• use synonyms and antonyms in speech and writing;
• write simple, descriptive paragraphs about people, objects, and places;
• use appropriate vocabulary and tense to write paragraph, letters, essay etc.
• write letters using correct layout, style, and format.

RESOURCES REQUIRED (TEACHING AIDS)
• samples of formal and informal letters
• copies of Worksheet 6

METHOD
• Pre-reading discussion (Page 41): Start the lesson by asking the students to explain the meaning of the word pollution and how it is affecting the environment.
الس١

المقاصد:

- مقالة متعلق بปรากฎة وأسباب انتشارها في سياق الحاضر.
- مراجعة لمتطلبات اتخاذ قرار حيوي.
- بيان تطور محتوى المقالة نحو الاستنتاج.

وي Данج كه تنتمي للطريقة الدورانية، ويقع في سياق من أوائل الدراسات التي كتبها الطبيعة، يقدّم جاك
دروست شاك أورتيفي، بندية، وثيقة جداً، حسب دراسته، أدباً، والتفاهم كاستخدام، كره، ونهرة، كه أورتيفي، خطط كشك.

المراجع:

- استماع: الهوية، وال挃划 جاك كه تنتمي للطريقة الدورانية، ويقع في سياق من أوائل الدراسات التي كتبها الطبيعة، يقدّم جاك
- دروست شاك أورتيفي، بندية، وثيقة جداً، حسب دراسته، أدباً، والتفاهم كاستخدام، كره، ونهرة، كه أورتيفي، خطط كشك.

- موهر: امرأة، ينتمي للطريقة الدورانية، وهي في سياق من أوائل الدراسات التي كتبها الطبيعة، يقدّم جاك
- دروست شاك أورتيفي، بندية، وثيقة جداً، حسب دراسته، أدباً، والتفاهم كاستخدام، كره، ونهرة، كه أورتيفي، خطط كشك.

- فورين: طريقة، حضارية، ويقّرر كه كره، وهي في سياق من أوائل الدراسات التي كتبها الطبيعة، يقدّم جاك
- دروست شاك أورتيفي، بندية، وثيقة جداً، حسب دراسته، أدباً، والتفاهم كاستخدام، كره، ونهرة، كه أورتيفي، خطط كشك.

العَرَضات:

- كه أورتيفي، خطط كشك.
- مترجم، أورتيفي، خطط كشك.
- دروست شاك، طريقة، خطط كشك.
- فورين: طريقة، حضارية، ويقّرر كه كره، وهي في سياق من أوائل الدراسات التي كتبها الطبيعة، يقدّم جاك
- دروست شاك أورتيفي، بندية، وثيقة جداً، حسب دراسته، أدباً، والتفاهم كاستخدام، كره، ونهرة، كه أورتيفي، خطط كشك.

Discuss that pollution is the process of making air, water, soil, etc. dirty. Pollution takes place when substances that cause impurity or damage, are added to the natural environment. This leads to instability and disorder and harms the ecosystem. (Ecosystem is a system of interaction of living organisms in a particular habitat or environment.)

Then, ask the students to name the things that are being polluted. Some expected replies are: air, noise, environment, soil, water, etc. Discuss further that pollution has harmful effects and is dangerous to all living things. If people living in cities and towns visit the countryside, they would notice the change in environment which is pollution free.

The substances or things that pollute the environment are called pollutants. Pollution can be caused by natural or man-made activities. Natural pollution occurs naturally and does not cause a lot of harm. However, man-made pollution is caused by human activities. There are six types of pollution, namely air, water, noise, land, radioactive, and thermal. Ask the students to name some pollutants.

The table below gives some information which the teacher can share with the students.

<table>
<thead>
<tr>
<th>Type of pollution and their effects</th>
<th>Caused by:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Air pollution</strong> causes global warming, acid rain, ozone depletion, etc.</td>
<td>motor vehicles, volcanic eruption, forest fires, agriculture, and industries like auto manufacturing, fertilizer plants, construction, electrical, fuel production, etc.</td>
</tr>
<tr>
<td><strong>Water pollution</strong> causes change in the properties of water which has a harmful effect on living things and it also becomes unfit for drinking and other uses. Polluted water also breeds viruses, bacteria, and other harmful micro-organisms, which can cause waterborne diseases like diarrhea, dysentery, typhoid, etc.</td>
<td>petroleum products, chemicals, metals, waste matter, etc.</td>
</tr>
<tr>
<td><strong>Land pollution</strong> can affect wildlife, plants, and humans in many ways. Chemicals produced due to pollution can cause various health problems like respiratory problems, skin diseases, cancer, etc.</td>
<td>agriculture, mining, sewage, construction, industries, etc.</td>
</tr>
<tr>
<td><strong>Noise pollution</strong></td>
<td>road traffic, air traffic, rail traffic, industries, items of daily use, for e.g. radio, television, washing machine, kitchen appliances, etc.</td>
</tr>
</tbody>
</table>
The document appears to discuss the impact of water, noise, and air pollution on the environment, and the measures taken to address these issues. It seems to be an extract from a larger text, possibly a report or a study, discussing the environmental quality of Iran.

<table>
<thead>
<tr>
<th>Environmental Impact</th>
<th>Strategies/Measurements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water quality</td>
<td>- Installing treatment plants to purify water sources.</td>
</tr>
<tr>
<td>Noise levels</td>
<td>- Implementing noise reduction technologies.</td>
</tr>
<tr>
<td>Air pollution</td>
<td>- Developing emission control systems.</td>
</tr>
</tbody>
</table>

Additional points highlighted in the text include:
- The importance of monitoring and managing water resources.
- Strategies to reduce noise pollution in urban areas.
- The necessity of implementing new technologies to mitigate air pollution.

The text suggests a comprehensive approach to environmental management, focusing on both prevention and mitigation strategies.
Radioactive pollution creates radiation which can penetrate human skin and damage cells

Thermal pollution produces high amount of heat energy

nuclear power plants, nuclear weapons, disposal of nuclear waste, uranium mining

power plants creating electricity from fossil fuel, deforestation, soil erosion

- Also discuss that the government runs a ministry of environment which is responsible for creating a healthy environment for the public. It is the duty of this department to suggest ways and means to keep the environment pollution free. In addition to this it is the responsibility of everyone to keep the environment clean. Each citizen must realize how essential it is to keep the atmosphere clean and pollution free. A factory owner must make it a point to dispose off chemical and material waste in a proper way. Garbage should be disposed off in proper bags and the administration should arrange to have the garbage collected and disposed. The vehicle owners must keep their vehicles in proper order and use silencers to decrease the noise.

- The packet of chips (Pages 41 and 42): Ask the students to read the story individually and to underline the difficult words and find their meanings. Divide the class in groups and ask them to phrase some questions based on the story. Then ask each group to ask their question and let the other groups answer. When discussing the responsibilities of individuals in trying to keep their environment pollution free explain to the students that cleanliness begins at home. If everyone starts caring about cleanliness in their own homes then there is no question of the neighborhood remaining unclean or filthy. Everybody would start caring for the environment also. Students can start with small jobs and then move on to bigger ones. In this way they can help in keeping their locality clean.

- Writing time (Pages 43 and 44): Ask students to work in pairs to complete the writing tasks. For exercise B, students can find the meanings of the words with the help of a dictionary and then fill in the blanks. For exercise D, refer to the rules for changing nouns from singular to plural and vice versa as explained in Unit 5 of this book.

- Activity time (Page 44): Work in groups and complete the task according to the given instructions. A clean-up campaign is an excellent idea that can be organized in support of a cause. A dirty, unclean, or filthy environment can cause diseases and ill-health. To promote cleanliness students can try out various strategies. For example: seek the assistance of young family members to ensure that garbage is collected and disposed off in a proper manner, the sewage can be checked to see that the waste matter goes into sewers and disinfectants are used properly, the public gardens can be cleaned, etc.

- Pre-reading discussion (Page 45): Ask the students to discuss the uses of water and what would happen if the water in lakes and rivers became polluted. Then, ask them to suggest how they, as students, can help to decrease pollution. Let the students share their own ideas and suggestions.
بناول آئر کا! باک آٹوکوئی تاکونی ہے بہت انسانی جلد میں مریئت کے طریقہ کا نچلے ہے

جنا دریا کو میاں اپنا کپا کا

باک آٹوکوئی بھی دریا کو ملائی تاکونی ہے بہت انسانی جلد میں مریئت کے طریقہ کا نچلے ہے

بناول آئر کا!
Some points are given which can help the teacher to generate discussion in class. The Earth is made up of 25% land and 75% water. Water is a clear liquid without taste or smell. One cannot survive without water and from birth to death a human being needs water. The first and foremost requirement is drinking water to quench our thirst. Other uses of water are: cleaning, cooking, washing, gardening, etc. It is also used in hospitals, offices, schools, parks, petrol pumps, roads, factories, colleges, industries etc. Water is needed everywhere. Development of any country is just impossible without water. Agriculture and water are inseparable as cultivation of crops requires water. Dairy farms, poultry farms, pastures, etc. also need water. All wild and domestic animals need water to survive.

Lakes and rivers provide drinking water. A lake is a large body of water that is surrounded by land and a river is a natural course of water that flows on land towards a sea or ocean. Ask the students to discuss how the lakes and rivers are getting polluted and what is happening as a result.

- **Contaminated water (Page 45):** The letter on this page highlights problems related to water contamination and also suggests some measures that can be taken by the higher authorities to address this issue. Ask some students to read aloud this letter. Discuss the content of the letter and the meanings of the words written in bold.

- **Writing time (Page 46):** Ask students to complete exercises G, H, I, and J. 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.

- **Countable, uncountable, and abstract nouns:** Nouns can be classified as countable, uncountable, or abstract nouns. Some examples are given for help.

<table>
<thead>
<tr>
<th>countable</th>
<th>uncountable</th>
<th>abstract</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple, boy, bicycle, tree, drum, book, carrot, lion, aeroplane, etc.</td>
<td>water, air, bread, money, wool, smoke, glass, rain, etc.</td>
<td>honesty, deceit, anger, trust, dedication, curiosity, relaxation, bravery, etc.</td>
</tr>
</tbody>
</table>

- **Letter writing (Pages 47 and 48):** Start the lesson by showing some formal and informal letters and ask the students to note the difference in format, layout, and style of writing in each letter. Discuss that man is a social animal, and lives in a society and likes to communicate and keep in touch with others. Even in the prehistoric days man felt the need to communicate and used different methods to communicate with each other.

The mode of delivering and sending mail has also evolved through the ages. In early times man used cave paintings, symbols, fire beacons, smoke signal, etc. to convey messages. Later on when they needed to send messages to far off places, people used to carry letters from one place to another and at times this took days or months to be delivered. Later they started using pigeons to deliver their mails. Then, telecommunication developed in the form of electric telegraph, telephone, radio phone, radio, televisions, computer network, cell phones, internet, and satellite phones. Now in modern times it just takes minutes or even seconds to deliver messages from one place to another.
بناوی آر اچ کا!

77
The environment today!

Types of letters
1. Informal or social letters – friendly letters, thank you letters, invitations, etc.
2. Formal or business letters – applications, official letters, letters to the newspapers, testimonials, covering letters, etc.

The purpose of this unit is to make students familiar with the layout and format of formal and informal letters and to explain that certain rules needs to be followed when writing letters. When writing letters some points are essential and need to be taken into consideration which are: the heading (the writer’s address and date), the salutation, the body of the letter, the closing or conclusion, the signature, and the address on the envelope.

Discuss the format of formal and informal letters as explained on pages 47 and 48.

- **Activity time (Page 48):** Work in groups and complete the task according to the given instructions.

SUGGESTED LESSON OUTLINE (6 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 types of pollution and their effects on the environment.</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>The packet of chips:</strong> Students read and discuss the story on pages 41 and 42.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Writing time:</strong> Students complete the writing exercises on page 43 and 44.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td><strong>Activity time:</strong> Students work in groups and complete the task according to the instructions given on page 44.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>5.</td>
<td><strong>Pre-reading discussion:</strong> Discuss the points given on page 45.</td>
<td>10 min</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td><strong>Contaminated water:</strong> Read and discuss the letter given on page 45.</td>
<td>10 min</td>
</tr>
<tr>
<td>5</td>
<td>7.</td>
<td><strong>Writing time:</strong> Students complete exercises G, H, I, and J.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>8.</td>
<td><strong>Letter writing:</strong> Explain the format of formal and informal letters.</td>
<td>40 min</td>
</tr>
<tr>
<td>6</td>
<td>9.</td>
<td><strong>Activity time:</strong> Students work in groups and complete the task according to the instructions given on page 48.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Ask students to complete Worksheet 6.
خطوے کی ایقان

1. غیر کاروباری خطوں - دوستان خطوں، فرحی خطوں، خوباب حضرت یا خوباب
2. رکی کا کاروباری خطوں - درخواست مولانا، خیرنی خطوں، اخبار مولانا، شہاب دوستان، توری فرحی خطوں وغیرہ

اس باب کا مقصد غیر کاروباری خطوں کے غیر و خال اور خطوں کے غیر و خال کہنے کے پر ہوئے تلہ یہہ کہ ہم کئے خطوں کو عربی، پنجابی، پنجابی وغیرہ الخطوں کے خدوشہ کہتے ہے۔ شہاب دوستان کے ان کے دوستان کے حوالے سے میں ہیں۔ (خطوں کے ان کے پاشا برونزی اور مولانا) آداب و عادات خطوں

**مرکزی وقت (سمندری 48) گروپ بنا کر اپنے کیما کے مطالب کام کمل کیئے**

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>پہلی گروپ کی بات جوہریتی</td>
</tr>
<tr>
<td>10</td>
<td>پہلی گروپ کی بات جوہریتی</td>
</tr>
<tr>
<td>10</td>
<td>پہلی گروپ کی بات جوہریتی</td>
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<td>10</td>
<td>پہلی گروپ کی بات جوہریتی</td>
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<td>پہلی گروپ کی بات جوہریتی</td>
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<td>10</td>
<td>پہلی گروپ کی بات جوہریتی</td>
</tr>
<tr>
<td>10</td>
<td>پہلی گروپ کی بات جوہریتی</td>
</tr>
</tbody>
</table>

اضافی مرکزی:

طلاب سے کیمی کے دورک شیعت 6 کملا کریں
LESSON 1

OBJECTIVES

• Discuss health issues and hazards, their causes and effects, and suggest solutions to overcome them
• Locate specific information to answer questions in an effective and focused manner
• Understand and use different forms of adjectives
• Identify active and passive voice in simple sentences
• Identify and differentiate between simple and compound sentences
• Revise use of punctuation marks and capital letters

LEARNING OUTCOMES

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

• discuss health issues and hazards, their causes and effects, and suggest solutions to overcome them;
• read and evaluate the text and give relevant answers;
• use adjectives appropriately;
• understand the function and use of active and passive voice;
• classify sentences into different types and rewrite them as declarative (affirmative and negative), interrogative, exclamatory, or imperative sentences;
• classify sentences and write simple or compound sentences;
• use correct capitalization and punctuation marks.

RESOURCES REQUIRED (TEACHING AIDS)

• chart papers
• copies of Worksheet 7

METHOD

• Pre-reading discussion (Page 49): Start the lesson by recapping issues related to pollution that were discussed in the previous unit and also explain that smoking is a habit that harms not only the smoker but also people around them. After a short introduction discuss the points mentioned on this page.
قسم 1

مختصات:

جفت کوہا کی خطرات

متوقف

موثر جِرَمِی اور چینی خطرات اور ان کے احساسات پر مختلف کرکم اور ان پر قابو پانا کے لیے مخصوص مطالعات کی تاریخی دستی بر

اس کے لیے مختلف اقسام مختلف اور استعمال کرنا

سادہ موشوم سرمی مثال یعنی، اورن میں فرم اور مشت کرنا

سادہ اورن کمپنی کی مشت کرنا اور میں فرم کرنا

خلاف الب خواتا اور بیا اور پر تحریک کے استعمال کا اہداف کرنا

ناریا کے ذکر

اس کے لیے مختلف کتب نظر چیکو گیا چیکو ہے کہ:

جفت کے مختلف سلسلے، جفت کو چینی خطرات اور ان کے احساسات پر مختلف کرکم اور ان پر قابو پانا کے لیے خاص پاہوں کر

مختلف احساسات کے مختلف لوگوں کے ذائقے اورن پر مختلف کرکم:

سچتی کا دست فور پر استعمال کرنا

مرض مخصوص اورن میں مثال سے مختلف اورن کے استعمال کرکم:

 مختلف احساسات کی مختلف لوگوں کی ذائقے اورن پر مختلف کرکم:

جفت کا پر فور سلسلے و دست فور پر مختلف کرکم:

بعد سے تحریک کے ذائقے اورن میں مختلف کتب مختلف استعمال کرنا۔

تقریباً کے لیے وکاران شاہ:

جہاز کامیاب

وکلا شیخ 7 کی انتقال

طریقۂ کار:

پہلاً سے پہلاً کی بات جیتنے (صفحہ 9): مطلب باپ کا نام زیادہ بھی سے سے مختلف سلسلے کو دیکھنے تو سے سکتا ہے آنیاگا کہ یہ اور یہ

مطلب باپ کا بیٹا کتاپ鹿ی آبادہ سے ہوتے ہیں ہو سے بیا بے ہو سے بیا بے کتاپ鹿ی آبادہ سے بیا بے ہو سے بیا بے

کے بعد اس سے پہلا پہلا پہلا بات جیتنے۔
Addiction is the dependence on drugs. It is a condition in which a person gets used to taking harmful drugs excessively and finds it difficult to quit the habit without adverse effect.

Some addictive substances are alcohol, narcotic drugs, tobacco, cigar, hookah (shisha), caffeine, etc.

Smoking is a practice in which a substance called tobacco is burned and the smoke is inhaled. Smoking is hazardous to health and it is very unfortunate that some people have fallen into the habit of smoking either by chance or by choice. Teacher should discuss that everybody including the students should know and understand what is right and what is wrong and should avoid taking addictive substances. Most teenagers take up the habit of smoking due to peer pressure, domestic problems, or because they might have seen elders smoking. They should not be tempted to try it out and should understand the harmful effects of smoking.

- **Smoking (Pages 49, 50, and 51):** Ask the students to read the text. Explain the given information with reference to chemicals, gases, diseases, etc. so that the students understand everything in detail.

- **Discussion time (Page 51):** Form pairs and ask each pair to write on the board, one point each about the lifestyle of a smoker and a non-smoker. Discuss these points and then ask them to copy them in their exercise books. Health hazards and other disadvantage have been discussed in the pre-reading discussion and in the text. Ask the students to discuss the second question giving reasons for their answers.

- **Writing time (Pages 51, 52, 53, and 54):** Ask the students to complete exercises A, B, C, D, E, and F. The students are familiar with the concepts but they might need some revision and explanation as explained below.

- **Adjectives:** Adjectives are called describing words and they give us more information about nouns or noun phrases. Adjectives have three forms: positive, comparative, and superlative.

  **For example:**

  - The green box is big. (positive)
  - That red box is bigger. (comparative)
  - The blue box is the biggest. (superlative)

  Mr. Rehman is a strong man. Mr. Irfan is stronger than Mr. Rehman. Mr. Salman is the strongest of the three.

  Mr. Rehman, Mr. Salman, and Mr. Irfan have different degrees of strength and this is shown by three different forms of adjectives: strong, stronger, and strongest.
صحیت کوارائی خطرات

اے سے مدادرش کر ایک ذیلی جانے ہے۔ ہم انہیں صورت حال سے اس میں ان کے فرقوں کے دو ایک ہی بہت زیادہ اہمیت شروع کر دیتے ہیں۔

آگے عامور کی اور ممہوں مڑی کیا ہوئے ہے۔ ہم اسے ایک ذیلی جانے کے ساتھ اسمsteel کیا جاتا ہے۔ ہمیں اس کی ایک کچھ کوئی طور پر تہجی کی سے ایک اور مثل کرنا چاہتا ہے۔

تعمیر شکوست دومی جانے میں ناکامی کی ایک تنازعی جانے کے لیے اورن کا تعلق سنسکرت کے ساتھ اس کی ایک کچھ کی جاتا ہے۔ ہمیں اس کے ساتھ ایک کچھ کوئی طور پر تہجی کی سے ایک اور مثل کرنا چاہتا ہے۔

ثریاکوشنوں کے لیے کسی میں ناکامی کی ایک تنازعی جانے کے ساتھ اسمsteel کیا جاتا ہے۔ ہمیں اس کے ساتھ ایک کچھ کوئی طور پر تہجی کی سے ایک اور مثل کرنا چاہتا ہے۔

تر ایک (13 سے 19 عوامی دومنی عوامی) میں اے لکے ایک یا دو یا ایک اور ایک کے ساتھ اسمsteel کیا جاتا ہے۔ ہمیں اس کے ساتھ ایک کچھ کوئی طور پر تہجی کی سے ایک اور مثل کرنا چاہتا ہے۔

تعمیروں کے لیے کوئی کوئی اورتکمیل کی جانے کا بعد ایک ذیلی جانے پر اوردو اور تعمیر بدون جانے کے ساتھ اسمsteel کیا جاتا ہے۔

83

یہ وہ تعمیرات کی اورتکمیل کی جانے کے ساتھ اسمsteel کیا جاتا ہے۔ ہمیں اس کے ساتھ ایک کچھ کوئی طور پر تہجی کی سے ایک اور مثل کرنا چاہتا ہے۔

اِن کی تعمیرات کی اورتکمیل کی جانے کے ساتھ اسمsteel کیا جاتا ہے۔ ہمیں اس کے ساتھ ایک کچھ کوئی طور پر تہجی کی سے ایک اور مثل کرنا چاہتا ہے۔

The green box is big.

That red box is bigger.

The blue box is the biggest.
Some more examples:

<table>
<thead>
<tr>
<th>positive</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>short</td>
<td>shorter</td>
<td>shortest</td>
</tr>
<tr>
<td>quick</td>
<td>quicker</td>
<td>quickest</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>oldest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>hottest</td>
</tr>
<tr>
<td>fat</td>
<td>fatter</td>
<td>fattest</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>largest</td>
</tr>
<tr>
<td>fine</td>
<td>finer</td>
<td>finest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>latest</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
</tbody>
</table>

Some adjectives have irregular positive, comparative, and superlative forms. For example:

<table>
<thead>
<tr>
<th>positive</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
<td>best</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td>worst</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
<td>least</td>
</tr>
<tr>
<td>some</td>
<td>more</td>
<td>most</td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td>furthest</td>
</tr>
</tbody>
</table>

Some adjectives form their comparative and superlative by using the words more and most. For example:

<table>
<thead>
<tr>
<th>positive</th>
<th>comparative</th>
<th>superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>important</td>
<td>more important</td>
<td>most important</td>
</tr>
<tr>
<td>dangerous</td>
<td>more dangerous</td>
<td>most dangerous</td>
</tr>
<tr>
<td>convenient</td>
<td>more convenient</td>
<td>most convenient</td>
</tr>
</tbody>
</table>
### Positive, Comparative, and Superlative Forms

<table>
<thead>
<tr>
<th>Positive</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>tall</td>
<td>taller</td>
<td>tallest</td>
</tr>
<tr>
<td>short</td>
<td>shorter</td>
<td>shortest</td>
</tr>
<tr>
<td>quick</td>
<td>quicker</td>
<td>quickest</td>
</tr>
<tr>
<td>old</td>
<td>older</td>
<td>oldest</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>hottest</td>
</tr>
<tr>
<td>fat</td>
<td>fatter</td>
<td>fattest</td>
</tr>
<tr>
<td>big</td>
<td>bigger</td>
<td>biggest</td>
</tr>
<tr>
<td>thin</td>
<td>thinner</td>
<td>thinnest</td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>largest</td>
</tr>
<tr>
<td>fine</td>
<td>finer</td>
<td>finest</td>
</tr>
<tr>
<td>late</td>
<td>later</td>
<td>latest</td>
</tr>
<tr>
<td>pretty</td>
<td>prettier</td>
<td>prettiest</td>
</tr>
<tr>
<td>happy</td>
<td>happier</td>
<td>happiest</td>
</tr>
</tbody>
</table>

### Examples

#### Positive Compared to Superlative
- *important* vs. *most important*
- *dangerous* vs. *most dangerous*
- *convenient* vs. *most convenient*
• **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. Sentences in the active voice are direct and easy to read.

**For example:**

**Active voice:**
- We wash the floor once a week.
- At last they have found the wallet.
- An orator gave a fiery speech in the auditorium.

**Passive voice:**
- The floor is washed once a week. (by us)
- At last the wallet has been found. (by them)
- A fiery speech was given by an orator in the auditorium.

Some more examples of sentences in active and passive voice are given using the different tenses.

<table>
<thead>
<tr>
<th>Tense</th>
<th>Active voice</th>
<th>Passive voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>Pakistan exports mangoes.</td>
<td>Mangoes are exported by Pakistan.</td>
</tr>
<tr>
<td></td>
<td>He deposited my cheque.</td>
<td>My cheque was deposited by him.</td>
</tr>
<tr>
<td>simple future</td>
<td>The tailor will stitch the dress.</td>
<td>The dress will be stitched by the tailor.</td>
</tr>
<tr>
<td>present continuous</td>
<td>The girls are boarding the bus in a hurry.</td>
<td>The bus is being boarded in a hurry. (by the girls)</td>
</tr>
<tr>
<td></td>
<td>My friend was playing the piano.</td>
<td>The piano was being played by my friend.</td>
</tr>
<tr>
<td></td>
<td>Jane shall be reading the book at 10 a.m. tomorrow.</td>
<td>The book will be being read by Jane at 10 a.m. tomorrow.</td>
</tr>
<tr>
<td>past perfect</td>
<td>Many students have finished their task.</td>
<td>The task has been finished by many students.</td>
</tr>
<tr>
<td></td>
<td>The principal had announced the result before I arrived.</td>
<td>The result had been announced by the principal before I arrived.</td>
</tr>
<tr>
<td>future perfect</td>
<td>I shall have written my thesis by that time.</td>
<td>My thesis shall have been written by that time.</td>
</tr>
</tbody>
</table>
I did the exercise.

We wash the floor once a week.
At last they have found the wallet.
An orator gave a fiery speech in the auditorium.
The floor is washed once a week. (by us)
At last the wallet has been found. (by them)
A fiery speech was given by an orator in the auditorium.

<table>
<thead>
<tr>
<th>Tense</th>
<th>वर्तमान</th>
<th>वातावरण</th>
<th>अंतरिक्ष</th>
</tr>
</thead>
<tbody>
<tr>
<td>simple present</td>
<td>Pakistan exports mangoes.</td>
<td>Mangoes are exported by Pakistan.</td>
<td></td>
</tr>
<tr>
<td>simple past</td>
<td>He deposited my cheque.</td>
<td>My cheque as deposited by him.</td>
<td></td>
</tr>
<tr>
<td>simple future</td>
<td>The tailor will stitch the dress.</td>
<td>The dress will be stitched by the tailor.</td>
<td></td>
</tr>
<tr>
<td>present continuous</td>
<td>The girls are boarding the bus in a hurry.</td>
<td>The bus is being boarded in a hurry.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My friend was playing the piano.</td>
<td>(by the girls)</td>
<td></td>
</tr>
<tr>
<td>past continuous</td>
<td>Jane shall be reading the book at 10a.m. tomorrow.</td>
<td>The piano was being played by my friend.</td>
<td></td>
</tr>
<tr>
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<td></td>
<td>The book will be being read by Jane at 10a.m. tomorrow.</td>
<td></td>
</tr>
<tr>
<td>present perfect</td>
<td>Many students have finished their task.</td>
<td>The task has been finished by many students.</td>
<td></td>
</tr>
<tr>
<td>past perfect</td>
<td>the result before I arrived.</td>
<td>The result had been announced by the principal before I arrived.</td>
<td></td>
</tr>
<tr>
<td>future perfect</td>
<td>I shall have written my thesis by that time.</td>
<td>My thesis shall have been written by that time.</td>
<td></td>
</tr>
</tbody>
</table>
• **Types of sentences:** A sentence is made up of one or more words that are grouped together to express a thought or message. There are four types of sentences: a statement, a question, an exclamation, and a request, a command, or suggestion. A sentence that declares or states something is called a declarative sentence or a statement. It ends with a full stop. Statements can be affirmative or negative. For example:  
This is a pencil. (affirmative)  
We write with a pencil. (affirmative)  
We do not write with a pencil. (negative)  
A sentence that asked a question is called an interrogative sentence. It ends with a question mark. For example:  
Is this a table?  
Have you ever been to Murree?  
A sentence that expresses a command or a request is called an imperative sentence or a command. If it is a strong command it ends with an exclamation work, otherwise it ends with a full stop. For example:  
Beware!  
Please do it for me.  
A sentence that expresses strong emotions or great excitement is called an exclamatory sentence. It ends with an exclamation mark. For example:  
How terrible!  
Hurrah!  
• **Simple and compound sentences:** Explain simple and compound sentences according to the definition given in the textbook. Then, write these sentences on the board and ask the students to identify them as simple or compound sentences.  
1. The teacher praised the boy for his excellent work.  
2. The boy had done his work well, so the teacher praised him.  
3. The girl was running in the garden.  
4. My mother wanted to go to the market but she could not go because it was raining.  
5. Aslam won the race.  
6. Do you want to read this book or go for a movie?  
7. The lion roared loudly.  
8. I will not go out as I have to complete my work.  
9. Sara bought a beautiful purse.  
10. Sara bought a purse because she wanted to give it as a gift to her sister.  
• **Activity time (Page 54):** Work in groups and complete the task according to the given instructions.
This is a pencil. (affirmative)
We write with a pencil. (affirmative)
We do not write with a pencil. (negative)

Is this a table?

Have you ever been to Murree?

Beware!
Please do it for me.

How terrible!
Hurrah!

Sadeh asked for a book: 'I want to get introduced to all my friends at school.' Mr. Islam bought a book for Sadeh but his father did not buy it.

1. The teacher praised the boy for his excellent work.
2. The boy had done his work well, so the teacher praised him.
3. The girl was running in the garden.
4. My mother wanted to go to the market but she could not go because it was raining.
5. Aslam won the race.
6. Do you want to read this book or go for a movie?
7. The lion roared loudly.
8. I will not go out as I have to complete my work.
9. Sara bought a beautiful purse.
10. Sara bought a purse because she wanted to give it as a gift to her sister.
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: Discuss what is addiction and the hazards of smoking.</td>
<td>10 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td>Smoking: Students read and discuss the text on pages 49, 50, and 51.</td>
<td>20 min</td>
</tr>
<tr>
<td>1</td>
<td>3.</td>
<td>Discussion time: Discuss the points given on page 51.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>4.</td>
<td>Writing time: Students complete exercises A, B, and C.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>5.</td>
<td>Writing time: Students complete exercises D, E, and F.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>6.</td>
<td>Activity time: Students work in groups and complete the task according to the instructions given on page 54.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Ask students to complete Worksheet 7.

LESSON 2

OBJECTIVES

- Analyze the poem and explain its theme and central idea
- Paraphrase the poem identifying the poets emotional response and the thoughts of the poet

LEARNING OUTCOMES

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

- analyze poems and explain the central idea.

METHOD

- **Introduction**: William E. Hickson (1803 – 70) was a British educational writer. He wrote an improved version of the British National Anthem and was the editor of West Minister Review. Other works by William E. Hickson are: The Singing Master (1836), Dutch and German Schools (1840), Part Singing (1842), Time and Faith — 2 volumes (1857).
سوئیت کی تدريس کا جہاز حاکم (4 جنوری)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>جبریہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 مین</td>
<td>پہلے سے پہلے بات چیت: نیپنگ کہتے ہیں کہ اس بات کی نشاندہی کے لئے اورکاوا کو لئے کیا افسوس ہے۔</td>
<td>1</td>
</tr>
<tr>
<td>20 مین</td>
<td>سیکولر: بیان 51 اور 50 اور اور اس بات چیت کریں۔</td>
<td>2</td>
</tr>
<tr>
<td>10 مین</td>
<td>بات چیت کا وقت: حاضر 51 پر سب سے ناگزیر بات ہے۔</td>
<td>3</td>
</tr>
<tr>
<td>40 مین</td>
<td>کامل کا وقت: ظالا مشن C، A، B، مکمل کریں۔</td>
<td>4</td>
</tr>
<tr>
<td>40 مین</td>
<td>کامل کا وقت: ظالا مشن F، E، D، مکمل کریں۔</td>
<td>5</td>
</tr>
<tr>
<td>40 مین</td>
<td>مکمل کا وقت: ظالا مشن F، جزی کی سروٹ کی تفصیلات کا مطالعہ کام مکمل کریں۔</td>
<td>6</td>
</tr>
</tbody>
</table>

اضائل سرگرمی:
- ظالا سے کچھ کوہونگاہیں، کہ 7 کام کریں۔

سپہنہ 2

مقاصد:
- یہ فیز کا جزی کا اور سمجھ کر تحفظ اور مرکزی ذیلی پیش کرنا
- شطر کے ذیلی پیش کر اور کے ذیلی کو جاں جا کر اپنی افکار کو ترسی کرنا

نتائج:

اس سپہنے کے اقتضا میں ظالا کا قابل بہاء کیا کہ وہ:
- ظالا کا کہ ہر کام اور کا مرکزی ذیلی بیان کریں۔

طرزیت کار:

• ظالا ایک بُنس (1803ء تا 1870ء) بیانی موضوعات کے لئے بین الاقوامی مشترکہ کے محترم بھی۔ وہ افکار کے لئے برطانوی کو ترک کر دیئے گئے کہ ان کی سمجھ کا ترتیب مار گئے
• انگریز سیریل کی ایک سیریل کے لئے برنامہ بھی۔ وہ افکار کا کہ کا بہاء کیا کہ وہ کی سمجھ کا ترتیب مار گئے
• West Minister Review، 1842 Part Singing، 1840 Dutch and German Schools، 1836 The Singing Master
• Time and Faith (1857) کی وسیلے پر بھی

OXFORD UNIVERSITY PRESS
Try again (Page 55): Try again is a short poem which conveys a simple message that perseverance leads to success. This poem has three stanzas, each having eight lines. The rhyme scheme is ababcccb; dbdbeeeb; fbfgggb.

In the first stanza the poet tells the readers that it should be remembered that one has to try repeatedly to achieve something. Initially one may not succeed but one should not give up but keep trying. This action will give courage to persevere and result in success. And if the trial is continued one can overcome all difficulties, so one should never be afraid but should keep on trying.

In the second stanza the poet says that even if one fails once or twice they should not think it a disgrace but continue trying.

In the third stanza the poet says that even if one finds their task difficult they should keep trying and they will get their reward. If one has patience one can achieve all that others have been able to achieve.

Through this poem the poet gives the message that life is not easy and we may not succeed even if we keep on trying. We should never lose hope and keep on striving and definitely sooner or later we will achieve our goal; so keep on trying.

The rule we must follow is perseverance and fearlessness in whatever we do. We need to keep on trying to achieve something in life.

If at first you do not succeed, try, try, try again, is a famous proverb which we often quote. Credit goes to William E. Hickson for writing this proverb. The saying was soon used independently as a proverb.

Writing time (Pages 55 and 56): Ask students to complete exercises G, H, and 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>Introduction: Read and discuss the poet and the poem and trace the rhyme scheme</td>
<td>40 min</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
<td>Writing time: Students complete exercises G, H, and I.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
Try again (صفحه 55): Try again

یکی از مراحل آزمون به دستسوده می‌گردد و باید کوتاه‌ترین سعی کامیابی حاصل نشود. این لغتم

**محدودیت**

* کشیدن حاشیه‌های آزمون.
* برنامه‌های تکمیلی در آزمون.
* مطالعه مسائلی که به آزمون نشان داده نشده است.
* مقدمات آزمون.

این محدودیت، حاصل کردن کوتاه‌ترین سعی کامیابی را نشان می‌دهد.

**کمک‌های کارشناس (صفحه 55 از 56):**

<table>
<thead>
<tr>
<th>کمک کارشناس</th>
<th>توضیحات</th>
</tr>
</thead>
<tbody>
<tr>
<td>H, G, 1</td>
<td>وارد اکسل کردن.</td>
</tr>
<tr>
<td>2</td>
<td>اکسل کردن.</td>
</tr>
<tr>
<td>3</td>
<td>وارد اکسل کردن.</td>
</tr>
</tbody>
</table>

**سیاست‌های مربوط به خاک (۲ بی‌پیز):**

<table>
<thead>
<tr>
<th>زمان</th>
<th>کمک‌های کارشناس</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 مین</td>
<td>H, G, 1</td>
</tr>
<tr>
<td>40 مین</td>
<td>2</td>
</tr>
</tbody>
</table>

**تاریخ‌بندی**

<table>
<thead>
<tr>
<th>تاریخ‌بندی</th>
<th>جدول اکسل</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**دسترسی به کتابخانه**

* پرداخت لازم.
* برنامه‌های تکمیلی در کتابخانه.
* مطالعه مسائلی که به کتابخانه نشان داده نشده است.
* مقدمات کتابخانه.

این دسترسی، حاصل کردن کوتاه‌ترین سعی کامیابی را نشان می‌دهد.

**کمک‌های کارشناس (صفحه 55 از 56):**

<table>
<thead>
<tr>
<th>کمک کارشناس</th>
<th>توضیحات</th>
</tr>
</thead>
<tbody>
<tr>
<td>H, G, 1</td>
<td>وارد اکسل کردن.</td>
</tr>
<tr>
<td>2</td>
<td>اکسل کردن.</td>
</tr>
<tr>
<td>3</td>
<td>وارد اکسل کردن.</td>
</tr>
</tbody>
</table>

**سیاست‌های مربوط به خاک (۲ بی‌پیز):**

<table>
<thead>
<tr>
<th>زمان</th>
<th>کمک‌های کارشناس</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 مین</td>
<td>H, G, 1</td>
</tr>
<tr>
<td>40 مین</td>
<td>2</td>
</tr>
</tbody>
</table>

**تاریخ‌بندی**

<table>
<thead>
<tr>
<th>تاریخ‌بندی</th>
<th>جدول اکسل</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
LESSON 1

OBJECTIVES

- To create awareness in students about the world population, it’s growth and effects on the lives of people
- Comprehend/interpret text by reading critically and actively
- Deduce meanings of words in context
- Demonstrate use of pronouns learnt earlier

LEARNING OUTCOMES

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

- read and understand text by asking and answering question;
- enhance vocabulary;
- use pronouns appropriately.

RESOURCES REQUIRED (TEACHING AIDS)

- Atlas or a world map showing relief features
- copies of Worksheet 8

METHOD

- Pre-reading discussion (Page 57): Start the lesson by asking the students to explain the meaning of the words: population and census, and then discuss the points given in this section. After listening to their responses discuss that population is the total number of people living in a particular area, city, or country and census is the process of systematically acquiring and recording information about the population of any country. The world population i.e. all humans on earth in 2012 is estimated to have crossed the 7 billion mark and is steadily growing. Ask the students why they think census is important. Some suggested answers are listed below.

Census is important because it helps the government to plan and make provisions for their people. The government can decide how much it will need to spend on services like education programs, health-care services, job opportunities, buildings and recreation facilities, etc.

Discuss that the population of any place is affected by a number of factors. Hilly and desert regions are sparsely populated whereas low lying areas are densely populated. Some cities are densely populated because they provide job opportunities and means of living to every class of people. Some cities are highly developed and have good education facilities, industries, factories, technical institutions, markets, banks, etc. so people migrate to cities.
جائے 8
علی آبادی

سیرت 1
متنامہ:

طالبان علی آبادی اورگولک کے زنگیون پر آبادی کی اطلاع کے کام کے متعلق آگاهی پیدا کرنا

تحفظیات اور عملی اعترافات یعنی لیکھی ہوئے میں کوئی کان حاصل کرنا

بیان سوارت سے اطلاعی کہ کہ انتظام کا

ان حالات کے احساس کا انتظام کرنا جو لیکھی ہوئے ہے جا چکے ہیں

دستاویز:

اس سیرے کے انتظام کے طبقے کا بات چیت ہو چکا ہے کہ وہ

سول سمجحے کے ذریعے میں پہلا اور گولک

زیرت انتظام کے علاوہ کر کے

پیش کرنا مہربانی انتظام کر کے

تقریبًا ہی لیے دکا رشیا:

بھی ارہی ہے جو فرار کی دنیا میں کوئی کراں جا چکے ہیں

ورکشیٹ 8 کی ترقی کا

طریقہ کار:

پہلی فیصلہ ہے خصوصیات مکمل ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی

پھدی تھی رنگ کی بات ہے (صفحہ 57): طالبہ سے کیے گئے بچے سے آگاهی کا اہداف کی ہے کہ وہ اورگولک کے متعلق معلومات کی
Pakistan is densely populated in some areas and sparsely populated in others due to uneven distribution of resources and facilities. Karachi, the capital of Sindh, is a densely populated city due to a number of reasons. It is a major sea port, it has an international airport, and the railway system connects Karachi to other cities. Many people have migrated to Karachi because it is a major industrial city and provides jobs, business opportunities, education facilities, etc. to many.

- **World Population (Pages 57 and 58):** Ask the students to read and discuss the text on world population. Ask questions so that they understand the text better and to clarify thoughts and ideas. Refer to the map showing population density and discuss why some areas are densely populated. Show the relief features on the world map to show that hilly regions, deserts, and forest are sparsely populated.

- **Writing time (Pages 59 and 60):** Ask the students to complete exercises A, B, C, D, E, and F. The students are familiar with the concepts but if required revise pronouns with the help of guidelines given in Unit 5.

**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 world population, uses of census, and factors affecting the distribution of population.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>World Population:</strong> Students read and discuss the text given on pages 57 and 58.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Writing time:</strong> Students complete exercises A, B, C, D, E, and F given on pages 59 and 60.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

- Ask students to complete Worksheet 8.

**LESSON 2**

**OBJECTIVES**

- Analyze poems and explain theme and central idea
- Paraphrase poems identifying the poet’s emotional response and thoughts
- Read and appreciate various genres of literature: short story, myths, legends, and poems
- Revise use of countable and uncountable nouns
امسال اور ویچار دیتا کی نمبر متین کی جگہ ہے اور ویچار دیتا کی نمبر کے ساتھ کم حملہ کہیں۔

سواتھی کریکر، یادیو اور ویچار دیتا کی نمبرین کے بعد سواتھی کریکر۔

علی آبادی (صفر 57 اور 58): علیا کے زیر عمل علی آبادی پر دو گیا تہم پہلی اور دو پہلی تہم کی پہلی تہم کی۔ فی الحال سواتھی سواتھی کہا ہو

علی آبادی (صفر 59 اور 60): علیا کے زیر عمل علی آبادی پر دو گیا تہم پہلی اور دو پہلی تہم کی پہلی تہم کی۔

ضرورت ہوئی باب 5 میں دیے گئے رہنما اصول کے مطابق ضاحی کا اعہاد کیا گیا۔

سےفیک کی تدریس کا مجوزہ خاکر (2 جنوری)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>فی الحال</th>
<th>ضرورت</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-1970</td>
<td>پہلی سے پہلی بات چیتکی علی آبادی میں مدد گری کی اور علی آبادی کے استحکامات اور آبادی کی تصدیق پر اجازت دو نے دو اصل یا معاہدہ</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2-1970</td>
<td>علی آبادی: صفر 57 اور 58 پر دو گیا تہم پہلی اور دو پہلی تہم کی پہلی تہم کی</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3-1970</td>
<td>کمیانی کا وقت: صفر 59 اور 60 پر دو گیا تہم</td>
<td>A، E، D، C، ب</td>
<td>3</td>
</tr>
</tbody>
</table>

اعلان سرگرمی:

طلباً کے زیر عمل علی آبادی میں کل 8 کمل کریں۔

سنہ 2:

مطابق:

ظیہون کا تحریر کرنا اور ان کے موضوع اور مرکزی نامی کی وضاحت کرنا

شاعر کے جذبات رکھا اور فضائی کی شاہکار کے ساتھ کے بجے اور افسانوی کی تفریح کرنا

ادب کی مختلف امتاز اسناد توہین دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا، دیتا

قلم میں اور جن کے بجے اور افسانوی کے استعمال کا اعہاد کرنا
LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• read poems with correct stress and intonation;
• analyze the central idea of the poem;
• identify the rhyme scheme and figures of speech used in poems;
• locate countable and uncountable nouns;
• identify and pronounce consonant clusters in initial and final position.

METHOD

• Making poems interesting (Page 61): Ask the children that if they see any piece of writing, how do they identify whether it is a poem or not. The students might reply that the poems are not written in paragraph form, they are written in verses or stanzas and follow a particular flow of rhyme and rhythm.

Discuss that other than the points mentioned above; there are certain elements that a poet uses in their poems to make them interesting, such as, alliteration, personification, rhyming words, similes, metaphors, theme, imagery, etc.

Alliteration, personification, and rhyme scheme are explained in the textbook. Ask the students to give some sentences which have these elements.

Some examples are given below:

**Alliteration**

Happy Harry sat on the hippopotamus,
Singing songs of sorrow.
The lucky lion laughed at the songs and asked,
‘Why do you sing sad songs when your name is Happy Harry?’

**Personification**

Death lays its icy hands on all humans.
The city never sleeps.
The angry waves crashed on the shores.

For further practice form group and ask each group to select any poem and mark the rhyme pattern. They can then read the poem again to see if the poet has used alliteration or personification.
Happy Harry sat on the hippopotamus,
Singing songs of sorrow.
The lucky lion laughed at the songs and asked,
'Why do you sing sad songs when your name is Happy Harry?'

Death lays its icy hands on all humans.
The city never sleeps.
The angry waves crashed on the shores.
Silly Salma Butt is a humorous poem in which the poet has metaphorically compared the increasing number of rabbits with the increasing population in the world. The poet points out that the increasing population will result in less space and food for all. It is a very important message that the poet is trying to convey. Read the poem with expression and intonation and then ask the students to read it at least twice to understand and discuss its central idea. The poem also tells us that excess of anything is dangerous.

There are six stanzas in this poem. The first five stanzas have four lines each and the sixth stanza has five lines. The rhyme scheme of this poem is aabb, ccdd, eeff, ggbb, hhii, jklm.

**Writing time (Page 63):** Ask the students to complete exercises G, H, and I. The students are familiar with the concepts but if required revise countable and uncountable nouns.

**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.

**Pronunciation check:** A consonant cluster is a group of consonants that appear together in a syllable without a vowel between them. For example: the sound /spl/ in splash, /st/ in stamp, /str/ in stretch, /squ/ in squeal, and /spr/ in spring are consonant clusters in the initial position and /nd/ in almond, /lp/ in gulp, and /pt/ in adopt are consonant clusters in the final position.

**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>Making poems interesting:</strong> Read and discuss the structure and style used in different poems and trace the rhyme scheme</td>
<td>30 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td><strong>Silly Salma Butt:</strong> Read and explain the poem.</td>
<td>10 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td><strong>Writing time:</strong> Students complete exercises G, H, and I.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
Silly Salma Butt

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**Table:**

<table>
<thead>
<tr>
<th>Time (min)</th>
<th>Camera</th>
<th>Footage</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td><em>Vertical</em></td>
<td>-1</td>
</tr>
<tr>
<td>10</td>
<td><em>Horizontal</em></td>
<td>1</td>
</tr>
<tr>
<td>40</td>
<td><em>Horizontal</em></td>
<td>1</td>
</tr>
</tbody>
</table>

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**Notes:**

- Silly Salma Butt
- Various actions
- Footage: 63
- Camera options: H, G, L
- Time: 30, 10, 40 minutes
OBJECTIVES

- Read and understand text and answer factual questions
- Understand how to sequence events on a timeline
- Plan and write essays after initial planning and brainstorming
- Read and appreciate various genres of literature such as novel, poem, a play, short stories, blogs, etc.
- Revise use of synonyms, antonyms, and adverbs

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
- answer factual questions based on the text read;
- draw a timeline showing events in chronological order;
- plan and write simple descriptive paragraphs;
- use synonyms, antonyms, adverbs, and adverbial phrases in speech and writing.

RESOURCES REQUIRED (TEACHING AIDS)

- Atlas or a world map
- sheets of chart papers
- copies of Worksheet 9

LESSON 1

METHOD

- **Pre-reading discussion (Page 64):** Start the discussion by asking the students to name the games they like to play and list these games on the board. Then select six most popular games. Divide the students into groups and give each group one game to research. Give a sheet of chart paper to each group and ask them to prepare their presentation using the format provided.

| Name of the game: |
| Played indoors or outdoors: |
| Is it played in teams or individually? |
| Number of player: |
| Rules of the game and method of playing: |
Name of the game:
Played indoors or outdoors:
Is it played in teams or individually?
Number of player:
Rules of the game and method of playing:
Sports, then and now

After the students have completed the task ask each group to give a presentation in class. Next, ask the students to name some important sporting events in the world. Some suggested answers: Summer Olympics, Winter Olympics, Paralympics, World Cup Soccer, Commonwealth Games, Asian Games, Cricket World Cup, etc.

- **The greatest sports event (Pages 64, 65, and 66):** The most important sports events are the Summer and Winter Olympic Games in which thousands of athletes from more than 200 nations participate in a variety of competitions. Baron Pierre de Coubertin who revived the Olympics also founded the International Olympic Committee. This committee chooses the host city and it is the host city that organizes and funds the celebration of the Games. The Olympic flag, the torch, and the opening and closing ceremonies are the part of the celebrations. Ask the students to read the text on Olympic Games and then discuss the information in detail.

The teacher can also discuss the different games and give information about different sportswear and some sports equipment such as bat, racquet, hockey sticks, football, hockey ball, golf ball, volleyball, shuttlecock, ping pong ball, net, discus (a heavy flat round object), javelin (a light spear), etc. Explain the meaning of sportsmanship which means sportsman like attitude. Every sportsman should be fair and accept success with humility and if defeated, should accept it bravely. Show, on a world map, the location of countries that have hosted the Olympics. (Refer to page 64 of the textbook for the list.)

- **Writing time (Page 66):** Ask the students to complete exercises A, B, and C. Remind the students that before they start writing their descriptive account they should first read the topic and decide what they want to write about. Then, they should plan and draw an outline. The narrator is like a photographer who chooses the angle of vision carefully. The atmosphere of the place can to be conveyed with vivid details and careful selection of words and the mood and joy of the spectator who is watching the match should be reflected in the essay. Some points that can be kept in mind are:
  1. Start with the introduction of the topic and then give further descriptions and details. In the last paragraph give a brief conclusion, summarizing all the points that have been mentioned before.
  2. Describe in detail the events, people, etc. as this will help the reader to imagine and make the description come alive.
  3. It is important to link the paragraphs and shows continuity. This can be done with the use of transitional devices.
  4. Once the essay is written it is important to proofread and correct the mistakes.

For exercise C Explain that a timeline is a way of displaying a list of events in chronological order. When facts are written in order, it is easy to understand and relate to them.

- **Introduction:** Start the lesson by explaining that a blog is a website where a person writes about activities or topics that interest them. Blogs can be the work of a single individual or of a small group and often the theme is based on a single subject.
کنیل، پیلی اوراب

جب چاکلاتی کومپیوٹر کام کر رہے تھے تو بریچیا کارا اپنے پیچھے ڈھاندہ دیتے تھے۔ ان کے بعد ہمہیں سمجھتے تھے کہ چاکلاتی کے پہلا اتوماتیک چاکیل مین کے نام کا تناک کر ہے۔

بندہ مٹھایہ جنرل گریجیکل، سر ایریکس، ایڈیا اور ایڈیا ایڈیا، تھے۔ چاکیل کی مہارت ، ایڈیا ویلیئر، نے کام کیا کہ کہ چاکیل کے جم باہم خودہاً خودہاً چاکیل کے سلسلے میں بنے ہوئے ملاتے کے تین ڈبل اورینٹ ایپل کام کے افتتاحی افتتاحی تقریب بھی پہنچ چکے ہیں۔

بندہ نے بیان کیا کہ، "واضح کیا ہے کہ اورونیک ایک اوران چاکیل کا افتتاحی کیا ہے۔ اور چاکیل کے تعلق سے متعلق کے افراد ایک بھی ہیں۔

طقیب سے چاکیل کے سلسلے میں کئی اڈیشن باہم ڈیگر ملاتے پیچھے چاکیل کے جم باہم کے چاکیل کے جم باہم کے تین ڈبل اورینٹ ایپل کام کے افتتاحی افتتاحی تقریب بھی پہنچ چکے ہیں۔

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Ask the students to read the information about Susan Breen given on page 67. Susan Breen is a novelist and a short story writer and teaches fiction writing. Explain that cross country running is a sport in which people run across open ground, passing through fields and woodlands. This can be either an individual or a team sport. In this blog the author has used the word ‘running’ in two contexts. First it is used as a form of exercise and later on she refers to running as the writing and publishing of her book.

- **Pre-reading discussion (Page 67):** Discuss that lifestyle means the way in which people live or work and a healthy lifestyle is one which leads to good health. A healthy lifestyle can be achieved by eating the right food, exercising, and taking care of ourselves. It is rightly said that health is wealth.

Everybody likes to play games. Some like indoor and some like outdoor games. Encourage the students to talk about their favourite sport. As an extended activity students can discuss the format and the rules and regulations of that game.

Exercising, jogging, running, etc. are very beneficial as they help to maintain good health and physique. The human body when mobile burns calories and helps in the proper functioning of the vital organs. Regular exercising can also help in avoiding obesity.

- **On running (Pages 67 and 68):** Ask the students to read the text and underline the words that they don’t understand. Discuss the meanings of these words in class. Ask some students to read the text aloud and then discuss and explain the text.

- **Writing time (Pages 68 and 69):** Ask the students to complete exercises D, E, F, G, H, I, and J. The students are familiar with the concepts but they might need some revision and explanation as explained below.

- **Adverbs and adverbial phrases:** Explain that an adverb is a word which modifies a verb, an adjective, or another adverb. An adverbial phrase is a group of words which play the role of an adverb.

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

**For example:**
1. The train will leave soon. (time)
2. Everybody will go there. (place).
3. He did not come when summoned, therefore he was punished. (reason)
4. The children played well in the garden (manner)
5. The police became quite alert after the murder (time)
6. I have my medicine twice a day. (frequency)
7. He had completed most of the work by yesterday evening. (degree)
کہل، پیلہ اور اپ

طالباً سے کہی ہے کہ دو ہفتے 46 ہیں. سو ہیں یک ہیں کے بارے میں دو م سمتی معلومات ہیں۔ سو ہیں یک ہیں ہماار نیال نیال اور متحرکبیلی نئی اور خلیہ
deep cross country running کے بارے میں ہے۔ کہیا ہے کہ ایک ہیں یک ہیں سو میں لگے منتقلہ نیال دو ہیں اور دو ہیں اور دو ہیں
e کے بارے میں الہام نیال کے بارے میں ہے۔ کہیا ہے کہ ایک ہیں یک ہیں میں منتقلہ نیال سے کہیا ہے۔ الہام نیال کے بارے میں
e کے بارے میں الہام نیال کے بارے میں ہے۔ کہیا ہے کہ ایک ہیں یک ہیں میں منتقلہ نیال کے بارے میں الہام نیال کے بارے میں

بہت حالاً سے پہلی بات جیتتی (سفر 67): دو غیر قانونی کردار زندگی کے سفر 46 ہیں۔ کہیا ہے کہ کردار زندگی کے سفر 46 ہیں۔ کہیا ہے کہ کردار زندگی کے سفر 46 ہیں۔ کہیا ہے کہ کردار زندگی کے سفر 46 ہیں۔ کہیا ہے کہ کردار زندگی کے سفر 46 ہیں۔

کام کرنا چاہئے ہے۔ کم متبادل کردار زندگی دو ہیں۔ کہیا ہے کہ متبادل کردار زندگی دو ہیں۔ کہیا ہے کہ متبادل کردار زندگی دو ہیں۔ کہیا ہے کہ متبادل کردار زندگی دو ہیں۔

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کام کرنا چاہئے ہے۔ کم متبادل کردار زندگی دو ہیں۔ کہیا ہے کہ متبادل کردار زندگی دو ہیں۔ کہیا ہے کہ متبادل کردار زندگی دو ہیں۔ کہیا ہے کہ متبادل کردار زندگی دو ہیں۔

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

مثال کے طور پر:

1. The train will leave soon. (time)
2. Everybody will go there. (place).
3. He did not come when summoned, therefore he was punished. (reason)
4. The children played well in the garden (manner)
5. The police became quite alert after the murder (time)
6. I have my medicine twice in day. (frequency)
7. He had completed most of the work by yesterday evening. (degree)
Sports, then and now

Given below are some more examples. Ask the students to read this list and then suggest some more adverbs.

<table>
<thead>
<tr>
<th>time</th>
<th>place</th>
<th>reason</th>
<th>manner</th>
<th>degree</th>
<th>frequency</th>
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</thead>
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<tr>
<td>after</td>
<td>anywhere</td>
<td>so</td>
<td>easily</td>
<td>completely</td>
<td>always</td>
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<tr>
<td>last</td>
<td>here</td>
<td>because</td>
<td>fast</td>
<td>fully</td>
<td>never</td>
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<tr>
<td>later</td>
<td>in</td>
<td>since</td>
<td>patiently</td>
<td>greatly</td>
<td>often</td>
</tr>
<tr>
<td>next</td>
<td>out</td>
<td>accidentally</td>
<td>quietly</td>
<td>just</td>
<td>rarely</td>
</tr>
<tr>
<td>now</td>
<td>somewhere</td>
<td>therefore</td>
<td>carefully</td>
<td>most</td>
<td>seldom</td>
</tr>
<tr>
<td>recently</td>
<td>there</td>
<td></td>
<td>roughly</td>
<td>much</td>
<td>sometimes</td>
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<tr>
<td>tomorrow</td>
<td></td>
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</tr>
</tbody>
</table>

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>Pre-reading discussion: Ask the students to name the</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>games they like to play and then work in groups to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>prepare and present their work.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>The greatest sports event: Students read and discuss</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the text given on pages 64, 65, and 67.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td>Writing time: Students complete exercises A, B, and C</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>given on page 66.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
<td>Introduction and discussion: Discuss the points given</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>on page 67.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>5.</td>
<td>On running: Read and discuss the blog on pages 67 and</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>68.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>6.</td>
<td>Writing time: Students complete exercises D, E, F, G,</td>
<td>40 min</td>
</tr>
<tr>
<td></td>
<td></td>
<td>H, I, and J on pages 68 and 69.</td>
<td></td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- Ask students to complete Worksheet 9.
- Students can make their own scrap book in which they can write about the different places where Olympics were held and give information about the different games played. They can also paste pictures of sport goods, sportswear, and sports events such as tennis, badminton, cricket, hockey, football, baseball, netball, volleyball, etc. They can also write about other games, for example, hunting, fishing, racing, athletics, etc.
<table>
<thead>
<tr>
<th>time</th>
<th>place</th>
<th>reason</th>
<th>manner</th>
<th>degree</th>
<th>frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>after</td>
<td>anywhere</td>
<td>so</td>
<td>easily</td>
<td>completely</td>
<td>always</td>
</tr>
<tr>
<td>last</td>
<td>here</td>
<td>because</td>
<td>fast</td>
<td>fully</td>
<td>never</td>
</tr>
<tr>
<td>later</td>
<td>in</td>
<td>since</td>
<td>patiently</td>
<td>greatly</td>
<td>often</td>
</tr>
<tr>
<td>next</td>
<td>out</td>
<td>accidentally</td>
<td>quietly</td>
<td>just</td>
<td>rarely</td>
</tr>
<tr>
<td>now</td>
<td>somewhere</td>
<td>therefore</td>
<td>carefully</td>
<td>most</td>
<td>seldom</td>
</tr>
<tr>
<td>recently</td>
<td>there</td>
<td></td>
<td>roughly</td>
<td>much</td>
<td>sometimes</td>
</tr>
<tr>
<td>tomorrow</td>
<td>there</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table above shows the various ways to express time, place, reason, manner, and degree in the English language.

The table below provides a frequency chart for each word form used:

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 minutes</td>
<td>1</td>
</tr>
<tr>
<td>40 minutes</td>
<td>2</td>
</tr>
<tr>
<td>40 minutes</td>
<td>3</td>
</tr>
<tr>
<td>40 minutes</td>
<td>4</td>
</tr>
<tr>
<td>40 minutes</td>
<td>5</td>
</tr>
<tr>
<td>40 minutes</td>
<td>6</td>
</tr>
</tbody>
</table>

For example:

- **1-1**: time phrase
- **2-2**: place phrase
- **3-3**: reason phrase
- **4-4**: manner phrase
- **5-5**: degree phrase
- **6-6**: frequency phrase

Additional grammar tips:

- **To be** is used in the present tense.
- **To do** is used in the infinitive form.
- **To have** is used in the present perfect tense.

For more information, please refer to the Oxford University Press.
LESSON 2

OBJECTIVES
- Analyze poems and explain theme and central idea
- Paraphrase the poem identifying the poet's emotional response and the thoughts
- Analyze poems and make connections between literary text and their our lives

LEARNING OUTCOMES
By the end of this lesson, students should be able to:
- analyze poems and explain the central idea.

METHOD
- **Introduction**: William Blake (1757 – 1827) was born in London. He attended school for a short time and after he left school at the age of ten, his mother educated him at home. Some of Blakes major works are: Poetical Sketches, Songs of Innocence, Songs of Experience.
  
  William Blake was also interested in drawing. He attended Henry Pars’ drawing school and spent several years as an apprentice with engraver James Basire.

- **Cricket (Page 70)**: The poem Cricket is a song taken from a manuscript, An Island in the Moon, written by William Blake.
  Ask the students to read the poem and then ask them to explain it in simple words.
  Discuss that in this poem the writer is displeased with Joe and Bill because they are not good cricket players. Joe is bowling in anger and cleaning the ball with the handkerchief without taking permission. Bill does not know how to bat and has bruised the skin around the poet's eye. He has also knocked down the wicket and broken the stumps and is running barefeet.
  The poet is unhappy because the two boys are not following the rules of the game and at the same time their behaviour is also inappropriate.

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>Introduction: Read and discuss the poet and the poem.</td>
<td>40 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>Writing time: Students complete exercises K, L, M, and N.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
Poetical Sketches, Songs of Innocence, Songs of Experience

An island in the moon

Cricket (1797)
OBJECTIVES

• Read and understand text and apply different strategies to answer questions
• Use different reading strategies and contextual clues to understand text
• Revise use of adverbs, relative pronouns, and prepositions
• Understand how to sequence events on a timeline

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• read and understand text and apply different strategies to answer questions;
• use adverbs, relative pronouns, and prepositions appropriately;
• draw a timeline showing events in chronological order.

RESOURCES REQUIRED (TEACHING AIDS)

• outline of a world map
• sheets of chart paper
• copies of Worksheet 10

LESSON 1

METHOD

• Pre-reading discussion (Page 71): Start the discussion by asking the students whether they like to travel or not. Ask them to name some cities that they have travelled to, and the mode of transport they used. Let the students share their experiences.

Discuss the modes of transportation used a thousand years ago. Transportation evolved with the development of human civilization. In ancient times people used to walk from one place to another and long distance walking tracks developed as trade routes. Apart from walking, small boats and domesticated animals such as horses, oxen, donkeys, etc. were used for transportation. Then, animal drawn, wheeled vehicles were used to transport people and goods from one place to another. Later on bicycles, ships, trains, automobiles, planes, space ships, etc. were invented. These have made communication very easy and fast.
میثاق:

- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.

منابع:

- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- مثنوی پرچشات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.

سکه 1

طرح خوراکی:

- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.

سکه 10

فرآیند کار:

- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
- پهلوی تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.

جوابی حاکمیت تزئینات کنار خانوادگی‌ها را در طول زندگی کننده حاکمیت سیاسی و اجتماعی را به‌عنوان اصلی شبکه‌های اجتماعی و سیاسی مطرح می‌کند.
The travels of Ibn Batuta

Names of some famous travellers: Marco Polo (1254-1324), Ibn Batuta (1304), Christopher Columbus (1451 – 1506), Vasco Da Gama (1460 – 1524), Ferdinand Magellan (1480 – 1521), Sir Francis Drake (1540 – 1596), Sir Walter Raleig (554 – 1618)

• The travels of Ibn Batuta (Pages 71, 72, and 73): Ibn-e-Batuta was a Berber Muslim, born in Morocco. He was a famous explorer known for his extensive travels. His travel accounts were published in the *Rihla*. Over a period of thirty years he visited many places and he is considered one of the greatest travellers of all times. His journeys include trips to North Africa, the Horn of Africa, West Africa, Southern Europe, and Eastern Europe in the west and to the Middle East, South Asia, Central Asia, Southeast Asia, and China in the east.

Ask the students to read the text and then explain in detail all the points. The map given on pg 73 shows the countries Ibn Batuta visited. As an extension activity, ask the students to underline the names of all the cities mentioned in the text and then locate them on a world map.

• Writing time (Pages 74, 75, and 76): After having explained all the paragraphs ask students to complete the writing tasks. For exercises F and G, teacher can refer to the explanation of adverbs and relative pronouns given in the previous units.

• Prepositions show a relationship between nouns, pronouns, and other words or phrases in a sentence.

For example:

- He found him at home.
- Wait in the hall for me.
- He sat on that chair.

Compound prepositions are made up of more than one word. They are formed when two or more words are combined and considered a single prepositional unit.

For example: according to, because of, in addition to, in front of, ahead of, in spite of, next to, etc.

Prepositional phrases are made up of a preposition and a noun, pronoun, gerund, or clause. For example: at the same time, at the beginning, by accident, by hand, by virtue of, for a change, for good, for granted, for hire, for lack of, in a hurry, in a mess, in a temper, in abundance, in accordance with, on a diet, on a journey, on behalf of, on a regular basis, on approval, out of control, out of curiosity, out of date, with regard to, with regret, with respect to, within limits, within one’s budget, without delay, without fail, without question, etc.
انہیں اطلاع کے سر

- کچھ مشہور سیاست دان: مارک ٹوپ (1254، 1324)، این اطلاع (1304)، کرے شوکلی (1451، 1506)، داکو گا (1460).

- این اطلاع کے سر (1571، 72) اک یورپ 73: این اطلاع ایک بیہر سیاست دان ہے جو مراکز میں پہلے بہتا ہے۔ اس کا مشہور سب سے پہلے ایک طاقتور میں کھڑا ہے۔ اس کی بہ وقت جاتی ہے۔ اس کی بہ وقت سیاست دان کے حلفات کے جمعرتی میں خاص نیاز ہو چکے ہیں۔ ان کے بررسی سے دوڑا پہلے ہی صورت میں

- اصحیب میں ایک افريقی، قریب افریقی، مریخی افریقی، مریخی بحیثیت، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار، معیار

- اصل میں افرا پر ایک افرا دو ہو گیا ہے۔ اس کے نیچے افرا کے طور پر افرا سے افرا ہے۔ اس کے نیچے افرا کے طور پر افرا سے افرا ہے۔ اس کے نیچے افرا کے طور پر افرا سے افرا ہے۔

- گیلا کا وقت (1574، 75) اور 76: ہمیں پہلے اور اپنے معاشرت کے کمال کی حمایت کے سامنے ہے۔

- لیے لیے طاقتور اور مختلف معاشرت کے کمال کی حمایت کے سامنے ہے۔

- مثال کے طور پر:

- He found him at home.
- Wait in the hall for me.
- He sat on that chair.

- مرکز خاصی بھی سے زکر کا افرا ہے۔ یہ اس وقت وہ جب دو دو سے نازک افرا کو میں دی چاہے اور آنے

- مثال کے طور پر:

- ahead of, in front of, in addition to, because of, according to, next to, in spite of

- مثال کے طور پر:

- for a change, by virtue of, by hand, by accident, at the beginning at the same time, in abundance, in a temper, in a mess, in a hurry, for lack of, for hire, for granted, for good, on approval, on a regular basis on behalf of, on a journey, on a diet, in accordance with, with respect to, with regret, with regard to, out of date, out of curiosity, out of control

- without question, without fail, without delay within one's budget, within limits
The travels of Ibn Batuta

- **Use of since and for:** Explain the use of ‘since’ and ‘for’ as given in the textbook. Explain further that ‘since’ is used to talk about the duration of time up to the present time. It can be used with perfect tenses.
  - For example:
    - She has done nothing since yesterday.
    - I have not seen her since last Friday.
    - Aslam has been working in this company since 2002.
  - ‘For’ is used to say how long something lasted and it can be used with any verb tense.
  - For example:
    - The guards had been patrolling for four hours.
    - I worked with my father for two hours.
    - Aslam has been working in this company for ten years now.

  For further practice write the following sentences on the board and ask the students to fill in the blanks with since or for.
  1. I have been waiting _______ fifteen minutes.
  2. We have been living in this house _______ December, 2006.
  3. The labourers worked there _______ many years.
  4. I haven't seen her _______ last year.
  5. The old man hasn't been able to work _______ the last three weeks.
  6. I haven't seen him _______ a fortnight.
  7. They haven't been here _______ 2010.
  8. She's worked there _______ years.

  **Answers:**
  1. for  2. since  3. for  4. since  5. for  6. for  7. since  8. for

- **Activity time (Page 76):** Ask the students to complete the given tasks. Students will need at least two periods for this activity. For a personal timeline students should be asked to get information from their parents. The teacher can ask the students to collect information on the following points: birthdates, admission in pre-primary, primary school, and secondary school. They can mention any exciting event, a holiday trip, birth of their sibling, any other experiences with dates.

  Provide a world map to locate the places that Ibn Batuta visited.

  To trace Ibn Batuta’s journey, the students will need an outline of the world map to work on.

  Students can take help from the map given on page 73.
1. I have been waiting ________ fifteen minutes.
2. We have been living in this house ________ December, 2006.
3. The labourers worked there ________ many years.
4. I haven’t seen her ________ last year.
5. The old man hasn’t been able to work ________ the last three weeks.
6. I haven’t seen him ________ a fortnight.
7. They haven’t been here ________ 2010.
8. She’s worked there ________ years.

1. for  2. since  3. for  4. since  5. for  6. for  7. since  8. for

For: Since

1. The guards had been patrolling for four hours.
2. I worked with my father for two hours.
3. Aslam has been working in this company since 2002.
4. I haven’t seen her since last Friday.

She has done nothing since yesterday.

Aslam has been working in this company for ten years now.

For: Since

1. I have been waiting ________ fifteen minutes.
2. We have been living in this house ________ December, 2006.
3. The labourers worked there ________ many years.
4. I haven’t seen her ________ last year.
5. The old man hasn’t been able to work ________ the last three weeks.
6. I haven’t seen him ________ a fortnight.
7. They haven’t been here ________ 2010.
8. She’s worked there ________ years.

1. for  2. since  3. for  4. since  5. for  6. for  7. since  8. for
The travels of Ibn Batuta

Timeline showing Ibn Batuta’s journey
• Beginning of Ibn Batuta’s travels
• 1325 – decided to go for Hajj
• 1326 – performed 1st Hajj
• travelled to Iraq and Iran
• 1328 – performed 2nd Hajj
• before 3rd Hajj went to Yemen, East Africa, and Ethiopia
• 1330 – performed 3rd Hajj and then decided to go to India
• after 3rd Hajj went to Egypt, Turkey, and Central Asia; travelled with the Mongol Sultan Uzbeg Khan across Asia and then accompanied the sultan’s queen to Constantinople; visited Samarkhand and Bukhara and then went to Afghanistan and India
• the Sultan of Delhi decided to send him to China as his ambassador; travelled through Ceylon, Bengal, Assam, and Indonesia; on his way he was attacked by pirates
• 1345 – reached China
• 1349 – performed 4th Hajj and reached his hometown Morocco; his parents had died
• 1352 – left for another adventure; visited grand place at Granada; went to Rabat, and Marrakech
• 1354 – finally returned home at the age of 50 years

Ibn Batuta had travelled for nearly 30 years and more than 75,000 miles!

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: Ask the students to talk about their travel experiences and then discuss modes of transportation used a thousand years ago and some famous travelers.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Writing time: Students complete the exercises given on pages 74, 75, and 76.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>4.</td>
<td>Activity time: Students complete the task according to the instructions given on page 76.</td>
<td>40 + 40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY
• Ask students to complete Worksheet 10.
اسٹیک کی نمبر کا خاک (4 بارز)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>نمبر/سیلہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>پہلا کالہ سے پہلے بات جبہ: طالب سے کیے کہ دوسرے موقع اپنے بچوں کے لیے بارے میں بات نہیں کریں اور نہ چھوڑیں برت سے استعمال کنونے والے اور دوسرے اور ویل کو سیلہ کا موضوع نہ کنیں</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>20 مین</td>
<td>اس کالہ سے کیسے طالب سے 71 اور 72 پی اور اسی ہو اور ایک بات بیان اور پچاپس اور اس پی ہو بات نہ کریں</td>
<td>2</td>
</tr>
<tr>
<td>کمپ کا وقت: طالب سے 74 اور 75 اور 76 پی اور پچاپس اور اس پی ہو بات نہ کریں</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>40 مین</td>
<td>مغری کا وقت: طالب سے 76 پی اور پچاپس اور اس پی ہو بات نہ کریں</td>
<td>4</td>
</tr>
<tr>
<td>مجموعہ:</td>
<td>طالب سے کیے کہ دوسرے بات 10 کم لین</td>
<td></td>
</tr>
</tbody>
</table>

اضافہ سرگرمی:

طالب سے کیے کہ دوسرے بات 10 کم لین
LESSON 2

OBJECTIVES

• Analyze poems and explain theme and central idea
• Paraphrase the poem identifying the poet's emotional response and the thoughts of the poet

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• analyze poems and explain the central idea.

METHOD

• Robert Southey (1774 – 1843) was an English poet. His parents were Robert Southey and Margaret Hill. He was educated at Westminster School, London and Ballion College, Oxford. Southey was a letter writer, literary scholar, essay writer, historian, and biographer. He was also a famous Portuguese and Spanish scholar and he had translated a number of works of those two countries into English. His most important contribution to literature is the children's classic, the story of Goldilocks and the three bears.

• Travellers’ joys (Page 77): Travellers’ joys is a short poem of four stanzas. The second and the fourth lines in each stanza rhyme giving it a rhyme scheme of abcb, aded, fghg, ijkj. In this poem the poet discusses the different times of the day from morning to evening, describing the flight of a skylark that is singing and soaring high above in the sky only to come back to its nest in the evening.

The poet starts the poem by saying that in the morning the skylark soars high in the sky and its song is like sweet melody. At noon time the strong winds hover around the skylark as if to cheer it up but the skylark is exhausted and drags itself on its way. The poet says the sun is unclosed, meaning that there are no clouds, the Sun is shining brightly and the traveller is tired of flying. At this time the sound of the water is a pleasant melody and a relief to the bird who had been flying since early in the morning. In the evening, the skylark after having traversed the sky has come back to its nest on the Earth. The sheep in the distant pastures are tied up with bells around their neck. The sound of the sheep-bells produces a musical note which pleases the skylark.

The poet has given a vivid comparison of the skylark's journey to a man’s journey.

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> Read and discuss the poet and the poem. Compare skylarks journey to a man’s journey.</td>
<td>40 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Writing time:</strong> Students complete exercises L, M, N, and O.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
### سبک 2

#### متنازع:
- نظورا کا آمہیئن اور ان کے موضوع اور مزدیر خیال کی مشترکہ کرتا
- شاعر کے جدیداں رجعت اور خیالات کی مشترکہ کر ہے۔

#### نتیجہ:
- اس سیکٹر کے انتظام میں ٹیکس کا سائیل ہو جاتا چاہئے ہے ہدایت
- نظورا کا تجربہ اور ان کے جدیداں خیال بنا کر رکھتے ہیں۔

#### طریقہ کار:
- نظورا ساڈنگ (1774-1843) ایک افریقی شاعر تھا۔ ان کے باپ کا نام گھرہ سائیڈیٹی جیسا جب کہ بُکیں بہن ایک کی مالی مہم۔
- اسنوں دیوار میں عروج اور رنگیں کا انٹ، اوکروری میں ختم پانی۔ سائیڈیٹی ایک خطیب نہیں اور پائیں۔ تاریخ، دو اور
- سوارے نکلے ہو ں ہیں۔ وہ تیلگی او پہلی اور دوسرے کے طور پر جھوٹ مشترکہ کرتے ہوں۔ اسکر پر تیلاب کی محتویات کے
- کھیمی میں نکلے ہوں کہ اسی کا ان کا ایک ایک اسکر پر ہو جاتا ہے۔

#### Travellers' joys (صفحہ 77) Travellers' joys
- Goldilocks and the three bears

#### محتویات

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>ملیہ</th>
<th>نہیں</th>
</tr>
</thead>
<tbody>
<tr>
<td>40 مین</td>
<td>نظورا اور ایک شاعر کا باپ ہے اور اسکر پر تیلاب کے سائیڈیٹی اور ان کے سائیڈیٹی کے محتویات کے سائیڈیٹی</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>40 مین</td>
<td>کلامی کا وقت: گلاس مشرق نو موسیقی اور O اور اور اور</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
OBJECTIVES

- Read and understand text and apply different strategies to answer questions
- Use different reading strategies and contextual clues to understand text
- Create awareness that education is the need of the time and a lot can be achieved by perseverance and hard work
- Revise adjectives and explain the use of adjective phrases
- Revise use of tenses
- Change the gender of nouns

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
- read and understand text and apply different strategies to answer questions;
- use adjectives and adjective phrases appropriately;
- use correct verb tenses in speech and writing;
- form adjectives from nouns and verbs;
- change the gender of nouns.

RESOURCES REQUIRED (TEACHING AIDS)

- copies of Worksheet 11

METHOD

- Pre-reading discussion (Page 80): Ask the children to share what they know about Allama Iqbal and name some of his poems.

Sir Mohammad Iqbal (Nov 9, 1877 – April 21, 1938) was a philosopher, poet, and politician who is regarded as having inspired the Pakistan movement. He is thought of as one of the most important figures in Urdu literature with literary works both in Urdu and Persian languages. Sir Sir Mohammad Iqbal is also known as Shair-e-Mushriq (Poet of the East), and he is also called Muffakir-e-Pakistan (The Inceptor of Pakistan) and Hakeem-ul-Ummat (The Sage of the Ummah).

Some poems written by Allama Iqbal are:
1. Ajab Waiz Ki Deen Dari Hai
2. Sitaron Se Agay Jehan
شاعر مشرق

مختصر:

ملک پنیر اور کھجہ اور سواران کے نوبے دینے کے لیے مختلف عمومی اطلاق کرتا ہے ملتین کی پنیر کے پنیر کی مختلف عمومی اساطیر اور سوچوں سے ملتین اشکار سے کام بات کرتا ہے۔ پنیر کی پنیر کا عشق کرتا ہے برتے سر مولوی اور نویں ریجی بہتی بجمکاں کی باکس کی ختم کرتا ہے۔ ضاقت خوشی کی پنیر کا اشتعال کرتا ہے جو اشتعال کی پنیر کا اشتعال کرتا ہے۔ عمومی پنیر کا پنیر کا پنیر کرتا ہے۔

تاریخ:

اس کے لئے اہم کہ طالب علم کا قابل بہتی ہے کہ:

ملک پنیر اور کھجہ اور سواران کے بارے میں مختلف عمومی اطلاق کرتا ہے:

• ضاقت اور فنی اور مولوی اور نویں ریجی بہتی بجمکاں کی ختم کرتا ہے۔
• ضاقت اور فنی اور مولوی اور نویں ریجی بہتی بجمکاں کی ختم کرتا ہے۔
• ضاقت اور فنی اور مولوی اور نویں ریجی بہتی بجمکاں کی ختم کرتا ہے۔
• ضاقت اور فنی اور مولوی اور نویں ریجی بہتی بجمکاں کی ختم کرتا ہے۔
• ضاقت اور فنی اور مولوی اور نویں ریجی بہتی بجمکاں کی ختم کرتا ہے۔

پنیر کے لئے بہتی ہے وکارا ایشیا:

• طراحی کی نقل

طرح کار:

پنیر کے لئے بہتی ہے وکارا ایشیا (صفحہ 80): بوئن سے کہی کرو دو طالب علم کے بارے میں لوگ بھی جانے چاہتے ہیں۔ مسیح میں سنا گیا اور ان کے کوئی تعلق کوئی نہیں کیا کہ کیا ہے۔

سریح اقبال (9 نومبر 1877 - 21 یوئل 1938) ایک ایک جو یہ بھی کہ کہ کہ کہ کہ کہ کہ کہ کہ کہ کہ کہ کہ کہ کہ ہے۔

اس کے لئے اہم کہ طالب علم کا قابل بہتی ہے کہ:

• ضاقت اور کھجہ اور سواران کے بارے میں مختلف عمومی اطلاق کرتا ہے۔
• ضاقت اور کھجہ اور سواران کے بارے میں مختلف عمومی اطلاق کرتا ہے۔
• ضاقت اور کھجہ اور سواران کے بارے میں مختلف عمومی اطلاق کرتا ہے۔
• ضاقت اور کھجہ اور سواران کے بارے میں مختلف عمومی اطلاق کرتا ہے۔
• ضاقت اور کھجہ اور سواران کے بارے میں مختلف عمومی اطلاق کرتا ہے۔

علماء اقبال کی بہتی بجمکاں کی ہے:

1. جب ایک علماء کی بھی بہتی ہے۔
2. سلسلہ یہ آگے جانے ہے۔
The poet of the East

3. Uttho Meri Duniya Ke Gharibo
4. Sare Jahan Se Acha Hindustan Hamara
5. Aata Hai Yad Mujhko
6. Ham Mashriq Ke Musalmanon Ka Dil
7. Gulzar-e-Hast O’Bu
8. Jinhen Main Dhundhta Tha
9. Lab Pay Aati Hai Dua Banke Tammana Meri

• Iqbal as discovered by Dr. Stemmer (Pages 80 and 81): Ask the students to first read the text and underline the sentences that they find difficult. Then ask some students to read the text aloud and as they read each paragraph explain the text.

• Writing time (Pages 81, 82, and 83): Ask the students to complete exercises A, B, C, D, E, F, G, H, and I. The students are familiar with the concepts but they might need some revision. If required explain verb tenses with the help of explanations given in the previous units.

• Allama Iqbal Open University (Pages 84 and 85): Explain that an Open University is a university that provides distance learning. It enables students to learn at their own convenience, at home, by reading, watching or listening to material on television or computers, and doing course activities and assignments with regular support from the tutor. At times the course material is mailed to the students. An Open University is open to public and not restricted. It gives an opportunity to people to study and acquire knowledge irrespective of age or merit.

There are many public institutions named after Sir Mohammad Iqbal. Some are listed below.
1. Allama Iqbal Campus (Punjab University Lahore)
2. The Allama Iqbal Medical College in Lahore
3. Iqbal Stadium in Faisalabad
4. Allama Iqbal Open University
5. The Allama Iqbal International Airport (Lahore)
6. The Allama Iqbal Hall in Alighar Muslim University in India
7. Gulshan-e-Iqbal Town in Karachi

Ask the students to read the text and then discuss it in class.

• Writing time (Pages 85, 86, and 87): Ask the students to complete exercises J, K, L, M, N, and O. Revise the definition and use of adjectives with the help of the explanations given in the previous units. Explain that adjectives can be formed from nouns and verbs. Ask the students to give some nouns and verbs. List these on the board and help them to form adjectives. Some examples are given.
شاعر شرق

3. آتیری میری دنیا کے غیبر
4. مارا جہان سے آئیا بعد میں تارا
5. آتا جہاں بھی مجھ کو
6. تمر شریف کے ملک دل
7. گلار شہرت کے ڈسی
8. زینب میں زیتون تنا
9. اپنے گھومنہ ہویا جو تارا

اوقات، جما جو کچھ ہوگا تیرا (صفر 80 اور 81): ظالا سے کیا کہ ہے، پہلے دو سیدیاں اور اس میں جو جماؤ جس کی ممکن سکا بھی بن جاگیا، کہ رہ ہو جائے۔

افلات کا وقت (صفر 81 اور 83): ظالا سے کیا کہ دو فلک کے دو ہم قومی نمبر

واحق بن جام یا نمبر اور قرآن کے اعضا سے کیا پر اس پر سکا ہے۔ اگر ہمروں کو ہی کسی ایک بھی

کہ کیا میں ہو، دو فلک

علامہ اقبال اور کینتو (صفر 84 اور 85): پی ہوا ہے کہ ایک یہودی دو جاموں نے بھی کی صعبات کی ہے اور میں کہ اے ہے، پہلی ہوں ہے۔ دو میں ایک کی کہ کہ ہے۔

فلاس ہے کہ ایک یہودی دو جاموں نے بھی کی صعبات کی ہے اور میں کہ اے ہے، پہلی ہوں ہے۔ دو میں ایک کی کہ کہ ہے۔

1. علامہ اقبال کیپیس (جہانگیر خان میری اور نور)
2. علامہ اقبال میں ڈیک کی باب، لیجسی
3. اقبال اور اور
4. علامہ اقبال میں اور
5. علامہ اقبال میں ڈیک (جہانگیر خان میری اور نور)
6. علامہ اقبال ہے کہ ایک یہودی دو جاموں نے بھی کی صعبات کی ہے اور میں کہ اے ہے، پہلی ہوں ہے۔ دو میں ایک کی کہ کہ ہے۔
7. علامہ اقبال ہے کہ ایک یہودی دو جاموں نے بھی کی صعبات کی ہے اور میں کہ اے ہے، پہلی ہوں ہے۔ دو میں ایک کی کہ کہ ہے۔

للہا نے دکن کر کے پہلے دو جاموں اور پہلی میں بھی دیگر وضاحت کی

کمال کے بھی گزر گزرتا ہے اور اس میں میں دیگر وضاحت کی

مید ہے کہ ہے کہ ایک یہودی دو جاموں نے بھی کی صعبات کی ہے اور میں کہ اے ہے، پہلی ہوں ہے۔ دو میں ایک کی کہ کہ ہے۔

وہ اثر میں اور میں کہ ہے۔
The poet of the East

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>beef</td>
<td>beefy</td>
</tr>
<tr>
<td>bulk</td>
<td>bulky</td>
</tr>
<tr>
<td>snow</td>
<td>snowy</td>
</tr>
<tr>
<td>dirt</td>
<td>dirty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>select</td>
<td>selective</td>
</tr>
<tr>
<td>scratch</td>
<td>scratchy</td>
</tr>
<tr>
<td>prepare</td>
<td>preparatory</td>
</tr>
<tr>
<td>invite</td>
<td>inviting</td>
</tr>
<tr>
<td>demonstrate</td>
<td>demonstrative</td>
</tr>
</tbody>
</table>

An adjective phrase is a group of words describing a noun. An adjective describes a noun. It can be a single word describing a noun and sometimes a group of words are used to describe a noun.

For example:

John is an intelligent boy.

John was a boy of intelligence.

I like to see beautiful things.

I like to see things of beauty.

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: Discuss Allama Iqbal and name some of his poems.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>Iqbal as discovered by Dr. Stemmer: Students read and discuss the text given on pages 80 and 81.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Writing time: Students complete the exercises given on pages 81, 82, and 83.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td>Allama Iqbal Open University: Students read and discuss the text on pages 84 and 85.</td>
<td>40 min</td>
</tr>
<tr>
<td>4</td>
<td>5.</td>
<td>Writing time: Students complete exercises given on pages 85, 86, and 87.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITIES

- Ask students to complete Worksheet 11.
- Ask the students to find out about the Allama Iqbal Open University and share this information in class.
Nouns
beef
bulk
snow
dirt

Adjectives
beefy
bulky
snowy
dirty

Nouns
select
scratch
prepare
invite
demonstrate

Verbs
selective
scratchy
preparatory
inviting
demonstrative

John is an intelligent boy.
John was a boy of intelligence.
I like to see beautiful things.
I like to see things of beauty.
LESSON 1

OBJECTIVES

• Read text and apply critical thinking to answer questions
• Write dialogues for different characters
• Understand and explain the use of figurative language including metaphors and similes
• Revise the use of verbs

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• read and understand text and apply critical thinking to answer questions;
• write dialogues for different characters;
• use metaphors and similes;
• use infinitives, and regular and irregular verbs appropriately in speech and writing.

RESOURCES REQUIRED (TEACHING AIDS)

• copies of Worksheet 12

METHOD

• Pre-reading discussion (Page 88): Discuss that birds are feathered vertebrate with two wings and two feet. Ask the students if they can tell why birds can fly. Birds are able to fly due to a number of reasons. Birds have lightweight bones and feathers. They also have very powerful muscles that help to flap their wings so fast that they can take off from the ground and fly. As they rise up into the sky they fly swiftly as the air pressure above gives them strength to fly. Many people have tried to fly using wings but failed.

• A man and his flying machine (Pages 88 and 89): Ask the students to read the text and then discuss in pairs what they have read. Clarify and discuss the text if required. Then, ask the students to look for more information on Ibn Firnas. In the next class ask the students to share this information with others.
سُقْطٌ 1

مختصر:

- منصف پُرینا اوراس کے بحاجب دینے کے لیے تقسیم انتخابی فورم وہر سے کام لیتا
- خلاف کردار کے لیے مکالمات تقریباً کتنا جنگی ڑپان، بہت ہی بہت اور استحکامات کے استعمال کو کچھ اور پتھریا کرتا
- فصل کے استعمال کا اعتراف کیتا

نتیجے:

- سے کلکس اک انتخابی طیارہ اور کام قابل تو جاتا ہے کہ دونوں
- منصف پُرینا اوراس کے بحاجب دینے کے لیے تقسیم انتخابی فورم وہر سے کام لیتا
- خلاف کردار کے لیے مکالمات تقریباً کتنا جنگی ڑپان، بہت ہی بہت اور استحکامات کے استعمال کا اعتراف کیتا
- تقریب و قرار میں صدر اور پتھریا و یہ قاعدہ فصل کے استعمال کرکے

نکرائے گئے لیے وکارئے:

- وک شیعہ 12 کی انٹل

طریقت کار:

- پہلے سے پہلے کا بات ہوئیہ (صفحہ 88): 'یہ محقق کہ کہ برہنے سے دو پاکستان اور دو پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے

- صفحہ 89: طالب علم کہ کہ یہ محقق کہ کہ برہنے سے دو پاکستان اور دو پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے

- صفحہ 88: ایک انسان اوراس کی اپنے ہاتھی طیارہ (صفحہ 88): طالب علم کہ کہ یہ محقق کہ کہ برہنے سے دو پاکستان اور دو پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے، پہلی دن پہلی دن بھی اور ممدتی اور محلی کا اسکی پہلی دن دلے
A man and his flying machine

- **Writing time (Pages 89, 90, 91, and 92):** Ask the students to complete exercises A, B, C, D, E, F, G, H, I, J, and K. The students are familiar with the concepts but they might need some revision.

- **Metaphor and simile:** Explain that metaphor is a figure of speech, which is different from the ordinary form of expression. Metaphors are implied 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 it for granted as if the two things are similar. A simile is a phrase in which one thing is described as being like another with the help of the words ‘like’ and ‘as’.

  **For example:**
  
  He remembers like an elephant. (simile)
  
  He has an elephant’s memory. (metaphor)
  
  She is a tigress when she is really angry. (metaphor)
  
  The sky is as black as coal. (simile)
  
  Her eyes sparkled like diamonds. (simile)
  
  The sea was an angry monster. (metaphor)

- **Verbs:** Explain helping verbs, regular and irregular verbs, and infinitives with the help of the explanations given in the textbook.

  Some more examples of irregular verbs:
  
  make made made  
  cut cut cut  
  break broke broken  
  steal stole stolen

- **Activity time (Page 92):** Ask the students to work in groups to complete the given task. Students will need at least two periods for this activity.

**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>Pre-reading discussion: Discuss why birds are able to fly.</td>
<td>20 min</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>A man and his flying machine: Students read and discuss the text given on pages 88 and 89.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Writing time: Students complete the exercises given on pages 89, 90, 91, and 92.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td>Activity time: Students work in groups and complete the task according to the instructions given on page 92.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**

- Ask students to complete Worksheet 12.

**LESSON 2**

**OBJECTIVES**

- Analyze poems and explain the theme
- Paraphrase poems identifying the figures of speech, rhyme scheme, and imagery used
He remembers like an elephant. (simile)
He has an elephant's memory. (metaphor)
She is a tigress when she is really angry. (metaphor)
The sky is as black as coal. (simile)
Her eyes sparkled like diamonds. (simile)
The sea was an angry monster. (metaphor)
LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• analyze and explain the theme of the poem;
• recognize literary techniques in poems and express own opinion.

METHOD

• **Flying (Page 93):** Ask the students to read this poem with expression and intonation. Discuss that the poet has used words and lyrics to create rhyme and rhythm in the poem. In this poem we find an element of sadness but the poem is full of rich and playful language. This poem has a regular rhyme scheme: ababcdcd; efefghgh; ijijklkl.
Through this poem the poet helps the reader to visualize the joy of flying. In the last verse the poet refers to the sky as a gift. He says that the sky is the open space where one can roam about freely without being answerable to anyone. There is no doubt at all that only God the Almighty has blessed everyone with His bounties. The poet then compares the Sun to a friend as it symbolizes happiness. He says that the Earth is a place where all human beings have to toil and work hard and face difficulties, but do not achieve anything. He says that the heaven is an everlasting home. The earth is a temporary home and one day everybody has to leave for the eternal world to be in heaven which will be the permanent home.

• **Writing time (Pages 93 and 94):** Ask the students to complete exercises L and M.

• **Discussion time (Page 94):** For this discussion session encourage the students to express their opinions. Discuss that man lives on Earth and once he begins his life, he has to go through the ups and downs of life. He faces hardships and happy and sad moments. The materialistic world of today binds a person to the earth and it seems as if he cannot get out of it. One has to strive and struggle for a better living. The poet refers to flying as a glorious liberty. Because of the inventions and discoveries man is now able to fly. People take flights as joy rides to go from one place to another. Man has also reached the moon and is now trying to conquer space.

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> Read and discuss the poet and the poem and trace the rhyme scheme</td>
<td>40 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td><strong>Writing time:</strong> Students complete exercises L and M.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td><strong>Discussion time:</strong> Discuss the points given on page 94.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
### Topic: Flying

- A previous question asked about the location and keel of an aircraft. The location is given as 93 degrees north, 40 degrees east.

### Procedure:

- Flying is mentioned as the primary activity.

### Table:

<table>
<thead>
<tr>
<th>Flight</th>
<th>Duration</th>
<th>Grounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>40 min</td>
<td>M</td>
</tr>
<tr>
<td>2</td>
<td>40 min</td>
<td>L</td>
</tr>
<tr>
<td>3</td>
<td>40 min</td>
<td>L</td>
</tr>
</tbody>
</table>

- The flight number 94 is mentioned as flying to 3 degrees north, 40 degrees east.

### Additional Information:

- The table provides the duration and grounds for each flight.

### Conclusion:

- The document highlights the importance of accurate location and flight information for navigation and planning purposes.

---

**Note:** The text contains a mix of Urdu and English, with some technical aviation terms. The translation and analysis focus on the aviation-related content.
LESSON 1

OBJECTIVES

• Read text to understand and explore places of historical and cultural importance, and of interest in Pakistan
• To learn to understand and appreciate the natural environment and natural beauty in Pakistan
• Write dialogues
• Ask and answer questions and respond appropriately by marking keywords
• Demonstrate use of modal verbs, linking verbs, and transitive and intransitive verbs
• Identify the differences between a sentence, clause, and a phrase

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• read text to explore and appreciate places of historical and cultural importance in Pakistan and answer related questions;
• write dialogues for different characters;
• understand use of modal verbs, linking verbs, and transitive and intransitive verbs;
• understand the differences between a sentence, clause, and a phrase.

RESOURCES REQUIRED (TEACHING AIDS)

• copies of Worksheet 13

METHOD

• Pre-reading discussion (Page 95): When discussing the points given on this page it is important to emphasize the fact that Pakistan abounds in natural beauty and the tourist spots should be taken care of and developed.

Scenic beauty is natural beauty. In other words, it is something striking and pleasant to look at. In this lesson the author wants to tell us that Pakistan has naturally beautiful sights especially in the Northern areas. The mountains, the rivers, the trees, waterfalls, streams, and lakes all are a wonderful sight. In winters the snow-capped mountains present a beautiful sight.
قسم 1

متعاصد

پاکستان کے حکمران اور کارکنان کے تعلقات، تعلقات اسلم کے حالات مطالعات کے بارے میں جانا

پاکستانی پریشانہ جرم اور اس توڑنے کی خاتمہ کی اور سربراہی کا کمیٹی کا اور سربراہی

کمیٹی کے ہمت کرنا

سوال پونچھ اور کریئر افغانستان کی نئی کر اور جوہر ان کے مجموعہ جذب دیگر

پاکستان، چرچی، نیو تھا کوئی اور تھا کوئی اور این کے جغرافیہ کا مخطوب اور

آئی مکمل، پریشانہ جرم کے پریشانہ اور بھرتی کے ہیں اور ان کے دوسرے کے ہیں اور ہمین ہیں۔

نتیجہ

اس قسم کے اختصاصی کمیونٹی کی تعلیم کی تعلیم کی مطالعات کے بارے میں جانا اور اس کی مراقبت کے لیے شامل پہچان کے

جواب دے کن

کوئی کورونا کے لیے ممالک ترک کریں

مطالعہ چرچی، نیو تھا کوئی اور این کے جغرافیہ کا مخطوب

آئی مکمل، پریشانہ جرم کے پریشانہ اور بھرتی کے ہیں اور ان کے دوسرے کے ہیں۔

تقریبی کے لیے وکارارشی

ورک شیش 13 کی انقلاب

طریقہ کار

پہلی کی بات ہے (صفر 95): اس کے پریشانہ کے لیے میں کھلا ہوئے اور پریشانہ کہ پاکستان فطری حسن سے

میں میں ہے اور پریشانہ کے لیے میں کھلا ہوئے اور پریشانہ کے لیے میں کھلا ہوئے اور

دل ہنری قدیمی تیار کے دوسرے فطری حسن سے۔ دوسرے الفاظ میں تھا کہ کہ کہ کہ کہ فطری حسن فیزیو دلواری توہیں کرا کہ اور

اس کا کافدار کرتا ہے اور ایک پریشانہ ہے اور اس کے مختص کھی ہے اور پاکستان باقی قیمتی دعوت کرتا ہے اور

صلحیت میں حتمیت، مفتی جہاگیا نے اور مفتی جہاگیا نے اور مفتی جہاگیا نے۔ مفتی جہاگیا نے اور

دکھی پاکستان کا فطری حسن مفتی جہاگیا نے۔
Some tourist spots in Pakistan are Swat, Abbotabad, Nathiagali, Murree, Bhurban, Kalaam, Shangrilla, Gilgit, etc. These are hill stations and are situated in the mountainous regions of Northern Pakistan, and people love visiting these places. Other than these Karachi, Lahore, and Islamabad are also some cities that people like to visit. If any student has visited these places ask them to share their travel experiences.

**The gems of the Salt Range (Pages 95 and 96):** 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 discussion explain the text in detail.

**Writing time (Pages 97, 98, 99, and 100):** Ask students to complete the writing exercises given on these pages. Suggestions are given below for some questions. Before the students attempt exercises C and D explain that it is important to learn how to ask questions. Asking questions will help them know whether they have really understood the text or not and secondly it will help to identify the most important points in the story.

Conduct this short paired activity in class. First, the pairs should select any popular short story that they have read. Then they phrase questions based on that story using the question words: what, whose, where, when, who, how, whom, and why. Explain that these are interrogative pronouns that are used to ask questions.

For exercise H, revise that when writing essays students should follow the conventions of essay writing. Their essay should have an introductory paragraph, the body, and then the concluding paragraph. The introductory paragraph introduces the main idea of the essay. The body or second paragraph develops the main idea and adds supporting details. The concluding paragraph contains the summary and a general concluding statement. The paragraphs need to be linked with the help of transitional devices which are words that show flow of ideas, for example first, for instance, to conclude, therefore, etc. Teacher can refer to guidelines and suggestions given in Units 3 and 4.

**Modal Verb** is a type of helping verb that is used to show likelihood, ability, permission, and obligation. It is used with another verb to convey particular meanings and the tense.

For example: shall, should, will, would, can, could, may, might, must, ought (to).

‘Can’ and ‘should’ are used to express ability. *Can* is used to indicate the present tense and *could* to indicate the past tense. They are used in the same form for all persons.

For example: I can go.
They can go.
We can go.
She can go.
کوچک کا پپایزی سلاد
‘May’ and ‘might’ are used to express possibility. They are used in the same forms for all persons.

For example: I may buy this next week.
He might be able to help you.

‘Must’ is used to express necessity or obligation. It is used only in the present tense and future tense.

For example: We must help each other.
You must give him some money.

‘Must’ is also used to express speakers suggested observations.

For example: You must be hungry, as you have missed your lunch.

- **Linking verbs** do not show performance but they show the relationship between the subject and the additional information about the subject.

For example: She feels unhappy.
You become angry when you are hungry.
Mangoes are sweet.
The picture seems interesting.

- **Transitive and intransitive verbs**: A transitive verb takes a direct object and an intransitive verb does not take a direct object.

For example: Ali hit the ball.
The action done by the verb hit passes over from the doer or subject to the object the ball. The verb hit is a transitive verb.
The children run slowly.
The action denoted by the children stops with the doers, that is the children, and does not pass over to any object. The verb run is an intransitive verb.

- **Sentence phrase and clause**: A sentence is a group of words which together make a complete statement, command, or question.

For example: I saw her on Monday.
Go away!
What do you mean by that?

A phrase is a group of words expressing a single idea and not the complete meaning.

For example: after dinner
on the water

A clause contains a subject and a verb and is a part of a sentence.

For example: John has a friend who is rich.
I may buy this next week.
He might be able to help you.
We must help each other.
You must give him some money.

You must be hungry, as you have missed your lunch.

She feels unhappy.
You become angry when you are hungry.
Mangoes are sweet.
The picture seems interesting.

Ali hit the ball.
The children run slowly.

I saw her on Monday.
Go away!
What do you mean by that?

John has a friend who is rich.
This sentence has two clauses; independent and subordinate. It is a sentence made by inclusion of a conjunction or by preposition to serve as noun adjective or adverb in another sentence. The independent clause is the principal clause. (John has a friend.) The first part can be read out independently but the subordinate clause cannot (who is rich) needs another clause to convey a complete meaning.

**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>Pre-reading discussion: Discuss that Pakistan abounds in natural beauty the importance of developing tourist spots in Pakistan.</td>
<td>20 min</td>
</tr>
<tr>
<td>1</td>
<td>2.</td>
<td>The gems of the Salt Range: Students read and discuss the text given on pages 95 and 96.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Writing time: Students complete the exercises given on pages 97 and 98.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td>Writing time: Students complete the exercises given on pages 99 and 100.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

**EXTENDED ACTIVITY**
- Ask students to complete Worksheet 13.

**LESSON 2**

**OBJECTIVES**
- Study pictures and describe them

**LEARNING OUTCOMES**
By the end of this lesson, students should be able to:
- study pictures and describe them;
- identify and use different material to create pictures;
- use appropriate vocabulary and tense to write descriptive paragraphs.

**RESOURCES REQUIRED (TEACHING AIDS)**
- chart papers, colours, glue, and different material
John has a friend who is rich.
METHOD

• **Pictures and words (Pages 101, 102, and 103):** Ask the students to read the text and as they read explain and discuss these points. Pictures and words—a phrase which tells us that a picture of any type can relate stories and messages. A picture is a painting or drawing of individual or many objects and it can be based on any real or imagined situation. It can be further explained that a picture can be a photograph, a drawing, a painting, a sketch, or an illustration.

A picture in any form can tell us stories just like the written words. Picture compositions help to broaden our outlook and we can write a vivid description of what we observe in the picture.

• **What do these pictures tell you?** The first picture on page 101 clearly depicts a scene of a busy road where people are seen on scooters and motor bikes and some are walking. Some people are probably waiting for the bus and it can also be seen that two girls, who are probably sisters, are crossing the road. Looking at their dresses, it seems that they are students and are either going to school or returning from school. In the second picture we see a road but it does not look very busy. There are some vehicles like the cars, cycle, and a heavily loaded bus with people sitting on the roof. The shops have not yet opened and there is also a huge tree in the picture. When we compare both the pictures it seems that the first picture is of a city whereas the second picture might be of a small town or a village.

• **What material has been used in this picture?** Nowadays there are many products in the market that can be used to make any picture interesting and appealing. We can see that oil paints, acrylics, and mosaic are used in these pictures. Mosaic work is an art of creating images by assembling small piece of coloured glass, stone, or other materials.

With the help of pictures and photographs we can capture important moments in our lives. Photographs can preserve important aspects of our life from birth to death.

• **Activity time (Page 103):** These activities can be carried out in groups. Encourage the students to discuss and share their photographs in class. In the same group they can prepare a poster on the tourist spots in Pakistan.

• **Writing time (Page 103):** Ask the students to complete exercise N. They can draw pictures of their choice using different materials.

**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>Pictures and words: Students read and discuss the text and pictures given on pages 101, 102, and 103.</td>
<td>40 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>Activity time: Students work in groups and complete the task according to the instructions given on page 103.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>3.</td>
<td>Writing time: Students complete the exercises given on page 103.</td>
<td>40 min</td>
</tr>
</tbody>
</table>
تربیت کالم (3 بیار)
OBJECTIVES

• Read and appreciate various types of writings such as novels, poems, plays, short stories, etc.
• Write character sketches and express preferences giving reasons with reference to the text
• Create compound words
• Understand sentence structure and the use of first and second conditional

LEARNING OUTCOMES

By the end of this lesson, students should be able to:
• read and appreciate various types of writings such as novels, poems, plays, short stories, etc. and apply different strategies to answer questions;
• write character sketches and express preferences giving reasons with reference to the text;
• understand use of compound words;
• use first and second conditional sentences appropriately.

RESOURCES REQUIRED (TEACHING AIDS)

• copies of Worksheet 14

METHOD

• Pre-reading discussion (Page 104): It is important to discuss how students help each other in their daily lives in order to motivate the children to help others. Emphasize that everybody needs help at some times in their lives and children must develop the habit of helping others and also learn to accept help when they need it. Children can help in many ways. Ask the students to think how they help each other in class. Then, ask them to share any incident or experience when they gave or received help in class. Appreciate the ones who help others in any form and convince others to understand the importance of helping others. Also discuss that helping others creates love and strengthens the 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.
پیشنهاد 14

تنوعات:

• طبقه ایک کریم که تمرین کرده و تمرین، دو روزه می‌توانند ویژه پیشرفت یافته را در مراحل اولیه وارد می‌کنند.

• مراحل اولیه که از تمرین‌های اولیه وارد می‌گریزند.

• روزانه که حالات بیشتری را دارا هستند.

• ول‌کی 14 کی انقلاب

طرح‌کار:

پیشنهاد درمان (صفحه 104): این موضوع پیچیده که چون می‌دانیم دو روزه می‌توانند که تمرین کنند یا اگر کرده‌اند لیکن یا

روزه روزی که می‌توانند کار کنند.

• این باید چه باشد?

• این باید چه باشد?

• این باید چه باشد?

• این باید چه باشد?

• این باید چه باشد?

• این باید چه باشد؟
Introduction: Little Men written by American author Louisa May Alcott was first published in 1871. Jo Bhaer along with her husband, Professor Bhaer, runs the Plumfield School. Little Men is the story of Jo Bhaer and the children in this school. These mischievous children learn valuable lessons as they grow up.

Nat Blake, who is a shy young orphan with a talent for playing the violin, arrives at the school and here he meets new students and makes friends with them. All the children have their own gardens and their own pets to take care of, in addition to taking regular lessons.

The students are all different in their own ways, and despite the occasional small fights, they get along with each other.

Little Men (Pages 104, 105, and 106): After giving a brief outline of the story ask the students to read the story and then explain it again if required.

Discussion time (Page 106): Let the students share their thoughts and discuss their answers with each other. Some suggested answers are given below for some questions.

Nat suffered from poor health and it was difficult for him to catch up with other students in studies. Therefore, Mrs. Bhaer decided that he should work in the garden as it would divert his attention from thinking too much about his studies. By saying that his garden was his best medicine the writer means that this activity helped Nat.

Tommy was Nat's patron which meant Tommy protected him and gave support.

Daisy was the comforter of all his woes means that Daisy made him feel at ease in the face of hardships. No matter what difficulties Nat went through, Daisy was always there to help him.

Writing time (Pages 106, 107, and 108): Ask students to complete the writing exercises given on these pages. Suggestions are given below for some questions.

First and second conditional sentences (Page 108): Conditional sentences usually begin with the word, ‘If’. It stands for a condition or a supposition that says if a certain thing was possible then something can or could be done.

The first conditional is an occurrence of something in the present or future. It is also called real conditional as the occurrence is a possible situation.

For example: If I work hard, I will pass the examination.

The second conditional is used to guess or hope about something which is impossible. It is also called unreal conditional. It is like expecting something impossible.

For example: I would give you a lot of money if I had some.
If I work hard, I will pass the examination.
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: Discuss the importance of helping others and ask students to share any incident or experience when they gave or received help in class.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>2.</td>
<td>Introduction: Give a brief outline of the story and introduce the characters.</td>
<td>20 min</td>
</tr>
<tr>
<td>2</td>
<td>3.</td>
<td>Little Men: After giving a brief outline of the story ask the students to read the story and then explain it again if required.</td>
<td>40 min</td>
</tr>
<tr>
<td>3</td>
<td>4.</td>
<td>Discussion time: Students discuss the questions given on page 106.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td>5.</td>
<td>Writing time: Students complete exercises A, B, and C.</td>
<td>20 min</td>
</tr>
<tr>
<td>4</td>
<td>6.</td>
<td>Writing time: Students complete exercises D, E, F, and G.</td>
<td>40 min</td>
</tr>
</tbody>
</table>

EXTENDED ACTIVITY

- Ask students to complete Worksheet 14.
قسمتی کی نذریات کا رکھا (4 نمبر)

<table>
<thead>
<tr>
<th>وقت</th>
<th>کام</th>
<th>شمارہ</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 مین</td>
<td>پہلی بات بچوں کی بتی بیت بات پڑھنے کی دوسری سمیت</td>
<td>1</td>
</tr>
<tr>
<td>20 مین</td>
<td>دومہ بات بچوں کی بتی بیت بات پڑھنے کی دوسری سمیت</td>
<td>2</td>
</tr>
<tr>
<td>40 مین</td>
<td>سوم بات بچوں کی بتی بیت بات پڑھنے کی دوسری سمیت</td>
<td>3</td>
</tr>
<tr>
<td>20 مین</td>
<td>چوتھی بات بچوں کی بتی بیت بات پڑھنے کی دوسری سمیت</td>
<td>4</td>
</tr>
</tbody>
</table>

اضافی سکریٹری:
- بات بچوں کی بتی بیت بات پڑھنے کی دوسری سمیت کا کام کریں۔
Worksheet 1

A. Write a character sketch of your best friend.

B. Write a story using the following outline.
   A picnic by the seaside – pleasant weather and view – everyone enjoying – swimming and boating – suddenly a huge fish was thrown on the shore – people screamed – much excitement and fear – a swimmer caught the fish – threw it back into the sea – a sigh of relief – everyone was happy

C. Change the direct speech to indirect speech.
   1. ‘It will not happen again,’ said Nauman.
   2. Mr. Hassan asked, ‘Tell me, what have you learned from this episode?’
   3. ‘We have learnt that we must respect our elders,’ replied Adeel.
   4. ‘We must control our temper as it saves us from a lot of trouble.’ said Nauman.
   5. The boys went to Rehman Baba and said, ‘Please forgive us. We will never speak rudely to you.’

D. Working in pairs, find the meanings of the following phrases and then use them in sentences.
   1. walking distance
   2. half way through
   3. resolved to improve
   4. keep an eye on
   5. headed for
   6. healthy change
   7. spirits lifted
   8. car broke down
E. Rewrite these sentences in the tense indicated in the brackets. You may have to add or delete some words or make other changes, as shown for the first sentence.

1. The butterflies flitted from flower to flower and sucked their nectar. (present continuous)
   The butterflies are flitting from flower to flower and sucking their nectar.

2. Haris recorded all the scores in his activity book. (present)

3. Ramsha is helping her mother to cook a meal. (past)

4. Mother asked Ramsha to give her the salt. (present continuous)

5. Amna falls down and hurts herself. (past)
Worksheet 2

A. Write five sentences in the future continuous tense, saying what you will be doing in the next few days.

B. Read the list of homophones and then use each homophone in a separate sentence to show that you understand their meanings.

1. reed/read  
2. sail/sale  
3. throne/thrown  
4. grown/groan  
5. blue/blew

C. Explain the given phrases and then use them in sentences.

1. back and forth  
2. fly into a rage  
3. hung their heads in shame  
4. to sermonize

D. Write a short story to bring out the meaning of any one of the following proverbs.

- Greed is a curse.
- A stitch in time saves nine.
- Too many cooks spoil the broth.

E. Match the idioms 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>Out of spirits</td>
<td>at a short distance</td>
</tr>
<tr>
<td>With open arms</td>
<td>betrayed</td>
</tr>
<tr>
<td>Lose ground</td>
<td>had full reliance upon</td>
</tr>
<tr>
<td>Through thick and thin</td>
<td>quite satisfactory</td>
</tr>
<tr>
<td>Strained every nerve</td>
<td>gloomy</td>
</tr>
<tr>
<td>Within a stone's throw</td>
<td>gave a warm welcome</td>
</tr>
<tr>
<td>In the bad books</td>
<td>under all conditions</td>
</tr>
<tr>
<td>Up to the mark</td>
<td>not in favour</td>
</tr>
<tr>
<td>Played false</td>
<td>used the most effort</td>
</tr>
<tr>
<td>Pinned all faith on</td>
<td>become less powerful</td>
</tr>
</tbody>
</table>
Worksheet 3

A. Fill in the blanks with appropriate articles: a, an, or the.
   1. I want to ask you ______________ question.
   2. My brother is ______________ engineer.
   3. Jane works with ______________ optician.
   4. Tom never wears ______________ helmet.
   5. ______________ school where I studied has now shifted to a new location.
   6. I do not know how to drive ______________ automobile.
   7. Ahmad wants to learn ______________ foreign language.
   8. Mary lives in ______________ old house.
   9. The children enjoyed their trip to ______________ museum.
  10. To-morrow I am going to ______________ party.

B. Find the meanings of these words and then use them in sentences.
   1. exchange
   2. communicate
   3. incredible
   4. powerful
   5. solution
   6. function
Worksheet 4

A. Proofread the following paragraph. Mark the errors and rewrite it correctly.

Even as a children Beethoven did not has a happy life. His father who was singer with the court band in Germany is a very lazy person. when the boy is only four, his father decide to made him musician. Hour after hour Beethoven had to practising the violin and wherever he do not work hard, his father was cruel to him.

B. Write an essay of about 150 words on any one of the following topics. Write in paragraphs and use transitional devices to make your writing interesting.

• My favourite teacher
• An incident that made me very happy
• The day I was able to help someone

C. Choose the correct answer from the brackets and fill in the blanks.

1. Where ____________?
   (lives your uncle – does your uncle live – your uncle lives)

2. I can speak in Urdu and English but ____________ French.
   (I speak no – I’m not speaking – I can’t speak in)

3. ‘Can you drive a car?’ ‘No. ____________ a car but I want to learn.’
   (I never drove – I’m never driving – I’ve never driven)

4. My friend ________________ for me when I arrived.
   (waited – was waiting – has waited)

5. Samina and Alia ________________ with their dolls.
   (enjoyed playing – enjoying play – enjoy play)
Worksheet 5

A. Write an autobiography of a mobile phone. Imagine that you are a mobile phone. Write how you were made, how you reached the market, who bought you, and what your life is like. Remember to write in the first person.

B. Select any famous personality whom you admire. Research and collect data about this person and then write his/her biography of about 200 words.

C. Fill in the blanks with the correct relative pronouns.
   1. I met a woman ________ could speak six languages.
   2. Amir was wearing a hat ________ was too big for him.
   3. The person ________ was stealing things was caught by the police.
   4. The man ________ son is a pilot is our neighbor.
   5. Do you know anybody ________ wants to buy a house?
   6. What’s the name of the river ________ flows through the town?
   7. I met the boy ________ father is a scientist.
   8. She is the author ________ book was published.

D. Write the plurals of these words and use them in your sentence.
   1. sheep
   2. fairy
   3. toe
   4. company
   5. life

E. Select the correct pronoun from the brackets and fill in the blanks.
   1. My friend and ________ went to the sea-side. (I/me)
   2. We like to play football as much as ________ do. (they/them)
3. It is ________ who will enjoy. (we/us)
4. Our teacher took ________ to the Quaid’s Mausoleum. (we/us)
5. Sana will attend the concert with ________ mother. (his/her)

F. **Underline the antecedent for the underlined pronoun.**
   1. The aeroplane has a problem in its tyre.
   2. The team played their game sensibly.
   3. My teacher asked me to help her in putting up the world map.
   4. Everyone at the party helped themselves.
   5. The laborers will finish their work soon.
Worksheet 6

A. Select the correct word from the brackets and fill in the blanks.

1. My younger sister loves to buy ___________ every now and then. (stationery, stationary)
2. A great ___________ of people attended the function. (numeral, number)
3. Jane could not give her ___________ examination as she was sick. (terminus, terminal)
4. I met my friend at the ___________ of the theatre. (entry, entrance)
5. Imran intends to go ___________ for higher studies if he has enough money. (aboard, abroad)

B. Write a letter to your teacher requesting her to be the judge for the upcoming debate contest. Do not forget to give information about the date, time, venue, and other details.

C. Explain the meanings of the following phrases or clauses.

1. his siblings were playing in the garden
2. disapproval was written large on her face
3. the children trooped inside
4. astonishment gave way to anger
5. fired up with enthusiasm

D. Check these sentences for errors, and then rewrite them correctly.

1. Everyone enters the building was search by the police.
2. Atlanta is the city, which the Olympic Games will held in 1996.
3. Amir is someone who are always ready to help others.
4. I would like to saw the photo that you take in the morning.
5. I has got just one reply.
E. Match the words 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>1. surprised</td>
<td>a foul smell</td>
</tr>
<tr>
<td>2. glared</td>
<td>changed</td>
</tr>
<tr>
<td>3. trash</td>
<td>a part of</td>
</tr>
<tr>
<td>4. embarrassed</td>
<td>enlisted</td>
</tr>
<tr>
<td>5. remain</td>
<td>threw</td>
</tr>
<tr>
<td>6. flung</td>
<td>waste</td>
</tr>
<tr>
<td>7. stench</td>
<td>continue to be</td>
</tr>
<tr>
<td>8. episode</td>
<td>astonished</td>
</tr>
<tr>
<td>9. recruited</td>
<td>looked in anger</td>
</tr>
<tr>
<td>10. transformed</td>
<td>ashamed</td>
</tr>
</tbody>
</table>
Worksheet 7

A. Choose the most suitable option form the brackets and then write it in its correct form in the blanks.

1. Elephants are ___________ than horses. (small, large)
2. Gold is ___________ than steel but steel is ___________ than gold. (valuable, hard)
3. Asia is ___________ of all the continents in the world. (large, cold)
4. India has a ___________ population than Pakistan. (great, big)
5. This painting is ___________ than the others. (small, blunt)

B. Read these sentences and write whether they are in active or passive voice. Then rewrite them changing the voice from active to passive and vice versa.

1. We are baking some cakes for the party.
2. We are not supposed to use this entrance.
3. The chief guest was welcomed by the principal.
4. He was bitten by the neighbor's dog.
5. People speak English all over the world.
6. He considers honour more important than wealth.
7. Children are making a lot of noise.
8. The television set was repaired by him.
9. Joseph was digging the garden yesterday.
10. Your painting will be appreciated by the artist.

C. Rewrite these sentences according to the type mentioned in the brackets.

1. Is the clock slow? (affirmative)
2. My birthday is on Monday. (negative)
3. It was a clever answer. (exclamatory)
4. Take the children to the park. (interrogative)
5. John loves travelling. (negative)
6. Have you read the book? (declarative)
7. They have changed their plans. (Interrogative)
8. It was a great victory. (exclamatory)
9. Shall I ever forget those happy days? (negative)
10. There is no smoke without fire. (interrogative)

D. State whether the following sentences are simple or compound.
   1. I heard of his arrival.
   2. The moon was bright and we could see our way.
   3. He declared his innocence.
   4. We expect an improvement in your business.
   5. You must try your best or you will fail.
   6. The train arrived late.
   7. John repaired the cupboard and Tom painted it.
   8. The watch that I gave you is an expensive one.

E. Punctuate the following sentences.
   1. You have just returned from Lahore haven’t you well did you have a good time there
   2. please try to organize your work and complete all tasks at the earliest
   3. we are all excited about our trip to Murree we know that it is a lovely place for a holiday
   4. the shepherd asked the boy where are my sheep have you seen them
   5. Hurray we have won the match
Worksheet 8

A. Select the correct words from the box and write them against their meanings that are given below.

<table>
<thead>
<tr>
<th>manuscript</th>
<th>illegible</th>
<th>omnipotent</th>
<th>annual</th>
</tr>
</thead>
<tbody>
<tr>
<td>parasite</td>
<td>portable</td>
<td>patriot</td>
<td>translucent</td>
</tr>
</tbody>
</table>

1. something that happens or is done once in a year
2. one who is all powerful
3. something that lets light pass through but is not transparent
4. a person who loves his own country
5. one who depends on another and gets things without giving anything
6. a copy of a book before it has been printed or published
7. a thing which is easy to carry or move
8. difficult to read

B. Write two words that rhyme with each of the words given below.

1. pair  2. kept  3. strain  4. soon  5. grew

C. A group of friends are going on a trip together. They decide to travel by bus. Complete the conversation that they have at the bus stop by filling in the blanks with suitable pronouns. (I, he, his, himself, us, him, etc.)

Asad: Where’s Hamid?
Ali: He’s ill. I spoke to __________ yesterday.

He was feeling sorry for __________.

Asad: Oh, poor Hamid. And what about Talha __________ brother?
Ali: __________ came with me.

___________ gave ________ a lift.

Asad: I hope Hamid gets well soon and Talha enjoys being with __________.
Ali: Oh, I am sure __________ will.
Worksheet 9

A. Make sentences using the following phrases.
   1. a variety of sporting events
   2. praise was showered
   3. great heights
   4. hosted by
   5. the essential things

B. Underline the adverbs in the following sentences and state whether it tells time, place, reason, manner, degree, or frequency.
   1. I met my friend yesterday.
   2. You may wait in the hall.
   3. He almost forgot his appointment.
   4. The students spoke well.
   5. We should treat everyone fairly.
   6. Hold the vase carefully.
   7. He is quite pleased with his new post.
   8. There we found the shells.
   9. He often went to the library.
   10. He was finally selected.

C. Write a paragraph of about 150 words describing your favourite indoor or outdoor game.
Worksheet 10

A. Rewrite what Ibn Batuta said in indirect speech. The first few sentences have been done as an example.

Ibn Batuta said, ‘At last we came to the town of Tunis. Townsfolk came forward on all sides with greetings and questions for one another. But not a soul said a word of greeting to me, since there was none of them that I knew. I felt so sad at heart on account of my loneliness that I could not restrain the tears that came to my eyes, and wept bitterly. But one of the pilgrims, realizing the cause of my distress, came up to me with a greeting and friendly welcome, and continued to comfort me with friendly talk until I entered the city.’

Ibn Batuta said that at last they came to the town of Tunis. Townsfolk came forward on all sides with greetings and questions for one another. But not a soul said a word of greeting to him, since ____________

B. Join the sentence with who, whose, or which.

1. The other day I met a man ___________ sister works in a factory.
2. The man ___________ lives next door to Tom is rather strange.
3. The picture ___________ was damaged is worth thousands of pounds.
4. The town ___________ is near the lake district is a perfect place for a holiday.
5. Natasha ___________ flat was burgled reported the matter to the police.
C. Fill in the blanks with suitable prepositions.

1. David hurt himself when he fell ________ his bike.
2. I am very busy this week. I have to finish this report ________ Thursday.
3. I saw Jane shopping ________ Park Towers.
4. She’s been in the shop ________ half an hour.
5. I found my purse ________ a pile of clothes.
6. We have to hurry if we want to be ________ time for the show.
7. All the time I could feel someone looking ________ me, but I was too scared to turn around.
8. The other day he was sitting ________ me at the table.
9. He jumped ________ the wall instead of coming ________ the gate.
10. There’s such a crowd. You will not be able to find your friend ________ all those people.
Worksheet 11

A. Change the sentences given below to past tense.
   1. We will leave the cinema before the end of the film.
   2. The streets will be decorated with balloons and streamers.
   3. Everyone has a marvelous time.
   4. We like the food they give us.
   5. I know the answer.

B. Use the following phrases in sentence.
   1. uplifting experience
   2. memorized them
   3. an idyllic evening
   4. loud and noisy
   5. kept digging

C. Identify the nouns as masculine (M), feminine (F), neuter (N), or common (C).
   1. lioness  2. host  3. pencil  4. teacher  5. pilot

D. Form adjectives from the given nouns and verbs.
   1. silver
   2. refresh
   3. intelligence
   4. sadden
   5. reward
   6. cry
   7. visualize
   8. anger
   9. live
   10. care
Worksheet 12

A. Read the sentences and write whether similes or metaphors are used in them.

1. John’s mother’s heart sank when she got to know about his injury.
2. Jane’s hair is as black as coal.
3. The fields smell sweet, the daisies kiss our feet.
4. Snow White’s step mother was as as cunning as a fox.
5. The flowers in spring were a coloured blanket.
6. This meat is as tough as a piece of leather.
7. The infant’s eyes were shining stars.
8. Like heaven thou art fair and young.
9. The Pakistani wrestler won the match as he was as strong as Hercules.
10. I have seen ships sail like swans in the sea.

B. Underline the infinitives in these sentences.

1. I wish to buy a helicopter but it seems impossible.
2. Napoleon wanted to conquer the world.
3. I want to drive a car.
4. I have to write an article for a magazine.
5. The judge listened with great enthusiasm to be able to give a fair judgement.

C. Match the words in Column A to their synonyms in Columns B.

<table>
<thead>
<tr>
<th>Columns A</th>
<th>Columns B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. demonstrate</td>
<td>specialists</td>
</tr>
<tr>
<td>2. onlookers</td>
<td>feeble</td>
</tr>
<tr>
<td>3. attached</td>
<td>show</td>
</tr>
<tr>
<td>4. experts</td>
<td>fixed</td>
</tr>
<tr>
<td>5. spin</td>
<td>splendor</td>
</tr>
<tr>
<td>6. gigantic</td>
<td>spectators</td>
</tr>
<tr>
<td>7. grandeur</td>
<td>rotate</td>
</tr>
<tr>
<td>8. puny</td>
<td>enormous</td>
</tr>
</tbody>
</table>
Worksheet 13

A. Write a story of your own using the beginning given below.

She walked out and slammed the door shut after her. I was not surprised, just curious. ‘What is my sister up to this time?’ I asked myself. .................

B. Complete the sentences by filling in the blanks with modal verbs.

1. When she was small she ____________ sing very well.
2. When ____________ you send the gardener to cut the grass?
3. She ____________ finish the painting in half a day or she will miss the deadline.
4. The medicine ____________ be expensive and bitter, but it is effective.
5. You ____________ bring anything as we have all the essential things with us.
6. Please ____________ I see your new pen?
7. This ticket ____________ win you a trip round the world.
8. I ____________ go to the party this evening.

C. Underline the linking verbs in the following sentences.

1. The book seems interesting.
2. The train was late by two hours.
3. I was glad to hear that my sister had won the trophy.
4. The food tasted delicious.
5. The girl seemed very happy.
D. **Underline the verb in each sentence and write whether it is transitive or intransitive.**

1. I travelled throughout the night.
2. Marconi invented the radio.
3. My sister is an artist.
4. My uncle sent me a beautiful watch.
5. I met him at the railway station.

E. **Read these groups of words and write P if it is a phrase and C if it is a clause.**

1. he fell down
2. beautiful and attractive
3. after the vacations
4. he climbed
5. the manager surprisingly

F. **Identify the independent and subordinate clauses in the following sentences.**

1. He felt very frightened as he walked along the road.
2. The lawyer gave advice to the poor people for a very small fee.
3. He carefully examined the photograph given to him.
4. Whenever I visit this restaurant, it is always very crowded.
5. He asked me to make further enquiries before paying the money.
Worksheet 14

A. Choose the correct word from the brackets and fill in the blanks.
   1. The Oxford English Dictionary is a useful _____________.
      (relative – relation – reference)
   2. Most cities have ____________ sewage disposal systems.
      (inaugurated – inadequate – instilled)
   3. Historical dates and events should be arranged in ____________ order on the timeline.
      (chronic – choleric – chronological)
   4. All students should be ________________ to behave courteously.
      (expected – accepted – exempted)
   5. The new machines are a great ________________ to the agriculture industry.
      (assistant – help – gratitude)

B. Write a paragraph of about 100 words on any one of the following topics.
   • Give an account of a class project in which you were actively involved.
   • An interesting incident that was narrated by your friend.
   • A visit to the park.

C. Add another word to the words given below to form compound words.
   1. book
   2. home
   3. work
   4. after
   5. water
   6. class
   7. some
   8. back
   9. tooth
   10. life
Answer Key

Unit 1

Pages 3, 4, and 5: Writing time

A 1. Adeel and Nauman were playing with a ball in the school playground and when Nauman kicked the ball, it went over the wall and landed on the busy road outside. The boys wanted to go outside and get their ball.

2. Mr. Hassan was angry with Adeel and Nauman because he had overheard them misbehaving and being rude to the school chowkidar, Rehman Baba.

3. It is important to respect others as all human beings are equal. Rich or poor, educated or uneducated, all need to be respected. We all believe in equality and brotherhood.

4. We must control our temper as it may lead to:
   - use of abusive language which is insulting and unkind.
   - violence that results in beating and torture.
   - loss of self respect.
   - failure in life as we turn into antisocial elements.
   - unpopularity as people dislike you and dread being in your company.
   (Students may have some other suggestions also.)

B. Words    Meanings
   1. sternly    strictly
   2. apologize   to say that you are sorry
   3. sheepishly   feeling embarrassed
   4. episode    an event in somebody’s life that is interesting or important
   5. rage    violent anger

C. 1. It is best to forget the unhappy episode.
   2. The prince was in a rage when his order was disobeyed.
   3. The policeman spoke sternly to the bus driver.
   4. The losing team sheepishly looked here and there.
   5. The teacher asked the boys to apologize for their mistake.

D. 1. The story elements:
   Characters
   Mr. Hassan, the principal of the school
   Adeel and Nauman, the students
   Rehman Baba, the chowkidar of the school
   Setting
   School play ground and the principal’s office.
Events
Students playing with a ball - the boys speak rudely to the chowkidar - the principal scolds them and gives them a task to do – the boys apologize for their behavior

Theme
We should respect everybody and be patient and tolerant towards all
Importance of good manners

Ending
The boys apologize for their behaviour

2. When describing any character from the story and writing the character sketch ask the students to follow the suggestions given in the textbook. Writing a character sketch needs a lot of thinking. The reader has to understand the good or bad qualities of that character with the help of the actions and speech of that character. While reading the text note the appearance, gestures, mannerisms, and other distinctive characteristics. In the end give your opinion about that character.

Some points related to the character sketch of Mr. Hassan are given below.
Mr Hassan — the school principal — a middle-aged man — smartly dressed — has a stern look on his face which shows that he wants students to maintain discipline and display good manners — he is a vigilant principal — takes rounds to keep a check on the students — tells the students not to misbehave — works with great devotion and determination — grooms the students in a polite and courteous manner — warns Adeel and Nauman that their actions should not be repeated — behind a strict principal one could see a kind and honourable person who appreciates the students who have apologized — wants to maintain discipline and dislikes rude behavior — teaches the lesson of justice and equality — his actions and words are highly appreciated — he made Adeel and Nauman realize their mistake and understand that they must be good to everyone

E. 1. Adeel said to Nauman, ‘I want to play with you.’
2. Mr. Hassan warned that such behaviour would not be tolerated.
3. The boys said, ‘We promise that we will be careful in future.’
4. He told them that he would not have his students treating anyone in that manner.
5. Adeel, who was very embarrassed, apologized and said that he was very sorry.
6. Mr. Hassan told them, ‘I like your reply.’
7. Nauman said that it would not happen again.
8. Adeel and Nauman said to their friends, ‘We have learnt an important lesson.’

F. Ayesha is going to the market. She is walking slowly because she has pain in her foot. She is not thinking about the pain. She is thinking about her friend Rani and is feeling bad about their fight in school. She comes to a field where boys are playing. A ball hits her injured foot and she falls down. Now she is feeling the pain.
G. 1. When you’re in Karachi do visit Mazar-e-Quaid.
2. Mother asked Sara to write down the recipe.
3. Thunder and lightning kept the villagers awake all night.
4. Haris records all his appointments in his diary.
5. Talha drew a right angle triangle with his protractor.
6. The runners stood at their positions and waited for the signal to start.
7. The trip was very enjoyable except for the last day when the train arrived late.
8. Rehana kept her shells safely in a box as she did not want to lose them.

Pages 8 and 9: Writing time

H. 1. Danish was always late because he was always slow to act and move around and this kept him behind time. He was tardy by nature.
2. Danish bought a handful of roasted corn and a box of French fries on the way back from school. As he was nearing home he bought falsa, the juicy berries, and ate them walking at an easy pace.
3. Danish panicked when he reached home because he found the door locked. He thought his family had left him behind as a punishment for being late.
4. The strap of the watch was lose and it had came off his wrist and slipped into his bag. Later when he reached home it fell out from his bag into his lap. He thought that his family had left him behind and he was upset so he threw away his watch.
5. It is important to be punctual because:
   • it helps to develop a sense of responsibility;
   • gives us courage and boldness;
   • leads to success;
   • helps us to manage our tasks effectively;
   • gives us confidence;
   • builds a healthy personality; etc.

I. Words    Meanings

| tardy     | late in everything, slow    |
| saunter   | walk in a slow and leisurely way |
| mechanic  | a skilled person whose job is to repair machines |
| flaunt    | to show off                |
| mortify   | humiliate                  |

Some suggested sentences:
1. Do not be tardy otherwise you will not succeed.
2. My mother told me to hurry up and not to saunter.
3. The mechanic was able to repair the faulty machine.
4. Students who had passed with very good marks were flaunting their marks before the other students.
5. The girl was mortified because she was not punctual.

J. 1. The lamp’s light was too bright.
   2. I was very happy to see my sister’s face after so many months.
   3. The sweater’s sleeves are too long.
   4. Amina wants to visit the queen’s palace.
   5. The servant washed the children’s uniform.

K. 1. The game of the Pakistani team has shown improvement.
   2. The bark of the dog was so loud that it scared me.
   3. The tea made by my mother is the best in the world.
   4. Can you tell me who the owner of the shop is?
   5. The book belonging to the teacher is on the table.

L. 1. The best way for me to learn English, is to read a lot of books and talk in English with my friends.
   2. The girls bought flour, sugar, butter, and eggs from the market.
   3. My house is on Lawrence Road.
   4. The excited players shouted, ‘We have won the game!’
   5. Ali and Abbas are playing in the garden with their toys.
   6. I asked my uncle, Mr. Iqbal, to show me his pictures.
   7. Do I have to answer this question?
   8. Cinderella asked her mother, ‘Can I go to the party?’
   9. Maha drew a garden with some flowers, a few trees, five birds, one bench, and one statue in it.
   10. ‘What is your aim in life?’ asked the teacher.

Unit 2
Pages 11, 12, 13, and 14: Writing time

A. 1. The students brought food from home because it was a cultural week and by sharing food with each other the students would able to see, smell, and taste different types of food.
   2. Ricky and Juan look curiously at Hamid’s food because they usually ate sandwiches and dry items and were not used to eating dal or curry with gravy, and rice that had saffron in it.
   3. Juan had brought burritos which were made of corn meal bread called tortillas. These tortillas had cabbage, tomatoes, chillies, beans, meat, and some spicy sauces wrapped in it.
      Ricky had brought fish and chips which Hamid liked very much. The three boys enjoyed sharing their food.
Answer key

4. Hamid was happy because he had enjoyed sharing the food and had a nice time with his friends. They would be coming over to his place to have biryani which his mother would cook.

5. This is an open ended question and the students can name and describe the food that they would like to share with their friends.

6. This is also an open ended question and the students can imagine and write about their feelings and impressions of the new place.

B. **Words** | **Meanings**
--- | ---
1. curious | inquisitive, wanting to know something
2. adopt | adjust or to change to be able to deal more successfully with a new situation
3. immigrant | person who has come as a permanent resident into another country
4. multicultural | made up of people of different culture, religion, language, and traditions
5. exception | not included
6. cuisine | a style of cooking

Some suggested sentences:
1. Most scientists have a **curious** nature.
2. It is sometimes difficult to **adopt** ourselves to a new place.
3. At times it is difficult for **immigrants** to settle down quickly in a new country.
4. In many countries immigration has resulted in the development of **multicultural** races.
5. All the boys ordered pizza with the **exception** of John, who ordered a sandwich.
6. I am fond of having the local **cuisine**.

C. 2. Mother was washing the dishes in the kitchen when Salman rushed in.
   Mother will be washing the dishes in the kitchen when Salman will rush in.
3. Ejaz was playing basketball yesterday afternoon.
   Ejaz will be playing basketball tomorrow afternoon.
4. Mahnoor was performing in the school play.
   Mahnoor will be performing in the school play.
5. The doorbell was ringing when Salman was studying last evening.
   The doorbell will be ringing when Salman will study next evening.

D. This is an open ended task. Students can write their own sentences in past, present, and future tenses.

E. 1. You had left by the time the pizza was delivered.
2. The bird had flown before the trapper saw it.
3. The naughty children had eaten the cookies that were fresh from the oven.
4. The robbers had fled before the police arrived.
5. I had dreamt I was in Tokyo, but it was only a dream.
6. We had prepared very thoroughly for the examinations.

F. 1. You’d arrived in time to give the presentation.
2. They’d seen the bird on the tree.
3. She’d taken the book from the library.
4. He’d finished the assignment before the due date.
5. We’d read the book and enjoyed it.
6. It’d disappeared in the darkness.
7. They’d answered the question.
8. I’d seen the movie.

G. Some suggested sentences:
1. She has drawn a beautiful portrait.
2. The army has surrendered after putting up a brave fight.
3. I have written a poem on my country.
4. They have given a lot of money in charity.
5. My mother has baked a chocolate cake.

H. Do you know what Asad did last week end? He went to the garden with his family. First Asad played on the swings and then he went with his sister and collected some leaves, flowers, pebbles, and feather for his scrap book. His mother then called them to have their snacks. Both the children enjoyed eating the sandwiches, cakes, and kebabs. After that they played on the swings and then they went home.

I. Let the students suggest proper nouns for the given common nouns.

Pages 15 and 16: Writing time

J. 1. Diversity is derived from the word ‘diverse’, which means unlike or different in nature or qualities. In this poem the poet is describing the cultural diversity.
2. Human beings differ from each other in many ways for example: appearance, colour, race, language, dress, food, culture and customs, likes and dislikes, attitudes, behavior, etc.
3. The poet says that life would be dull without variety because it would be very boring if everything was similar. Change is always good and variety is the spice of life.
4. The poet finds beauty in diversity meaning that there is beauty in differences. If people keep on seeing and experiencing the same things life would become very boring.
5. In these lines the poet says that every nation or religion has its own culture and traditions and their own rites and customs. An individual gets the opportunity to interact with people and must try to understand and accept their culture and customs. Culture has evolved gradually over many years and it is the culture that gives identity to everybody. The diversity of customs and traditions is not without meaning. We must notice, and try to understand all that comes our way, and when we acknowledge
diversity we actually get closer to each other. This binds all the people and brings them on a single platform to face the difficulties of life.

K. 1. toil – soil, coil, foil, boil
   2. right – highlight, fight, height, light, might, night, sight, tight, flight
   3. heed – creed, breed, freed, greed, need, reed, seed, weed
   4. eat – meat, heat, feat, beat, neat, seat

L. Some suggested sentences:
   1. Can you see what is under the chair?
      The boats sailing in the sea were a beautiful sight.
   2. A good pen is needed to write well.
      His right leg is hurting.
   3. The president will meet the delegates tonight.
      Meat is a good source of protein.
   4. I would like to meet the principal when he is free.
      Farmers collected wood to light the fire and keep the rooms warm.

M. 1. I need some water to knead my dough and make it soft.
   2. My mother watches this popular drama serial everyday on television.
   3. The taxi driver asked for a higher fare which I think was not fair.
   4. The students completed their lesson in half an hour.
   5. Mother asked me to wear a sweater as it was cold outside.

N. Some homophones and their meanings are given below.
   1. blue  colour
      blew  past tense of blow
   2. one   a number
      won   past tense of win
   3. some  a measure of quantity
      sum   total
   4. throne a king or queen’s seat
      thrown past tense of throw
   5. our   belonging to us
      hour  60 minutes

Unit 3

Pages 20, 21, and 22: Writing time

A. 1. The Internet has become an important part of our lives. We use it to communicate, exchange news, get information, collect data, conduct research, etc. The internet is used in offices, universities, colleges, schools, hospitals, banks, and homes.
2. The USA and the former USSR, now Russia, the powerful nations of the world have always competed to outdo each other in technology. During the 1960s the American scientists tried to create a network that could link all individual communication networks. This network was called the ARPANET (Advanced Research Project Agency Network).

3. HTML stands for Hyper Text Markup Language.

4. The search engines search for information which is unknown to everybody. When a user types in the keywords of their topic and presses the enter key, the search engine searches for information and then provides a long list of websites that contain those key words. The user can then access those websites and get the required information. The search engines are able to provide the desired information on any subject or field of knowledge.

B. 1. When you meet somebody after a long time, this remark is used to say that you have neither met nor heard about the person for a long time.

2. A computer help sends electronic messages which in short are called emails. A huge number of emails are sent across the world through the computers, resulting in instant receiving and sending of information and mail.

3. Internet is a global computer network which connects smaller computer networks from all over the world with each other. The amazing fact is that the control of the Internet over smaller networks makes information accessible to one and all.

4. The Internet helps everybody to make friends through emails, chat, etc. However, one has to be careful in selecting friends on the Internet because any information that a stranger gives could be false and misleading.

5. Information, videos, photographs, etc. can be shared with others who may be living far away. Thus Internet helps to bring together people living in different corners of the world. People come closer to each other even though they may be living thousands of miles apart.

C. 1. He finished the movie in an hour

2. Salma wants to become a doctor and Amna wants to be an engineer.

3. This is the house where my friend lives.

4. Sana read an article in the magazine.

5. Father bought a dozen eggs from the market.

6. He is an honest man.

7. We go to the mosque to pray.

8. Islamabad is the capital city of Pakistan.

9. A zoo is a place where animals from various countries are kept.

10. Maha bought an umbrella and a rain coat from the market.

D. 1. Neither the ducks nor the chicks are bothering us.

2. Our team plays to win the game.
3. Both of us are going to the market.
4. Nobody believes your lies.
5. Salma, Ramsha, and I were ready to start the work.

E. 1. Sana had a stomach ache.
2. I reached the office an hour late, because the bus did not come on time.
3. Yesterday evening there was a thunderstorm.
4. This pen has stopped working.
5. After having played cricket with my friends I was tired but I had enjoyed a lot.

F. The Internet helps us to make friends, but one should be careful in selecting them. Through the net we can share many things with our friends who may be living far away.

G. Suggested topic sentences:
• Films are fascinating and provide entertainment and enjoyment for all.
• Australia is the place where I always wanted to travel to.
• I love to read, and the most interesting book that I have read is David Copperfield by Charles Dickens.

Page 23: Writing time

I. 1. The main theme of the poem is that man being a social animal has always felt the need to communicate with others. Various means of communication were used in the past but now in the present times the speed of delivery has improved to such an extent that now it takes just seconds to send and receive messages.
2. This poet is referring to the messages and letters which people in the prehistoric times wanted to send to people living far away.
3. Carrier pigeons are trained pigeons that carry letters that are clasped to their claws. They deliver the letters and come back with a reply.
4. In the olden days carrier pigeons and then horsemen used to carry news and letters from one place to another.
5. The last verse tells us about the Internet which links us to every nook and corner of the world. It helps all irrespective of class, creed, or cadre.

Unit 4

Pages 26 and 27: Writing time

A. 1. The tea plant begins its life as a seedling in a seed nursery. By October or November the seedlings begin to put out pods and creamy, four-petalled flowers. The pods ripen by next November. The two or three seeds in each pod are collected and planted in other nurseries to be kept in reserve for the future use. After a period of twelve to fifteen months the seeds are transplanted in the ground which is prepared particularly for tea plants. They are planted at intervals of roughly four feet in straight lines to make hoeing, weeding, and plucking easy.
The seedlings then grow into conical trees up to a height of forty feet. However, the tea bushes on the tea estates are pruned so that they grow sideways and are kept at a certain height so that it is convenient to pluck the tea leaves. The bushes are ready for plucking in five to seven years.

2. Tea plants are not allowed to reach to their full height because if the trees grow high plucking would become difficult. The trees are trimmed so that leaves could sprout sideways and plucking becomes convenient for the workers.

3. Men, women, and children over twelve years were included in the work force. These people worked in teams. The elders, who were weak, and the youngsters were given the lightest tasks. The serious work of plucking and planting was done by women while the men handled the laborious work of hoeing and ploughing, digging ditches, and cutting bamboo.

4. This is an open ended question. Students can give their own opinion giving reasons for their answer.

5. The workers who are the men, women, and children all earn together as a unit. All of them are paid according to the tasks they perform and they can make a reasonable living. Besides the pay they enjoy other facilities such as they get rice, from the godowns, at subsidized rates, paid holidays for recreation, sick leave, maternity leave, and housing and medical allowances. They have a Provident Fund, annual bonus, and are also given land for growing paddy and free grazing for their cow.

6. Some suggestions to improve the conditions of the workers:
   • better living conditions for the workers such as well built houses with proper water, electricity, and drainage facilities.
   • schools should be set up so that the children can get education.
   • children should only be allowed to work on weekends and during their annual vacations.
   • women should be paid fairly and their wages should be equal to what the men are paid.

7. This is an open ended question. Students can give their own opinion giving reasons for their answer.

B. **Words**  
   **Meanings**

1. reservoir  
a natural or artificial lake where water is stored before it is taken by pipes to houses.

2. ruthlessly  
without pity or compassion.

3. yield  
to give fruit or reward.

4. dexterous  
skilful.

5. subsidized  
at a reduced cost.

6. clustered  
a group of things close together.
Some suggested sentences:

1. The children went for a swim in the reservoir.
2. The people hated the ruthless king.
3. These trees yield a lot of fruit each year.
4. The dexterous students worked in groups and created a very good model of an airplane.
5. Some expensive textbooks were sold at subsidized rates to the students who could not afford them.
6. In spite of the doctor’s warnings the visitors clustered around the unconscious patient.

C. Some adjectives from the text: undulating, creamy, continual, conical, wild, fresh, elderly, feeble, lightest, grassy, smooth, dark brown, large and liquid, coarse, cotton, pinched, tired, warm, skilled, annual, ignorant, superstitious, happy, affectionate, young, metallised, modern, etc. (Let the students find the meanings of these adjectives and share their answers in class.)

D. We were driving through thickets of bamboo. Bamboo jungle and dense undergrowth spread over another third of the estate. Here, game abounded: tigers, leopards, deer, hares, snakes, and a whole aviary of birds. Year after year, this wilderness would be cleared and the soil made ready for new extensions, where seedlings would be planted with the first rain. Winter was the time for such preparations, as the soil rested and the bushes lay dormant.

E. When writing essays encourage the students to first prepare a rough draft, edit and proofread it, and then write it neatly in their exercise books. Points for some topics are given below for help and reference.

**An incident that scared me**
Returned home exhausted after a hectic day at school – found the door unlocked – mother would always open the door for me – entered the house – everything in a mess – I shouted – no response – was scared – my blood froze – a burglar must have broken in – ran up to the bedrooms – no trace of my mother – wanted to call father – telephone wires were destroyed – idea – sensed something – faint noise – rushed to the wash room – mother tied up with a rope – unconscious – thanked God – mother was safe – material loss was bearable but my dear mother was safe and sound – father returned from office – handled the situation as I was too scared to do anything.

**My co-curricular activities**
Games you enjoy playing – importance of co-curricular activities – popular games and sports – explain the rules – how often you take part in this activity – as conclusion, mention the advantages of this activity.

**What will I be four years from now?**
Page 29: Writing time

F. 1. The solitary reaper is a woman standing alone in a field in Scotland. She is working in the fields, reaping and singing a song.

2. The poet first thoughts are that she is singing a gloomy song while working in the field and he feels as if the surrounding valley is overflowing with the song. The poet wants other people to take notice of her as he was enchanted by her song. He advises others to either stop to listen to the lovely girl or move away gently without disturbing her. While doing her work the woman is singing a sad song and the valley is flooded with her musical notes and the resounding effect is quite audible to the poet as he exclaims, ‘O listen!’

3. The girl was singing a sad song.

4. The poet compares the reaper’s song to that of a nightingale. Her song is a welcome note and he says it is more enchanting than the songs sung by the nightingales who sang to welcome the tired travellers in the Arabian deserts when they come in search of an oasis.

The poet also compares the song to the singing of a cuckoo bird. Though it sings beautifully during the spring season and its voice is echoed as far as the Hebrides Islands, yet it is not as thrilling as the song of the solitary reaper.

5. In the third verse the poet asks a question, ‘Will no one tell me what she sings?’ The poet then answers the question himself. He cannot understand the language and he speculates that the reaper is singing this song in the memory of some unpleasant and sad experiences of the past. It could be something that occurred far away or could be about some battles fought long ago. He further asks himself whether the song is about some humble and familiar matter of everyday life. Maybe the song is about some natural sorrow or some loss or pain she has experienced and might experience it again.

6. The song left a nice effect on the poet. It was a pleasant experience and when he left the place he was able to treasure the lovely experience in his memory, which is a lasting source of refreshment and joy.

G. 1b. highland

2b. field

3c. nightingale and cuckoo

4c. a sickle

Unit 5

Page 32: Writing time

A. 1. Dr. Pfau’s visit to the slum area proved to be a turning point in her life as she was deeply touched to see the lepers living in sub-human conditions. She then decided to devote herself to the welfare of this group of suffering humanity.
2. Leprosy is a contagious disease that affects the skin, mucous membranes, and nerves. It is a dreaded disease because it sometimes results in deformities and physical disabilities. Because it is a contagious disease, lepers are always kept in isolation so as to avoid contact with the outside world.

3. The condition of the colony was very bad as there was no electricity, water, or sewerage facility. There were open drains and filth, garbage, and stench all around.

4. The unhygienic conditions and lack of facilities and medicines did not deter Dr. Pfau’s determination. The brave woman began treating leprosy patients in the colony.

5. Dr. Ruth Pfau went to India to acquire training in the management of leprosy and later returned to Karachi to organize and expand the leprosy control programme. Dr. Zarina Fazelbhoys, another dedicated person helped her. Both worked for the leprosy patients and their family members. The tiny dispensary developed into the Marie Adelaide Centre which provided full treatment and rehabilitation facilitation to the leprosy patients. Being the first leprosy hospital in Pakistan, patients from all over the country and even Afghanistan came in large numbers for treatment.

Training was provided to paramedical (person who is not a doctor but can give emergency treatment) and social workers and small treatment centres were opened in other cities. Today the Marie Adelaide Leprosy Centre controls 157 smaller leprosy centres across the country with over 800 workers. Its aim is to completely wipe off the disease from Pakistan.

B. Dr. Ruth Pfau

8th March 1960 Dr. Ruth Pfau stops at Karachi. Here she visits the slum areas.

She starts treating the leprosy patients in a small dispensary.

The small dispensary develops into Marie Adelaide Leprosy Centre.

Dr. Pfau travels to the far off areas of Pakistan and organizes medical camps where there were no facilities for leprosy patients.

Due to Dr. Pfau’s effort the World Health Organization in 1966 declares leprosy to be under control in Pakistan.
The angel of humanity, Dr. Pfau, has been made an honorary citizen of Pakistan.

Dr. Pfau receives countless awards in Pakistan and abroad amongst them being the Hilal-e-Pakistan and Nishan-e-Quaid-e-Azam awards.

She is nominated advisor to the government on all matters and issues concerning leprosy.

She authors four books in German and one is translated into English under the title, ‘To light a candle’.

On 8th March 2010 Dr. Ruth Pfau completes her 50 years in Pakistan. Today the Marie Adelaide Leprosy Centre controls 157 smaller leprosy centres.

C. Ask the students to write a biography on any person and then write their own autobiography.

D. Words | Meanings
1. inhabit | dwell in, occupy
2. elimination | exclusion, removal
3. undaunted | fearless, not discouraged
4. rehabilitation | to restore to health
5. decisive | conclusive, deciding

Some suggested sentences:
1. The jungles of Africa are inhabited by wild animals.
2. John’s elimination from the school hockey team made him very sad.
3. The undaunted soldiers of Pakistan are always prepared to defend their country.
4. Rehabilitation units help patients recover from disabilities.
5. It was the decisive goal in the last moment that helped Pakistan to win the match.

Pages 35, 36, 37, and 38: Writing time

E. 1. Zara Hussain runs a school for children with hearing loss. The fact that she is hearing-impaired herself distinguishes her from the rest.
2. This question asks for the students’ opinion. Let the students reply in their own words. Suggested answer is given below:
   After having read Zara’s interview one comes to the conclusion that her passion is
to help the hearing-impaired children. She is ambitions for the 50 children of her school and also for the future generation. She has a passion for research so that others may benefit from her experience.

3. Zara acquired primary and secondary education in normal schools in Lahore. She did her High School in Virginia U.S.A. She graduated from Kinnaird College, Lahore and then studied for her Master's degree from Special Education Department at the Punjab University where she topped in the examination. After having obtained a scholarship she did Masters in Science in Educational Technology from John Hopkins University U.S.A. in 2008. Currently she is pursuing a PhD degree from Columbia University in the U.S.A.

4. Zara has set up a school in Lahore, which is a non-profit organization. She is the director of the school which serves children who are hard of hearing. The two methods employed in this school are speech therapy and sign language.

5. Zara’s goal is to educate others like her, to change themselves and to stand up like normal children. She plans to set up a teacher's training institute to make the quality of teaching and learning better. She wants children, parents, communities, and professionals to be powerful enough to express their demands. She is an advocate for social justice and wants the hearing-impaired communities to have full access to media and communication.

6. Zara advises the youth to have a goal in life and to create a respectable place in life for themselves, and to realize that they can bring a change for the better. She tells them to look for the talent that they possess and use it to bring about a good change. She advises all to put in their best efforts and be satisfied and happy with whatever they possess.

F. 1. The book which is on the table belongs to Adeel.
2. The woman who is taking to Sue is my aunt.
3. The Thames is a river that runs through London.
4. I have a friend who has a hearing problem.
5. This is the hotel which caught fire last night.
6. I was invited by the teacher whom I met at the seminar.
7. This is the boy whose father is a doctor.
8. The girl to whom you were speaking is my sister.
9. Taha ate the cake that his mother had baked
10. The girl who spoke to the teachers is very confident.

G. 1. Naila Khan asked Zara to talk about her university education.
2. Zara told Naila that after she graduated from college she joined the Special Education Department at the Punjab University where she topped in MA.
3. Naila Khan confirmed that no hearing impaired person had secured the top position in any university in Pakistan.
4. Zara agreed and said that then she got a scholarship for further studies at John
Hopkins University U.S.A. from where she did her Masters in Science in Educational Technology in 2008.

H. 1. Aslam is taller than me.
2. My brother played with my friend and me.
3. Rehan has asked you and me to help him.
4. Alia and her mother are coming to the party.
5. Sara, Maha, and I studied for the test.
6. All the work was done by us.
7. They enjoyed the movie.
8. The person who won the medal was he.

I. Reflexive pronouns: yourself, themselves, myself, herself

J. Some suggested sentences:
1. This book is mine, where is Ahmad's book?
2. This watch which is on the floor is yours, it has fallen down.
3. The gift is yours if you win it.
4. Theirs is a strong friendship.
5. Hers is the most tedious job.
6. Her pronunciation is better than his.

K. | Singular | Plural |
---|---|---|
1. Woman | women |
2. Mouse | mice |
3. Toy | toys |
4. Clock | clocks |
5. Foot | feet |
6. Cargo | cargoes |
7. Child | children |
8. Deer | deer |
9. Fly | flies |
10. Penny | pennies |
11. Berry | berries |
12. Hair | hair |
13. Cook | cooks |
14. Fox | foxes |
15. Tax | taxes |

Some suggested sentences:
1. Women and children are allowed to come to the college festival.
2. Wipe your feet before you enter the room.
3. The hunter killed three foxes and gave it to the forest manager.
4. All citizens must pay their taxes regularly.
5. All the mice followed the Pied Piper only to fall into the river.
6. Flies cause diseases such as typhoid and cholera.
7. Children love to play with toys.
8. The pirates looted the cargoes of both the ships.
9. The cook used the delicious berries to make the desert.
10. The cooks took part in the competition.
L. 1. Everyone at the party enjoyed themselves.
2. The machine has a leak in its pipes.
3. The dog wagged its tail.
4. My aunt asked me to help her in cooking.
5. The students used their votes sensibly.

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<thead>
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<th>Review Test 1</th>
</tr>
</thead>
</table>
| **A.** 1. The camel is called the ship of the desert.  
2. The miser hid the gold coins in his cellar.  
3. The students followed their teacher’s advice.  
4. Sameera asked the tailor to alter the length of her dress.  
5. Imran told his friends that he would join them after an hour.  
6. Asma wanted a piece of the delicious cake.  
7. The students learned their lessons thoroughly.  
8. It may rain heavily this year.  
| **B.** 1. Neither of you run fast enough to win the race.  
2. There were only two choices on the menu.  
3. Neither of us has to go home early.  
4. Talha and his brother like fish.  
5. He is my friend.  
6. Neither of them sings well.  
7. Ali was working for this company last year.  
| **C.** 1. garage a building or part of a building designed to house cars, trucks, etc.  
2. affection a feeling of warmth and fondness for someone or something  
3. physician a licensed medical doctor  
4. gigantic exceptionally big; huge as a giant  
5. delicious extremely pleasing especially to the sense of taste |
D. Last week I helped my mother clean up the kitchen. We cleaned the shelves and collected all useless things and put them in bags, to recycle them. Then, we cleaned the stoves and the fridge. After working all afternoon, we sat down to have a cup of tea. I felt very good that day, because I had helped my mother.

E. This is an open ended task and the students can select any personality and prepare questions for the interview.

F. 1. No, she does not know how to cook.
   2. The flowers have enhanced the decoration of the stage.
   3. The children want to play on the terrace.
   4. Her sisters have enough money to go on a holiday.
   5. After attending every conference he has to prepare a report.
   6. This evening Peter and Tom are going to the party.
   7. The cows graze in the meadows.
   8. We have paid the bills.

Unit 6

Pages 43 and 44: Writing time

A. 1. Sajjad’s mother was upset with him because she had seen Sajjad throwing the empty packet of chips on the floor, when he was playing in the courtyard.
   2. In order to make Sajjad realize his mistake, his mother scattered pieces of paper in his room. When he entered his room he was surprised and he ran to the kitchen to complain about the mess in his room. His mother immediately made him aware that he had done the same thing by throwing the empty packet of chips on the floor.
   3. Sajjad and his friends saw a heap of garbage from which a horrible smell was coming out. Some of it was in bags but most of the rubbish lay outside rotting away. They decided to clean the garden thinking that it was their responsibility to do so.
   4. Steps taken by Sajjad and his friends to organize the campaign were:
      • They talked to people and discussed the possibility of cleaning the park.
      • Put up posters saying, ‘We want to breathe clean air’.
      • Volunteers came forward to help.
      • The help of sanitation department was taken to clean the garden and its surroundings to get rid of the pollution.
   5. This story teaches us many lessons.
      • Cleanliness is next to Godliness.
      • Everybody should take care of their surroundings.
      • Home is the training ground where parents teach and train their children to become responsible citizens.

B. 2. The campaign created awareness about pollution.
   3. The stench from the gutter was unbearable.
4. The wizard transformed the boy into a dwarf.
5. Fatima apologized to the teacher for coming late.
6. The playground was strewn with plastic bags.

C. 1. This is the oldest tree in the park.
   These are the oldest trees in the park.
2. I have a potato in my bag.
   I have potatoes in my bag.
3. The butterflies fluttered on the flowerbeds.
   The butterfly fluttered on the flowerbed.
4. Aslam gave his sister some food to eat.
   Aslam gave his sisters some food to eat.
5. She will buy three tickets.
   She will buy one ticket.
6. The fish is swimming in the tank.
   The fish are swimming in the tank.
7. There is one church in the city.
   There are many churches in the city.
8. Those oranges are sweet.
   That orange is sweet.
9. There are so many beautiful flowers!
   There is one beautiful flower!
10. That house is very big.
    Those houses are very big.

D. The children can describe the park and also write about its location, the general atmosphere of the park, and share their opinion about the facilities and what more they could do for the park.

E. **Words** | **Synonyms**
--- | ---
1. small | minute
2. distant | far
3. suitable | appropriate
4. dissimilarity | difference
5. important | essential

F. **Words** | **Synonyms**
--- | ---
1. guess | conjecture, estimate, judge,
2. large | huge, gigantic, great, massive
3. happiness | gladness, contentment, satisfaction, pleasure, joy, bliss
4. polite    courteous, respectful,
5. angry    enraged, indignant, cross

Page 46: Writing time

G. 7. The worst pollutions of waters in Pakistan are the industrial, municipal, and agricultural sectors as the wastewater that they produce flows into natural water resources, such as the rivers and the sea. The water thus becomes impure.
8. Contaminated water is harmful because it causes water borne diseases such as hepatitis, cholera, typhoid, dysentery, diarrhea, etc.
9. Waterborne diseases are diseases that are spread or carried by water. Polluted water when used spreads diseases which are hazardous to human life.
10. Some suggestions made by the citizens to decrease water contamination:
   • the water environmental standards are enforced;
   • concerned industries and agencies should be forced to treat their waste water;
   • a commission need to be set up to make sure that the standards are followed.

H. Some uses of water:
• drinking
• bathing
• washing clothes
• cooking
• cleaning
• gardening
• in industries like construction, chemical, dyeing, paper, textile, etc.
• making ice and drinks
• for production of electricity
• irrigation of crops

I. Words    Meanings
1. contaminated    mixed with impurities
2. appreciate    be grateful for
3. polluters    something that causes pollution
4. waterborne    carried or spread by water
5. poisoned    any substance that kills or harms
6. environmental    connected with the natural conditions
7. policies    courses of action
8. enforced    imposed
9. commission    a group of people who are assigned to perform certain duties
Some suggested sentences:
1. The government must take steps to check that the water provided to the citizens is not contaminated.
2. The teachers will appreciate our efforts if we organize a campaign to clean up the area surrounding the school.
3. In order to save ourselves from water-borne diseases, we must have clean drinking water.
4. Mechanization and industrialization hampers the environmental peace and purity.
5. Policies formulated by the government should be implemented properly.

J. 1. This hotel serves very good food.
2. It takes a lot of patience to learn a new language.
3. The girls like to wear jewellery.
4. The soldier got an award for his bravery.
5. The boys are listening to the music.
6. Talha asked his father for some money.
7. Honesty is appreciated by all.
8. The son asked his father for some advice.
9. The woman went to the bank to deposit her cheque.
10. The cars were stuck in the traffic.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
<th>Abstract nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>hotel</td>
<td>food</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>language</td>
<td></td>
<td>patience</td>
</tr>
<tr>
<td>3</td>
<td>girls</td>
<td>jewellery</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>soldier, award</td>
<td></td>
<td>bravery</td>
</tr>
<tr>
<td>5</td>
<td>boys</td>
<td>music</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>father</td>
<td>money</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>honesty</td>
</tr>
<tr>
<td>8</td>
<td>son, father</td>
<td></td>
<td>advice</td>
</tr>
<tr>
<td>9</td>
<td>woman, bank, cheque</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>cars</td>
<td>traffic</td>
<td></td>
</tr>
</tbody>
</table>
Unit 7

Pages 51, 52, 53, and 54: Writing time

A. 1 a. There are over one billion smokers worldwide.
   b. Out of the one billion estimated smokers throughout the world about 800 million are in developing countries.
   c. The common forms of smoking are cigarettes, pipes, cigars, and hookahs.
   d. The addictive chemicals found in tobacco are nicotine, arsenic, and benzene.
   e. The expected number of tobacco-related deaths will rise to 10 million by 2020.

2. Smoking is a dangerous habit as it is hazardous to health. Cigarette smoke has nearly 4000 chemicals which are harmful to the respiratory and other systems in the body. These chemicals are carcinogens and cause cancer. Other than this poisons like ammonia, carbon monoxide, etc. also enters the smoker’s body.

3. A smoker finds it difficult to give up smoking because of the chemical nicotine which is found in tobacco. Nicotine is a very addictive substance. The chemical enters the bloodstream and the body gets used to it. The smoker might suffer from headaches, drowsiness, or other unpleasant side effects if he does not get the usual dose of nicotine.

4. The people who are near the smoker and inhale the smoke are called passive smokers. They are not actually smoking but are equally in danger as the smoker. The passive smokers can also suffer from cancer or heart and lung diseases because of the smoke that they inhale. Many countries have banned smoking in public buildings and transport to decrease passive smoking.

5. Students can answer this question giving their own reasons.

B. 2. The longer your hair, the harder it is to brush.
3. The sooner you finish your work the better it will be.
4. The faster you drive the more dangerous it is.
5. The hotter the weather the higher the temperature.

C. 1. Tobacco produces smoke when it burns. (active)
   Smoke is produced by tobacco, when it burns. (passive)

2. Many diseases are caused by smoking. (passive)
   Smoking causes many diseases. (active)

3. Many countries have banned smoking in public places. (active)
   Smoking has been banned, by many countries, in public places. (passive)

4. The town was completely destroyed by the floods. (passive)
   The flood completely destroyed the town. (active)

5. The floods caused a lot of damage to the crops. (active)
   A lot of damage was caused to the crops, by the floods. (passive)

6. All the flowers were picked by the children. (passive)
   The children picked all the flowers. (active)
Answer key

7. The maid threw the garbage in the dustbin. (active)
   The garbage was thrown in the dustbin, by the maid. (passive)
8. The interesting story was liked by the children. (passive)
   The children liked the interesting story. (active)
9. Goods from shops were stolen by the thieves. (passive)
   The thieves stole goods from shops. (active)
10. The police caught the robbers. (active)
    The robbers were caught by the police (passive)

D. 1. The boy was late to school.
   2. Please do not bring my book.
   3. He is an author?
   4. Is this an interesting book?
   5. What a cold day it is!

E. 1. Razia is an intelligent girl. (simple)
   2. Taha likes mangoes but he doesn’t like apples. (compound)
   3. Sara wrote the story and Maha drew the pictures. (compound)
   4. We went to Islamabad in January. (simple)
   5. The bus was late. (simple)
   6. She prays regularly (simple)
   7. It is a difficult exercise but I will do it. (compound)
   8. She must hurry or she will be late. (compound)
   9. Mother wrote the letter. (simple)
   10. Reza was happy as he had passed the test. (compound)

F. 1. The Pakistani cricketer scored a century! Yahoo!
   2. My friend Sara sent me a letter.
   3. This shop sells chairs, tables, board, and ladders.
   4. I have read the book *Gulliver’s Travels*.
   5. Who broke the vase?
   6. The gardener sowed some tomato, chilli, and water melon seeds.
   7. ‘Will you come with me?’ asked Talha.
   8. Charles Dickens is the author of the book *A Tale of Two Cities*.
   9. Rehana has three hobbies: singing, painting, and reading.
   10. My mother exclaimed, ‘You have worked very well!’

Pages 55 and 56: Writing time

G. 1. In the first stanza, the poet tells the readers that they should understand and
   follow the lesson that one has to try repeatedly to achieve something. Initially one
   may not succeed but one should keep on trying. This action will give courage and
they will be able to overcome all difficulties. So one should never be afraid but keep on trying.

2. The poet says that life is not easy, even if we keep on trying we may not succeed. However, one should never lose hope and keep on striving. Definitely, sooner or later time will bring the rewards, so keep on trying.

3. The rule that one must follow is perseverance and fearlessness in whatever they do. One must keep on trying to achieve something in life.

4. The strong message conveyed by the poem is to keep on trying and never to give up. The poet says that if you will persevere you will conquer. The following lines convey this message repeatedly throughout the poem.

   Once or twice though you should fail,
       Try, try again;
   If we strive ‘tis no disgrace,
       If you find your task is hard,
       Try try again;
   Why, with patience, should not you?
       Try try again.

The above examples show that continuous effort is important. Even if in the beginning rewards do not materialize, one should not give up but keep on trying.

H. Rhyming words
   heed   succeed
   appear   persevere, fear
   fail   prevail
   disgrace,   case
   do   you,  view

I.  1. A stitch in time saves nine.
   2. A friend in need is a friend indeed.
   3. All good things must come to an end.
   4. All work and no play makes Jack a dull boy.
   5. It’s no use crying over spilt milk.
   6. Money makes the world go round.

Unit 8

Pages 59 and 60: Writing time

A. Words  Meanings
   arable    cultivable; land that can be farmed
   sustain    support
   environment    surroundings; air, water, land, and vegetation
spectacular       amazing; filling with wonder
sparsely         in very few numbers

B.  1. Census is an official count of the population of a country. Information about the
    population is collected and compiled in a census every ten years. It tells us about
    the total number of people in a country with an analysis showing gender, age,
    occupation, literacy level, etc.

2. In order to lead a reasonably good life people need shelter, food and water,
   occupation, and income to support themselves and their families. These are the
   basic necessities of life. In addition people need education, healthcare facilities,
   employment opportunities, power and energy sources, industries, transport
   facilities, and security from threats and dangers to life and property.

3. Dense means lots of people, or plants, or things very close together or crowded
   together. Sparse means thinly scattered over a large area.

4. If we study history we notice that river plains were fertile and had farming
   opportunities and the coastal areas were on the trade routes. Because of these
   reasons people settled faster on coastal areas than on inland places.

5. The results of overpopulation on the environment and resources in Pakistan are
   not very satisfactory. Overpopulation has caused environmental pollution which
   has in turn created health hazards. The resources, both natural and manmade are
   not sufficient for the day to day increasing number of people. The demands are
   greater than the resources produced; especially, water, gas, electricity, and other
   basic necessities. (Let the students share their own opinion for this question.)

C.  1. Zaid went to the shop to buy books after his promotion to class eight.

2. I was sitting on the wall watching the cricket match being played on the ground.

3. Hina read the book on politics, with great interest.

4. Time was short but I managed to meet my aunt in Lahore.

5. We had to write an essay on environment and pollution.

D.  1. small

2. easy

3. broad/wide - small

4. unkind

5. wild

E.  1. This book is mine.

2. The computer is his.

3. The red car is hers.

4. The house is ours.

5. The school is theirs.

6. The pen is yours.
Answer key

F. 1. The girl looked at herself in the mirror.
   2. You have to do the homework yourself.
   3. We will move the chairs ourselves.
   4. They will do the work themselves.
   5. She baked the cake herself.
   6. He decided to fix the machine himself.

Page 63: Writing time

G. 1. Silly Salma had saved some money and she went to buy a rabbit for herself to keep as a pet. The shopkeeper convinced her to buy two rabbits instead of one. The reason he gave was that she could show that she really cared for her pet by getting a companion for it.

2. Silly Salma bought a pair of rabbits. The pets were kept in a wooden hutch and she gave them carrots to eat which made them happy and they soon become so fat that the wooden frame stretched. One day Salma was shocked to see ten rabbits instead of two. It was unbelievable but true. It became difficult for her as she could not find enough carrots to feed them. She was helpless and in no time the rabbits multiplied and there were thirty. They broke the hutch and played naughty pranks, pulling her hair, jumping, screaming, and trampling her things. And soon she was short of space and food for them. She could neither provide enough food nor could they all fit in the hutch. She felt scared and at the same time she felt sorry for the rabbits that they were becoming sickly and losing health. The rabbits chewed whatever they could find and Salma screamed loudly telling them to run off. Suddenly she awoke from her sleep. She was relived to realize that it was just a dream. Her mother asked her what had happened and she answered that she did not want pets. The dream had horrified her.

3. The first part of the question can be answered individually by the students. Some suggestions are given for the poem, however, encourage the students to write their own poems.

**Cats**

I like cats
They chase away the rats.
Fond of milk, fish and meat
Is all they love to drink and eat.

My pet cat roams about in my garden
Mewing, purring, and hissing like a guardian.

**My parrot**

A red beaked green parrot
Eating seeds and bits of carrot.
As it watches someone walking
It starts babbling and talking.
   It teases and pleases
   A constant distraction
But for me an attraction.
   As it is my dear pet
   Nobody like it, I bet.

H. 1. bed  fed  led  red
2. bunny money funny sunny
3. pet  bet  set
4. find  mind  bind  hind.

I. **Countable nouns:** bunny, girl, pair, hutch, carrots, frame, eyes, dolls, bed
**Uncountable nouns:** money, care, space, hair

**Pronunciation check**

**Consonant clusters in the initial position:** bright, cloth, flat, fresh, plane, spray, strange

**Consonant clusters in the final position:** adopt, almond, bump, cold, facts, help, tests, wasp

**Consonant clusters in both initial and final positions:** clasp, spring, squint, stamp, strong.

**These words do not have consonant clusters:** bath, both, chase, fifth, lunch, month, months, thrive, touch, wash

**Unit 9**

**Page 66: Writing time**

A. 1. The Olympic Games began in Olympia in ancient Greece in the year 776 BCE.
2. Baron Pierre de Coubertin, a French educator, revived the games because he wanted to restore the ancient tradition which had come to a standstill.
3. The symbols associated with the Olympic Games are:
   • The five rings which are displayed on the flag. The rings represent the major regions of the world—Africa, North America, South America, Asia, Europe, and Oceania. The colours of the rings are blue, yellow, black, green, and red as the national flags of every country have at least one colour on them. The interlinked rings signify peace, sportsmen spirit, and friendly competition.
   • The Olympic flame is another symbol associated with the games. It is lit in Olympia, the original home of the Olympics. A torch bearing the flame is carried to the different countries participating in the Olympics. It is then brought to the stadium and during the inauguration ceremony the flame is lit as an announcement to start the Olympic Games.
4. Differences between ancient and modern Olympics:
   - Only men competed in the ancient Olympic events and were awarded prizes but nowadays both men and women compete in the Olympic events.
   - The ancient Olympic Games were played in Olympia, Greece. However, instead of being held in only one country, now the Olympics are hosted by different nations.

Similarities between the ancient and modern Olympics:
   - Games are held every four years.
   - The Olympic flame which is lit in Ancient Olympia and the torch bearing the flame is carried to different countries participating in the Olympics.

5. The last Olympics were held in London (England) in 2012. Rio de Janeiro (Brazil) will host the next Olympic Games in 2016.
(After the Olympic Games 2016 the answer to this question will be: The last Olympics were held in Rio de Janeiro (Brazil) in 2016. _____________ will host the next Olympic Games in 2020.)

6. The statement means that countries participating from different parts of the world compete with each other in friendly competitions. When more than 200 countries meet in one place, people belonging to different nationalities meet each other, welcome each other, learn from each other in a friendly atmosphere and understand each other’s culture and tradition. This creates a congenial atmosphere and promotes feelings of good will and generosity, thus spreading peace and harmony.

B. Remind the students to first prepare a rough draft of their imaginary account, proofread it, and then write it neatly.

C. Timeline showing the achievements of Pakistan in the Olympic Games.

1956 Melbourne, Silver medal in Field Hockey

1960 Rome, Gold medal in Field Hockey and Bronze Medal in Wrestling

1964 Tokyo, Silver Medal in Field Hockey

1968 Mexico, Gold Medal in Field Hockey

1972 Munich, Silver Medal in Field Hockey
1976 Montreal, Bronze Medal in Field Hockey

1984 Los Angeles, Gold Medal in Field Hockey

1988 Seoul, Bronze Medal in Boxing

1992 Barcelona, Bronze Medal in Field Hockey

Pages 68 and 69: Writing time

D. 1. Students can write whether they found this piece of writing interesting or not and give reasons for their answer.
   2. As soon as the writer starts running her heart starts beating faster, her face turns red, and she starts sweating.
   3. The writer is most likely to meet the school cross country team when she is running.
   4. The writer has compared running to the publishing of a book. She thinks that writing is like a very long run. Writing is like running as one feels that it is impossible to complete the task as it is very lengthy. But tired and exhausted when one does reach the finishing line, one feels that the whole process was fun.
   5. The title of the book which was written by the author is *The Fiction Class*.

E. Words | Meanings
---------|--------------------------------------------------
excursion | a short pleasure trip made by a number of people
keel (over) | to fall over unexpectedly
swoop | make a sudden attack
stagger | walk or move unsteadily
tangible | that you can touch and feel,
represent | to act or speak officially for somebody

Some suggested sentences:
1. Our geography teacher took us on an *excursion* which was really enjoyable.
2. Walk carefully or you will *keel* over on the broken road.
3. The crow *swooped* down and carried away my sandwich that I was eating during the break time.
4. The patient who had met with an accident *staggered* to the side of the road.
5. If you work hard, *tangible* gains will be your reward.
6. One student from each class will *represent* their team.

F. The students can write their own blog on any topic of their choice.

G. **Words** **Antonyms**
   1. silent  noisy
   2. finish  begin, start
   3. strong  weak
   4. young  old
   5. small  big, huge, large
   6. short  tall
   7. like  dislike
   8. fiction  non-fiction
   9. natural  unnatural, artificial
   10. first  last

H. **Words** **Synonyms**
   1. quiet  faint, inaudible, calm, silent, inactive
   2. accomplishment  achievement
   3. athlete  sportsman, sportswoman, player
   4. preferred  selected, chosen
   5. old  aged, elderly, ancient
   6. happy  glad, merry, joyous
   7. strong  robust, powerful, tough,
   8. next  following, succeeding, one after this
   9. treat  entertainment, celebration, party, feast
   10. exhausted  tried, fatigued

I. **Adverb** **Classification**
   1. slowly  manner
   2. then  time
   3. everywhere  place
   4. after lunch  time
   5. enough  degree
   6. here  place
   7. soon  time
   8. once in a year  frequency
   9. at the party  place
J. 1. She wanted to go for a walk in the morning.
2. There is hardly any rice in your plate.
3. Often they go out for dinner.
4. Their house is in the village.
5. He donated generously.
6. The cat went out of the gate.
7. They worked with dedication.
8. They will complete the work soon.
9. I pay the fees once a month.
10. It rained very heavily.

Page 70: Writing time

K. 1. The poet is displeased with Joe and Bill because they are not good cricket players. Joe bowls in anger and cleans the ball with a handkerchief without permission. Bill does not know how to bat and has bruised the skin around the poets’ eye. He has also knocked down the wicket and broken the stumps.
2. The narrator’s displeasure is quite justified as the two boys do not follow the rules of the game and at the same time their behaviour is not appropriate.
3. Students can write what they would do as this is an open ended question.
4. Bill may be running without shoes to run faster or to take care that his pumps do not wear out. The poet was right to criticize as the field could be hot or tiny stones or pebbles could hurt his sole while playing. It is also against the rules to play bareeet.
5. Students can write what they feel as this is an open ended question.

L. These two lines mean that Bill doesn’t know how to handle a bat properly.
M. The poet seems quite emotional as he wants Joe to throw the ball. He has made up his mind to leave them, as he had never seen anyone bowling like Joe, who is in a bad temper. It is very irritating to see the ball being wiped with a handkerchief. Bill who is batting has hit the poet with the bat and given him a black eye. He is a novice, and doesn’t know the rules and regulations of cricket. As a result he has broken the stumps, knocked down the wicket, and runs without shoes.

Unit 10
Pages 74, 75, and 76: Writing time
A. 1. Ibn Batuata on completion of his studies decided to go for Hajj to Makkah. He left in June 1325 and it took him a year to reach his destination. But in spite of all difficulties he was fascinated with all that he saw. The people of Makkah were dressed elegantly in white, which made them look fresh and snowy. He was inspired by them. He then visited Cairo and Alexandria and met different people and observed their dress, customs, buildings, and heard different languages. He learned the manners and courtesies of travelling. All this made him decide to become a traveler and explore the world.

2. When Ibn Batuta reached the town of Tunis, people came forward to meet and greet their acquaintances but none greeted Ibn Batuta as he was a stranger there. This scene disheartened him and he wept bitterly. But one of the pilgrims soon noticed this and he came up to him and greeted him. The pilgrim comforted him and talked to him in a friendly manner until Ibn Batuta entered the city.

3. Ibn Batuta visited many places: Makkah, Tunis, Cairo, Alexandria, Iraq, Iran, Yemen, East Africa, Mogadishu in Ethiopia, Egypt, Turkey, Central Asia, Constantinople, Samarkand, Bukhara, Afghanistan, India, China, Maldives, Sri Lanka, Bangladesh, Indonesia, Baghdad, Damascus, Spain, Rabat, Marrakech, Sahara Desert, and Mali.

4. Ibn Batuta spent one year studying and resting in the holy city of Makkah and he had performed Hajj three times. This added to his stay in the city of Makkah makes it the longest stay at any place.

5. Ibn Batuta faced a lot of hardships on his travels. At times it took him many years to reach his destination. Many times he was attacked by robbers and pirates and he was shipwrecked because of storms. On one of his journeys the pirates took everything which could be used in emergency. The king of Ceylon had gifted him with pearls and rubies which were also taken away along with his clothes and supplies and he was left only with his trousers. While crossing the great Sahara desert, he said that the journey was long and tiresome and was quite strenuous. The water was brackish (salty) and this place had the most flies.

6. Students can write what they feel as this is an open ended question.

B. A short introduction to a book on the travels of Ibn Batuta.

With the advent of science in the seventeenth century and its gradual progress and
success it has made the world into a global village today. Think of the times when Ibn Batuta traversed the oceans, walked through the deserts, and rode animals to discover the new lands. You will find nothing, but wonder and amazement while reading the travelogue of Ibn Batuta. A feeling of awe and respect arises from within to read about a person who was a true Muslim to the core of his heart, who traveled widely, and performed Hajj four times, in spite of hurdles and hardships. Hats off to such a person who we are proud of. Enjoy reading his travelogue and instill in yourself the dedication and determination of this great man.

C. Students can write about their imaginary journey and what they feel as this is an open ended question.

D. Words Meanings
1. shipwreck destruction of ship by storm or collision
2. destination place to which person or thing is going
3. fascination capturing interest of
4. awe-inspiring producing fear or wonder
5. brackish slightly salty water
6. arduous laborious

E. 1. Ibn-Batuta said that the people of Makkah were very elegant and clean in their dress, and most of them wore white garments, which one always sees fresh and snowy.
2. About the pirates Ibn Batuta said that they took everything he had preserved for emergencies. They took the pearls and rubies that the king of Ceylon had given him, they took his clothes and the supplies given to him by pious people and they left him no covering except his trousers.
3. Ibn Batuta believed that China was the safest and best country for a traveller.
4. He said that the Chinese were the most skilful in crafts and had attained great perfection.

F. 1. I seldom play cricket.
2. I sometimes clean my room.
3. I always sleep early.
4. I always thank people.
5. I often help my mother.

G. 1. We met a girl who knew my sister.
2. I saw Omer who is my neighbour.
3. He is Mr. Khan, whose son goes to my school.
4. This is the picture of my house which is in Quetta.
5. This is Hina who is going to study in England.
6. I have found the book which I had lost.
H. I am Hamza and I live in Lahore. During summer I like to travel to Murree, because of the pleasant weather there. Last summer I took a plane from Lahore to Islamabad. From the airport we went by bus to Murree. We stopped at a hotel to have lunch. Then we resumed our journey. After a few hours we reached Murree. We were very happy with our driver as we had reached Murree comfortably and without any delays. We all enjoyed our trip and had a lot of fun.

I. 1. at the age of
2. under age
3. for granted
4. under age
5. by all means
6. for hire
7. in time
8. on credit
9. on purpose
10. out of breath

J. 1. I have been working for three years.
2. I have been waiting since four o’clock.
3. My grandfather will stay with us for a month.
4. I have been in this house since 2005.
5. I am going to Lahore for a week.

K. 1. My mother gave me a purse as a gift.
2. Why don’t you join in the game?
3. Sara poured the tea from the kettle.
4. The students arrived on time.
5. I will meet you at five o’clock.
6. Today, the wind is blowing from the West.
7. Will you come to me now?
8. You will get a free gift if you purchase this item within a month.

Page 77: Writing time

L. 1. The poet has depicted the morning, mid-day, and the evening time in his poem, Travellers joys.
2. The strong winds hover around the skylark as if to cheer it up but at noon the skylark is exhausted and drags itself to continue the flight.
3. Unclosed sun is the Sun which is not hidden by the clouds and it shines brightly. The traveller is tired of flying in the scorching Sun.
4. The sound of the water is a pleasant melody to the traveler because the flight is tiresome and this pleasant sound predicts relief to the bird who has been flying since early in the morning.

5. The skylark after having traversed the sky has come back to its nest. The sheep in the distant pastures are tied up with bells around their neck and the sound of these bells produce a musical note which is very pleasing to the ears of the skylark.

6. The poet has given a vivid description of the travels of the skylark. In the morning the traveller soars up high singing a song. It seems like a twinkling star at dawn when the Sun has not yet risen. The rough winds cheerfully greet the traveller but soon the traveller is tired and the skylark drags itself in the afternoon. The scorching Sun has tired the skylark, but the sound of the flowing water give a musical effect to the skylark. In the quietness of the evening when the skylark is returning home to its nest the sound of sheep’s bell, is like music to the travellers ears.

M. Adjectives used in the poem: sweet, morning, dewy, noontide, unclosed, flowing, pleasant, evening, calm, distant.

N. Adjectives Nouns
1. sleepless night
2. lonely traveller
3. bright morning
4. purified water
5. singing skylark
6. pop music
7. setting Sun
8. cool evening
9. chiming bells

Some suggested sentences:
1. Mary had a sleepless night as her results were expected the next day.
2. The lonely traveler lost his way in the desert.
3. One bright morning I went out into the garden to play.
4. Purified water is good for health.
5. I have a singing skylark in a cage in my garden.
6. Pop music is a popular trend in today’s modern world.
7. It is worth going to the sea side to see the setting Sun.
8. We like to go for a walk and enjoy the cool evenings of Karachi.
9. The chiming bells announced the coming of the Christmas season.
Review Test 2

A. 1. Do you know who's the man at the door?
   2. The last scene of the movie was very sad.
   3. This coat is too expensive.
   4. A square has four angles.
   5. There are too many patients in hospital.

B. 1. Technology changes so rapidly that we can hardly keep up.
   2. People who live honestly will always succeed in whatever they do.
   3. Life is very difficult for some.
   4. There are both men and women at the conference.
   5. The students in my class have very good habits.
   6. All the children were playing happily.
   7. A notebook and a pen are lying on the table.
   8. My son, along with two friends, is coming for the weekend.
   9. Sitting on the sofa were two of my friends.
  10. Everybody hates to take tests.

C.  

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>biased</td>
<td>unfair</td>
<td>unbiased, fair</td>
</tr>
<tr>
<td>pretty</td>
<td>beautiful</td>
<td>ugly</td>
</tr>
<tr>
<td>wealthy</td>
<td>rich</td>
<td>poor</td>
</tr>
<tr>
<td>expensive</td>
<td>dear</td>
<td>cheap, inexpensive</td>
</tr>
<tr>
<td>strong</td>
<td>powerful</td>
<td>weak</td>
</tr>
</tbody>
</table>

D. Words       Meanings
1. diversity   a range of people or things that are very different from each other.
2. resemble    to have a similar nature or have a likeness to something
3. contagious  capable of being spread from person to person by contact
4. conceal     to hide or keep hidden from sight
5. assemble    to come together as a group

Some suggested sentences:
1. There is lot diversity in the customs and culture of this country.
2. The twins resembled each other in appearance.
3. Children need to be vaccinated against contagious diseases.
4. I concealed my beautiful bag under a pile of clothes in the cupboard.
5. The students were told to assemble in the hall to hear the announcement.
E. 1. Wow! Look at the fireworks.
   2. Can you come to my birthday party?
   3. I want to have some soup for lunch.
   4. Ouch!
   5. It rained all day long.
   6. Isn’t this a beautiful night?

F. 1. passive
   2. active
   3. passive
   4. active
   5. active
   6. passive
   7. active
   8. passive

   1. Salma wrote the letter.
   2. The car was cleaned by Mr. Jamil.
   3. The Pakistani team has won the game.
   4. The lion was killed by the hunter.
   5. The problem was solved by Talha.
   6. The artist created the design.
   7. The crowd was entertained by the jokers.
   8. The student answered the question.

Unit 11

Pages 81, 82, and 83: Writing time

A. 1. The writer went to Heidelberg to start his studies at the South Asia Institute and at the Department of Philosophy of the University of Heidelberg.
   2. One evening the writer felt a strong urge to go for a walk along the River Neckar. There he followed a street known as B 37, which he already knew as Vangerowstrafe. When he reached the city’s centre the name of this street was different: Iqbal-Ufer. While walking around he then discovered a memorial stone which had the name, Iqbal on it. This was the first time he across Allama Iqbal's name.
   3. The writer saw Iqbal’s name the second time while selecting the courses. It came to his knowledge that there was an Iqbal Chair at the South Asia Institute, held by a visiting guest professor from Pakistan.
   4. Stemmer found out that Iqbal was the poet-philosopher of Pakistan who in a way founded Pakistan. He discovered Allama Iqbal's most famous poem depicting an idyllic scenery alongside river Neckar. He had expressed a vision of quietness in the poem.
B. 1. The street *Vangerowstrase* became known as *Iqbal Ufer* close to the city centre.
   2. There was an *Iqbal Chair* at the South Asia Institute.
   3. *An Evening by the River Neckar* has been translated into *German language* by *Ein Annemarie Schimmel*.

C. The students can write their own poem and then read it aloud in class.

D. **Words** | **Meanings**
--- | ---
1. memorial | anything established in memory of any person or event
2. absorbed | intensely engaged or interested
3. convinced | firmly persuaded
4. ponder | think over, muse
5. idyllic | picturesque, eye-catching
6. contemplation | the act of thinking deeply about something

Some suggested sentences:
1. Minar-e-Pakistan serves as a memorial reminding us about the Pakistan resolution of 1940.
2. He was so deeply absorbed in his work that he did not notice the arrival of his friends.
3. I was convinced by my parents to choose science as my career.
4. I had to ponder deeply over the suggestions given by my friend.
5. The artist has painted an idyllic picture of the village.
6. Yoga practice has more to do with contemplation then physical exercise.

E. 1. Naheed was standing by the river and looking at the boats.
2. We were taking a bus to Saddar to go to Iqbal Park.
3. The name of the street I was walking on was Iqbal Ufer.
4. I was studying Sufi poetry and reading translations of Urdu literature.
5. People were benefitting from Iqbal’s literary works.

F. 1. I shall think of going to Lahore for the holidays.
2. Kamal will read an interesting book on German poets.
3. Hina shall write an essay on Allama Iqbal.
4. We shall attend a lecture on the travels of Ibn-Batuta.
5. Hasan will travel to Hong Kong this week.

G. 1. *Our journey to Lahore* was interesting
2. *We saw some ducks swimming in the waters* as we walked by the lake.
3. ‘*Have you done your homework?’* he asked me.
4. *As it is too late now* we will study to-morrow.
5. *Being very thirsty* she drank up all the water.
Answer key

H.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Gender</th>
<th>Opposite gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. school</td>
<td>neuter</td>
<td></td>
</tr>
<tr>
<td>2. child</td>
<td>common</td>
<td></td>
</tr>
<tr>
<td>3. actress</td>
<td>feminine</td>
<td>actor</td>
</tr>
<tr>
<td>4. wife</td>
<td>feminine</td>
<td>husband</td>
</tr>
<tr>
<td>5. employer</td>
<td>common</td>
<td></td>
</tr>
<tr>
<td>6. host</td>
<td>masculine</td>
<td>hostess</td>
</tr>
<tr>
<td>7. prince</td>
<td>masculine</td>
<td>princess</td>
</tr>
<tr>
<td>8. mayoress</td>
<td>feminine</td>
<td>mayor</td>
</tr>
<tr>
<td>9. waiter</td>
<td>masculine</td>
<td>waitress</td>
</tr>
<tr>
<td>10. tree</td>
<td>neuter</td>
<td></td>
</tr>
<tr>
<td>11. wizard</td>
<td>masculine</td>
<td>witch</td>
</tr>
<tr>
<td>12. sportswoman</td>
<td>feminine</td>
<td>sportsman</td>
</tr>
<tr>
<td>13. student</td>
<td>common</td>
<td></td>
</tr>
<tr>
<td>14. heiress</td>
<td>feminine</td>
<td>heir</td>
</tr>
<tr>
<td>15. goose</td>
<td>feminine</td>
<td>gander</td>
</tr>
<tr>
<td>16. mistress</td>
<td>feminine</td>
<td>master</td>
</tr>
<tr>
<td>17. emperor</td>
<td>masculine</td>
<td>empress</td>
</tr>
<tr>
<td>18. landlady</td>
<td>feminine</td>
<td>landlord</td>
</tr>
<tr>
<td>19. computer</td>
<td>neuter</td>
<td></td>
</tr>
<tr>
<td>20. hero</td>
<td>masculine</td>
<td>heroine</td>
</tr>
</tbody>
</table>

I. 1. Ahsan’s bag is very big.
   2. The girl’s dress is blue.
   3. Maha’s ring is lost.
   4. The dress’s button is not stitched properly, it may come off.
   5. Haris’s sister is a software engineer.

J. 10. Marvi and Sakina managed to complete their matriculation but then they were unable to continue further as they were denied permission because girls were not allowed to go to college.
   They resolved their problem by joining Allama Iqbal Open University.

11. Distance learning system provides the facility to students of not attending regular classes at school, college, or university in order to receive their degree or certificate. They can study from the course books at home and other material delivered by the university through post. Tutorials are sent and received via post and mail. Instructions and lessons are given through satellite transmission, radio broadcast, and television programmes. Final exams are held at designated centers.
12. In our culture and society women are restricted from participating in or attending outdoor activities. However, men are allowed to do everything. The low literacy rate has not broadened the minds of people specially those living in rural areas. This is the reason why, female knowledge seekers are enrolled in a larger number at the Allama Iqbal Open University. They can study from their homes.

13. Advantages of distance learning programmes:
   • Constant access to updated information.
   • In-house educational activity saves time and money.
   • It is also less tiring.

14. Disadvantages of distance learning programmes:
   • A student has to study alone and is also deprived of teacher-student relationship.
   • Students may not be able to use electronic media when there is load shedding.
   • Designated exam centers may not be within reach of the student.

K. 1. false
   2. false
   3. true
   4. false
   5. false

L. 1. The knife was so **sharp** that it cut right through the mango.
   2. The **frightened** kittens were hiding under the bed.
   3. A glass of **cold** lassi is very refreshing on a hot summer day!
   4. Apa and I rushed to help the **injured** boy, who was lying on the road after being hit by a car.
   5. I had such a **scary** dream last night that I woke up screaming.

M. **Nouns**       **Adjectives**
1. adventure       adventurous
2. child           childish
3. danger          dangerous
4. wool            woollen
5. joy             joyous, joyful
6. nature          natural
7. noise           noisy
8. strength        strong
9. water           watery
10. wood           wooden.
### Answer key

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. harm</td>
<td>harmful</td>
</tr>
<tr>
<td>2. help</td>
<td>helpful</td>
</tr>
<tr>
<td>3. choose</td>
<td>choosy</td>
</tr>
<tr>
<td>4. cry</td>
<td>crying</td>
</tr>
<tr>
<td>5. roll</td>
<td>rolling</td>
</tr>
<tr>
<td>6. break</td>
<td>breaking, breakable, broken</td>
</tr>
<tr>
<td>7. freeze</td>
<td>frozen, freezing</td>
</tr>
<tr>
<td>8. smile</td>
<td>smiling</td>
</tr>
<tr>
<td>9. damage</td>
<td>damaging, damaged</td>
</tr>
<tr>
<td>10. fade</td>
<td>fading, faded</td>
</tr>
</tbody>
</table>

#### N. Underline the adjective phrases in each sentence.

1. The queen wore a **dress made of silk**.
2. The soldiers saluted the **flag of Pakistan**.
3. My grandfather is a **man of a kindly nature**.
4. Sara lost her **dark brown bag**.
5. His shoes were **covered with mud**.

#### O. Rewrite the sentences using single adjectives.

1. The queen wore a **silk dress**.
2. The soldiers saluted the **Pakistan Flag**.
3. My grandfather is a **kind man**.
4. Sara lost her **brown bag**.
5. His shoes were **muddy**.

### Unit 12

#### Pages 89, 90, 91, and 92: Writing time

#### A. 1. Abbas Ibn Firnas was a scientist who invented a hang glider with artificial wings.

2. This is an open ended question. Students can give their own opinion giving reasons for their answer.

3. Inventions and achievements of Ibn Firnas:
   - He invented the glider with artificial wings.
   - He designed a water clock called Al-Maqata.
   - He developed a method of making colourless glass from sand and this was used for cutting rock crystal.
   - As he was interested in astronomy he designed a chain of rings to show the movement of planets and stars.
   - He invented various glass plenishppheres which are instruments that helps in learning how to recognize stars and constellations.
• He made an artificial weather room in his house. While sitting in it people were amazed to see stars and clouds and could hear thunder and lightning. The machinery used was kept in an underground room.

4. Two brothers Wilbur and Oliver Wright are the pioneers of modern aviation. They belonged to the United States of America.

5. This is an open ended question. Students can write about their own dream and how they plan to achieve it. A suggested beginning is given for help.

One can dream to be a musician, a physiotherapist, a dentist, a fashion designer, a caterer, a manger, a banker, a business person, a shopkeeper, an engineer, or an artist. I dream to be a ___________ as I am interested in ____________. I will have to work very hard in order to turn my dream into a reality. ____________.

B. 1. history 4. experiment
2. knowledge 5. ordinary
3. musician 6. machinery

C. This is an open ended question. Students can write an imaginary conversation. However, remind the students to proofread their work before submitting it.

D. Ask the students to first prepare a rough draft and then write the essay neatly in their exercise books.

E. 1. Maha sings like a bird.        simile
2. We like to go to Lahore.        none
3. My friend is a stubborn mule.   metaphor
4. He slipped and fell as he ran after Zain. none
5. Hasan was as fast as a deer on the track. simile
6. The thief was a slippery eel.    metaphor
7. The ball went up in the air like a rocket. simile
8. The boy was a monkey when he climbed trees. metaphor
9. The queen was moving as slowly as a turtle. simile
10. Our lawn is a green carpet.    metaphor

F. Some suggestions are given but there can be other acceptable answers also.

1. As heavy as lead/ elephant.
2. The child is naughty like a monkey.
3. She is as fast as a deer/ hare/bullet.
4. As hard as iron/nail.
5. The snow was like a white sheet.
6. He is as clever as a fox/wolf.
7. He is as slow as a snail/tortoise.
8. His anger is like the thundering sky.
Answer key

G. Helping verbs used in the text: was, had, should, would, were, could, would, shall

H. Some suggested sentences:
   1. I am prepared to do my work.
   2. We can contribute money and food items for the flood victims.
   3. I had met him last week.
   4. We might go to Lahore during the summer holidays.
   5. She was in a hurry to go home.
   6. When are you going to meet them?
   7. The little boy could jump over the fence.
   8. She has two sons and one daughter.
   9. We must complete our work on time.
  10. Those people were the first to arrive.
  11. Who is going to be the next king?
  12. What did the teacher say about your absence?
  13. I have two pet kittens.
  14. We ought to be careful while crossing the road.
  15. John will lead the hockey team.
  16. She had been to London to see the queen.
  17. Please do your work on time if you don’t want to be punished.
  18. Mary is Jane’s best friend.
  19. We should be honest in our dealings.
  20. I would love to go to Murree during the summer holidays.
  21. Being too tired I could not go to the party.
  22. What does she do in the evening?
  23. May God shower his blessings on all.
  24. I used to visit her frequently but now I go and visit her only once in a month.

I. Irregular verbs used in the text: leave (left), fall (fell), fly (flew), forgot (forget), knew (know), say (said), send (sent)

J. 1. I have to save money to buy a new dress.
   2. I love to play with my friends.
   3. It is my dream to visit my uncle living in London.
   4. My mother told me to give my sister some pencils.
   5. I told my brother I want to learn a new language.

K. 1. We use a computer to send emails.
   2. We looked at the map to find the way.
   3. I turned on the radio to listen to the news.
   4. They went to the hospital to meet Hina.
5. Tahir used the camera to take a photograph.
6. We went to the museum to learn about the Indus Valley Civilizations.

Pages 93 and 94: Writing time

L. 1. Students can write in their own words and describe what they imagine and see.
2. The poet has expressed the joy of flying very well in this poem. He has used words to show the different kinds of motions and movements such as taking a curve, spinning, rolling, going up and coming down, etc. as if they sky is the poets domain. The poet visualizes with extreme happiness the power and speed of the plane flying against the rough winds.
3. The poet thinks that man is free because man is no longer bound to the Earth. Man can now fly and explore the sky also. He is free from the bonds of earthly chains that is, the hardships of life.
4. The gift referred to is the sky which is the open space and the atmosphere where one can roam about freely without being answerable to anyone. There is no doubt at all but only God the Almighty has blessed us with His bounties.
5. The Sun is referred to as a friend as it symbolizes happiness. The Earth is a slave as human beings on Earth have to toil, work hard, and face difficulties and yet they achieve nothing in this world. The heaven is an everlasting home. The Earth is a temporary abode and one day we have to leave for the eternal world hopefully to be in heaven.
6. The poet has used a number of words to describe flying: loop, spin, roll, climb, dive, etc.
7. Metaphors used in the poem:
   • The Sun a friend
   • The Earth a slave
   • Heavens home

M.  
<table>
<thead>
<tr>
<th>Words</th>
<th>Synonyms</th>
</tr>
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<tbody>
<tr>
<td>recede</td>
<td>retreat, withdraw.</td>
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<tr>
<td>puny</td>
<td>small, weak</td>
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<tr>
<td>ceaseless</td>
<td>constant, unending</td>
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<tr>
<td>shroud</td>
<td>cover</td>
</tr>
<tr>
<td>glorious</td>
<td>impressive</td>
</tr>
</tbody>
</table>

Unit 13

Pages 97, 98, 99, and 100: Writing time

A. 1. The Salt Range is a low mountainous system that lies in northern Punjab between the Indus and Jhelum rivers. It is famous for its large salt deposits and is one of the richest salt fields in the world. Salt has been excavated since the ancient times and is being excavated to date.
2. Kallar Kahar is a popular tourist resort for both locals and foreigners. It is famous for its scenic beauty and beautiful lake. One can easily visit this place through the motorway between Lahore and Islamabad.
3. The water of Kallar Kahar is saline because the lake is the remains of the sea that once spread over this region, millions of years ago.
4. The best time to visit the salt range is in the spring season as flowers are in full bloom especially the mustard flowers. The yellow mustard flowers with shades of green and the blue and white sky looking like a canopy or tent present a very beautiful sight.
5. Al Beruni who was renowned Muslim scholar, mathematician, and historian came to Ketas with the purpose of learning Sanskrit, the ancient language of India, at the University of Linguistic which was established here. During his stay he performed many scientific experiments and wrote his famous book *Al Hind* about religion, science, and Hindu traditions. This book is acknowledged universally by scholars and historians.

B. In this sentence the phrase ‘blue and white canopy’ means the blue sky with white clouds that looks like an overhanging tent or a shelter.

C. 1. How did the Salt Range get its name?
2. Which Moghul emperor stopped and rested at Kallar Kahar?
3. Why do people visit the Kallar Kahar Lake?
4. What do you know about Al Beruni?
5. Where is the Nandana fort located?

D. Students can phrase their own questions based on the text.

E. **Words** | **Meanings**
---|---
1. excavate | extract or find something by digging
2. archeological | related to the study of the past by examining the remains of buildings and objects found in the ground
3. accessible | easy to reach
4. paragliding | a recreational and competitive adventure sport in which people wear a structure like a parachute and jump from a plane and are carried by the wind before they land on Earth
5. extraction | removing something from something else
6. canopy | a cover or a roof or something that spreads over an area like a roof
7. brilliant | bright, sparkling
8. linguistics | the study of languages
9. precision | accuracy
10. tranquility | calmness, serenity
F. 1. brilliant  2. extraction  3. paragliding  
   4. canopy  5. accessible

G. Students can write their own imaginary conversation.

H. The teacher can help students to brainstorm and write the essay. Some points are 
given as suggestions.

   Journey by bus, rail, road, or air

Preparations – choose mode of travel – destination –with family or friends – how long 
was the journey – arrangements made for boarding and lodging – entertainment – 
shopping – photographs - buying gifts - returning back

I. 1. Going out alone in a new city could be dangerous; you must carry a map with you. 
   2. My mother can drive a car very well but now she has stopped driving. 
   3. This diamond is very big! It must be very expensive.  
   4. You may go out but be careful it might rain in the afternoon. 
   5. After a long drive you must be exhausted. 
   6. This work is not important. You don’t have to do it if you don’t want to. 
   7. This machine is making a lot of noise, it must be replaced. 
   8. I couldn’t do the work because I was tired. 
   9. You shouldn’t worry about the results if you have tried your best. 
   10. You can go out if you have finished your work.

J. 1. The cat looked very hungry. 
   2. He is the manger. 
   3. The bed felt very uncomfortable. 
   4. The food smelled wonderful and we were tempted to eat it. 
   5. The house seemed haunted. 
   6. Ali was sad to hear that his team had lost the game. 
   7. Ramsha thought the dress was pretty. 
   8. The boxes are on the table.

K. 1. My mother cooks very tasty food.  (transitive) 
   2. Alia worked all day long.  (intransitive) 
   3. Graham Bell invented the telephone.  (transitive) 
   4. Taha and Iqbal have been working on this project.  (transitive) 
   5. In 2011, my father gave me a new watch.  (transitive) 
   6. The boy fell while he was running.  (intransitive) 
   7. The company appointed him as the manager.  (transitive) 
   8. My mother lived in Karachi when she was a child.  (intransitive)
L.  1. the baby cried clause
   2. tall and enormous phrase
   3. before school started clause
   4. with tears in her eyes phrase
   5. after a few hours phrase
   6. they ran clause
   7. the young girl immediately phrase
   8. rain and wind phrase

M. 1. Ali is the captain of the team (independent) that won the match. (subordinate)
   2. You can go home (independent) if you finish the task. (subordinate)
   3. This is the woman who owns this house (independent) and is going to another country. (subordinate)
   4. Although I like this car (subordinate) I don’t want to buy it. (independent)
   5. This is the hat I wore (independent) with my black suit. (subordinate)

Page 103: Writing time

N. Students can describe the picture in their own words and then draw any interesting picture using different material.

Unit 14

Pages 106, 107, and 108: Writing time

A. 1. On his first day at school, Nat felt nervous as he did not know much about anything and he was afraid that others would come to know that Nat was an ignorant boy who did not have any knowledge or education.

2. The positive qualities that Mr. Bhaer pointed out in Nat were that he was a cool tempered person as compared to Jack and none could play the violin in the class except Nat. Mr. Bhaer also appreciated his efforts to learn and said that Nat’s enthusiasm to learn new things is itself an act of bravery.

3. Nat wanted to work hard as he had never been to school and now that he had this opportunity he wanted to make the most of it. He wanted to stand in line with others.

4. Nat prepared his little farm, sowed his beans, watched eagerly to see them grow in the warm spring weather, and rejoiced as he saw the plants growing.
Two similes used to describe Nat’s activities in the garden:
- He worked like a beaver.
- He worked and hummed as busily as the bees buzzing all about him.

5. Nat and Daisy mended the toys that were passed on to them by Mrs. Jo’s friends. Nat had skilful hands and used his gum bottle, paint box, and knife to repair the toys and Daisy made dresses for the repaired dolls. These toys were put away
carefully for furnishing the Christmas tree and to be given as gifts to poor children of the neighbourhood.

6. Demi who was Nat’s friend had read many stories such as Robinson Crusoe, Arabian Nights, Edgeworth’s Tales, etc. and Demi used to read and explain these stories to Nat. This was a new world for Nat as his eagerness grew and he wanted to know more about each book which made him start reading and soon he became well versed in reading like any other person.

B. Students can write in their own words about the impressions they have formed about Mr. Bhaer and Nat.

C. 1. toiled away diligently - when Nat was given any written work to do he put in great effort and worked with enthusiasm
2. the intricacies of multiplication tables - Franz taught a class of small students and was explaining the complicated rules of multiplication tables
3. the rough sports of the elder lads - Nat preferred to be more involved with younger students than the sports of the elder students. He found pleasure in the company of innocent children even though they were younger than him.
4. Nat kept up such a stirring of the soil - Nat used to keep on tossing the soil up and down.

D. List of compound words used in the text: good-hearted, strawberries, afterward, sunshine, afternoon, paint-box, dressmaker, bookworm

E. 1. ignorance
2. numbers
3. dilapidated
4. multiplication
5. amusement
6. furniture
7. geography
8. sparrows
9. grammar
10. centuries

F. 1. If Salma has enough money, she’ll buy some new furniture.
2. I will make some coffee if you boil some water.
3. If I tell you a secret, will you promise not to tell anyone?
4. She will not attend unless she is completely recovered from the illness.
5. If you cook dinner, I shall clean the room.

G. 1. If he had worked more, he would finish in time.
2. Huma would have bought a new dress if she had enough money.
3. We would have taken a break, if our teacher wasn’t so strict today.
4. If she was happy she would go to another country.
5. Jamila would be proud if her son got 100 marks in the test.

### Review Test 3

#### A. Words    Meanings
1. affluent    having a lot of money  
2. recent    something that happened a short time ago  
3. infection    the process of causing or getting a disease  
4. influence    the action of one thing or person on another, which creates an effect on the other  
5. discount    to deduct (an amount or percentage) from the cost or price of something

#### B. When writing essays encourage the students to first prepare a rough draft, edit, and proofread it, and then write it neatly in their exercise books.

#### C. 1. She would buy a bigger house if she had a choice.  
2. If she knows the time, she will come and join us for the party.  
3. Unless we finish soon, we won’t be able to meet the deadline.  
4. She would attend the meeting if she had time.  
5. Ali will say yes if you ask him.  
6. If he had been a teacher, he would provide free education for many children.  
7. What would you do if you were president?  
8. Sania would invite Ramsha if it was her party.

#### D. One night, just as we entered the tropics, an awful storm burst upon our ship. The first squall of wind carried away two of our masts, leaving only the foremast upright. For five days the tempest raged in all its fury. Everything was swept off the decks except one small boat. The captain said that he had no idea where they were, as they had been blown far out of their course. At day-break on the sixth morning of the gale we saw land ahead. It was an island encircled by a reef of coral on which the waves broke in fury.

The captain said to the men that it was all over with them and further told them to get the boat ready to launch as they would be on the rocks in less than half an hour.

The man obeyed in gloomy silence, for they felt that there was little hope of such a small boat surviving on such a sea.

Jack Martin told the boys to come on. We gladly agreed to follow Jack for he had inspired us with confidence.
Worksheet 1

A. Write a character sketch of your best friend.
Remind the students to follow the suggestions given in their textbook. They can first prepare a rough draft and then write it neatly in their books.

B. Write a story using the following outline.
After the students have written the story ask them to proofread their story to detect any errors in spelling, punctuation, or grammar.

C. Change the direct speech to indirect speech.
1. Nauman said that it would not happen again.
2. Mr. Hassan asked us what we had learned from this episode.
3. Adeel replied that they had learnt that they must respect their elders.
4. Nauman said that they must control their temper as it saves them from a lot of trouble.
5. The boys went to Rehman Baba and asked him to forgive them and also said that they would never speak rudely to him.

D. Working in pairs, find the meanings of the following phrases and then use them in sentences.
1. My school is at walking distance from my home.
2. They were half way through their assignment when the lights went off.
3. Hamid resolved to improve his behavior.
4. The woman told her maid to keep an eye on her children.
5. The hungry students headed for the canteen during the break time.
6. The doctor asked the man to quit smoking and make a healthy change in his lifestyle.
7. My spirits lifted when my team scored the winning goal.
8. Our car broke down and we could not reach the cinema in time.

E. Rewrite these sentences in the tense indicated in the brackets. You may have to add or delete some words or make other changes, as shown for the first sentence.
1. The butterflies flitted from flower to flower and sucked their nectar. (present continuous)
   The butterflies are flitting from flower to flower and sucking their nectar.
2. Haris records all the scores in his activity book. (present)
3. Ramsha helped her mother to cook a meal. (past)
4. Mother is asking Ramsha to give her the salt. (present continuous)
5. Amna fell down and hurt herself. (past)
Worksheet 2

A. Write five sentences in the future continuous tense, saying what you will be doing in the next few days.
1. I will be reading my favourite book in the evening.
2. I will be helping my mother in the kitchen.
3. I will be going to the cinema with my father.
4. I will be meeting my friend this evening.
5. I will be playing basketball tomorrow.

B. Read the list of homophones and then use each homophone in a separate sentence to show that you understand their meanings.

Some suggested sentences:
1. The lake has lost its beauty because of the overgrowth of the reeds.
   I read a few pages before going to sleep.
2. The ship is going to sail from Karachi to Dubai.
   The new dresses are on sale in some shops.
3. The king sat on his throne.
   The letter was thrown out of the window by the small child.
4. The coconut palms in my garden have grown to great heights.
   The injured man groaned with pain.
5. I love to wear my favourite sky blue dress.
   Imran blew the balloons and decorated the room for the birthday.

C. Explain the given phrases and then use them in sentences.

1. The children were roaming back and forth in the park and enjoying themselves.
2. As soon as the shopkeeper saw his customer flying into a rage he attended to him immediately.
3. John and his friends had lied to their teacher so they hung their head in shame.
4. There are people who are quick to sermonize others.

D. Write a short story to bring out the meaning of any one of the following proverbs.
Discuss the meanings of the proverbs in class and then ask the students to write their own story.

E. Match the idioms 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>Out of spirits</td>
<td>gloomy</td>
</tr>
<tr>
<td>With open arms</td>
<td>gave a warm welcome</td>
</tr>
<tr>
<td>Lose ground</td>
<td>become less powerful</td>
</tr>
</tbody>
</table>
Worksheet 3

A. Fill in the blanks with appropriate articles: a, an, or the.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a</td>
<td>4.</td>
<td>a</td>
</tr>
<tr>
<td>2.</td>
<td>an</td>
<td>5.</td>
<td>The</td>
</tr>
<tr>
<td>3.</td>
<td>an</td>
<td>6.</td>
<td>an</td>
</tr>
<tr>
<td>7.</td>
<td>a</td>
<td>8.</td>
<td>an</td>
</tr>
<tr>
<td>9.</td>
<td>the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Find the meanings of these words and then use them in sentences.

1. exchange — giving one thing and receiving another in its place
2. communicate — impart or convey information
3. incredible — unbelievable
4. powerful — having great power or force
5. solution — way of solving a problem
6. function — a special activity or an event

Worksheet 4

A. Proofread the following paragraph. Mark the errors and rewrite it correctly.

Even as a child Beethoven did not have a happy life. His father who was singer with the court band in Germany was a very lazy person. When the boy was only four, his father decided to make him a musician. Hour after hour Beethoven had to practise the violin and whenever he did not work hard, his father was cruel to him.

B. Write an essay of about 150 words on any one of the following topics. Write in paragraphs and use transitional devices to make your writing interesting.

Ask the students to write their essay and then exchange their work with their friends and read each other's essays.

C. Choose the correct answer from the brackets and fill in the blanks.

1. Where does your uncle live?
2. I can speak in Urdu and English but I can’t speak in French.
3. ‘Can you drive a car?’ ‘No, I’ve never driven a car but I want to learn.’
4. My friend was waiting for me when I arrived.
5. Samina and Alia enjoyed playing with their dolls.
Worksheet 5

A. Write an autobiography of a mobile phone. Imagine that you are a mobile phone. Write how you were made, how you reached the market, who bought you, and what your life is like. Remember to write in the first person.

B. Select any famous personality whom you admire. Research and collect data about this person and then write his/her biography of about 200 words.

For questions A and B ask the students to follow the guidelines given in the textbook.

C. Fill in the blanks with the correct relative pronouns.
   1. who  3. who  5. who  7. whose
   2. that  4. whose  6. that  8. whose

D. Write the plurals of these words and use them in your sentence.
   1. sheep  2. fairies  3. toes  4. companies  5. lives

Some suggested sentences:
   1. The sheep are grazing in the fields.
   2. The fairies helped the princess to weave the golden carpet.
   3. The little child stood on his toes to pick up things from the high table.
   4. The companies that were not registered were disqualified.
   5. Thousands of people lost their lives in the earthquakes.

E. Select the correct pronoun from the brackets and fill in the blanks.
   1. My friend and I went to the sea-side.
   2. We like to play football as much as they do.
   3. It is we who will enjoy. (we/us)
   4. Our teacher took us to the Quaid’s Mausoleum.
   5. Sana will attend the concert with her mother.

F. Underline the antecedent for the underlined pronoun.
   1. The aeroplane has a problem in its tyre.
   2. The team played their game sensibly.
   3. My teacher asked me to help her in putting up the world map.
   4. Everyone at the party helped themselves.
   5. The laborers will finish their work soon.
Worksheet 6

A. Select the correct word from the brackets and fill in the blanks.

1. My younger sister loves to buy stationery every now and then.
2. A great number of people attended the function.
3. Jane could not give her terminal examination as she was sick.
4. I met my friend at the entrance of the theatre.
5. Imran intends to go abroad for higher studies if he has enough money.

B. Write a letter to your teacher requesting her to be the judge for the upcoming debate contest. Do not forget to give information about the date, time, venue, and other details.

Remind the students to write the letter using the correct format and layout.

C. Explain the meanings of the following phrases or clauses.

1. his brothers and/or sisters were playing in the garden
2. she was displeased or angry and it showed on her face
3. the children walked in together as a group
4. first the person was astonished and then the person became angry
5. became excited

D. Check these sentences for errors, and then rewrite them correctly.

1. Everyone entering the building was searched by the police.
2. Atlanta is the city, where the Olympic Games were held in 1996.
3. Amir is someone who is always ready to help others.
4. I would like to see the photo that you took in the morning.
5. I have got just one reply.

E. Match the words 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>surprised</td>
<td>astonished</td>
</tr>
<tr>
<td>glared</td>
<td>looked in anger</td>
</tr>
<tr>
<td>trash</td>
<td>waste</td>
</tr>
<tr>
<td>embarrassed</td>
<td>ashamed</td>
</tr>
<tr>
<td>remain</td>
<td>continue to be</td>
</tr>
<tr>
<td>flung</td>
<td>threw</td>
</tr>
<tr>
<td>stench</td>
<td>a foul smell</td>
</tr>
<tr>
<td>episode</td>
<td>a part of</td>
</tr>
<tr>
<td>recruited</td>
<td>enlisted</td>
</tr>
<tr>
<td>transformed</td>
<td>changed</td>
</tr>
</tbody>
</table>
Worksheet 7

A. Choose the most suitable option form the brackets and then write it in its correct form in the blanks.
1. Elephants are larger than horses.
2. Gold is more valuable than steel but steel is harder than gold.
3. Asia is the largest of all the continents in the world.
4. India has a bigger population than Pakistan.
5. This painting is smaller than the other one. (small, blunt)

B. Read these sentences and write whether they are in active or passive voice. Then rewrite them changing the voice from active to passive and vice versa.
1. Active
   The cakes are being baked by us, for the party.
2. Active
   This entrance is not supposed to be used by us.
3. Passive
   The principal welcomed the chief guest.
4. Passive
   The neighbour’s dog bit him.
5. Active
   English is spoken all over the world.
6. Active
   Honour is considered more important than wealth. (by him)
7. Active
   A lot of noise is being made by children.
8. Passive
   He repaired the television set.
9. Active
   The garden was being dug yesterday, by Joseph.
10. Passive
    The artist will appreciate your painting.

C. Rewrite these sentences according to the type mentioned in the brackets.
1. The clock is slow.
2. My birthday is not on Monday.
3. What a clever answer!
4. Will you take the children to the park?
5. John doesn’t love travelling.
6. You have read the book.
7. Have they changed their plans?
8. What a great victory!
9. I shall never forget those happy days.
10. Can there be smoke without fire?

D. State whether the following sentences are simple or compound.
1. simple.  5. compound
2. compound  6. simple
3. simple.  7. compound
4. compound  8. compound

E. Punctuate the following sentences.
1. You have just returned from Lahore, haven’t you? 
   Well, did you have a good time there?
2. Please try to organize your work and complete all tasks at the earliest.
3. We are all excited about our trip to Murree. We know that it is a lovely place for a 
   holiday.
4. The shepherd asked the boy, ‘Where are my sheep? Have you seen them?’
5. Hurray! We have won the match!

Worksheet 8

A. Select the correct words from the box and write them against their meanings 
   that are given below.
1. something that happens or is done once in a year - annual
2. one who is all powerful - omnipotent
3. something that lets light pass through but is not transparent - translucent
4. a person who loves his own country - patriot
5. one who depends on another and gets things without giving anything - parasite
6. a copy of a book before it has been printed or published - manuscript
7. a thing which is easy to carry or move - portable
8. difficult to read - illegible

B. Write two words that rhyme with each of the words given below.
1. pair  fair  hair  lair
2. kept  leapt  wept  slept
3. strain  brain  grain  drain
4. soon  boon  moon  noon
5. grew  brew  crew
C. A group of friends are going on a trip together. They decide to travel by bus. Complete the conversation that they have at the bus stop by filling in the blanks with suitable pronouns. (I, he, his, himself, us, him, etc.)

Asad: Where’s Hamid?
Ali: He’s ill. I spoke to him yesterday. He was feeling sorry for himself.
Asad: Oh! poor Hamid. And what about Talha his brother?
Ali: He came with me. I gave him a lift.
Asad: I hope Hamid gets well soon and Talha enjoys being with us.
Ali: Oh, I am sure he will.

Worksheet 9

A. Make sentences using the following phrases.
1. The Sports Complex in Karachi holds a variety of sporting events each year.
2. Praise was showered on the team that won the trophy.
3. The boy was able to reach great heights because of his hard work.
4. The dinner was hosted by the organizing committee.
5. The most essential thing in life is to practice honesty and justice.

B. Underline the adverbs in the following sentences and state whether it tells time, place, reason, manner, degree, or frequency.
1. I met my friend yesterday. (time)
2. You may wait in the hall. (place)
3. He almost forgot his appointment. (degree)
4. The students spoke well. (manner)
5. We should treat everyone fairly. (manner)
6. Hold the vase carefully. (manner)
7. He is quite pleased with his new post. (degree)
8. There we found the shells. (place)
9. He often went to the library. (frequency)
10. He was finally selected. (manner)

C. Write a paragraph of about 150 words describing your favourite indoor or outdoor game. Remind the students to first write the topic sentence, and then add supporting and concluding sentences in their paragraphs.
Worksheet 10

A. Rewrite what Ibn Batuta said in indirect speech. The first few sentences have been done as an example.
Ibn Batuta said that at last they came to the town of Tunis. Townsfolk came forward on all sides with greetings and questions for one another. But not a soul said a word of greeting to him, since there was none of them that he knew. He felt so sad at heart on account of his loneliness that he could not restrain the tears that came to his eyes, and wept bitterly. But one of the pilgrims, realizing the cause of his distress, came up to him with a greeting and friendly welcome, and continued to comfort him with friendly talk until he entered the city.

B. Join the sentence with who, whose, or which.
1. The other day I met a man whose sister works in a factory.
2. The man who lives next door to Tom is rather strange.
3. The picture which was damaged is worth thousands of pounds.
4. The town which is near the lake district is a perfect place for a holiday.
5. Natasha whose flat was burgled reported the matter to the police.

C. Fill in the blanks with suitable prepositions.
1. David hurt himself when he fell off his bike.
2. I am very busy this week. I have to finish this report by Thursday.
3. I saw Jane shopping in Park Towers.
4. She’s been in the shop for half an hour.
5. I found my purse under a pile of clothes.
6. We have to hurry if we want to be in time for the show.
7. All the time I could feel someone looking at me, but I was too scared to turn around.
8. The other day he was sitting beside me at the table.
9. He jumped over the wall instead of coming through the gate.
10. There’s such a crowd. You will not be able to find your friend amongst all those people.

Worksheet 11

A. Change the sentences given below to past tense
1. We left the cinema before the end of the film.
2. The streets were decorated with balloons and streamers.
3. Everyone had a marvelous time.
4. We liked the food they gave us.
5. I knew the answer.
B. Use the following phrases in sentence.
Some suggested sentences:
1. After a tiring week our picnic at the seaside was an uplifting experience.
2. I could remember the names as I had memorized them.
3. Yesterday the cloudy weather was a relief and we cheerfully enjoyed an idyllic evening.
4. The sudden loud and noisy crash scared us.
5. I kept digging in Wordsworth’s poetry as I was fond of his style of writing.

C. Identify the nouns as masculine (M), feminine (F), neuter (N), or common (C).
1. lioness (F)  5. pilot (C)  9. secretary (C)
2. host (M)   6. brother (M)  10. book (N)
3. pencil (N)   7. duchess (F)
4. teacher (C)  8. medicine (N)

D. Form adjectives from the given nouns and verbs.
1. silvery  5. rewarding  9. lively
2. refreshing  6. crying  10. careful, caring
3. intelligent  7. visualizing
4. sad  8. angry

Worksheet 12

A. Read the sentences and write whether similes or metaphors are used in them.
1. John’s mother’s heart sank when she got to know about his injury. (metaphor)
2. Jane’s hair is as black as coal. (simile)
3. The fields smell sweet, the daisies kiss our feet. (simile)
4. Snow White’s step mother was as cunning as a fox. (simile)
5. The flowers in spring were a coloured blanket. (metaphor)
6. This meat is as tough as a piece of leather. (simile)
7. The infant’s eyes were shining stars. (metaphor)
8. Like heaven thou art fair and young. (metaphor)
9. The Pakistani wrestler won the match as he was as strong as Hercules. (simile)
10. I have seen ships sail like swans in the sea. (simile)

B. Underline the infinitives in these sentences.
1. I wish to buy a helicopter but it seems impossible.
2. Napoleon wanted to conquer the world.
3. I want to drive a car.
4. I have to write an article for a magazine.
5. The judge listened with great enthusiasm to be able to give a fair judgement.
C. Match the words in Column A to their synonyms in Columns B.

<table>
<thead>
<tr>
<th>Columns A</th>
<th>Columns B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. demonstrate</td>
<td>show</td>
</tr>
<tr>
<td>2. onlookers</td>
<td>spectators</td>
</tr>
<tr>
<td>3. attached</td>
<td>fixed</td>
</tr>
<tr>
<td>4. experts</td>
<td>specialists</td>
</tr>
<tr>
<td>5. spin</td>
<td>rotate</td>
</tr>
<tr>
<td>6. gigantic</td>
<td>enormous</td>
</tr>
<tr>
<td>7. grandeur</td>
<td>splendor</td>
</tr>
<tr>
<td>8. puny</td>
<td>feeble</td>
</tr>
</tbody>
</table>

Worksheet 13

A. Write a story of your own using the beginning given below.
Students can imagine and write their own story.

B. Complete the sentences by filling in the blanks with modal verbs.
1. When she was small she could sing very well.
2. When can you send the gardener to cut the grass?
3. She must finish the painting in half a day or she will miss the deadline.
4. The medicine may be expensive and bitter, but it is effective.
5. You don’t have to bring anything as we have all the essential things with us.
6. Please can I see your new pen?
7. This ticket could win you a trip round the world.
8. I might go to the party this evening.

C. Underline the linking verbs in the following sentences.
1. The book seems interesting.
2. The train was late by two hours.
3. I was glad to hear that my sister had won the trophy.
4. The food tasted delicious.
5. The girl seemed very happy.

D. Underline the verb in each sentence and write whether it is transitive or intransitive.
1. I travelled throughout the night. (intransitive)
2. Marconi invented the radio. (transitive)
3. My sister is an artist. (intransitive)
4. My uncle sent me a beautiful watch. (transitive)
5. I met him at the railway station. (transitive)
Answer key

E. Read these groups of words and write P if it is a phrase and C if it is a clause.
   1. clause  2. phrase  3. phrase  4. clause  5. phrase

F. Identify the independent and subordinate clauses in the following sentences.
   1. He fell very frightened (independent)
      as he walked along the road. (subordinate)
   2. The lawyer gave advice to the poor people (independent)
      for a very small fee. (subordinate)
   3. He carefully examined the photograph (independent)
      given to him. (subordinate)
   4. Whenever I visit this restaurant, (independent)
      it is always very crowded. (subordinate)
   5. He asked me to make further enquiries (independent)
      before paying the money. (subordinate)

Worksheet 14

A. Choose the correct word from the brackets and fill in the blanks.
   1. The Oxford English Dictionary is a useful reference.
   2. Most cities have inadequate sewage disposal systems.
   3. Historical dates and events should be arranged in chronological order on the timeline.
   4. All students should be expected to behave courteously.
   5. The new machines are a great help to the agriculture industry.

B. Write a paragraph of about 100 words on any one of the following topics.
   Ask the students to write their paragraph and then carefully proofread it and make corrections if there are any errors.

C. Add another word to the words given below to form compound words.
   1. bookcase, bookkeeper, booklet, bookshelf, etc.
   2. homework, homeland, homeless, homemaker, etc.
   3. workday, workout, workroom, workshop, etc.
   4. aftermath, aftereffect, afterthought
   5. waterfall, waterway, watermark, watermelon, waterproof, etc.
   6. classmate, classroom.
   7. somebody, someday, somehow, someone, something, etc.
   8. backbite, backdrop, backfire, background, backside, etc.
   9. toothache, toothbrush, toothpaste, toothpick
   10. lifeblood, lifeboat, lifeguard, lifelong, lifetime, etc.