ENGLISH

Punjab Curriculum & Textbook Board,

Content List

Sr. No.	Chapter	Reading and Thinking Skills	Formal and Lexical Aspects of Language
1	Tolerance of the Rasool (صلی اللہ علیہ وآلہ وسلم)	•Reading for comprehension •Fill in the blanks	•Making nouns for verbs •Suffix •Negative and interrogative sentences •Adverb of manner, time and place •Finding meaning in context
2	A Dialogue	•Problem solving	•Present perfect tense •Use of has and have •Use of 'dash' •Use of 'hyphen' •Finding meaning in context
3	On the Ocean (Poem)	•Recognize and use new words	•Rhyming words •Making nouns from verb •Similes •Finding meaning in context
4	An Exhibition	•Recognize and use new words •Reading for comprehension •Match the following	•Present perfect continuous •Use of "for" and "since" •Word opposite •Finding meaning in context
	Review - 01		
5	Magic Show	•Brainstorming •Reading for comprehension	•Synonyms •Antonyms •Sentence correction •Thesaurus usage
6	The Twins (Poem)	•Phrasal verbs •Word meaning	•Pair of Words •Homophones •Finding meaning in context
7	Clever Mirchu	•Understanding story elements	•Word opposite •Articles •Finding meaning in context

Content List

Writing skills	Oral Communication Skills	Page No.
	•Engage in conversation	1
•Paragraph writing •Thanks giving note		6
•Summary writing •Paragraph writing	•Engage in conversation	14
•Paragraph writing		19
Review - 01		24
•Paragraph writing •Dialogue writing	•Express personal interest •Share ideas •Express reasons for likes and dislikes	27
•Re-write sample sentence •Get well soon card •Sentence writing		32
•Story writing using elements of story •Character Sketch •Dialogue Writing	•Engage in conversation	38

Content List

Sr. No.	Chapter	Reading and Thinking Skills	Formal and Lexical Aspects of Language
8	Hockey		•Synonyms •Adverbs •Negative sentences •Tenses •Use of why & when •Determiners •Thesaurus usage
Review - 02			
9	Prayer (Poem)	•Reading for comprehension	•Preposition of time, position, movement and direction •Rhyming words •Dictionary usage
10	Hazrat Umar (رضی اللہ عنہ)	•Extending conceptual understanding of events •Reading for comprehension •Fill in the blanks	•Use of a, an and the •Present perfect continuous •Synonyms •Antonyms •Countable & uncountable nouns •Verb form •Finding meaning in context •Dictionary usage
11	A Great Virtue	•Reading for comprehension	•Adjectives •Dictionary usage
12	Water is a lovely thing. (Poem)	•Reading for comprehension •Implied meaning	•Concrete nouns •Abstract nouns •Metaphor •Syllable division •Rhyming words •Dictionary usage
13	The Telephone	•Fill in the blanks •Choose the correct option	•Proverbs •Dictionary usage
14	Let's Make Our Roads Safer!	•Fill in the blanks •Reading for comprehension	•Synonyms and antonyms •Making sentences •Thesaurus usage •Syllable division
Review - 03			

Content List

Writing skills	Oral Communication Skills	Page No.
•Creative writing •Dialogue writing	•Dialogue between two friends	46
Review - 02		52
•Summary writing •Paraphrase •Creative writing	•Meet personal needs	55
•Dialogue writing •Paragraph writing •Making sentences	•Express dissatisfaction politely	60
•Creative writing •Paragraph writing •Making sentences		65
•Analyze main idea •Summary writing •Making sentences	•Express personal needs/responses •Make and respond to requests	70
•Sentence writing •Creative writing		75
•Dialogue writing •Paragraph writing	•Dialogue between two friends	80
Review - 03		88

All rights are reserved with the Punjab Curriculum & Textbook Board, Lahore. No part of this book can be copied, translated, reproduced or used for preparation of test papers, guide books, key notes and help books.

Authors:

Rafiq Mahmood
B.A. Chishty
Z.I. Farooqui
Mohammad Aslam
Mrs. Sabiha Saleem

Reviewers:

Ms. Zarqa Bashir
Asstt. Professor, Govt. Islamia College for Women,
Cooper Road, Lahore.

Dr. Zafar Iqbal
Vice Principal, Islamabad Model College for Boys,
Chak Shahzad, Islamabad.

Ms. Parveen Din Muhammad
Subject Specialist (English),
Directorate of Staff Development, Wahdat Colony, Lahore.

Supervised by:

Yusra Raees (Subject Specialist English)

Published by:

Printed by:

Date of Printing	Edition	Impression	Copies	Price
	Experimental	1st		

Chapter 01

بِسۡمِ ٱللَّهِ ٱلرَّحۡمَٰنِ ٱلرَّحِيمِ

Tolerance of the Rasool(صلی اللہ علیہ وآلہ وسلم)

Learning Outcomes:

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

- make nouns from the verbs
- identify and use suffix
- change sentence into negative and interrogative

Pre-reading:

1. Do you know the meaning of tolerance?
2. Can you recall an incident of tolerance from the life of the Rasool (صلی اللہ علیہ وآلہ وسلم)?

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

Have you ever shown tolerance practically?

2 The Rasool (صلی اللہ علیہ وآلہ وسلم) is a model of tolerance. He (صلی اللہ علیہ وآلہ وسلم) never wished ill for anyone. Hazrat Ayesha (رضی اللہ عنہا) said that the Rasool (صلی اللہ علیہ وآلہ وسلم) never took **revenge** upon anyone. Abu Sufyan was the worst enemy of Islam before he became a Muslim. At the **conquest** of Makkah the Rasool (صلی اللہ علیہ وآلہ وسلم) not only forgave him but also honoured him by declaring **amnesty** for those who took refuge in his house.

3 When the Rasool (صلی اللہ علیہ وآلہ وسلم) went to Taif to preach Islam, the people there threw stones at him. Hazrat Jibrael (علیہ السلام) asked the Rasool (صلی اللہ علیہ وآلہ وسلم) on the occasion of trial, "O, Muhammad (صلی اللہ علیہ وآلہ وسلم) speak, if you so wish, I will

What do you understand by the word amnesty?

For the Teacher:

- Enhance students' interest for the given topic with the help of pre-reading activity.
- Help students understanding paragraphs i.e. topic sentence, supporting details, etc.

destroy them." The Rasool (صلی اللہ علیہ وآلہ وسلم) replied, "O Gracious and Merciful Allah, show them the right path, for they do not know what they are doing. They do not **recognize** me. They do not know I am Muhammad (صلی اللہ علیہ وآلہ وسلم) the Rasool of Allah. Make it known to them that I am their great well-wisher".We should follow the teachings of our Rasool (صلی اللہ علیہ وآلہ وسلم). We learn from his life how much tolerance he (صلی اللہ علیہ وآلہ وسلم) practised.

Who went to Taif to preach Islam?

The Rasool (صلی اللہ علیہ وآلہ وسلم) showed great tolerance throughout his life. He (صلی اللہ علیہ وآلہ وسلم) even prayed for his enemies and for those who **troubled** him.

4 In his last address, the Rasool (صلی اللہ علیہ وآلہ وسلم) said, "Revenge for bloodshed, as was the **custom** in the days of ignorance before Islam, is **forbidden**. I forgive those who murdered my cousin, Ibne-Rabiah". Hazrat Ans Bin Malik (رضی اللہ عنہ) said, "I served the Rasool (صلی اللہ علیہ وآلہ وسلم) of Allah for 10 years. By Allah, he (صلی اللہ علیہ وآلہ وسلم) never **objected** to anything I said or did".

How long did Hazrat Ans Bin Malik (رضی اللہ عنہ) serve the Rasool (صلی اللہ علیہ وآلہ وسلم)?

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

GLOSSARY:

hardship: something that causes suffering
display: something shown to the people
trouble: pain; difficulty
destroy: damage, irreparable

recognize: acknowledge
patience: the ability to bear; suffering without complaining
forbidden: prohibited
murder: unlawful killing of human being
revenge: deliberate punishment or injury inflicted in return for what one has suffered
conquest: the act of conquering
socially: situations and activities that involve being with other people
custom: a traditional and widely accepted way of behaving or doing something that is specific to a particular society
objected: say something to express one's disapproval of or disagreement

ACTIVITIES

A. Answer the following questions:

1. What do you mean by tolerance?
2. Give an example of tolerance from the life of the Rasool (صلی اللہ علیہ وآلہ وسلم).
3. How did the Rasool (صلی اللہ علیہ وآلہ وسلم) respond to the ill-treatment of the people of Taif?
4. What did Hazrat Jibrael (علیہ السلام) ask the Rasool (صلی اللہ علیہ وآلہ وسلم) when he was ill-treated by the people of Taif ?
5. How did the Rasool (صلی اللہ علیہ وآلہ وسلم) deal with his enemies at the conquest of Makkah?
6. What did Hazrat Ans Bin Malik (رضی اللہ عنہ) say about the Rasool (صلی اللہ علیہ وآلہ وسلم)?
7. What did the Rasool (صلی اللہ علیہ وآلہ وسلم) say about revenge in his last address?

B. Make nouns from the following verbs.

Example: die ——————— death

tolerate, practise, conquer, destroy, object

C. Suffix

The suffix 'some' means full of. The suffix 'less' means 'without'. They change nouns into adjectives.

For example: burden——burdensome, meaning—— meaningless.

Add suffix 'some' and 'less' to the following words to make them adjectives, also use them into sentences.

lone loath bother trouble irk	some		flaw thank law worth hope	less	

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

1. _____means to bear pain or hardships with patience.
2. The Rasool (صلی اللہ علیہ وآلہ وسلم) is a _____ of tolerance.
3. Hazrat Ayesha (رضی اللہ عنہا) said that the Rasool (صلی اللہ علیہ وآلہ وسلم) never took _____ upon anyone.
4. The Rasool (صلی اللہ علیہ وآلہ وسلم) went to _____ to preach Islam.
5. In his last address, the Rasool (صلی اللہ علیہ وآلہ وسلم) said. "_____ for bloodshed is forbidden".

E. Oral Communication Skills

Asghar: Why were you fighting with Imran?

Aslam: He has taken my pen. He is not giving it back to me now.

Asghar: You should not fight with him instead we should try to find it out.

Imran: I had placed the pen on the desk and now it is not there.

Asghar: He has not lost your pen intentionally. I think you should forgive him. You should show tolerance.

Aslam: Yes, you are right! "I forgive him".

Imran: Thank you brother, I shall remember this act of tolerance,

practised by you.

F. Change the following sentences into negative and interrogative.

Example: He purchased a book.

He did not purchase a book. (Negative)

Did he purchase a book? (Interrogative)

1. Aslam worked hard to complete the new project.
2. He sold mangoes.
3. Nauman wrote a book.
4. He fought bravely.
5. He showed great tolerance.

For the Teacher:

- Ask the students to role-play the conversation given in oral communication skills.
- Help them change sentences into negative and interrogative, also give them some new sentences for more practice.

Chapter 02

A Dialogue

Learning Outcomes:

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

- use and understand present perfect tense
- use " has" and "have"
- write a "note" of thanks
- make sentences
- use adverbs
- demonstrate the use of collective noun

Pre-reading:

- What is a dialogue?
- Can we solve a problem by discussion?

For the Teacher:

- Enhance students' interest for the given topic with the help of pre-reading activity.
- Help students understand the importance of discussion to solve a problem.

Qasim: Assalam-o-Alaikum, uncle!

Uncle: Wa-Alaikumussalam!
Where have you been, Qasim? We have met after a long time.

Qasim: I have been to Saudi Arabia, uncle, and I have just come back.

Uncle: Why did you go to Saudi Arabia?

Qasim: You know father is doing a job there and mother is there too. I went to see them, **particularly** mother because she was ill.

Who was ill?

Uncle: I'm sorry to hear that. How is she now?

Qasim: She is fine, uncle. Thank you! She has now fully **recovered**.

Uncle: Your school, I hear, has just reopened after vacation and I don't think, you have missed much. I think with just a little extra effort you could easily make up your **deficiency** in your studies.

How will Qasim cover the deficiency in studies?

Qasim: No, uncle, I have certainly missed many important lessons and I know I'll have to work **pretty hard.** I'm glad, I have already started doing so. I have started attending classes regularly and my brother has started helping me too.

Uncle: When are your exams starting, Qasim?

Qasim: My exams are not too far. That's why I have come back from Saudi Arabia. I never wanted to miss my exams.

Does Qasim want to miss the exams?

Uncle: How about your course in science? Have you finished it?

Qasim: We have nearly finished our science course. Only a few chapters are left. I'm not worried so much about science. My real worry is that I have missed a number of lessons in English and Maths. I find these two subjects rather tough and they are important too. But I'm glad that my brother has started helping me out in these subjects. My brother is a teacher, you know, and he has taught these subjects for a number of years.

Who was helping Qasim in his studies?

Uncle: That's good. I'm glad to know that your brother has thought it fit to help you immediately. I know, he is a good teacher. What do you plan to do after your Matriculation exams?

Qasim: I have decided to go in for medicine if I get a good position. If, however, I don't get good marks, I may go into business or agriculture.

Which profession is Qasim planning to adopt in future?

Uncle: Whatever your plans for life are, Qasim, your English has to be good. We should know that English has become an international language and the language of science and technology.

Qasim: You are very right, uncle, I'll keep that in mind. My school van has come and I must go now. Allah Hafiz!

Uncle: Allah Hafiz!

GLOSSARY:

deficiency:	lacking something, shortcoming
has thought it fit:	has thought it proper
go in for:	to choose something as one's career
particularly:	especially
recovered:	to get back one's health
extra:	more than or beyond what is usual
finish:	to come to an end

For the Teacher:

- Familiarize the students with the importance of English language to enhance the interest of the children for learning English language.
- Conduct a dialogue in the classroom by giving different topics to the students.

ACTIVITIES

A. Answer these questions.

1. Why did Qasim go to Saudi Arabia?
2. Why did Qasim come back from Saudi Arabia?
3. What two subjects does Qasim find tough?
4. What has Qasim decided to do after his studies?
5. Why does Qasim's uncle think that our English has to be good?

B. Note of thanks: note of thanks includes date, proper salutation, body, closing and signature.

Dear Ahmad,

How thoughtful of you to think of me on my birthday. I truly appreciate the watch you gave and want you to know that every time I wear it, I will think of you.

Thank you so much for your kind gift.

Yours sincerely,
Ali Muhammad
Dated: 14-01-17

One of Qasim's friends prepared notes for him in the subjects of Maths and English while Qasim was on leave. Qasim should write a note of thanks to him. Help Qasim in writing a note of thanks.

C. Provide the correct tense in the blanks using the verb given within brackets with have or has.

For the Teacher:

- Help students understand 'a note of thanks' and also tell them how to write it.
- Give them more situations for writing 'a note of thanks'.

Example:

They_____from England by plane just now. (arrive)

They have arrived from England by plane just now.

1. We _____ an exciting football match today. (watch)
2. The clock _____ five. (strike).
3. The gardener _____ the lawn after a long time today. (mow).
4. _____ you ever _____ in the river? (swim, swam, swum)
5. This milk _____ sour. We can't drink it. (go)
6. The butcher _____ a cow for the meat. (slaughter)
7. He _____ two books this year. (publish)
8. I_____not_____ Zahid since he was fourteen. (see)
9. We_____the match. (win)
10. Nausheen _____ her knitting and is now going to read a story book. (finish)

D. Collective Noun:

a. A crowd is a lot of men, women and children.

b. Cutlery is a lot of knives, forks and spoons.

Now give three examples for each of these in the same way.

1. Clothes are a lot of _____, _____ and _____.
2. Furniture is a lot of _____, _____ and _____.
3. Poultry are a lot of _____, _____ and _____.
4. Cattle are a lot of _____, _____ and _____.
5. Stationery is a lot of _____, _____ and _____.

E. Adverb

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

For the Teacher:

- Help students learn more words used for the combination of things or people, etc.
- Make them familiarize with hyphen by giving them examples.

Examples

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

. **Let's learn about some adverbs.**

(a) Adverbs of Manner: They tell us the way people do things.

Examples

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

(b) Adverbs of time: They tell us about the time, when the action took place.

Examples

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

(c) Adverbs of place: They tell us about the place, where the action was taken.

Examples

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

Activity-1: Change the following adjectives to adverb.

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

Activity-2: Underline the adverbs in the following sentences.

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

From these sentences, pick out the adverbs of time place and manner and write them in the right columns.

Adverb of manner	Adverb of place	Adverb of time

Activity

Pick out at least five adverbs from the lesson and make sentences from them.

F. What word is used for

Example: One who speaks: speaker

1. One who teaches? _____
2. One who buys? _____
3. One who sells? _____
4. One who acts? _____
5. One who plays? _____
6. One who operates? _____
7. One who sings? _____
8. One who writes? _____
9. One who challenges? _____
10. One who reads? _____
11. One who lies? _____

For the Teacher:

- Help students learn adverbs properly by giving them more examples.
- Introduce them to some more professions.

G. Change the narration of the following:

1. Qasim said, " I have just come back from Saudi Arabia."
2. Uncle told me that he was going to Islamabad.
3. Qasim says, " I am happy that my brother has started helping me."
4. Uncle said, " How is your mother now?"
5. Qasim says, " She is fine now."

For the Teacher:

- Help students change the narration and make them proficient by giving them more examples.

Chapter 03

On the Ocean

Learning Outcomes:

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

- analyze a poem for main idea
- write the summary of a poem
- understand how a poet uses language to appeal to the senses through similes
- identify and use rhyming words
- use appropriate expressions, vocabulary and style to engage in conversation
- use linking verbs
- identify a topic sentence in a paragraph
- identify sentences carrying supporting details
- recognize that text comprises a group of paragraphs that develop a single theme or idea

Pre-reading:

1. Have you ever seen an ocean?
2. How do you feel on a hot day?

For the Teacher:

- Recite the poem using proper stress and intonation.
- Help students understand the importance of stress and intonation in poetry.
- Ask more pre-reading questions for the comprehension of the students.

All in a hot and copper sky,
The **bloody sun**, at noon;
Right up above the **mast** did stand,
No bigger than the moon.

What do you understand by copper sky?

Day after day, day after day,
We **stuck**, nor breath nor **motion**;
As idle as a painted ship,
Upon a painted ocean.

How does the poet describe motionlessness?

Water, water, everywhere,
And all the boards did **shrink**;
Water, water, everywhere,
But not a drop to drink.

Why there is not a single drop of water to drink?

(Samuel Taylor Coleridge)

About the Poet:

S.T. Coleridge (1772 - 1834) was an English poet, literary critic and a philosopher. Among his poetic works: 'The Rime of Ancient Mariner' and 'Kubla Khan' are the most appreciated and well known poems. 'Biographia Literaria' is his major prose work.

About the Poem:

These stanzas have been taken from S.T. Coleridge's poem, 'The Rime of Ancient Mariner', one of the most influential poems in English language.

This poem is about an old sailor who narrates his long story about a voyage in which his entire crew was killed.

In the given stanzas the narrator explains the hardships and dangers that they encountered during the sea voyage.

For the Teacher:

- Help students understand the meaning of the words in context.
- Help students understand the difference between a paragraph and a stanza.

Add prefixes to the following words to change their meanings.

dis	interest like loyal joint figure		inter	city connect play act link	

Use the new words in your sentences.

D. Simile

A simile compares two things using 'like' or 'as'. For example:

- He is as brave as a lion.
- He fought like a lion.

We see an example of simile in the poem. i.e. 'as idle as a painted ship'.

Make your own similes with the given words.

hot _____ idle _____

right _____ beautiful _____

big _____ soft _____

E. Oral Communication Skills:

Nadia: We should go for a picnic.

Shazia: Yes, we should go.

Laiba: This is an excellent idea but the whole class should decide the picnic point first.

Nida: Yes, the whole class should be involved in this decision.

Fakhra: Dear classfellows, where do you want to go?

(the whole class agrees to go to the beach to see the ocean.)

For the Teacher:

- Give them more examples to understand 'prefix'.
- Help students in learning the concept of simile and its use.
- Give them more examples to make their concept clear.

Nadia: Well, the beach is a very good place. We shall request our teacher about our picnic trip. (the whole class cheers up)

F. Write a summary of the poem. 'On the Ocean'.

G. Write a paragraph of about 50 to 60 words on 'Journey by Bus'. Keep in mind the topic sentence and supporting details in a paragraph. You may take help from the given vocabulary:

bus stand, travellers, drivers, conductor, tickets, hawkers, hot/rainy/stormy/ windy day, pleasant, horrible, feelings. etc.

For the Teacher:

- Help students conducting oral communication skills activities, also give them other topics for more practice.

Chapter 04

An Exhibition

Learning Outcomes:

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

- understand and use present perfect continuous tense
- use 'for' and 'since'
- recognize and use new words
- identify and use articles

Pre-reading:

1. What is an exhibition?
2. What do you see in the exhibition?
3. How do you define hobby?

For the Teacher:

- Help students understand the topic by pre-reading activity.
- Arrange an exhibition at school to make the children more familiarize with the topic.

Mr. Qazi was standing before his class.

Mr. Qazi asked, “Did you enjoy exhibition yesterday?

All hands went up to say 'yes'.

“Good!” said Mr. Qazi.

“What did you like best in the exhibition, Akbar?” Akbar stood up and said, “I liked paintings the best, sir. They looked so beautiful.” “Why did you like the paintings?” Akbar: Painting is my hobby and I have a good collection of paintings of my own.

What is Akbar's hobby?

Rizwan stood up next “I liked the rocks best. You see I collect rocks, too. I have been doing so since my childhood. It is my hobby but the rocks there I had never seen before.”

Mr. Qazi **appreciated** Rizwan's response.

“The reason is that the rocks in the exhibition had come from all over the world and the rocks that you have in your collection were **probably** found near your own house.”

Everybody in the class said one thing or the other but one boy sat **mum** all the time. He had not **uttered** a word all this while.

“What's wrong with you today, Saleem?” said Mr. Qazi to this boy. “You have not spoken today. Didn't you like anything in the exhibition?”

Why did Mr. Qazi ask Saleem to bring his collection of stamps?

Saleem said, “Sir, I have been collecting stamps for quite sometime now and I didn't see stamps in the exhibition.”

Mr. Qazi said, yes, you are right. There was no stall of stamps there. It is a very popular hobby. Mr. Qazi said: “ I have a surprise for all of you.” Everybody looked anxious. Let's have an exhibition at school and let everybody bring his own collection. Saleem, you'll bring your stamps, will

you?" "Yes, sir", said Saleem.

Mr. Qazi then asked the class if they had a **hobby**.

Sadiq: "Sir, I have been collecting pictures of great leaders. I'll bring my collection of pictures."

Asif: "Sir, I have been collecting coins. I'll bring them, too. Some of those coins are very rare."

Sheeraz: "Sir, I have been collecting postcards of other countries. I'll bring those."

Aslam "I have been collecting sea shells."

Kashif: "My sister has a big collection of dolls. She has been collecting dolls from other countries and has been making dolls herself. I would like to bring some of those dolls to this exhibition."

Who wants to bring collection of dolls for school exhibition?

Mr. Qazi said: "It appears you have all been doing a good job. It seems all set now. Please bring your collections to school next Thursday for the exhibition. Don't forget to invite your parents, relatives and friends to this exhibition.

The children were so excited today. They all **clapped**. They liked the idea of a school exhibition.

Who introduced the idea of school exhibition for the students?

Glossary:

appreciate:	recognize with gratitude
mum:	silent
utter:	to make a sound with the mouth
exhibition:	a collection of things for public display
invite:	ask someone in a friendly way to go or to do something
excited:	excessively affected by emotion
clap:	to strike the inner surface of one's hands together
all set now:	all arranged now

ACTIVITIES

A. Answer these questions.

1. Where did Mr. Qazi take his class for a trip?
2. What did Mr. Qazi ask Akbar?
3. What did Akbar like best in the exhibition?
4. What did Rizwan like best in the exhibition and why?
5. What is Sadiq's hobby?
6. What is your hobby?
7. Why exhibitions are important?

B. Present Perfect Continuous

This tense is used to talk about an action or actions that started in the past and continued until recently or that continued into the future.

Example:

He has been working as a reporter with this newspaper **for** five years.

Use 'since' or 'for' to complete these sentences.

1. My mother has been sewing clothes_____8 o'clock in the morning.
2. Nosheen has been going to this school_____ four years.
3. My friend has been reading _____ three hours.
4. I have been sitting at this table _____ early morning.
5. My father has been telling stories _____ the last two hours.
6. She has been doing her homework_____4 o'clock in the afternoon.

C. Fill each blank with the opposite of the word underlined.

Example:

We are going to paint the <u>front</u> and the _____ of our house.

We are going to paint the front and the back of our house.

1. He was _____ when his cousin came but sorry when he left.
2. Father will sell his old car and _____ a new one.
3. He tied the _____ length of the cord to the long one.
4. The girls were quiet in the school but very _____ outside.
5. Five years ago he was _____, now he is very rich.
6. My watch was five minutes fast yesterday but it is _____ today.
7. If you _____ your toy, nobody will be able to mend it.

D. Fill in the blanks with appropriate articles.

1. My grandmother likes _____ flowers very much.
   a. a b. an c. the d. none
2. Their car does 150 miles_____ hour.
   a. a b. an c. the d. none
3. I always listen to _____ radio in the morning.
   a. a b. an c. the d. none
4. Is your mother working in _____ old office building?
   a. a b. an c. the d. none
5. Where's _____USB drive I lent you last week?
   a. a b. an c. the d. none

E. You went with your school teacher on a school trip to a park. Write in sequence what you did on your visit to the park in a paragraph. Use the sequence markers: first, next, afterwards to write about your visit.

F. Write a letter to your friend telling him about the exhibition that recently held in your school.

For the Teacher:

- Tell students that they may use abbreviations, contractions and informal language for writing an informal letter.
- Revise articles with the students.

Review - 1

Chapter 1 - 4

A. Answer the following questions:

1. Give an example of tolerance from the life of the Rasool (صلی اللہ علیہ وآلہ وسلم).
2. What did Hazrat Ans Bin Malik (رضی اللہ عنہ) say about the Rasool (صلی اللہ علیہ وآلہ وسلم)?
3. Why does Qasim's uncle think that our English has to be good?
4. What do you understand by 'painted ocean'?
5. What is your hobby?
6. What did Rizwan like best in the exhibition and why?

B. Make nouns from the following verbs.

tolerate, practise, conquer, destroy, object

C. Fill in the blanks.

1. _____means to bear pain or hardships with patience.
2. The Rasool (صلی اللہ علیہ وآلہ وسلم) is a _____ of tolerance.
3. We _____ an exciting football match today. (watch)
4. He _____ two books this year. (publish)
5. My friend _____ since three o'clock. (read)
6. I _____ at this table since early morning. (sit)

D. What word is used for

1. One who teaches? _____
2. One who buys? _____

3. One who sells? _____

4. One who acts? _____

5. One who plays? _____

6. One who operates? _____

7. One who sings? _____

8. One who writes? _____

9. One who challenges? _____

10. One who reads? _____

11. One who lies? _____

E. Change the following sentences into negative and interrogative.

1. Aslam worked hard to complete the new project.

2. He sold mangoes.

3. Nauman wrote a book.

4. He fought bravely.

5. He showed great tolerance.

F. Match the hobby to the right person

Saleem likes to	collect rocks.
Rizwan likes to	collect pictures.
Sadiq likes to	collect dolls.
Kashif's sister likes to	collect stamps.
Aslam likes to	collect coins.
Asif likes to	collect postcards.
Sheeraz likes to	collect sea shells.

G. Change the narration of the following:

1. Qasim said, " I have just come back from Saudi Arabia."
2. Uncle told me that he was going to Islamabad.
3. Qasim says, " I am happy that my brother has started helping me."
4. Uncle said, " How is your mother now?"
5. Qasim says, " She is fine now."

H. Write a paragraph of about 50 to 60 words on 'Journey by Train'. Keep in mind the topic sentence and supporting details in a paragraph. You may take help from the given vocabulary:

platform, travellers, ticket checker, tickets, hawkers,
hot/rainy/stormy/ windy day, pleasant, horrible, feelings. etc.

Chapter 05

Magic Show

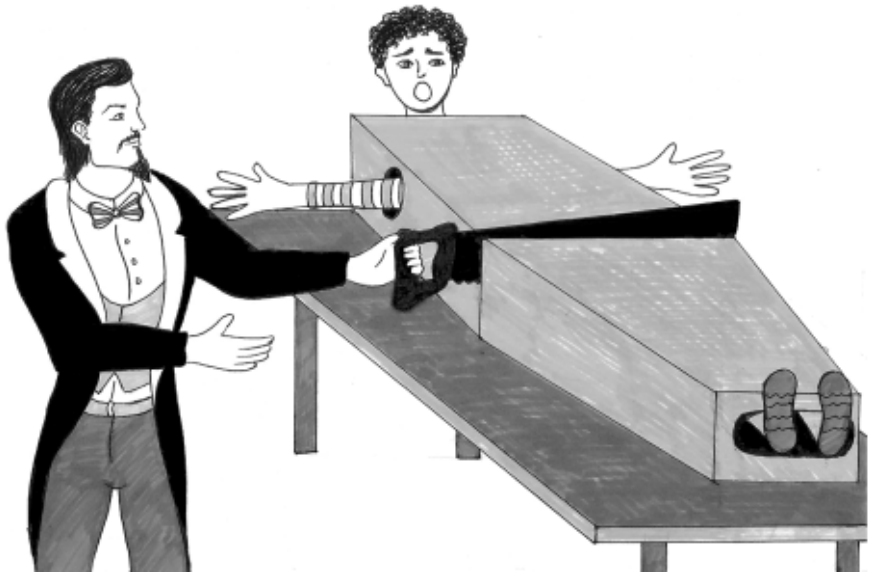
Learning Outcomes:

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

- use synonyms and antonyms
- correct sentences
- respond orally or in writing
- transfer the written text to a flow chart
- use pre-writing strategies such as brainstorming and mind map
- ask and respond to questions of personal interest
- share ideas

Pre-reading:

1. What do you know about "Magic Show"?
2. Who is a magician?



For the Teacher:

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

1 It is a fine Friday morning. All the students are very excited as the principal of the school has arranged for a magic show. We are **anxiously** waiting for the magician. Suddenly the door opens and a strange looking man enters. He is wearing a long black coat, a hat and is holding a stick in his hand. Look, he is the magician. He is here to amuse the school children with his magic tricks.

2 There is a big wooden box with a **lid** on it. He takes off the lid in full view of the school. The helper of the magician gets into the box. The lid is put on the box and it is closed again. The magician has a saw in his hand. He cuts the wooden box in the middle with the **saw**. The box is cut into two pieces. The helper is in the box. The lid is removed. Lo and behold! The helper is safe and sound. The helper gets out of the box. The whole school **cheers** the magician on his clever trick.

What do you understand by the phrase 'Lo and behold!'?

3 What is the magician doing now? He is taking the hat off his head. He is showing the hat to every one. It is absolutely **empty**. There is nothing in it. He puts the hat on his head. He takes it off again. Lo and behold! There is a pigeon sitting on his head. Everybody cheers.

4 What is the magician doing now? He is showing his empty pocket to everybody. He borrows a handkerchief from one of the

For the Teacher:

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

audience. He puts the handkerchief in his pocket and takes it out again. Lo and behold! There are handkerchiefs coming out of his pocket one after another. Everyone cheers the magician.

What did the magician do with the handkerchief?

5 What is the magician doing now? He is **borrowing** a ring from someone. He puts the ring on his **palm**. He closes his palm and opens it again. The ring has disappeared. The magician has many boxes, inside each other all tied with a rope. Lo and behold! The ring is in the **innermost** box. The whole crowd cheers and claps for the magician.

From where the ring was found?

Glossary:

anxiously:	eagerly
lid:	a cover over a container
saw:	a hand tool for cutting wood
cheers:	expressing good wishes
empty:	containing nothing or not filled
audience:	spectators or listeners at a public event
borrowing:	to obtain or receive something as loan
palm:	the inner surface of the hand
amuse:	causing laughter or smiles
lo and behold:	used to express surprise
innermost:	most inward

For the Teacher:

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

ACTIVITIES

A. Answer the following questions:

1. Who is a magician?
2. What is the first trick that the magician performs?
3. How many tricks did the magician show?
4. What trick would you perform if you were a magician?

B. Correct the following sentences.

1. I is a boy.
2. She is here yesterday.
3. I have been reading from 8 o'clock in the morning.
4. He said what is your name?
5. My mother asked me that where I was going.

C. Say these words aloud after your teacher pronounces them correctly.

blew	blue
sew	sow
red	read (past tense)
threw	through
flew	flu

D. Writing Activity

Write a paragraph of about 100-150 words on 'Magic Show' you have ever seen. Make a mind map first. Your paragraph should comprise the given points.

- Where it was held?
- How many magicians were there?
- What magic tricks did they show to you?
- What was the most interesting thing about the show?
- What do you feel about the show and the magician?

For the Teacher:

- Help students write a paragraph using topic sentence and supporting details.

E. With the help of the given word bank complete the table given below:

Word Bank:

gain	stupid	boring	full
vanished	cheerful	decrease	smart
unfilled	appeared		

WORDS	SYNONYMS	ANTONYMS
clever	smart	stupid
disappeared		
increase		
empty		
amusing		

F. Describe the sequence of events in the lesson 'Magic Show' in a flow chart.

G. Oral Communication Skills:

Sidra: Hi Sara! How are you?

Sara: I am fine. Thank you.

Sidra: Sara do you remember the magic show that was held last Friday in our school.

Sara: Yes, I do.

Sidra: Well, what did you like the most in the show?

Sara: I liked the trick of the hat on the magician's head and when he took his hat off, there was a pigeon sitting on his head. That was the most interesting trick.
What did you like the most?

Sidra: I liked the handkerchief trick, but the pigeon one was also good.

Sara: I really enjoyed a lot.

Sidra: Me too, I wish the magic show should be performed again.

For the Teacher:

- Help students understand the difference between synonyms and antonyms.
- Help students understand the concept and use of Thesaurus. Show them a Thesaurus in the class.

Chapter 06

The Twins

Learning Outcomes:

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

- recite the poem with stress and intonation
- use homophones
- identify rhyming words
- identify and use phrasal verbs
- change the voice
- write the summary of the poem
- learn the use of pair of words in sentences
- learn to write the simple sentences from the stanzas

Pre-reading:

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

For the Teacher:

- Enhance the students' understanding and interest for the given topic with the help of pre-reading activity.

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

What did puzzle the kith and kin?

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

Who mixed the twins?

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

What do you understand by 'fatal likeness'?

(Henry S. Leigh)

For the Teacher:

- Recite the poem using proper stress and intonation.
- Help students understand the importance of stress and intonation in poetry.
- Ask more pre-reading questions for the comprehension of the students.

About the Poet:

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

About the Poem:

In this poem, the poet narrates a story of twin brothers. They got mixed by a nurse while they were being washed. When they were at school one was beaten up for the follies of the other.

GLOSSARY:

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

For the Teacher:

- Help students understand the meaning of the words in context.
- Help students understand the difference between a paragraph and a stanza.

ACTIVITIES

A. Answer the following questions.

1. How did the twins resemble as mentioned in the poem?
2. How did people take them?
3. When did the twins mix up?
4. What happened to the twins when they were at school?
5. What question did the poet ask in the last lines of the poem?

B. Rewrite the following lines in simple sentences.

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

C. Fill in each blank with the right word from the two given in brackets.

1. (i) You look rather _____. Aren't you feeling well?
   (ii) He went down the hill to fetch a _____ of water.
   (pale, pail)
2. (i) I have read _____ all your answers. They are good.
   (ii) The boy _____ the ball out of the window.
   (through, threw)
3. (i) On the _____ you have done very well in your exam.
   (ii) There is a _____ in my shoe. It needs mending.
   (whole, hole)
4. (i) The headmaster will not _____ your explanation.
   (ii) I have seen all important cities _____ Quetta.
   (except, accept)

5. (i) Can you see the picture over _____?

(ii) They have all done _____ work very well.

(there, their)

6. (i) Mother gave me a _____ of cake.

(ii) We should live in _____ with each other.

(peace, piece)

7. (i) I _____ what you said.

(ii) A _____ of sheep was grazing in the meadows.

(herd, heard)

8. (i) The driver applied the _____ of the car.

(ii) The glass will _____ if you pour hot water in it.

(brake, break)

9. (i) They arrived there an _____ later.

(ii) Pakistan is _____ beloved homeland.

(our, hour)

10. (i) My sister was _____ my shirt.

(ii) She is _____ seeds in her garden.

(sowing, sewing)

D. Match the words with their meanings.

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

E. Change the voice of the following.

1. Twins were being washed by the nurse.
2. He wrote a letter.
3. John always speaks the truth.
4. I puzzled my kith and kin.
5. Our fatal likeness dogged us.

Phrasal verb

A phrasal verb is a verb plus a preposition or adverb which creates a meaning different from the original verb.

For examples:

drive off: She got into the car and **drove off**.

get on: How did you **get on** in your examination?

These words 'drove off' and 'get on' are phrasal verbs.

Activity

F. Write at least five phrasal verbs and use them into sentences.

(I) _____

(ii) _____

(iii) _____

(iv) _____

(v) _____

G. Write down the summary of the poem.

Chapter 07

Clever Mirchu

Learning Outcomes:

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

- recognize and describe story elements
- identify beginning, middle and ending of the story
- identify setting, plot, theme and characters in the story
- identify the speaker or narrator in the story
- use mind map to write a character sketch
- write an informal dialogue

Pre-reading:

1. Who is a woodcutter?
2. Can you predict the story by looking at the title and the picture of the story?
3. How many characters do you see in the picture?

For the Teacher:

- Conduct pre-reading activity to create students' interest in the text.

1 A woodcutter and his wife lived in a village. They had seven children, all of them were boys. The woodcutter and his wife were so poor that at times they did not know where to get money to buy food for their children. The children were growing so fast that they always felt hungry.

2 The youngest son, however, was the one who caused his parents the **utmost anxiety**. It is true that he did not eat much, but this was because he was so small. Indeed, when he was born, he was only the size of a pepper, and that was why he was named Mirchu.

Why was the youngest son called Mirchu?

3 Once it happened that there was no rain for months on end. A great **famine** spread across the land and the woodcutter soon had nothing to give to his family. All the savings were gone and there was nothing left to eat.

Why there was nothing to eat?

4 "We can **no longer** feed our children." The woodcutter told his wife one night as they sat beside the **empty hearth**. "When the boys get up in the morning for their breakfast there is nothing for them to eat. My dear, there is only one thing that we can do. We must take them into the forest and leave them there. May be some rich man finds them and takes them home. I am sure that he'll take better care of them."

5 The poor wife cried and cried. She was so full of sorrow to hear this. But, at last, as the night **wore on**, she agreed to her husband's plan. After all, she could not see her children die of hunger. She thought and thought, but no other plan came to her mind. She wished, she had only three children instead of seven. They could have been fed well and brought up nicely.

What did the woodcutter's wife wish for?

6 As the woodcutter and his wife argued, they raised their voices. The little Mirchu heard every **bit of** what they said.

For the Teacher:

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

Unlike his brothers, he was not asleep. For a long time he lay thinking what would be the best thing to do. As soon as it was **twilight**, he got up quickly and **crept out** of the cottage and off he ran to the forest. He filled his pockets there with small white stones. Then he ran back to the house and was in bed again all quiet and pretending to be fast asleep when his mother called him.

What did Mirchu fill his pocket with?

7 "We are all going to the forest." His mother told the boys, "You must all help your father gather firewood, for there is no money left to buy any food." The boys were so excited that they completely forgot about their hunger and were in no time on the way to the forest with their father leading. The forest was dark and l**onesome** but the woodcutter knew every bit of it so well that before long they were right in the deepest part of the forest.

What did Mirchu's mother tell the boys in the morning?

8 "I will cut down the small trees," said the woodcutter, "and you boys must collect all the branches and tie them into small bundles. It is going to be hard work."

What did the woodcutter ask the boys to do?

9 With that he cut the trees with his axe and set his seven sons to work. While the boys were gathering as many sticks as they could, the woodcutter **nodded** to his wife and the two of them just **sneaked** away.

10 The boys felt a kind of **shudder**. They began to shout and call for their father, thinking that he might be playing some kind of a trick with them. When, however, he did not appear for quite some time they really felt frightened and began to cry bitterly. Then the clever Mirchu said, "Do not worry, boys, I know the way home. All we have to do is to follow the **trail** of the white stones. Father isn't

For the Teacher:

- Read the text with expression using correct intonation patterns to make the story more engaging and interesting for the students.

going to come."

11 Mirchu's brothers, however, **doubted** what he said. At this he repeated what their father had said the night before and told them how he had filled his pockets with stones and dropped them one by one on the way. So Mirchu led his brothers through the deep forest and along the **winding** paths until they reached the cottage. "Perhaps we are not going to be welcomed", Mirchu said softly. "Let us wait outside the cottage for a while and see if we can hear what father and mother are talking about."

Who led the boys through the deep forest?

12 When the woodcutter and his wife arrived home early that day they had found ten silver coins waiting for them. This was in payment of a debt that they had long forgotten about. At the sight of so much money the woodcutter's wife wept with joy. But when she remembered that she would never see her boys again, all her joy **vanished** and she began to **sob**. "What use was that money to her now," she thought.

What did the woodcutter and his wife find when they arrived home?

13 "My sons, my poor little sons." She exclaimed sorrowfully, "What would I not give to have you safely back home. Perhaps, by now they might have been eaten by wolves." This was all Mirchu wanted to hear. He pushed the door open and ran to his mother. His brothers followed him too.

14 "Don't cry mother. We are all here. All safe and sound." What joy and happiness there was in the woodcutter's cottage that night and what a **feast** they all had as they sat around the table! The woodcutter, his wife and all their seven sons lived happily ever after.

What did Mirchu say to his mother?

Well done, Little Mirchu!

For the Teacher:

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

Glossary:

anxiety:	worry
on end:	at a stretch
lonesome:	lonely
before long:	early, after a short while
wore on:	passed gradually
twilight:	faint, half light before sunrise or after sunset
sneak:	to go away quietly
trail:	the line, path
vanish:	disappear
sob:	to cry noisily
feast:	a splendid meal
famine:	extreme shortage of food in a region
hearth:	a brick, stone to a fire place or oven
nodded:	to move the head up and down as to indicate agreement
shudder:	to shake with fear
debt:	a sum of money owed to somebody

ACTIVITIES

A. Answer the following questions:

1. Why were the woodcutter's children always hungry?
2. Who gave the utmost anxiety to his parents?
3. Why was the youngest son called Mirchu?
4. What did the mother wish, when she was so full of sorrow?
5. What did Mirchu fill his pockets with?
6. What did Mirchu's mother tell him in the morning?
7. Why did the boys forget their hunger?
8. Why did the boys begin to weep bitterly?
9. Why did they have a feast in the woodcutter's cottage?

For the Teacher:

- Ask the students to read lesson silently and answer the questions.

B. Fill in the blanks with the words given below.

unlike	growing	sorrowful
spread	anxiety	nodded
doubted	excited	pretending
remembered		

1. The children were _____ so fast.
2. The youngest child gave his parents the utmost _____.
3. A great famine _____ across the land.
4. The poor wife wept and was very _____.
5. _____ his brothers Mirchu was not asleep.
6. He was in bed _____ to be asleep.
7. The boys were so _____ that they completely forgot about their hunger.
8. The woodcutter _____ to his wife.
9. Mirchu's brothers_____ what he said.
10. Woodcutter's wife _____ her boys and began to sob.

C. Read the following sentences and tick the correct answer.

i. The children were always hungry, hungry means:

a) without food b) without water c) without money

ii. The youngest son gave the utmost anxiety to his parents, anxiety here means:

a) joy b) sadness c) worry

iii. When he was born, Mirchu was the size of a pepper only, size of a pepper means:

a) very fat b) very small c) very big

For the Teacher:

- Ask the students to read lesson carefully and help them in activity '**C**'.

iv. Some rich man will find them and look after them, look after here means:

a) run after them b) search for them c) take care of them

v. As soon as there was light Mirchu crept out of the cottage, crept out here means:

a) ran out quickly b) moved out quietly c) jumped out loudly

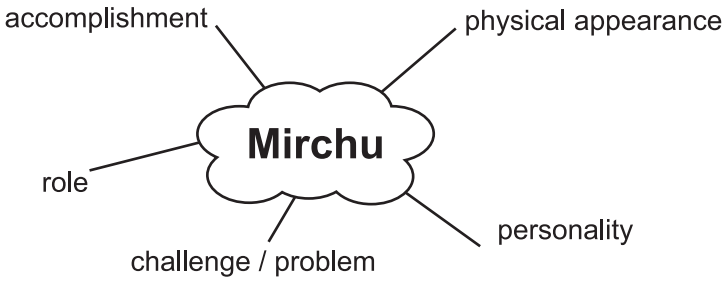
D. For each word in list 'A' find a word of opposite meaning from list 'B' as shown in the example.

List 'A'	**List 'B'**
wife	big
poor	children
sad	daughter
parents	husband
small	young
day	stand
pretty	night
sleep	short
sit	thick
black	cry
laugh	white
son	ugly
old	awake
long	happy
thin	rich

For the Teacher:

- Revise the concept of word opposite and ask the students to match the list in activity 'D'.

E. Write the character sketch of Mirchu. Focus on the following points in the mind map.



F· Identify the following elements of the story 'Clever Mirchu':

a. Setting: Setting includes the time and location.

b. Character: Different persons playing different role in the story.

c. Plot: Plot means different events in the story.

d. Theme: Theme is the central idea of the story.

G. Read the story and complete the given timeline of the story.

Beginning Middle End

H. Work in pairs and prepare a dialogue in which two friends are discussing about a cartoon movie and share it with the whole class.

I. Diphthong:

A union of two vowel sounds or vowel letters. e.g. The sounds /ai/ in 'pipe' or the letters /ou/ in 'doubt'.

Pick out as many words containing diphthong as you can from the lesson.

For the Teacher:

- Help children in writing the character sketch of 'Mirchu'.
- Help students identify the elements in activity 'F'.
- Tell students that every story has a beginning, middle and an end. Help them find the answers in activity 'G'.
- Encourage students to work in pairs and groups.

Chapter 08

Hockey

Learning Outcomes:

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

- choose appropriate synonym from thesaurus
- utilize prior knowledge
- write a dialogue
- respond to invitation
- demonstrate the use of determiners

Pre-reading:

1. Which is the national game of Pakistan?
2. What do you know about hockey?

For the Teacher:

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

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

What are the key values that young people learn from sports?

2 There are many sports played worldwide. The top five sports are football, cricket, basketball, hockey and tennis. Among all these, hockey is our national game. It is played throughout the country. Many countries of the world started playing hockey in the 19th century. It became very popular in Great Britain. British soldiers brought this game to the subcontinent when Great Britain occupied this part of the world in the 19th century. So, in the history of Pakistan hockey is as old as that of the country itself.

In which century did many countries start playing hockey?

3 Between 1956 and 1986, Pakistan recorded extraordinary conquests which are still **unmatched**. Three times during this period, Pakistan won the Olympic and World Cup crowns. The Asian Games title was won six times and the Champions Trophy in the first two years of its **inauguration**. Two times Pakistan held Asian, Olympic and World Cup crowns, three of the world's most **prestigious titles**. No other hockey playing country has achieved this victory in the history of the game so far.

How many times did Pakistan win the Asian Games title?

4 Players undertake different positions in hockey. They are attackers, mid-fielders, defenders and a goalkeeper who remains in his team's shooting circle, protecting the area. Each team consists of 16 players, 11 on the field and 5 in the interchange area. Players use their hockey stick to control, pass, push and hit the ball. The objective of the game is to get the ball into the opposing team's goal.

What is the objective of the game?

For the Teacher:

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

The team that scores more goals wins the match.

5 The match consists of two periods of 35 minutes with a short half-time break of about five to ten minutes. If there is an even score, or tie at the end of regulation time, two extra time periods of seven-and-a-half minutes can be given. The first team to score a goal during this time is the winner and the game stops. This is called the golden goal rule. If there is still a tie at the end of extra time, penalty strokes will decide a winner.

What is the golden goal rule?

6 Women also actively take part in the game. An international Women Hockey tournament was held in Lahore in 1996. Pakistani women hockey team participated in it. Pakistan women hockey is still **thriving** and making its way to the international level.

Where and when was an international women hockey tournament held?

7 The following titles were won by Pakistan. The first Asian Games hockey title was won by Pakistan (1958-Tokyo). The first World Cup was won by Pakistan (1971- Barcelona). The first Junior World Cup was won by Pakistan (1978-Versailles). The first Champion Trophy was won by Pakistan (1978- Lahore). The first Asian Cup was won by Pakistan (1982-Karachi).

Which titles were won by Pakistan?

For the Teacher:

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

Glossary:

civilization: an organized culture encompassing many communities
indulged: to become involved in an activity
strives: to try very hard to achieve something
adherence: to obey something / to stick to something
inauguration: a formal beginning
prestigious: of high reputation
mid-fielders: a player who operates behind the attackers, in front of the defence
defenders: one of the players whose primary task is to prevent the opposition from scoring
interchange: to swap or change places
opposing: on the opposite side
thriving: to grow or develop well
penalty: a punishment for an infraction of the rules
strokes: a blow or hit

ACTIVITIES

A. Answer the following questions:

1. Who brought the game of hockey to the subcontinent?
2. What are the top five sports played world wide?
3. How many players are there in each team?
4. Do you think women hockey team has a future in Pakistan?

B. Tick the correct words to complete these sentences.

1. In winter we mostly (stay, are staying, stayed) indoors.
2. She will go for shopping if the weather (will be, is, can be) fine.
3. We have only (a small, little, few) number of letters to write.
4. There was a (large, a great many, plenty) number of rooms in the apartment.
5. She visited her friend (that, who, she) lives in Islamabad.

For the Teacher:

- Ask students to read the text silently to answer the questions given in activity **'A'**.

C. Use a thesaurus to find alternative words to write into these spaces. Read the passage first.

For example:

Chitral Valley is one of the most fascinating, wonderful (beautiful) valleys in the North of Pakistan. It is a calm, placid (peaceful) place.

A young shepherd was sitting on a hillside _____ (eating) his lunch and feeling very _____ (lonely). Suddenly a _____ (large) bird flew down in front of him. The shepherd felt _____ (afraid) . He wondered what the bird intended to do. Was the bird going to attack him or attack the lambs grazing nearby? _____ (shaking) with fear he threw some bread to the bird. The bird _____ (jumped) forward, took the bread and, much to the shepherd's relief, flew off. He came every day after that and shared the young shepherd's lunch. Soon he _____ (took) the bread from shepherd's hand. He was not an enemy, he was a _____ (friend). The young shepherd was lonely no longer.

D. Choose the correct option from the following determiners:

i. I had _____ friends in Lahore so, I moved there.

- none
- a few
- few
- none of the above

ii. _____ the students passed the exam.

- no
- none
- none of
- none of the above

iii. We've been living here for _____ years.

For the Teacher:

- Tell the students that thesaurus helps in finding synonyms.

- many
- a lot of
- much
- none of the above

iv. Have you watched _____ these movies.

- any of
- some of
- any
- none of the above

v. _____ people think that the world is geting worse.

- lot of
- none of
- many
- none of the above

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

Oral Communication Skills:

Ahmad : Hi Ali, what are you doing this Sunday?

Ali: Hello Ahmad! I am free.

Ahmad : I am planning for a cricket match.

Ali: It will be fun.

Ahmad : Yes it will be. I am also inviting some other friends as well. You also have to come.

Ali: Sure. I will come.

Ahmad : Looking forward to see you then. Take care. Bye.

Ali: You also take care....bye.

For the Teacher:

- Help students perform oral communication activities emphasizing on stress and intonation in dialogue.
- Encourage them to work in pairs.

Review - 2

Chapter 5 - 8

A. Answer the following questions.

1. Who is a magician?
2. What trick would you perform if you were a magician?
3. What happened to the twins when they were at school?
4. Why were the woodcutter's children always hungry?
5. Why was the youngest son called Mirchu?
6. Why did the boys forget their hunger?

B. Correct the following sentences.

1. I is a boy.
2. She is here yesterday.
3. I have been reading from 8 o'clock in the morning.
4. He said what is your name?
5. My mother asked me that where I was going.

C. Writing Activity

Write a paragraph of about 100-150 words on 'Puppet Show' you have ever seen. Make a mind map first.

D. For each word in list 'A' find a word of opposite meaning from list 'B' as shown in the example.

List 'A'	List 'B'
wife	big
poor	children
sad	daughter
parents	husband
small	young

day	stand
pretty	night
sleep	short
sit	thick
black	cry
laugh	white
son	ugly
old	awake
long	happy
thin	rich

E. With the help of the given word bank complete the table given below:

Word Bank:

gain	stupid	boring	full
vanished	cheerful	decrease	smart
unfilled	appeared		

WORDS	SYNONYMS	ANTONYMS
clever	smart	stupid
disappeared		
increase		
empty		
amusing		

F. Identify the following elements of the story 'Clever Mirchu':

a. Setting: Setting includes the time and location.

b. Character: Different persons playing different role in the story.

c. Plot: Plot means different events in the story.

d. Theme: Theme is the central idea of the story.

G. Rewrite the following lines in simple sentences.

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

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

Chapter 09

Prayer

Learning Outcomes:

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

- analyze a poem for main idea
- write summary of the poem
- use appropriate expressions, vocabulary and style to express personal needs
- make predictions about the poem
- understand rhyming words
- use of preposition of position, time, movement and direction

Pre-reading:

1. Read the title of the poem and tell what the poem is about?

For the Teacher:

- Recite the poem using proper stress and intonation.
- Tell students the importance of stress and intonation in poetry.
- Give students good practice in recitation.

There is, I know, no need
For this; no need
To say in the **monsoon** night
'Show me the straight way
The way
Of those
To whom You have
Given Your **grace**
Not of those
Who earn Your anger
Not of those
Who go **astray**.'
But when the wind
Makes noise in the mango tree
And the **frangipani**?
Holds out its yellow
Richness, I say this
'Not to remind You
Of me, but myself
Of this and all of You.'

What does the poet want from Allah in the first stanza?

Who is 'I' and who is 'You' in the poem?

(M. Athar Tahir)

About the poet:

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

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

For the Teacher:

1. The poem becomes more enjoyable and meaningful when it is recited with proper stress and intonation.
2. While-reading given in the boxes may be exploited for better understanding of the text in the class. Further questions may also be generated for the said purpose.

Theme of the Poem:

This poem is a prayer addressed to Almighty Allah seeking His guidance through life and asking for hope and the strength to stay on the path of God, the path of righteousness and to stay away from the path of Satan, the path of evil.

Glossary:

frangipani: any of the tropical American trees,of the genus Plumeria, having showy, funnel-shaped flower

monsoon: a season of heavy rain that comes with the summar monsoon

grace: God's mercy and favour towards the human race

astray: away from the right path

ACTIVITIES

A. Answer the following questions.

1. What is the poem about?
2. Pick out the repeated words from the poem.
3. Write a summary of the poem in your own words.

B. From the brackets choose the best suitable answer and finish these lines with a word which rhymes:

i. Sugar and spice, and everything _____.
(nice, double, dice)

ii. Once I dive into these pages,
I may not come out for _____. (ages, stages, cages)

iii. I like to eat and crunch
The food I have for _____. (munch, brunch, lunch)

For the Teacher:

- Ask students to read the theme of the poem and pick out important points of the poem and help them develop a mind map to summarize the poem.
- Revise the concept of rhyming words and help the students to do the activity “B” and “C”.

C. Paraphrase the given lines in your own words.

'Show me the straight way
The way
Of those
To Whom You have
Given Your grace
Not of those
Who earn Your anger
Not of those
Who go astray'

D. Preposition:

A word that shows the relationship between a noun or pronoun and other words in a sentence.

For example:

Ali is playing tennis **on** Sunday.

Fill in the blanks with suitable preposition.

1. My birthday is _____ May.
2. What are you doing _____ the afternoon.
3. She is sitting _____ a chair.
4. My best friend lives _____ Lahore.
5. I am not interested _____ buying a new car now.

E. Oral Communication Skills:

Mother: Ali! Why are you not going for prayer today?

Ali: Mama! I am not feeling well.

Mother : But you are grown up now, you should not miss your prayers.

Ali : Mama! Why do we pray?

For the Teacher:

- Help the students understand preposition of place and direction and guide them to fill in the blanks.

Mother : Because we have to thank Allah Almighty for His blessing.

Ali: Can't we skip prayers even for a single day.

Mother : No, we cannot.

Ali: Okay mama, I will not miss my prayers anymore.

Mother : Good!

F. Suppose you are praying to Allah, write a few sentences what you would like to pray for.

G. Here is a mixed group of words. Take out the rhyming words and write them down separately.

grace, yellow, way, need, night, trace, fellow, day, feed, brace, hanger, right, read, anger, lay, breed, mellow, may, bleed, sight, hello, pay, need, fight

For the Teacher:

- Help students perform oral communication activities emphasizing on stress and intonation in dialogue delivery.

Chapter 10

Hazrat Umar (رضی اللہ عنہ)

Learning Outcomes:

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

- recognize personality traits e.g. habits, attitudes, values, etc
- identify and use synonyms and antonyms
- recognize countable and uncountable nouns
- use a , an and the
- write and revise short formal dialogues
- express dissatisfaction politely

Pre-reading:

1. Who was the second Caliph of Islam?
2. What do you know about Hazrat Umar (رضی اللہ عنہ)?
3. What is the importance of justice in a society?

For the Teacher:

- Help students understand the topic by conducting pre-reading activity.
- Tell more about Hazrat Umar (رضی اللہ عنہ) and his period of caliphate.

1 Hazrat Umar (رضی اللہ عنہ) was the second Caliph of Islam. He (رضی اللہ عنہ) was born at Makkah in a noble tribe called the Quraish. He (رضی اللہ عنہ) received the title of 'Faruq' after he **embraced** Islam. He (رضی اللہ عنہ) was one of the very few persons in Makkah who could read and write. He (رضی اللہ عنہ) was a tall, strong and brave man. He (رضی اللہ عنہ) was also a very good wrestler, horse-rider and **swordsman**. Business was his occupation. Hazrat Umar's (رضی اللہ عنہ) **conversion** to Islam was of great value to the Rasool (صلی اللہ علیہ وآلہ وسلم) in his mission of Islam. Afterwards, he (رضی اللہ عنہ) remained very close to the Rasool (صلی اللہ علیہ وآلہ وسلم).

What title did Hazrat Umar (رضی اللہ عنہ) receive after embracing Islam?

2 Hazrat Umar (رضی اللہ عنہ) remained Caliph for 11 years. He (رضی اللہ عنہ) conquered a vast **empire** during the 11 years of his Khilafat. He (رضی اللہ عنہ) introduced a great system of administration, which served as a model for the Islamic world. He (رضی اللہ عنہ) introduced many reforms during his **reign** such as administrative courts to investigate the complaints against the offices of the state. He (رضی اللہ عنہ) also reformed army, police force and tax system.

What were the contributions of Hazrat Umar (رضی اللہ عنہ) for Islam?

3 Hazrat Umar (رضی اللہ عنہ) gave great importance to justice and well-being of the people. He (رضی اللہ عنہ) was very strict in the case of **judgement**. He (رضی اللہ عنہ) would not spare any one, not even his own son, if wrong was **committed** by him. For him high and low, rich and poor, were all equal before law. He (رضی اللہ عنہ) followed the saying of the Rasool(صلی اللہ علیہ وآلہ وسلم). "**Treat** your servant as you would treat yourself. Master and servant are both equal before Allah." The worship places and property of the non-Muslims were given protection.

4 Hazrat Umar (رضی اللہ عنہ) was kind and sympathetic to the poor. He (رضی اللہ عنہ) spent many sleepless nights roaming in the streets to see the **conditions** of his people. One night he (رضی اللہ عنہ) passed by a house and heard children crying. There was a pot of water on the fire. The mother was telling the children to go to sleep and when the food was ready she would wake them up. But the children

would not listen. Hazrat Umar (رضی اللہ عنہ) asked the woman, "What is the **matter**?" She told him that there was nothing to eat. There was no money and no grain in the house. Her husband had died. The children were crying for food. He (رضی اللہ عنہ) helped the widow with food, money and clothing.

Why were children crying?

How did Hazrat Umar (رضی اللہ عنہ) help the poor woman?

5 One day, while Hazrat Umar (رضی اللہ عنہ) was saying his namaz in the masjid, a non-Muslim named Feroze killed the Caliph with a knife. Hazrat Umar (رضی اللہ عنہ) lies buried near Hazrat Muhammad (صلی اللہ علیہ وآلہ وسلم) and Hazrat Abu Bakr (رضی اللہ عنہ) in Madina.

Glossary:

embrace:	to accept or believe an idea willingly
treat:	to deal with
condition:	a state at a particular time
matter:	an affair, some situation or event that is thought about
judgment:	the act of assessing a person or situation or an event
commit:	perform an act
reign:	ruling period of the caliph
swordsman:	a man who is skilled in the use of swords

ACTIVITIES

A. Answer the following questions.

1. What is the title of Hazrat Umar (رضی اللہ عنہ)?
2. What were the major reforms introduced by Hazrat Umar (رضی اللہ عنہ)?
3. How long did Caliph Umar (رضی اللہ عنہ) rule?
4. How did Hazrat Umar (رضی اللہ عنہ) administer justice?
5. What did the Caliph hear while passing by the poor widow's house?

B. Fill in the blanks.

1. Hazrat Umar (رضی اللہ عنہ) was born at _____.
2. Hazrat Umar (رضی اللہ عنہ) conquered a vast _____ during the 11 years of his Khilafat.
3. He (رضی اللہ عنہ) introduced many reforms during his _____.
4. Hazrat Umar (رضی اللہ عنہ) was kind and _____ to the poor.

C. Write a paragraph on 'Importance of Justice'.

D. Match the given words with their meaning.

swordsman	ready to take risks
daring	provide evidence
embraced	someone skilled at fencing
prove	express friendly fellow feelings
sympathetic	to accept or believe an idea willingly

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

1. well-being	2. occupation	3. verses	4. reforms
5. army	6. destiny	7. empire	8. justice
9. roam	10. spare		

F. Countable Nouns

Countable nouns are the names of things, people, etc. which we can count, e.g. cars, camels. tables, birds, etc.

Uncountable Nouns

Uncountable nouns are the names of things which we cannot count, e.g. water, gas, beauty, etc.

G. Classify the given words into countable and uncountable nouns.

wrestler, horse-rider, swordsman, war, poor, kind, love, people, fire, problem

Countable Nouns	Uncountable Nouns

H. Locate synonyms and antonyms of the following words from the thesaurus.

Words	Synonyms	Antonyms
tall strong brave kind rich near low strict love simple		

I. Oral Communication Skills:

Teacher: Have you completed your assignment?

Asghar: Yes, sir.

Teacher: Please show me. (Student shows the assignment to the teacher and the teacher examines it.)

Teacher: My dear, you have done very well but there is need of some improvement.

Asghar: Sir, please guide me.

Teacher: I have written a few points on your assignment through which you can improve it.

Asghar: Thank you very much, sir.

Teacher: You are welcome.

Chapter 11

A Great Virtue

Learning Outcomes:

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

- recognize that text comprises a group of paragraphs that develop a single idea
- analyze story elements
- retell story sequentially
- ask and express opinions and emotions
- identify adjectives

Pre-reading:

1. Can anyone share any good deed which he/she has done?
2. How should we acknowledge the people who help us?

For the Teacher:

- Help the students imagine a terrible situation because of storm.
- Focus must be on motivating students to learn to do good in every situation.

Once there was a holy man who lived in a forest. He lived there all alone in a small hut. He was a very kind and noble man. He always liked to help others.

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

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

What do you understand by ‘hesitation’?

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

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

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

The pious old man said. “You are very simple. True, this hut is small, very small indeed, but if one has the will one can manage”.

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

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

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

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

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

The weather outside was becoming more **harsh**. Some one was

knocking very hard at the door again. The pious old man moved to open the door. The farmer however asked him not to do so.

"There is hardly any place for the three of us in this room. How could we **accommodate** any more people?"

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

The old man didn't wait to hear the farmer any more and rushed to open the door.

Why the pious old man let everybody entered that small hut?

This time there was a mother with her two small kids, **shivering** in the cold.

The old man asked them to come in at once and said to the farmer, "Now see what would have happened to the little kids in the cold, stormy night".

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

Why did the farmer feel guilty?

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

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

GLOSSARY:

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

ACTIVITIES

A. Answer the following questions.

1. Where did the old man live?
2. Who first knocked at his door in the stormy night?
3. How many people were in the hut during that stormy night?
4. Did the old man refuse to give shelter to anyone?
5. How did the people spend the stormy night in that small hut?

B. Fill in the blanks with preposition.

1. They spent the night standing _____ that small hut.
2. The pious old man moved _____ open the door.
3. Who is knocking _____ my door?
4. You would have been _____ trouble if I had not helped you.
5. The old man asked the hunter_____step in.

C. Choose the Correct Option.

i. Old man gave the hunter a cup of:

(a) tea (b) milk

(c) coffee (d) juice

ii. How many people could sleep in the hut?

(a) one (b) two

(c) three (d) four

iii. Who was the second person to knock at the door?

(a) the farmer (b) the hunter

(c) the boy (d) the woman

(iv) Who stopped the old man from opening the door?

(a) the hunter (b) the farmer

(c) the woman (d) no one

D. Write down a few good deeds which you can do in your everyday life.

Example: I can help someone cross the road.

(i) .....

(ii) .....

(iii) .....

(iv) .....

(v) .....

E. Make meaningful words beginning with the last letter of each word.

hesitation, help, virtue, pious, boy

Example:

'cat'. The word ends in 't'. Your word that begins with 't' is 'toy'. The last letter in 'toy' is 'y'. Your next word must begin with 'y'. It is 'yellow'. 'Yellow' ends in 'w'. The word that begins with 'w' is 'water'. Start with activity.

F. Underline the adjectives from the story, 'A Great Virtue'.

G. Identify the following elements of the story, 'A Great Virtue'.

a. Setting

b. Character

c. Plot

d. Theme

H. Write the story on the moral "Do good, have good".

I. Oral Communication Skills:

Have conversation with your fellow student about helping others.

For the Teacher:

- Help the students build their vocabulary through the activity 'word from word'.
- Help the students identify the elements of the story.

Chapter 12

Water is a lovely thing.

Learning Outcomes:

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

- analyze a poem for main idea and summary
- differentiate between, and demonstrate the use of concrete and abstract nouns
- understand metaphor
- make and respond to requests

Pre-reading:

1. Why water is important for our life?
2. What are the sources of water?

For the Teacher:

- Enhance the students' interest and understanding with the help of pre-reading activity.
- Tell them the importance of water in our lives.

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

Where is the water brown and cool?

What is a dewdrop?

What are the colours of rainbow?

(Anonymous)

Glossary:

quiet:	with very little or no voice
puddle:	a small body of standing water
flashing:	brief bright light
unfurled:	to spread open, unfold
happy:	feeling pleasure

For the Teacher:

- Recite the poem using proper stress and intonation.
- Tell students about the importance of stress and intonation.
- Ask while-reading questions to enhance the understanding of the poem.

ACTIVITIES

A. Give the rhyming words for the following:

Example:

thing : spring

gay : _____

cold : _____

unfurled : _____

pool : _____

bright : _____

sea : _____

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

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

Concrete Noun

The names of the things you can see, touch or feel are called concrete nouns.

Examples: table, stone, book and football, etc.

Abstract Noun

The names of the things that you cannot touch are called abstract noun.

For the Teacher:

- Help the students understanding the words having the same sound and different meaning i.e. homophones.

Examples: beauty, truth, anger and fear, etc.

C. Find out concrete and abstract nouns from the given word bank and write in the relevant boxes.

love, river, happy, rainbow, kindness, book, shyness, friendliness, picture, sadness, pitcher, pool, sea , illness

Concrete Nouns	Abstract Nouns

Metaphor:

A word or phrase for one thing that is used to refer to another thing in order to show or suggest that they are similar.

Examples: He has a stone heart.
All the world is a stage.

D. Make five sentences of your own using metaphors.

Syllable:

A word or part of a word that can be pronounced with one impulse from the voice.

Examples: beau/ti/ful (three syllables)
eat (one syllable)
love/ly (two syllables)

For the Teacher:

- Help the students understanding the concept of metaphor, simile and syllable with some more examples.

E. Divide the following words into syllables.

· water	· ripply
· river	· rain drop
· fountain	· pitcher
· summer	· loveliest
· butterfly	· cupboard

F. Oral Communication Skills:

Majid: Assalam-o-Alaikum

Naveed: Wa-Alaikumusslam

Majid: Naveed, I need your pen.

Naveed: Where is your pen?

Majid: I've forgotten it at home today.

Naveed: Don't worry I have an extra pen. I'll give it to you.

Majid: Thank you.

Naveed: You are welcome.

For the Teacher:

- Give some other topics to the class and ask them to practise in pairs.

Chapter 13

The Telephone

Learning Outcomes:

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

- make sentences from the given words
- know about proverbs
- write a simple passage

Pre-reading:

1. How many of you have mobile phones at your home?
2. Have you ever used telephone by yourself to call someone?

1 "Hello! Hello! This is Alexander Graham Bell. Do you hear me?"

"Yes, I do. How are you, Alex?"

This was probably the very first telephonic **conversation** that might have taken place between Alexander Graham Bell and his friend, miles away, in the year 1876. Bell must have **uttered** these words into a small **transmitter**. He must have been heard by his friend through the receiver. Besides a transmitter and a receiver the telephone has a dial with numerals on it, to help you dial any number that you want. The telephone was a great invention. The whole world received it, when it was invented, with a sense of surprise, **awe** and **admiration**. The invention has made history and has brought people and places so near to each other.

For the Teacher:

- Guide the students to have conversation on imaginary telephone.
- Share some etiquette for using mobile.

Alexander Graham Bell was originally a Scot. He was born in 1847 in Scotland and later went to America where he invented the telephone. He died in 1922.

When was Bell born?

2 The telephone then became very common. People just had to lift the receiver and start talking to anybody anywhere any time. A telephone is a great facility indeed. It reduced distances and gave a great **impetus** to business as well.

3 The principle on which the telephone is based is by no means **unfamiliar** to you. You must have played the game yourselves. Let's try it again. Take two small tin cans with their tops off. One for you and one for your partner. Make a little hole in the bottom of your can. Put a string through this hole and tie a knot inside. Do the same thing with the other end of the string and the other can. Now you have a simple telephone set of your own, a **plaything** though. Speak into the can. Your voice will make the **bottom** of this can vibrate. If you hold the string firmly, you'll feel the **vibrations** travelling along it. These vibrations make the bottom of the other can vibrate, too, and it makes sounds similar to your voice. You can thus hear each other through the string.

What do you mean by the word 'vibrations'?

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

5 A lot of work has continued to be done on the telephone since Bell's days. The invention of mobile has revolutionized the history of telephone. Now the era

of strings and old receiver dials are the things of past. These have been replaced by smart and handy mobiles. These mobiles have internet, video camera, voice recorder and games, etc. The mobiles have revolutionized the world we are living in.

Glossary:

conversation:	a talk between two or more people
transmitter:	a set of equipment used to generate and transmit electromagnetic waves carrying messages
awe:	wonder, fear
impetus:	moving force; impulse
uttered:	to say something aloud
numerals:	numbers
bother:	trouble, effort
revolutionize:	completely change
invent:	create or design
vibration:	move continuously and rapidly
firmly:	strongly
admiration:	a feeling of wonder, pleasure, or approval
unfamiliar:	not within one's knowledge
plaything:	something to play with
bottom:	the deepest or lowest part

ACTIVITIES

A. Answer the following questions:

1. When was the telephone invented?
2. What are the benefits of a telephone?
3. In which form a telephone sends sounds?
4. Describe some of the features of a mobile.
5. Write a few lines about Graham Bell.

B. Write meaningful sentences using the following words.

1. conversation
2. invention
3. vibration
4. reduce
5. distance
6. common

C. Choose the correct option.

(a) First telephonic conversation has taken place between Alexander Graham Bell and his __?

(i) father (ii) friend
(iii) brother (iv) neighbour

(b) Scot is a person who belongs to

(i) Ireland (ii) Finland
(iii) Scotland (iv) Mexico

(c) Telephone was invented in

(i) Scotland (ii) India
(iii) America (iv) Africa

(d) The invention of telephone has brought people so

(i) far (ii) near
(iii) downwards (iv) away

D. Fill in the blanks.

1. _____ invented the telephone.
2. He invented the telephone in the year _____.
3. He was a _____ by birth.
4. Telephone has given a great _____ to business also.
5. _____ died in 1922 in the United States.

E. Proverb: A short well-known sentence or phrase that states a general truth about life or gives advice.

e.g. "The pen is mightier than the sword."

"Better late than never."

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

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

F. Write a few lines on uses and abuses of mobile phone.

G. Write the following words with correct spellings.

prabably, atered, frend, histry, lnog, orignaly, tak, sagnils, sunds, lergar

H. Give step by step instructions to your friend to make a telephone. Write down these instructions.

Summary: A shortened version of a text that highlights its key points. It gives an accurate and objective representation of the given text without including our own ideas.

I. Write a summary of paragraph No. 3 of this lesson.

For the Teacher:

- Tell them the use of proverb.

Chapter 14

Let's Make Our Roads Safer!

Learning Outcomes:

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

- deduce meaning of difficult words from context
- use context to infer missing words
- explore causes and consequences of a problem or an issue and propose various solutions
- write a simple unified paragraph on a given topic
- proof read and edit texts for errors
- use words in sentences
- know about synonyms and antonyms
- recognize syllable division

Pre-reading:

1. Did you see any road accident? What was the reason?
2. What should we do to avoid accidents?

For the Teacher:

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

1 Every day when we go to schools, offices or markets we have to use roads and pass through traffic. You must have noticed that sometimes people violate traffic laws such as over speeding, non wearing of helmets, seat belts, and passing through red signals. This makes our roads **insecure** and unsafe. Majority of victims of road accidents, unfortunately, are young people below 30 years of age. Moreover, indiscipline on roads leads to traffic jams and **congestions**, which reflect negatively on us as a nation.

What makes our roads insecure and unsafe?

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

How can we improve our country's image?

3 The research shows that almost 80% of traffic accidents take place due to mistake or **negligence** of drivers. Main causes of accidents are:

- **Over speeding and rash driving:**

Over speeding is most crucial factor causing **fatalities** or injuries in road accidents. Speed limits are specified for different roads. The drivers are required to drive their vehicles whithin given speed limits and should reduce speed near schools, colleges, hospitals, **urban** areas and during **inclement** weather conditions. Violations of prescribed speed limits not

For the Teacher:

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

only endangers lives of road users but can also **invoke penalties** and legal action under traffic laws.

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

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

- **Not wearing seat belts:**

Wearing seat belts by drivers and passengers in a vehicle can save lives. During an accident, seat belt can reduce the risk of **fatal** injuries by 50-60%. Non wearing of seat belts is also punishable under traffic laws. We must, therefore, always wear seat belts before starting our journey.

- **Not wearing safety helmet:**

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

For the Teacher:

- Tell them more about traffic rules and laws.
- Tell them the benefits of following the traffic rules and laws.

- **Violating traffic signals:**

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

- **Violating lane discipline:**

  A road is divided in **lanes** through road **markings** (white lines). Lanes are meant to maintain traffic discipline. We should keep in a particular lane and **indicate** properly before we change that lane. Lane **straddling** may cause serious accident and invoke fine under traffic laws. **Extreme** left lane is for heavy and slow moving vehicles and extreme right lane is for overtaking.

- **Violating traffic signs:**

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

4 As responsible road users we should not only take steps to save our own and others' lives but should also observe road courtesies to help create better environment on roads.

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

What should we do as a responsible road users?

For the Teacher:

- Introduce traffic signs with the information they carry.

GLOSSARY:

insecure:	not secure or safe
congestions:	the state of being crowded, blocked or too full of something
offence:	an illegal act
penalize:	to punish somebody for breaking a law or rule
negligence:	lack of proper care and attention
urban:	relating to or living in a city
inclement:	cold, rainy and bad weather
invoke:	to call for something
penalties:	punishment for breaking a law or rule
divert:	to take attention away from something
prohibited:	forbidden by rules or laws
fatal:	causing or ending in death
vulnerable:	that can be hurt or harmed easily
mandatory:	required by law or by certain rules
violation:	contrary to a rule
lanes:	any of several sections of a wide road
markings:	a pattern of marks or lines
indicate:	to signal that one's vehicle is going to change direction
straddling:	to extend across both sides of something
extreme:	highest degree of something

ACTIVITIES

A. Answer the following questions:

1. Write five causes of road accidents.
2. How can we contribute to reduce the number of accidents?
3. What is a lane and what we should do to change the lane?
4. How wearing helmet can increase the chances of survival in case of an accident?

For the Teacher:

- Help students understand the meanings of the words in their context.

5. How observance of traffic rules can improve our image as a nation?

B. Write missing words with reference to their context.

Every day when we _____ to schools, offices or markets we have to _____ roads and pass through traffic. You must have _____ that sometimes people _____ traffic laws such as over speeding, non wearing of _____, seat belts, and passing through _____ signals. This makes our roads _____ and _____. Majority of _____ of road accidents, unfortunately, are _____ people below 30 years of age. Moreover, _____ on roads leads to traffic jams and _____, which reflect negatively on us as a nation.

C. There are many road accidents that we see on different news channels daily. Mark one of them and find out reasons for that accident. Propose some suggestions to avoid accidents. Take help from the mind map.

For the Teacher:

- Help students in finding the meanings of words with reference to their context by using dictionary.
- Help them in doing activity 'C'.

D. **Write a paragraph on 'An Accident' after reading about it in a newspaper. Use words given in that news.**

E. **Read the following paragraph carefully and make it error free.**

Over speading are most crucial faktor causing fatalities or injuries in rod accidants. Speed limts is specified for different roads.The drivers is required to drove their vehicles whithin given speed limits and shold reduce speed near schols, colleges, hospitals, urban areaz and during inclament wheather conditions. Violations of preskribed speed limits not only endangerz lives of road users but can also invok penalties and legel action under traffic laws.

F. **Use the given words in the sentences.**

violate : _____

insecure : _____

unsafe : _____

reduce : _____

precious : _____

observe : _____

invoke : _____

prohibited : _____

G. **Ask students to make groups and discuss the social issues regarding our traffic problems.**

H. **How many syllables do the following words have?**

responsibilities, markets, sometimes, people, recognize, citizen, overcome, safety, precious, speeding, violation, discuss, observe, problem, accident

For the Teacher:

- Help students use appropriate expressions in the discussion.
- Help students identify syllable division in a dictionary.

I. Consult a thesaurus and find the synonyms and antonyms of the given words.

WORDS	SYNONYMS	ANTONYMS
majority		
violate		
safe		
precious		
near		

J. Oral Communication Skills:

Conduct a dialogue between two friends on rapidly increasing number of road accidents.

For the Teacher:

- Help students use thesaurus to find out synonyms and antonyms.
- Call two students in front of the class and ask them to conversate on road accidents. Help them in doing so.

Review - 3

Chapter 9 - 14

A. Answer the following questions.

1. Write a summary of the poem, "Prayer" in your own words.
2. What is the title of Hazrat Umar (رضی اللہ عنہ)?
3. What were the major reforms introduced by Hazrat Umar (رضی اللہ عنہ)?
4. How many people were in the hut during that stormy night?
5. Did the old man refuse to give shelter to anyone?
6. When was the telephone invented?
7. Describe some of the features of a mobile.

B. Fill in the blanks.

1. Hazrat Umar (رضی اللہ عنہ) introduced many reforms during his _____.
2. Hazrat Umar (رضی اللہ عنہ) was kind and _____ to the poor.
3. They spent the night standing _____ that small hut.
4. The pious old man moved _____ open the door.
5. _____ invented the telephone.
6. Telephone has given a great _____ to business also.

C. Paraphrase the given lines in your own words.

'Show me the straight way
The way
Of those
To Whom You have
Given Your grace
Not of those
Who earn Your anger
Not of those
Who go astray'

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

1. well-being
2. occupation
3. verses
4. reforms
5. army
6. destiny
7. empire
8. justice
9. roam
10. spare

E. Locate synonyms and antonyms of the following words from the thesaurus.

Words	Synonyms	Antonyms
tall strong brave kind rich near low strict love simple		

F. Suppose you are praying to Allah, write a few sentences what you would like to pray for.

G. Here is a mixed group of words. Take out the rhyming words and write them down separately.

grace, yellow, way, need, night, trace, fellow, day, feed, brace, hanger, right, read, anger, lay, breed, mellow, may, bleed, sight, hello, pay, need, fight

H. Find out concrete and abstract nouns from the given word bank and write in the relevant boxes.

love, river, happy, rainbow, kindness, book, shyness, friendliness, picture, sadness, pitcher, pool, sea , illness

Concrete Nouns	Abstract Nouns

I. Change the voice in the following sentences.

1. Nurses are employed by the State.
2. Rana gave me a cup of tea.
3. She opened many schools for children.
4. Children are given simple food by their mother.
5. She gave me a present.

J. Write a paragraph on 'Importance of Justice'.

K. Fill in the blanks with suitable preposition.

1. My birthday is _____ May.
2. What are you doing _____ the afternoon.
3. She is sitting _____ a chair.
4. My best friend lives _____ Lahore.
5. I am not interested _____ buying a new car now.

L. Write down a few good deeds which you can do in your everyday life.

Example: I can help someone cross the road.

(i) …….

(ii) …….

(iii) …….

(iv) …….

(v) …….

M. Make five sentences of your own using metaphors.

N. Divide the following words into syllables.

· water	· ripply
· river	· rain drop
· fountain	· pitcher
· summer	· loveliest
· butterfly	· cupboard