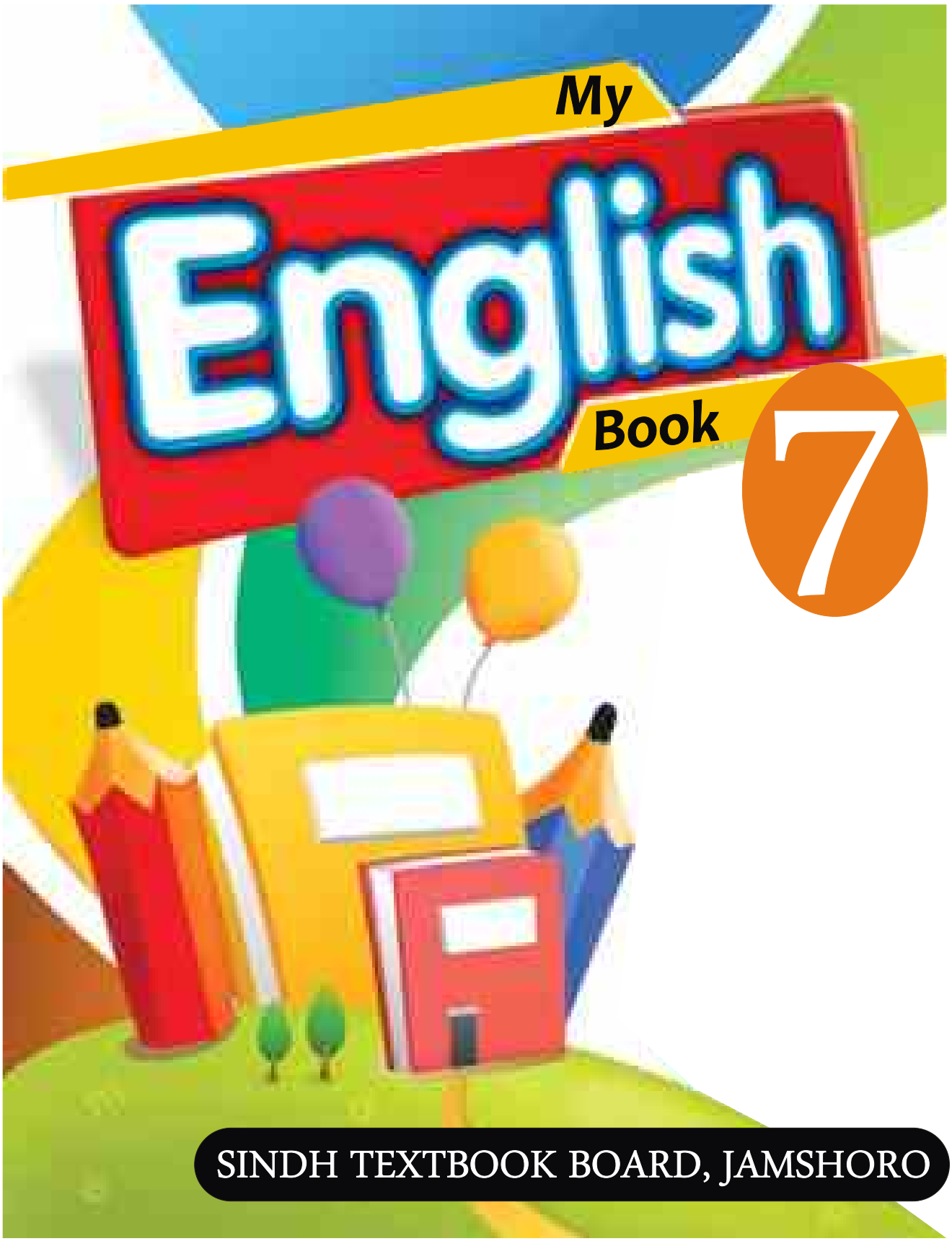
My English Book 7



SINDH TEXTBOOK BOARD, JAMSHORO

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UNIT: 1 Effects of Our Actions on Our Environment

What will I learn?

Reading

- Have a general idea of the text
- Infer theme/ main idea
- Scan to answer short questions
- Make simple inferences using the context of the text and prior knowledge
- Deduce meanings of difficult words from context
- Read silently with comprehension and extract main idea and supporting details
- Scan to locate an opinion
- Comprehend/interpret text by applying critical thinking
- Apply world knowledge and own feelings / opinion to the text read

Listening and Speaking

- Identify a problem and propose a solution

Language Practice

- Recognize the function of, and use possessive pronouns
- Demonstrate the use of collective, countable and uncountable nouns

Writing

- Write a paragraph using a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc. to develop focus
- Write a simple unified paragraph on a given topic by:
- Writing a clear topic sentence
- Adding adequate supporting details to develop the main idea

Study Skills

- Doing free writing to overcome the fear of writing

Fun

- Developing charts and speaking about the visual messages

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1.1 READING COMPREHENSION

UNIT: 1

Pre Reading

Ask the students the following questions:

- The title of the text you are about to read is 'Can We Do anything?'
- What do you think the text is about?
- Do you think we should do something for improving things?
- What is our responsibility as citizens towards bringing a good change?

Reading Text

Can We Do Anything?

(1)

'Eeeeeng! Ali jumped out of his bed at the sound of the alarm clock and excitedly got ready for school. He was eager to meet all his classmates and teachers after the long summer vacations. He was excited about going to his science classes. He enjoyed doing experiments during the science lessons. He was also enthusiastic to participate in the different social campaigns that his social studies teacher got them involved in.

While he was rushing down the stairs from his flat on the fourth floor, the blue school van honked continuously. He hurriedly got into the van. He greeted the driver uncle and all his van friends. He sat next to his best friend, Saleem, and both of them exchanged greetings with a warm smile.

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Soon, they started sharing all the things they had done during the vacations. Occasionally, they were interrupted by loud power horns of vehicles passing by, or by the sudden coughing of a student in the van due to the fumes from the vehicles, which were entering the van through the windows. Finally, they reached their school. All the students got off the van and entered the school gate in a queue.

(2)

Ali and Saleem sat in the first row, as usual, and eagerly waited for Ms. Sana Arif, their Social Studies teacher. Both of them took out their Social Studies books and put them on their desks while they were waiting for the teacher.

Finally, she entered the classroom with her usual smile. She greeted all the students and asked them how they were. She asked them about their holidays. She also asked them if they had visited any places and what they had learnt from their visits.

Note for Teachers: When you ask the Pre Reading questions accept all the answers by just saying okay or nodding your head. Do not tell them whether their answers are right or wrong. Do not give them the right answer. After getting the students' ideas for a few minutes, tell them to read and find out what the text says. Also ask them to do Exercise 1 while reading the text.

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1.1 READING COMPREHENSION

UNIT: 1

Miss Sana then showed them some posters on pollution. This started a discussion on pollution. All the students started sharing their views about the unattended and ever increasing garbage heaps in their neighbourhoods, the black fumes emitted by the vehicles, and the purposeless honking on the roads.

Suddenly, she raised her hand; this was the signal she used when she wanted complete silence in the class and the full attention of the students. The class became quiet in a few seconds. She asked, 'All of you experience pollution around you every day. You keep complaining about it. But the question is what have you done to stop pollution?'

There was a pin drop silence in the classroom. As usual, she had set the class thinking. She always challenged her students' minds and made them reflect and think in new ways.

Her next question was, 'Should we do something about it?'

'Yes!' the class replied in one voice.

She then divided them into groups and told them to make a list of things they could do to make the environment pollution free. Next, she told them to put the activities in the order that they should be done. After that, she told them to divide the work amongst the group members and assign deadlines to all tasks.

In the end, each group presented their plan of action. The rest of the class listened carefully and gave suggestions for improving the plan. Then, each group reviewed their plans and finalized them so that they could carry them out easily.

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(3)

Ali was tired after a whole day's campaigning programme against pollution that his group had arranged for the neighbourhood people, particularly the boys of their own age. They had made posters and shown these to all the people who had come to the programme to raise awareness about the dangers of pollution. They had also distributed the handbills that they had made. These handbills listed the steps that the youth could take to fight pollution. They also presented role-plays and gave speeches.

In the end, they shared an action plan for cleaning their neighbourhood. All the attendees were invited to participate in the activity. The programme was a big success. Almost everyone agreed to do something. Ali and his friends prepared a list of things to be done, who would do them, and by when it would be done. They were all tired but very happy. They had taken a big step in the right direction.

While Reading

Exercise 1

Read the text and match the following titles with the three sections of the story. One title is extra.

i. Air Pollution
ii. Pollution Free Environment
iii. Social Hazard
iv. A Task Completed

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1.1 READING COMPREHENSION

UNIT: 1

Vocabulary

Exercise 2

Match the words with their meanings. The section in which the word can be found is given in the brackets after each word. Write the answers in the answer column, following the example. The first one has been done for you.

S#.	Words	Meaning	Answers
1.	enthusiastic (1)	a) the date by which something will be completed	1 g
2.	social campaigns (1)	b) blew the horn	
3.	involved (1)	c) check something to see if any change is needed	
4.	honked (1)	d) without any purpose or reason	
5.	fumes (1)	e) give	
6.	emitted (1)	f) work that has to be done	
7.	purposeless (2)	g) very excited or interested	
8.	assign (2)	h) made them take part	
9.	deadlines (2)	i) people who attend a programme/ meeting	
10.	tasks (2)	j) activities to make people aware about something	
11.	reviewed (2)	k) produced	
12.	attendees (3)	l) dangerous smoke having a strong smell	

Note for Teachers: Once the students have written their sentences in Exercise 3, you can ask them to exchange their copies and read each other's answers. Encourage them to tell their partners if they like their sentences. They can also tell them if they find any mistakes. Tell them that if they disagree or are not sure they can ask you.

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Post Reading

Exercise 3

Use at least five words from the 'Words' column above in your own sentences. Write these sentences in your notebook.

Exercise 4

Read the text and tick (✓) the following sentences if they are true and put a cross (×) if they are false.

S.No.	Statements	True	False
1.	Ali did not want to go to school and meet everyone.		
2.	He liked science and social studies classes.		
3.	Ali sat beside the driver uncle in the van.		
4.	Saleem and Ali were not able to talk about their holidays in the van.		
5.	Miss Sana asked the students if they had visited any place in the holidays.		
6.	The students discussed politics in class.		
7.	The students worked in groups to make a plan to fight against pollution.		
8.	Ali was not tired at all after the programme that his group organized.		
9.	The handbills about pollution were made by an advertising agency.		
10.	Everyone agreed to do something to clean their neighbourhood.		

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Exercise 5

After you have done the above exercise, discuss your answers with your partner. Then correct all the false statements and write them in your notebook.

Exercise 6

Discuss the reasons for the following statements with your partner. After you have discussed, write all the completed statements in your notebook.

i)Ali excitedly got ready for school because *he wanted to meet all his teachers and classmates.*

ii) He wanted to attend the science class because _____.

iii) Ali sat next to Saleem because _____.

iv) Some students coughed in the van because _____.

v) The students started discussing about pollution because _____.

vi) Miss Sana raised her hand because _____.

vii) Miss Sana challenged her students' mind because _____.

viii)Ali and his friends showed posters to the people because _____.

ix) The programme was a big success because _____.

x) Ali and his friends were happy because _____.

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Exercise 7

Work in groups of three and discuss the following questions. After you have discussed, write all the answers in your notebook.

a) Did Ali enjoy his Social Studies class? Why?

b) Why do you think Miss Sana showed the posters on Pollution to the class?

c) Had the students done anything to stop pollution when Miss Sana asked them?

d) What did Ali and his group members do to fight against pollution?

e) What do you think happened the day after the programme?

Note for Teachers: Once the students have discussed these questions amongst themselves, you may have a class discussion on these questions before asking them to write their answers in their notebooks. Tell the students to do some brainstorming and develop a mind map. They could discuss questions like. What did Ali and his class do after the campaign programme? What did the other people in the neighbourhood do?. How did Ms Sana reward the class? What did they think of doing next? And some other question like these. They can add more lines, as needed. After the brainstorming they should decide which points to include, in which order they should write them. Then one student could write on a piece of paper while others tell him / her what to write. Once the writing is complete, ask them to edit it and then everyone should write it in their notebooks.

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1.2 SPEAKING

UNIT: 1

Identify a problem and propose a solution.

Work in pairs and practice the following dialogue. First, one student plays the role of Saleh and the other of Bachal. Then reverse the roles and repeat the dialogue again.

Saleh: Where is Ali?

Bachal: He has malaria. He has not come.

Saleh: Oh! I'm sorry to hear this.

Bachal: Malaria has become a big problem in our area. We must do something about this.

Saleh: Let us start a fight against malaria.

Bachal: How can we do that?

Saleh: We can start educating all the children in our school.

Bachal: Yes. We can tell them to spray kerosene on stagnant water.

Saleh: We can also tell them to try and cover themselves with a thin cloth or net while sleeping

Bachal: Let us go to our Union Council member and request him to order spray in our area regularly to kill all the mosquitoes.

Note for Teachers: Ask the students to repeat parts of the dialogue with another topic, like diarrhoea, flu, etc. Tell them to first brainstorm, then role play dialogue on that topic. Invite some pairs to come up and roleplay in front of the class.

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Possessive Pronouns

Look at these examples:

These books are **mine**. (The books belong to me. They are my books.)

This shirt is **yours**. (The shirt belongs to you. It is your shirt.)

This school is **ours**. (This is the school where we study.)

This house is **theirs**. (The house belongs to them. It is their house.)

This pencil is **hers**. (She is the owner of this pencil. It is her pencil.)

In the above sentences, the words in bold are possessive pronouns.

Possessive pronouns show ownership or possession.

Exercise 1

Fill in the blanks in the following exercise with the possessive pronouns given in the box below. You can use one pronoun only once. Write the complete sentences in your notebook.

mine	your's	his	her's	our's	their's	its

1. This is the cat's food. The food is _____.
2. That house belongs to us. The house is_____.
3. Adnan is the owner of the blue car. The car is_____.
4. I have many pictures. The pictures are all_____.
5. You received this prize. It is _____.
6. These goats were given to them. The goats are _____.
7. The teacher gave her the pencil. The pencil was_____.

Note for Teachers: Orally discuss the examples given above with the class. You can add other examples by pointing to things belonging to different people.

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Exercise 2

Fill in the blanks with suitable possessive pronouns with the help of the hints. Write the answers in your notebook.

i. Look at the bowls of ice-cream. _____ is the blue one. (belongs to Meena)

ii. I like your dress. Do you like _____? (my dress)

iii. I looked everywhere for your socks. I found Ali's socks but couldn't find _____. (socks belong to you)

iv. All the books were good but _____ was the best . (Ali's story book was the best)

v. Sara has cleaned her cupboards but Sana has not cleaned _____ as yet (Sana's Cupboard)

vi. Here is your car,_____ is over there, where we left it. (belonging to my family)

vii. The soldier has won this medal through hard work. It is_____ (soldier's medal)

viii. The piano you were playing with is new. They are _____. (belong to them)

ix. The dog is wearing a nice collar, but it is not _____. (dog's collar)

x. Your photos are good but_____ are terrible. (the photos belonging to us)

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Exercise 3

Work in pairs and orally complete the following dialogue; one student should play the role of Mansoor and the other of Yaqoob. Fill in the blanks with the correct possessive pronouns. The first one has been done as an example. After the oral practice, write the complete dialogue in your notebooks.

Mansoor: I bought this book yesterday. It is *mine.*

Yaqoob : You also bought this pen. It is _____.

Mansoor : Which book is Rubina's ?

Yaqoob: The book with the blue cover is _____ .

Mansoor: And what about Babar?

Yaqoob: The grey cap is _____ .

Mansoor: I also bought something for uncle Qurban's family.

Yaqoob: Yes, this table cloth is _____ .

Mansoor: Where is the bird's food?

Yaqoob: The food is _____. It can eat.

Mansoor: The bird is for us. It is _____. And I also bought this computer for you.

Yaqoob: Wow! This computer is_____ now!

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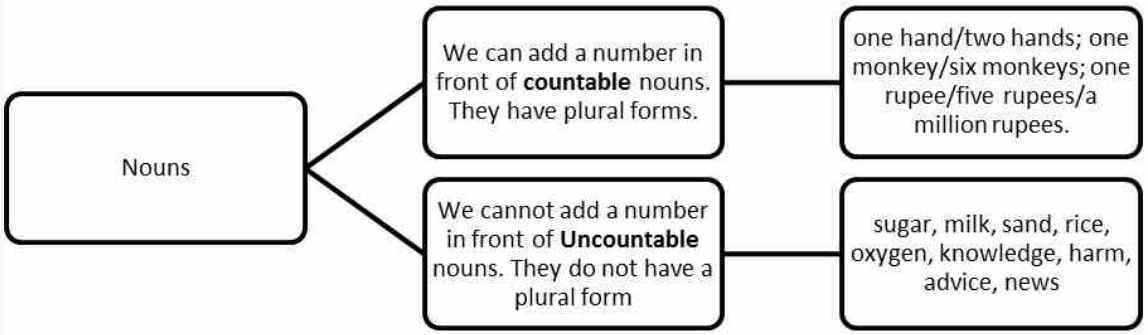
Countable and Uncountable Nouns



Exercise 4

Work in groups of three. Draw a table like the one given below in your notebooks. Write as many countable and uncountable nouns that you can think of.

S.No.	Countable Nouns	S. No.	Uncountable Nouns

Rule for Countable Nouns

If you want to ask about the quantity of countable nouns, you ask "How many?"

Examples: a cup of tea, 5 bottles of syrup, ten rupees, an orange, etc.

Note for Teachers: Tell the students that the group that writes at least 15 countable and 15 uncountable nouns will be the winner. Also tell them not to use the words given in the explanation above.

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Rule for Uncountable Nouns

If you want to ask about the quantity of uncountable nouns, you ask "How much?"

Examples: a glass of milk, 5 kilograms of sugar, 2 packets of butter, some water.

Exercise 5

Fill in the blanks in the following exercise with suitable phrases given in the box below. Do the exercise in your notebook. After you have done it, discuss your answers with your partner.

a tankful of	10 pages of	a spoonful of	three cups of	some
a slice of	a lot of	a pinch of	a glass of	a sack of

I. Can I have _____water, please?

ii. Pass me _____ bread, please.

iii. Add _____ salt in the flour.

iv. Ahmed carried _____ flour on his back.

v. Put _____ sugar in my tea.

vi. There is _____ traffic on the road.

vii. The fire brigade had _____ water.

viii. I need _____ tea for the guests.

ix. The beggar is asking for _____ money

x. The teacher told the students to search for _____ information on Bhambore.

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1.3 LANGUAGE PRACTICE

UNIT: 1

Exercise 6

Your mother wants to buy twelve things when she goes shopping. Add *three* things that you want her to buy for you. Make a shopping list of all the things by adding 'how much' or 'how many', she has to buy. Two have been done as examples.

S.No.	Things to buy	How much / how many
1.	bananas	
2.	meat	two kilograms of meat
3.	oil	
4.	milk	
5.	tea	a packet of tea
6.	mangoes	
7.	rice	
8.	eggs	
9.	flour	
10.	juice	
11.	candles	
12.	salt	
13.		
14.		
15.		

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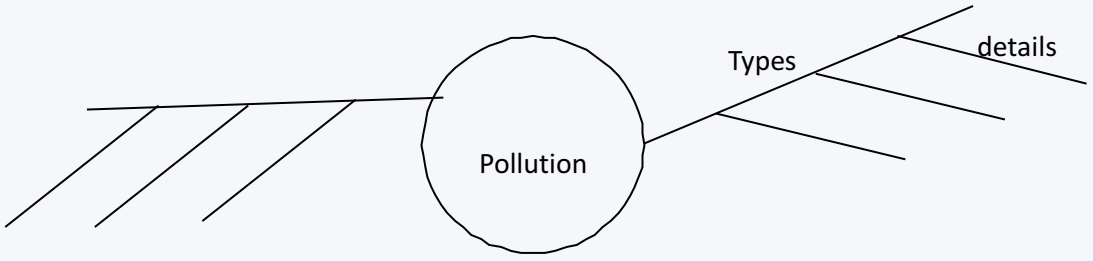
1.4 WRITING

UNIT: 1

You have already been taught how to write a paragraph. Once again, here are the main points that you should keep in mind:

1. Brainstorm for ideas
2. Put your ideas down in a mind map
3. Decide the focus of your paragraph
4. Develop a topic sentence
5. Select ideas from the mind map that are related to your topic sentence
6. Write the paragraph



Exercise 1

Work in groups of five. Brainstorm on 'Pollution' and write your points in your notebook, as shown above.

Two lines have been added to the circle above; add two more similar lines from the circle. One line has Types written on it. On the remaining three lines write as follows:

Line 2: 'Causes'

Line 3: 'Steps that the government must take'

Line 4: 'Steps that citizens can take'

Brainstorm and add details. For example in types, you can write 'water pollution', 'noise pollution' etc., as details.

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Exercise 2

Below, you have a list of five topic sentences. Each member of the group will be given a number by the teacher, from 1-5. Work individually and write one paragraph each. Group member 1 will write a paragraph on topic sentence 1, group member 2 on topic sentence 2, and so on.

Go back to the mind map that you have developed. Select the details that match your topic sentence. You can add more if you want. Write the topic sentence (TS) number at the top, and then write the title, as shown below:

(TS 1)

Pollution

List of topic sentences:

1. Pollution is all around us.
2. There are many types of pollution.
3. Pollution is caused by many things.
4. The government should take steps to stop pollution.
5. The citizens can do a number of things to stop pollution.

Once you have written, edit your work. Check that

- the details that you have written are supporting your topic sentence
- there are no grammar mistakes
- there are no spelling mistakes

Note for Teachers: Divide the class into groups of five. Ask each member of the group to say one number from 1-5. Tell them that the number that they said would be their number for the activity. When the students are reading the paragraphs, walk around and select one good paragraph for each topic sentence. Once all the students have read each other's paragraphs, ask students with the five best paragraphs to come up and read their paragraphs for the whole class.

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Exercise 3

Now repeat the steps in exercises 1 and 2, and write a paragraph on 'Playgrounds'. Some of the main points could be: need; benefits; facilities; role of government; role of citizens, etc. You will also have to develop five topic sentences before you begin to write your paragraphs. Also decide the topic sentence on which each group member will write.

After all the group members have written, each member should give his/ her paragraph to the next member to read. Continue passing on the paragraphs until all the group members have read all the five paragraphs.

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Free-writing: Writing without stopping

Do you want to write good English? Do Free Writing. Doing this activity everyday can help you gain confidence in writing. This was taught to you in class VI. It is being repeated here to remind you to do it regularly.

Exercise 1

Free Writing: This is how you do it.

Step 1

a) Spend just 5 minutes on this activity every day.

b) Have a separate copy for this work.

c) Choose a topic of your choice. It can be a person, place, thing, idea, like, dislike, etc. You can write about a TV programme, wedding ceremony that you attended, a festival you celebrated, or a fight that you had with your brother/ sister/ friend.

d) You can write about anything that is in your mind.

Step 2

a) Write without stopping.

b) Write anything about the topic in any order you like.
or just write whatever you are thinking at the moment.

c) Do not worry about the punctuation, spelling, grammar or handwriting.

d) If you cannot think of an English word or phrase, write that word or phrase in any other language, but do not stop writing to think about it. However, find out the English word or phrase later on and write it down where it should be written.

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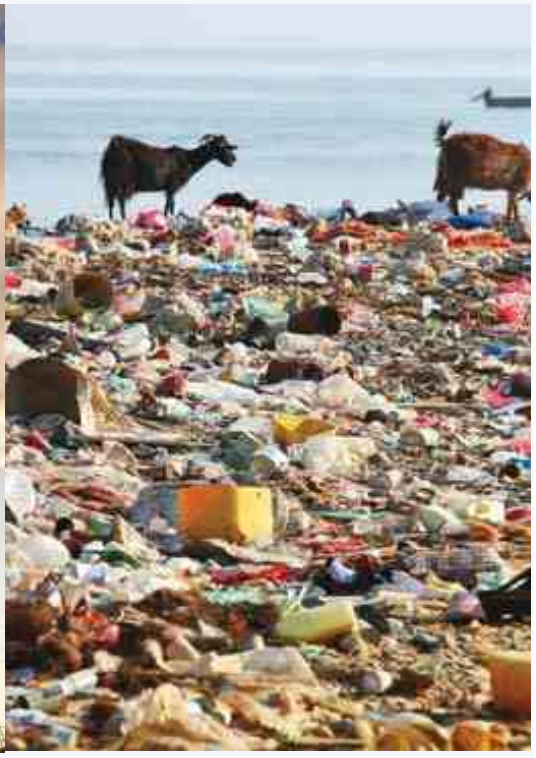
1.6 FUN

UNIT: 1

Work in groups of three. Discuss and develop a mind map on what you can do to control pollution in your school, playground, neighbourhood, or on the roads. After you have developed your mind map, select one area on which you can develop a chart. You can draw, colour, add pictures, or anything. Be as creative as you can. You can also write some of the main points if you want.

After you have made your chart, you can show it to the class or share it with the other students during the morning assembly. Tell your class/ school mates what message you are trying to convey through your chart.



Note for Teachers: This section is about letting children enjoy the language. Guide and help the students in developing the charts but let them do it in an enjoyable manner. Give them a chance to show their charts in the class or in the morning assembly. They should be asked to show the chart and speak about it.

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UNIT:2 Social Etiquettes and Manners

What will I learn?

Reading

- Have a general idea of the text
- Scan to answer short questions
- Make simple inferences using the context of the text and prior knowledge
- Deduce meaning of difficult words from context
- Use context to infer missing words
- Read silently with comprehension and extract main idea and supporting details
- Comprehend/interpret text by applying critical thinking
- Transfer the written text to a diagram, flow chart or cloze paragraph

Listening and Speaking

- Give reasons for opinions and actions

Language Practice

- Apply rules of 'a' and 'an' wherever applicable
- Use reflexive pronouns

Writing

- Write short informal letters to people in the extended social environment for various purposes, using correct conventions, appropriate vocabulary, tone and style

Study Skills

- Develop and do close passage exercises for holistic language
- Comprehension and development
- Continue practice of free writing

Fun

- Propose funny solutions to everyday problems

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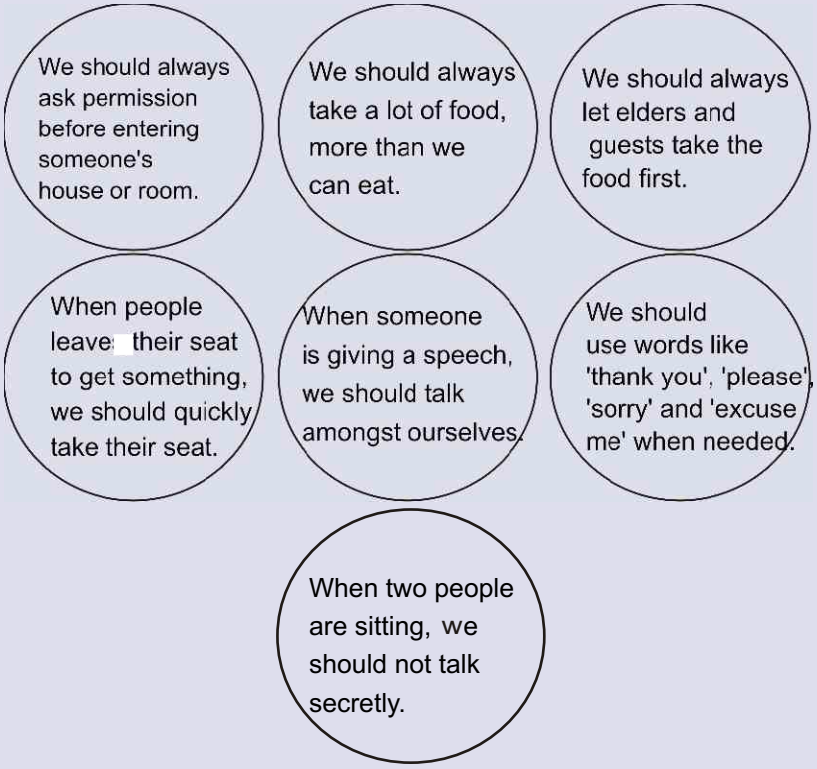
2.1 READING COMPREHENSION

UNIT:2

Pre Reading

Ask the students the following questions:

1. What do we mean when we say that someone has good manners?
2. What do we mean when we say that someone has bad manners?
3. What will happen if everyone behaves in a good manner?
4. What will happen if everyone behaves in a bad manner?
5. Read the statements in the following bubbles and draw a smiling face if it is good manners, and a sad face if it is bad manners.



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2.1 READING COMPREHENSION

UNIT:2

Reading Text

Problems and Solutions

Students' Magazine

Ask Big Brother the solution to all your problems

1. Dear Big Brother,

I am the only grandson of my grandparents. Though they love me a lot but one thing upsets me; whenever they come to visit us, they always tell my parents that I am an ill-mannered child. I never talk to them in a harsh way or misbehave, so I don't know why they say this.

Please, guide me how to treat them so that they feel happy.

Unhappy Zain Grade VI

Dear Zain,

I am sure you respect your grandparents, but older people always expect something more. Here are some valuable tips; if you follow these you'll probably make them very happy:

2. Dear Big Brother,

I am short in height and I travel in a public bus daily. My problem is that, though, I always pay my fare while I am mostly asked to give up my seat for other people. Since I pay my fare, it is my right to get a proper seat. Moreover, whenever the conductor asks me to stand up, my friends make fun of me and I get annoyed.

Please tell me what to do.

Disturbed Ahsan Grade IX

Dear Ahsan,

It is good that you are an honest boy and you pay your fare. I think you are very lucky to be asked to give up your seat for an adult, especially for an old or handicapped person, or a person carrying something heavy.

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Give them a warm welcome with a smile when you greet them.

Give them a helping hand, especially when they are carrying their things.

Spend some time with them, listen to what they say.

Old people get easily irritated but be kind and polite to them.

Big Brother

This gives you a chance to serve others. Also, it is good manners to offer your seat to those who need it more than you.

Secondly, do not stop doing good deeds because your friends mock you. In fact, feel honoured that God has selected you to give comfort to other human beings.

Big Brother

3. Dear Big Brother,

I live in a joint family. Mostly everyone loves me. But I am often scolded at lunch and dinner time. Everyone points out my mistakes. Now, I have stopped sitting with my family during meal times because I cannot take it anymore.

Penalized Fahad Class VII

Dear Fahad,

You are lucky to have so many people around you to guide you

4. Dear Big Brother,

One of my best friends in my class is Abid. He is a caring person but we argue a lot about different things. Sometimes people think that we always fight with each other. I want him to listen to me first because he always has a different point of view about everything. I want him to be friendly with me and not argue with me all the time.

Annoyed Rashid Class VII

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and who care for you. As meals are social events, it is important that we practice proper manners. This includes helping in serving the meal and in cleaning up after the meal. Other important meal manners are:

- ✓ Allow elders and guests to take the food first
- ✓ Wait for your turn to take the food
- ✓ Chew with your mouth closed
- ✓ Avoid talking with food in your mouth
- ✓ Do not slurp or burp loudly while eating, as this is impolite

Big Brother

Dear Rashid,

It is good to have a nice and caring friend. However, one more important rule in friendship is that we should respect each other's views and differences. We live in a society where there is great diversity of beliefs, cultures, races, colours, rituals, and traditions. You need to learn to give your point of view and to listen to others also; this is a part of good manners. And if you want a lasting friendship, lose sometimes and let him win; this way, sometimes he will lose and let you win. This will lead to a great friendship.

Big Brother

5. Dear Big Brother,

I have a very dark complexion, in fact the darkest amongst my siblings and friends. Every time I see people with a fairer skin colour, I feel inferior.

Frustrated Sania Class VI

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2.1 READING COMPREHENSION

UNIT:2

Dear Sania,

You need to understand that it is not your skin colour, your height, or any other physical appearance that makes you a better or more likeable person. What matters most is your cleanliness and your behaviour. Always have well combed hair, clean clothes, and clean shoes. Also learn to forgive, respect and lend a helping hand: and do not backbite or make fun of others. Everyone will love you and will want to be your friend.

Big Brother

While Reading

Exercise 1

A) Read all the letters and tick the correct answer. Students who shared their problems were

- A) Students of primary classes (I-V)
- B) Students of secondary classes (VI-X)
- c) Students of higher secondary classes (XI-XII)

B) Write down their names and classes in your notebook.

Note for Teachers: Ask students to read the letters silently and do Exercise 1.

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2.1 READING COMPREHENSION

UNIT:2

Vocabulary

Exercise 2

Match the words with their meanings and write the answers in the answer column. One has been done as an example.

Words	Meanings	Answers
1. upsets (letter 1)	a) (letter 2) a person given a special award	1 (l)
2. harsh (letter 1)	b) (letter 4) beliefs/ practices passed down from elders	
3. irritated (letter 1)	c) (letter 3) a family where a husband, wife, their children, parents, and other family members live together	
4. handicapped (letter 2)	d) (letter 5) natural colour of the skin	
5. mock (letter 2)	e) (letter 1) say things in a rough manner	
6. honoured (letter 2)	f) (letter 3) make a loud noise with the lips while eating or drinking	
7. Joint family (letter 3)	g) (letter 4) actions done at a fixed time in a fixed way	
8. slurp (letter 3)	h) (letter 5) lighter in colour	
9. burp (letter 3)	i) (letter 1) makes unhappy	
10. diversity (letter 4)	j) (letter 2) make fun of	
11. rituals (letter 4)	k) (letter 3) making a noise while letting out air from the stomach through the mouth	
12.traditions (letter 4)	l) (letter 5) say bad things about people when they are not present	
13.complexion (letter 5)	m) (letter 4) variety	
14.fairer (letter 5)	n) (letter 2) having some disability	
15.backbite (letter 5)	o) (letter 1) angry/ annoyed	

Note for Teachers: Explain to the Students both words and their meaning have the letter number is these. Tell them to look for meaning according to the same letter number.

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Post Reading

Exercise 3

The following table gives the names of students and the problems that they faced. Read the letters carefully to find out the problem that each one had. Write your answers in the answer column.

S. No.	Name	Problem	Answer
1.	Zain	a) Has a dark complexion	
2.	Ahsan	b) His friend argues with him all the time.	
3.	Fahad	c) Grandparents are unhappy.	
4.	Rashid	d) Family members point out his mistakes during meal time.	
5.	Sania	e) Bus conductors always ask him to give up his seat for others.	

Exercise 4

All the five students are sad or upset about something. They have mentioned how they feel at the end of their letter. Read the letters and find out how each one is feeling and fill in the following blanks. Write these in your notebook. One has been done as an example.

1. Fahad is feeling _____.
2. Sania is feeling _____.
3. Zain is feeling _____.
4. Rashid is feeling _____.
5. Ahsan is feeling *disturbed*.

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Exercise 5

Read the text and find out who is advised to do what for solving their problems. The first one is done as an example for you.

S. No.	Name	What to do	Answer
1.	Zain	a) should be happy that he is chosen to help others and should continue doing good things.	**1 d**
2.	Ahsan	b) should remember that cleanliness and good behaviour are more important than physical looks.	
3.	Fahad	c) should give his point of view but also learn to listen to and accept others' points of view.	
4.	Rashid	d) should help them, listen to them and be polite to them.	
5.	Sania	e) should adopt good eating manners.	

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2.1 READING COMPREHENSION

UNIT:2

Exercise 6

Each of the students is feeling sad or upset for two main reasons. Work in pairs and read the text to find out what these two main reasons are for each one of them. Write the answers in your notebooks. Follow this pattern:

Ahsan is feeling disturbed because 1) the bus conductor always ……. and 2) his friends……..Fahad is feeling……because 1)…….....……..2) ……

Exercise 7

Here is a summary of the text. Work in pairs and discuss what word to use in the blanks to complete the summary. Read the complete text once again to find the answers. Write the complete summary in your notebook.

Students could write any problem in the _____ Magazine. Someone called _____ Brother gave them the answers. The _____ added their feelings while writing their names to show how they felt.

Letter One

The first letter has been written by_____.He was studying in class_____. He felt _____ because his grandparents thought that he was an _____ child. He was advised to greet them with a _____, help them carry their _____, spend _____ with them, and be _____ to them.

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Letter Two

_____ wrote the second letter and he was in class_____. He felt____. The reason was that although he_____ the full____, He was always asked to give up his ____when it was needed for other people. Moreover, whenever he was asked by the ___ to give up his seat his friends made ____ of him. He was told not to give up doing good things because his_____mocked him but to feel____that God chose him to ____people.

Letter Three

The third letter has been written by _____, a student of class _____. He felt _____ because he was always _____ at meal times. For this reason he had stopped eating with his _____. He was reminded that he was _____ to have such a caring family and was asked to practise some basic mealtime_____. These included allowing_____ and _____ to take food first, waiting for one's _____ to take food, eating in a proper manner, with_____ closed and no burping and _____.

Letter Four

The writer of the fourth letter was _____ and he was in class _____. He felt _____. His problem was that his friend did not always agree with him. He wanted his friend to _____ to him first and not to _____ with him. He was advised to _____ respect other people's _____ and _____ because we live in a society that has a lot of _____.

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Moreover, for a lasting _____ he was advised to _____ sometimes and let others _____. This way, others would _____ and let him win. The fifth writer was _____. She was a student of class _____ and she was _____ because she had a dark

Letter Five

_____. This made her feel _____ to other people. Big _____ explained to her that _____ appearances do not make a person better or more _____. Two things are important, _____ and _____. To be clean one should have _____ hair and clean _____ and _____. If she makes sure that she has these things, everyone would _____ her and be her _____.

Note for Teachers: Once all the students have completed the summary, ask six students to come up and read one complete paragraph each. Ask the other students to check their work to see if they have all written the same answers. Where the answers are different or incorrect, discuss and give the correct answers.

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2.2 SPEAKING

UNIT:2

Give reasons for opinion and actions

Work in groups of three and practise the following dialogue three times. Each time every member of the group should take different roles, i.e. those of Zeba, Najma and Jena. Two sets of dialogue have been given below. Think of one dialogue that you can say and write it in the given space.

Zeba: I think we should study now and play later because it will be cooler.

Najma: I think we should take a break now because we have been studying since morning.

Jena: I agree with both of you. We can take a break now, take a bath, study again, and play later.

Zeba: Yes, that's a good idea. We can take a bath now, as it will make us feel fresh and play in the evening.

Najma: Let's ask mother if we can do this because she told us to study.

Jena: I think she will like the idea because we have studied for three hours.

Zeba: _____.

Najma: _____.

Jena: _____.

Note for Teachers: Divide the students into groups of three. Make sure that the students work with different students for most of the pair and group work activities. Also, walk around to see if all the students have understood the task and are doing what they are expected to do.

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Articles 'a' and 'an'

You have learnt the rules about the use of the articles 'a' and 'an' in earlier classes. Let us revise them once again.

1. Both these articles are used before a single, countable noun: a cup, a boy, an egg, an umbrella.
   Notice that 'a' is used with nouns beginning with a consonant sound and 'an' with those that begin with a vowel sound.
2. When adjectives are used before single countable nouns then the articles 'a' and 'an' are used before the adjectives: an orange cup; a tall, thin boy; a boiled egg; an attractive umbrella.
   Notice that 'a' or 'an' are used according to the sound of the adjective used first. Therefore, 'a orange cup' will be wrong; the right use is 'an orange cup'.

Exercise 1

Here is a list of 12 nouns; some of these are single and countable, some are countable but are not single, and some are uncountable. Write these in your notebook and add 'a' or 'an' before single countable nouns.

1.food	2. room	3. apple	4. water	5. kite	6. tables
7. orange	8. hour	9. milk	10. vans	11. eyes	12. finger

Exercise 2

Now, here is a list of 12 adjectives that you can use with the nouns given in exercise 1. Work with a partner and decide which adjective you can use with each noun. The adjectives are in a jumbled order. You can use each adjective

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only once. Write down the most suitable adjective along with each noun in your notebook. Don't forget to add 'a' and 'an' where necessary.

1. oval 2. black 3. early 4. tasty 5. injured 6. sweet
7. fast 8. twenty 9. dirty 10. untidy 11. creamy 12. unripe

Exercise 3

Complete the following sentences using the suitable adjective-noun pair, along with the article, if any, from exercise 2. Do the exercise in your note book. After you have done it, compare your answers with your partner.

1. Mansoor bought _____ for the kite flying competition.
2. My mother made pudding with _____.
3. The cook made _____ for my sister's wedding.
4. Please don't buy _____.
5. The cleaner managed to do all his work with _____.
6. Drinking _____ can make us fall sick.
7. Get up at _____ and you will be able to complete all your work.
8. The baby has brown hair and _____.
9. Put _____ here, one behind the other.
10. The people were afraid because the _____ were racing against each other.
11. I like eating _____ every day.
12. His father told him to clean up his _____.

Note for Teachers: Make sure that all the students understand the meanings of all the words, particularly those in Exercise 2.

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Exercise 4

Work in pairs and write a paragraph on cricket. Follow the rules of paragraph writing given in section 1.4. Also remember to use 'a' and 'an' where necessary.

Reflexive Pronouns

Reflexive pronouns are used when the subject and the object of a sentence are the same. Look at the sentences below; the words typed in bold are **reflexive pronouns.**

1.She saw **herself** in the mirror.
2.I hurt **myself.**
3.She locked **herself** in.

Exercise 5

Here is a list of reflexive pronouns. Fill the following blanks with the correct reflexive pronoun. You can use each reflexive pronoun only once.

myself	ourselves	yourself	yourselves
herself	himself	itself	themselves

a) I hurt _____ which cleaning the kitchen.
b) She hurt _____ while trying to learn a new game.
c) She should swim _____in hot weather.
d) She photographed _____.
e) They trained _____ for the match.
f) He danced _____ on the stage.
g) Irellised_____ that I am right.
h) We changed _____.

Note for Teachers: Discuss the examples of reflexive pronouns given above with the class. Make sure that all of them understand what a reflexive pronoun is. You can include other examples, if needed.

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Exercise 6

Match the questions with suitable answers. Write your answers in the match column. One has been done as an example.

Questions	Answers	Match
1.Who did your homework?	a) No, he will come himself.	1 f
2.Did the carpenter help them in making the stage?	b) Yes, she stitched herself.	
3.Did the leaflet explain how it was to be done?	c) No one, I made myself.	
4.Who helped you to make it?	d) No, he did himself.	
5.Will Ali pick him up on his way?	e) No, they repaired themselves.	
6.She is wearing a well stitched dress, isn't she?	f) I did myself.	
7.Did the mechanic repair their car?	g) No, we figured out ourselves.	

Exercise 7

Fill in the blanks with suitable reflexive pronouns.

I. Raza was going to take it to the shop but ended up fixing by _____ one afternoon.

ii. We must avoid reporting things that we haven't seen _____

iii. You told _____ that you bought it for Rs. 500.

iv. He prefers to be by _____ while preparing for tests.

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v. My brother and I served snacks to the guests _____ as our mother was not home.

vi. The horse hurt _____ while trying to escape.

vii. All of you will have to go _____ to get your gift.

viii. The boys want to learn cooking so, they are cooking_____.

ix. We should not fight_____.

x. The car started moving by _____ as it was on a slope.

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Writing short informal letters

Look at the letters in section 2.1; they are short informal letters and the responses are also short and to the point. All these letters state a problem and give a solution.

Exercise 1

Here are two more informal letters; one is a letter and the other is a response to another letter. Work in pairs and write a response to the first letter, and a letter in response to which the second letter was written. Write these letters in your notebook. After you have written the letters, edit them for grammar and spelling errors.

1) Letter

Dear Geeta,

My sister could not come to school today because she is not feeling well. The doctor has advised her rest for two weeks as she has typhoid. Can you please tell me what work you did in class today so that I can help her with her school work? Since the final exams are near, I don't want her work to be incomplete. I will greatly appreciate your help.

Yours sincerely,

Marvi

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2) Response

Dear Jawed

I don't have the General History book that you want. I know that your brother is working on a project about the Industrial Revolution in Europe. I hope he gets the first position so that he can go on a month long tour of Europe. However, I remember seeing a good book on General History at a second hand book shop in Saddar. If you want, I can go with you to show you where the shop is. Please let me know if you need any other help.

Yours sincerely,

Nadeem

Exercise 2

Write a short informal letter to your friend, telling him/ her that you need to borrow a few things. Mention what you want, why you want them, and when you will return them.

After you have written, exchange your letter with your partner and write a response to your partner's letter.

Note for Teachers: Tell the students that short, informal letters are different from formal letters. They only mention the key purpose of writing and give related details.

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Cloze Passage

Do you want to speak and write good English? Doing this activity everyday can help you. Do this activity even when you go to higher classes. It is called: Self-created Cloze. You were taught how to do this in class VI. Here is a reminder of how you do it.

You can use your English textbook or any other book in English for this activity. You will also need an extra notebook for this activity. Try to write at least one paragraph every day.

Exercise 1

Here are the two main steps that you need to follow:

Step 1

- Choose a paragraph from the Reading Comprehension section of your English textbook or any other book in English
- Mark or underline every 8th word
- Open your notebook. Draw a margin and put the date on it
- Copy the paragraph in your best handwriting in you notebook
- Do not write the marked/underlined word. Draw a blank line where the word is
- Close the books. Take a break of half an hour
- Take out your notebook and fill in the blanks without looking at the original paragraph

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Step 2

Check your work:

a) Open your notebooks.

b) Have you put in a margin?

c) Have you put in the date?

d) Have you started the paragraph two-finger space away from the margin?

e) Does the writing look neat and tidy?

f) Open your textbook and check your answers in the blanks.

g) Give yourself one mark for each correct answer.

(Source: Shamim and Sarwar, 2007, handout; reproduced with permission)

Exercise 2

Remember to do your free writing every day.

Note for Teachers: The Self-created Cloze activity is very useful for developing language as a whole. It helps in improving the students' handwriting, punctuation, reading skills, grammar, and vocabulary. Check occasionally to see that they are doing this regularly in a separate notebook. You do not have to correct it; only make sure that the students are doing it regularly and are following the steps correctly.

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2.6 FUN

UNIT:2

Work in groups of three. Imagine you are Big Brother/ Big Sister of a students' Magazine. Students write their problems to you and you suggest solutions. Give them one line answers to the following problems. Try and give them funny answers. One has been done as an example.

Eight problems are given here; add two more problems and their solutions.

S.No	Problem	Solution
1.	I wake up late and have to miss my breakfast.	
2.	My homework is always incomplete because I like to watch television.	Look at the television while doing your homework but it should be off.
3.	My parents tell me that I am lazy although I always do all my works on time.	
4.	My friends are jealous of me because I get good marks.	
5.	I don't like to play outdoor games and my friends don't like indoor games.	
6.	I study very hard but I always get very low marks.	
7.	I am a very quiet and shy person, so, I don't have any friends.	
8.	My friends tease me a lot because I often fall asleep in class.	

Note for Teachers: Allow students to enjoy this activity by writing funny solutions. Do not suppress their creativity.

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UNIT 3 Awareness of Crisis, Accidents, and Natural Calamities

What will I learn?

Reading

- Have a general idea of the text
- Make simple inferences using the context of the text and prior knowledge
- Deduce the meaning of difficult words from context
- Read silently with comprehension and extract main idea and supporting details
- Scan to locate an opinion
- Comprehend/ interpret text by applying critical thinking
- Read a story and summarize it

Listening and Speaking

- Give reasons for expressing ability/inability to do something

Language Practice

- Use first and second conditional sentences
- Illustrate use of linking words

Writing

Write an essay of at least four paragraphs following the conventions of essay writing:

- Introductory paragraph
- Body paragraphs
- Concluding paragraph

Recognize that

- the introductory paragraph carries the main idea of the essay
- each one of the body paragraphs develop the main idea through key ideas. These key ideas are developed through supporting details
- the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement

Study Skills

- Illustrate the use of a dictionary for finding the appropriate meaning and correct spellings
- Continuing practice of free writing and doing cloze passages
- Reminder about importance of loud reading for improving spoken English

Fun

- Learning about things to do and things not to do, through fun and enjoyment.

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3.1 READING COMPREHENSION

UNIT 3

Pre Reading

Work in pairs and discuss the following questions:

1. What happens when it rains a lot in the monsoon season?
2. What kinds of problems do people face?
3. Does somebody help them or do they help themselves?
4. What would you do in such a situation?

Reading Text

Learning to Live in a Critical Situation

Slowly, Zubair began to wake up. He was very, very tired. He opened his eyes and looked around. All he could see was muddy water, but a little peaceful now. All night, it had been gushing wildly, destroying everything that came in its way. He was still lying on the log which he and his mother had held together last night.

The log, to which Zubair had clung all night, was bumping against a small tract of land now. Zubair stretched his numb limbs and waded to the tract of land. He was exhausted. He lay down on his bare back and closed his eyes. Tears began to fall from the sides of his eyes and started collecting in his ears. With his eyes closed, he could clearly see the picture of his mother's hand slipping from his grip. He wanted to shout but he could not. It was dark and the water was moving so fast that he could not do anything but hold the log tightly. She was taken away by the flowing water.

Note for the Teacher: Divide the students in pairs and ask them to discuss the questions given in the pre-reading activity. After a few minutes, involve the whole class in a discussion by asking these questions. Ask the students to do read the text silently and do Exercise 1.

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3.1 READING COMPREHENSION

UNIT 3

He quickly opened his eyes. He could not bear seeing that picture in his mind again and again. Suddenly, he got up, cupped his hands around his mouth, and yelled at the top of his voice, "*Amma, Amma!*" There was no reply. He sat down on the ground, put his head between his knees and cried his heart out for his mother, who was the only relative he had in this whole world. Exhausted, he fell asleep once again.

Voices of people woke him up. He opened his eyes to find himself on the same track of land. In the dim light of the setting sun, he could see soldiers sailing in a boat on the somewhat still water. They were coming towards him. He stared at them without moving. He was so sad and tired that he did not realize that the soldiers were coming to save him.

The soldiers took him to a relief camp. The camp provided shelter, food and medicines for the hundreds of flood victims. He moved around the camp like a ghost. His head was full of questions. 'Why do they let this happen every year?' 'Why don't they have a plan?' 'Can we do something ourselves to save other young boys from becoming orphans?' He discussed this with some of the relief workers but they were so busy and tired that they did not have time to answer his questions.

Finally, a young relief worker listened to him and understood what he was saying. Together, they planned to train the victims to be more cautious next time. They worked out some points that could help people remain safe in such calamities. Together, they wrote the points on large white bed sheets. After this, they gathered a group of people and told them about 'Ensuring Safety during Floods.

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Here are some of the points that they shared with the people:

Before a Flood

Always listen to the radio or television for flood information.
Be prepared! Pack a bag with important items in case you need to evacuate your home.
If the government tells you to evacuate, do so immediately.
If a flood is expected, move immediately to higher ground.
Turn off and disconnect all electrical things.

During a Flood

If you have to walk in water, try to walk where the water is not flowing. As little as 6 inches (15 centimeters) of flowing water can make you fall.
Use a stick to check the firmness of the ground in front of you.
Hold the hands of children and old and weak people when walking in water.
Only carry the most important things when leaving your house during a flood.
Do not touch electrical things if you are wet or standing in water.

After a Flood

Return home only when you are told that it is safe.
Wash and clean everything in your house.
Drink water that is safe to drink.
Stay away from fallen electric lines, and report them to the power company.
Avoid bathing or walking in floodwater.

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3.1 READING COMPREHENSION

UNIT 3

At night, Zubair spread his quilted mattress on the floor and lay down on it. He closed his eyes expecting the nightmare of his mother drowning but this did not happen. In his dream he saw his mother but she was wearing a pure white *shalwar* suit. She had covered her white hair with a fine, white muslin *dupatta.* Her long *dupatta* flew behind her as if trying to reach the sky. Her eyes glittered like diamonds and her wrinkle-free skin glowed in the faint light.

She looked at him, smiling sweetly, and said, 'You did a great job. Keep it up! God helps those who help themselves.'

When he woke up in the morning he was feeling very fresh and energetic.

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3.1 READING COMPREHENSION

UNIT 3

While Reading

Exercise 1

Look at these statements. Now read the story and tick the right answer.

i. The story is about a

a. rain storm b. flood c. sea storm

ii. Zubair was saved by

a. his friend b. his parents c. soldiers

iii. In the relief camp there were

a. very few people b. millions of people c. hundreds of people

iv. In his dream he saw that his mother was

a. sad b. happy c. worried

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Vocabulary

Exercise 2

In column A , there are some words from the text. The meanings of these words are given in column B. Match these words with the right answer and write the answers in the answer column. The first has been done as an example.

A	B	Answer
1. unharmed (paragraph 1)	a. without feeling	1 d
2. gushing (paragraph1)	b. leave when there is danger	
3. clung (paragraph 2)	c. a place where people who have lost their homes get food and shelter	
4. bumping (paragraph 2)	d. not hurt in any way	
5. numb (paragraph 2)	e. a bad and frightening dream	
6. exhausted (paragraph 2)	f. hold on	
7. yelled (paragraph 3)	g. shone	
8. relief camp (paragraph 5)	h. hitting	
9. evacuate (box 1)	i. moving with great force	
10. nightmare (paragraph 7)	j. shouted	
11. glittered (paragraph 7)	k. active	
12. energetic (paragraph 9)	l. very, very tired	

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Post Reading

Exercise 3

Work in pairs. Choose the best answer to complete each of the following statements. Write the complete statement in your notebook.

1. The story is about a boy who _____.
   a) is lost b) thinks about others c) likes to waste his time

2. The text in the box tells us about _____.
   a) things that people must do during flood times
   b) how to write notes
   c) the boy's life story

3. At the beginning of the story the boy was very tired because _____.
   a) he had been floating on a log the whole night
   b) he had to sleep on the sand all night
   c) his mother was drowned and he was missing her

4. In the relief camp he decided to _____.
   a) give medicines to people
   b) tell people how to protect themselves during flood times
   c) sit quietly and cry

5. At the end of the story, the boy was fresh and energetic because __.
   a) he had done something to solve the problem
   b) he had given a good presentation
   c) his mother came in his dream and liked what he had done

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3.1 READING COMPREHENSION

UNIT 3

Exercise 4

Zubair and the rescue worker told people to do something **'before'**, **'during'** and **'after'** the flood. The statements are given below in a jumbled order. Read the text and tick the correct column to show when people should do these things. After you have done the exercise, discuss the answers with your partner.

Statements	Before	During	After
i. People should carry only the most important items while leaving home.		✓	
ii People should pack a bag with important items.			
iii. People should not touch electric wires while standing in water.			
iv. The objects covered with mud must be washed and cleaned .			
v. People should listen to the radio and television for flood information.			
vi. People should stay away from fallen power lines.			
vii. People should return to home only when they are told it is safe.			
viii. If the government tells people to leave their houses, they must do so immediately.			
ix. People should not walk through flowing water.			

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Exercise 5

Match the following statements with their reasons and write the complete answers in your notebook.

Statements	Reasons	Answer
i. Zubair did not drown because ii. Tears came out of Zubair's eyes because Iii. Zubair wanted to do something because iv. Zubair was upset at the relief camp because v. Zubair woke up fresh and energetic at the end of the story because	a. he did not want other children to become orphans. b. he did not like seeing people suffer so much. c. he had clung to a log. d. he saw his mother happy in his dream. e. his mother had drowned in the flood water.	1 c

Exercise 6

Put the summary of the story in sequence by writing numbers in the boxes.

- ☐ A volunteer at the relief camp helped him develop a programme.
- ☐ Instead, he dreamt that his mother was now happy and she praised him.
- ☐ He wanted to do something, so that people would not suffer every year.

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- ☐ Every time, he closed his eyes, he saw the scene of his mother being washed away by the fast flowing water.
- ☐ There he was upset to see the people suffering.
- ☐ He was all alone and sad because he had lost his mother in the flood.
- ☐ The night after the programme he did not see the scene of his mother drowning.
- ☐ Soldiers came in a boat and took him to a relief camp.
- ☐ They gathered people and told them what to do before, during and after a flood
- ☐ Zubair did not drown in the flood.
- ☐ At the relief camp, the flood victims were given food, shelter and medicines.

Exercise 7

Work in groups of three and discuss possible reasons for the following statements. Possible answers are given in the box below. There are four extra answers. Pick the answer that you think is the most suitable one. One is done as an example. Write the answers in your notebook.

1. Zubair and the rescue worker wrote the points on the large white bedsheet because *they did not have large sheets of paper.*
2. If at the time of floods the government tells people to evacuate they should do so immediately because _____.

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3. People should use a stick to check the ground while walking in the flood water because_____.
4. Young people should hold the hands of older people and children while walking in the flood water because_____.
5. People are told to carry only the most important things while leaving their homes during a flood because_____.
6. During and after floods people should not go near fallen electric poles or wires because_____.
7. People should avoid bathing and walking in flood water because____.

1.They may get devastated by the flood.
2.This can protect them from falling in a ditch.
3.It can be dirty and have harmful things that can make them fall sick.
4.They may drown if the flood water gets to their houses.
5.They can be harmful due to the electric current flowing through them.
6.It will be difficult to walk or find a way with a heavy load.
7.The speed of water is so high that it may cause an accident.
8.They did not have large sheets of paper.
9.They may flow away with the water.
10.Their job is to help people and rescue them.
11. They may slip and fall.

Note for Teachers: Tell the students that four answers given in the box are not correct. They should read the text and select the correct answers to complete the blanks in Exercise 7.

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Give reasons for expressing ability /inability to do something.

We use “can” to say that we are able to do something and “can't” when we are unable to do it.

She can speak Sindhi.

He can swim like a fish.

They can't play well.

I can't cook *biryani.*

Work in groups of three and interview each other. Here are the steps that you will follow:

Activity Steps

1. Decide who will be student1, student 2 and student 3.
2. Draw card 1 if you are student1, card 2 if you are student 2, card 3 if you are student 3, in your notebook.
3. Write three questions that you will ask your classmates. One question has been given. Write two more.
4. Student 1 asks the question, student 2 gives a positive answer with reasons and student 3 gives a negative answer with reasons. Student 1 writes the answers in the notebook.
5. Student 2 asks the question, student 3 gives a positive answer with reasons and student 1 gives a negative answer with reasons. Student 2 writes the answers in the notebook.
6. Student 3 asks the question, Student 1 gives a positive answer with reasons and Student 2 gives a negative answer with reasons. Student 3 Writes the answers in the notebook.

Note for Teachers: Divide students into groups of three. Make sure all the students have understood all the steps of the activity. Ask three students to come up and give a demonstration to the class about how the activity is to be done. Tell the students that they should write Rani, Ramzan, whatever the name of students 1,2,3,4,5 is. They should not write “Name of student” in the Card that they draw.

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Example: (ask the question) Can you draw a goat?
(give a positive answer with reason) Yes, I can because I love drawing.
(give a negative answer with reason) No, I can't because I don't like drawing.

CARD 1

Name of Student 1: [ask question]	Name of Student 2: [give positive answer with reason]	Name of Student 3: [give negative answer with reason]
Can you play table Tennis?		

CARD 2

Name of Student 2: [ask question]	Name of Student 3: [give positive answer with reason]	Name of Student 1: [give negative answer with reason]
Can you cook anything?		

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3.2 SPEAKING

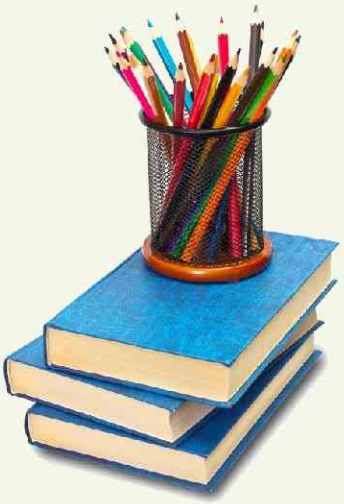
UNIT 3

CARD 3

Name of Student 3: [ask question]	Name of Student 1: [give positive answer with reason]	Name of Student 2: [give negative answer with reason]
Can you speak Arabic?		

After you have interviewed your classmates, come up one by one and tell the class what your partner can do or cannot do. Tell them any one positive and one negative sentence.

Example : Shamim can draw a horse because she loves drawing.
Nusrat can't draw a horse because she doesn't like drawing.



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3.3 LANGUAGE PRACTICE

UNIT 3

Conditional Sentences

First Conditional: These are the sentences where if one thing happens then only the other will happen. In such sentences the verb in the "if" clause is usually in the present tense, the verb in the result clause has the modal 'will". A comma is used after the 'if' clause.

Exercise 1

The following table has first conditional sentences. Match the "if" clauses with their result clauses and write the answers in the answer column. The first one has been done as an example.

If clause	Result clause	Answer
1.If you work hard, 2.If it rains, 3.If father allows me, 4.If he helps Abdul, 5.If *Amma* makes the *halwa,* 6.If Salma sings well 7.If I feed the dog, 8.If she treats the children nicely,	a. he will not have any problem. b. she will win the singing competition c. you will get good grades. d. they will always listen to her. e. it will take care of my house. f. i will go with you. g. we will enjoy eating it. h. i will stay at home.	1 (c)

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Exercise 2

Work with a partner and complete the following conditional sentences. Remember to use a comma after the 'if' clause. Write the complete sentences in your notebook.

I.	If Alina works fast,	v.	If my work finishes before 5 o'clock,
ii.	If Saleem writes neatly,	vi.	If the train leaves on time,
iii.	If the weather becomes sunny,	vii.	If we help others,
iv.	If father comes home early,	Viii.	If the ministers do their work,

Note for Teachers: Make sure that the students understand clearly that conditional sentences have two clauses. One clause has 'if' and the other clause usually has 'will'. One clause tells us what will happen and the other clause tells us the result of the first action; i.e. what is the second thing that will happen if the first one happens.

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Exercise 3

The 'if' clause can also be written in the end:

Alina will finish her work on time if she works fast. (Notice that the comma is not used.)

Rewrite the sentences you made in exercise 2 changing the order of the clauses.

Exercise 4

Follow the pattern to complete the chain story below. Add at least three more sentences.

The boy is sad because he missed his van. If his van doesn't come to pick him, how will he go home?

If he goes home on foot, he will not reach home on time.

If he doesn't reach home on time, his parents will get worried.

If his parents get worried, they will……..……..

Linking Words **'but'** and **'and'**

We often use these two linking words, 'but' and 'and', to join two sentences. We use 'but' when the two sentences that we join are about different or opposite things. We use 'and' to join two sentences that are about same or similar things.

Note for the teachers: Tell the students that when we join two sentences with 'but' we repeat the whole of the second sentence. But when we join two sentences with 'and' we do not always repeat the whole of the second sentence. We do not repeat them when the verbs are same we repeat when they are different .

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Examples: I like tea. I don't like coffee. .
I like tea but I don't like coffee
I like ice cream. I like fruit juices.
I like ice cream and fruit juices.
I like the colour of this dress. I love the design of this dress.
I like the colour and I love the design of this dress.

Exercise 5

Join the following sentences using 'but' and 'and'. Write the joined sentences in your notebook.

1) Salma loves mangoes. She does not like oranges.
2) This flower is very beautiful. It smells nice too.
3) The white cup is full. The blue one is empty.
4) We are on time. The train is late.
5) My brother plays cricket. My brother plays hockey.
6) This book has many pages. This book has very few pages.
7) I like climbing trees. I like jumping from trees.

Exercise 6

The following table contains pairs of sentences. One sentence is given in Column A, the other in Column B. Work with your partner and find out which sentences in Column A and Column B match with each other. Write your answers in the answer column, as shown in the example.

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Column A	Column B	Answer
1. My mother loves me.	a) My brother is very tall.	1 e
2. Their house is far from the school.	b) It did not break.	
3. I am short.	c) They both got good grades.	
4. Jumman wants to buy a horse.	d) He did not get a wicket.	
5. Karim and James worked hard.	e) and she loves my sister too.	
6. My mobile phone fell down.	f) She cleaned her room.	
7. Ram Chand bowled well.	g) He wants to buy a goat.	
8. Razia washed her clothes.	h) Our house is near the school.	

Exercise 7

Now discuss with your partner and decide which pair of sentences can be joined with 'but' and which ones with 'and'. Write the joined sentences in your notebook.

Exercise 8

Work with a partner and ask him/ her the following questions. Write their answers in the blank columns under each question. Ask the questions in order: 1a, 1b, 2a, 2b and so on. First, one partner should ask all the questions, then the other.

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3.3 LANGUAGE PRACTICE

UNIT 3

After you have asked all the questions, look at the answers and decide which linking word you will use, 'but' or 'and' to join two sentences, 1a and 1b, 2a and 2b, and so on. Write that word in the linking word column.

Column A	Column B	Linking Word
1a. When do you get up in the morning?	1b. When do you go to bed at night?	
2a. Do you like animals?	2b. Do you like birds?	
3a. Have you ever climbed a mountain?	3b. Have you climbed a tree?	
4a. Do you take tea every day?	4b. Do you have ice cream everyday?	
5a. Have you seen an elephant?	5b. Have you seen a camel?	

Now, join the pair of sentences, 1a and 1b, 2a and 2b, and so on and write the joined sentences in your notebook. Remember to use 's'/ 'es' with verb.

1. My friend gets up at _____ in the morning_____.
2. He/ She _____.
3. He/ She has _____.
4. _____
5. _____.

Note for Teachers: Change partners for every activity. Make sure that students understand what needs to be done in each activity before asking them to do it, particularly Exercises 7 and 8.

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Essay Writing

Read the following essay. Remember that an essay has at least four paragraphs: one introductory paragraph; at least two body paragraphs; and one concluding paragraph. As you read the essay, notice the following:

Introductory Paragraph

- Begins with 2-3 relevant general statements
- The last sentence states what areas have been covered in the essay

Body Paragraphs

- Begin with a topic sentence based on a point in the last sentence of the Introductory Paragraph
- All the points in each Body Paragraph relate to the topic sentence

Concluding Paragraph

- Begins with a closing word/ phrase e.g finally to conclude etc.
- Uses ideas from the last sentence of the introductory paragraph, but different words, to write the first sentence
- Gives a brief summary of all the body paragraphs, in two to three sentences
- The writer gives own opinion, idea, or suggestion in the last sentence.

Mobile Phones

Mobile phones are very common these days. Most people have one mobile phone but some of them have two or three phones. People all over Pakistan use mobile phones for many purposes. But the two most common uses of the mobile phone are to **remain in touch with their families** and to **conduct business**.

Note for Teachers: Change partners for every activity. Make sure that students understand what needs to be done in each activity before asking them to do it, particularly Exercises 7 and 8.

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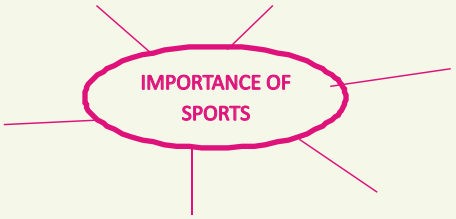
Mobile phones are a good way of remaining in touch with one's family. Today, people travel a lot, both within their own town or city and to other far off places. If they have a mobile phone they can easily tell their families where they are. Also, if the family wants to tell them something urgent or important they can easily inform them on their mobile phones.

Mobile phones are also very useful for business people. They do not have to go everywhere all the time to do business. They can buy and sell things by contacting people on their mobile phones. They can also arrange money for their business through their mobiles. These days, many business people use their mobile phones to advertise their products and services.

In short, mobile phones are useful both for remaining in touch with the family and for conducting business. People can remain in touch with their families wherever they are. Business people do not have to go everywhere all the time to conduct business. **If used properly, mobile phones are a big blessing.**

Exercise

Work in groups of 3 and write an essay on the Importance of Sports. Write the topic in the middle of a circle, as taught previously. Brainstorm and write your thoughts and ideas. Then, based on the guidelines given above, write an essay.



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After you have written your essay, edit it. Check to see if

- Your introductory paragraph is according to the rules given above
- All the body paragraphs have a topic sentence that is linked to the last sentence in the introductory paragraph
- All the sentences in the body paragraph are linked to the topic sentence
- The concluding paragraph has a closing word/ phrase and a closing comment
- There are no spelling and grammar errors

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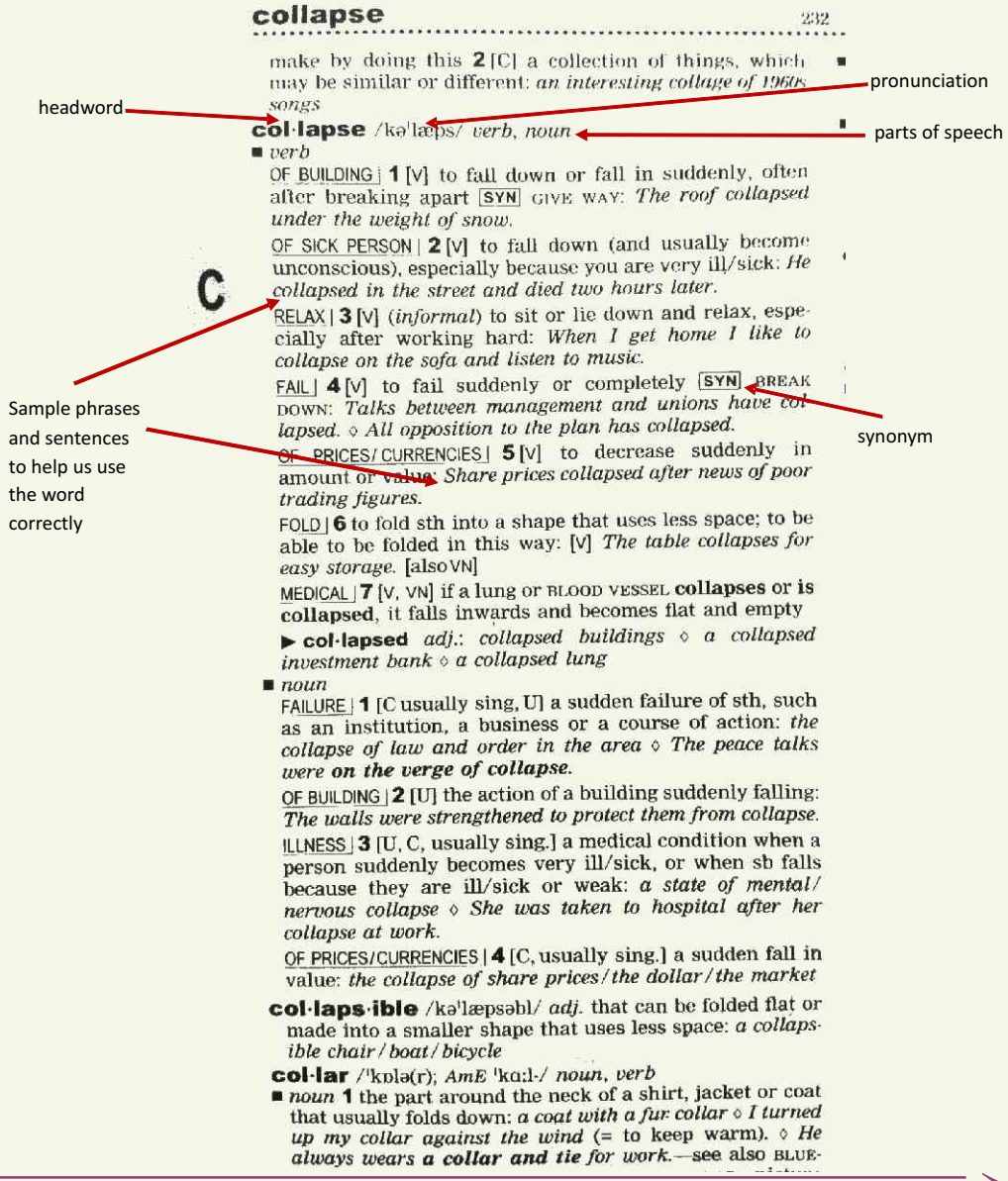
This is a page from a dictionary. A dictionary tells us many things about a word. It tells us its meaning, pronunciation, and what part of speech it is. It also gives us examples to help us see how the word is used. Look at this page carefully to see how this is done. Answer the following questions.



collapse 232

make by doing this **2** [C] a collection of things, which may be similar or different: *an interesting collage of 1960s songs*

col·lapse /kəˈlæps/ *verb, noun*

■ *verb*

OF BUILDING | **1** [V] to fall down or fall in suddenly, often after breaking apart SYN GIVE WAY: *The roof collapsed under the weight of snow.*

OF SICK PERSON | **2** [V] to fall down (and usually become unconscious), especially because you are very ill/sick: *He collapsed in the street and died two hours later.*

RELAX | **3** [V] (*informal*) to sit or lie down and relax, especially after working hard: *When I get home I like to collapse on the sofa and listen to music.*

FAIL | **4** [V] to fail suddenly or completely SYN BREAK DOWN: *Talks between management and unions have collapsed.* ◊ *All opposition to the plan has collapsed.*

OF PRICES/CURRENCIES | **5** [V] to decrease suddenly in amount or value: *Share prices collapsed after news of poor trading figures.*

FOLD | **6** to fold sth into a shape that uses less space; to be able to be folded in this way: [V] *The table collapses for easy storage.* [also VN]

MEDICAL | **7** [V, VN] if a lung or BLOOD VESSEL **collapses** or **is collapsed**, it falls inwards and becomes flat and empty

▶ **col·lapsed** *adj.*: *collapsed buildings* ◊ *a collapsed investment bank* ◊ *a collapsed lung*

■ *noun*

FAILURE | **1** [C usually sing, U] a sudden failure of sth, such as an institution, a business or a course of action: *the collapse of law and order in the area* ◊ *The peace talks were **on the verge of collapse**.*

OF BUILDING | **2** [U] the action of a building suddenly falling: *The walls were strengthened to protect them from collapse.*

ILLNESS | **3** [U, C, usually sing.] a medical condition when a person suddenly becomes very ill/sick, or when sb falls because they are ill/sick or weak: *a state of mental/nervous collapse* ◊ *She was taken to hospital after her collapse at work.*

OF PRICES/CURRENCIES | **4** [C, usually sing.] a sudden fall in value: *the collapse of share prices/the dollar/the market*

col·laps·ible /kəˈlæpsəbl/ *adj.* that can be folded flat or made into a smaller shape that uses less space: *a collapsible chair/boat/bicycle*

col·lar /ˈkɒlə(r); *AmE* ˈkɑːl-/ *noun, verb*

■ *noun* **1** the part around the neck of a shirt, jacket or coat that usually folds down: *a coat with a fur collar* ◊ *I turned up my collar against the wind* (= to keep warm). ◊ *He always wears **a collar and tie** for work.*—see also BLUE-

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3.5 STUDY SKILLS

UNIT 3

Exercise 1

This is a section taken from of a dictionary. Study it carefully with the help of the labels. Now answer the following questions.

i. What is the first meaning of the word *collapse*?
ii. What does collapse mean when it is used for a sick person?
iii. Can we collapse a folding-table?
iv. Write any one sample sentence using collapse.
v. What does collapsible mean?

Exercise 2

Remember to do your free writing regularly as this will improve your writing skills.

Exercise 3

Regular practice of cloze passages is very useful for learning English grammar and vocabulary.

Exercise 4

Make sure that you find time to do some loud reading every day. Reading aloud will help you develop your spoken language.

Note for Teachers: This activity about using the dictionary is very useful for helping students learn how to use a dictionary for various purposes. Initially, you may need to guide the students in detail but later on ask them to find different meanings from the dictionary so that they continue practising and refining their dictionary skills. Reading aloud can help students overcome the fear of talking in English. Encourage learners to read in pairs to improve their reading skill by using the correct pauses and intonation. Also help them focus on their pronunciation.

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3.6 FUN

UNIT 3

Work in groups of four and prepare charts showing things that we should do and things that we should not do in the given places. More than one group can work on each topic. You can make your charts colourful by drawing, colouring, or adding pictures.

In the Class		
S.No.	Do	Not Do

In the Playground		
S.No.	Do	Not Do

In the School		
S.No.	Do	Not Do

In the Market		
S.No.	Do	Not Do

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UNIT:4 Awareness of and Empathy with Special People

What will I learn?

Reading

Read a poem and give orally or in writing:

- Main idea
- Summary (through **gapped summary** exercises)
- Personal response
- Identify line and stanza
- Deduce meaning of difficult words from context

Listening and Speaking

- Express surprise

Language Practice

- Form adjectives from nouns
- Demonstrate extended use of question words

Writing

Write an essay of at least four paragraphs following conventions of essay writing:

- Introductory paragraph
- Body paragraphs
- Concluding paragraph

Analyse written texts to use in their own writing, features of a simple expository composition showing cause and effect of an event or an action:

- Logical order of events or action
- Appropriate connectives of cause and effect

Study Skills

- Reading a blurb to see what the book is about

Fun

- Giving instructions to a robot

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4.1 READING COMPREHENSION

UNIT:4

Pre Reading

Ask students to take out a piece of paper and draw the picture of a fruit called durian. Tell them that this fruit is

- often called the king of fruits
- oval in shape
- big and bulky, like a big melon
- has big thorns on its skin (much bigger than the thorns on a rose bush)
- brown in colour

Once they have drawn it, ask them what the fruit tastes like. Is it sweet or sour?

Now, ask the following questions:

1. Did you know that you have not tasted the king of fruits?
2. Does it make any difference to you? Why/ Why not?
3. When babies are born without some ability, like the ability to hear or see, do they know what they are missing?
4. By what age do you think they begin to know?
5. Is it easy for them to understand what they are missing? Why? Why not?
6. Next, ask them to listen carefully as you read the poem.
7. After this ask them to read the poem silently and do Exercise 1.

Note for Teachers: The students might feel a bit upset at being asked to draw the picture of a fruit that they have never seen. Tell them it's just a game and not to worry if they don't get the picture correctly. All they need to do is follow the drawing instructions.

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Reading Text

THE BLIND BOY

O say what is that thing call'd Light,
Which I must ne'er enjoy;
What are the blessings of the sight,
O tell your poor blind boy!

You talk of wondrous things you see;
You say the sun shines bright;
I feel him warm, but how can he
Or make it day or night?

My day or night myself I make
Whene'er I sleep or play,
And could I ever keep awake
With me 'twere always day.

With heavy sighs I often hear
You mourn my hapless woe;
But sure with patience I can bear
A loss I ne'er can know.

Then let not what I cannot have
My cheer of mind destroy;
Whilst thus I sing, I am a king,
Although a poor blind boy.

C. CIBBER

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4.1 READING COMPREHENSION

UNIT:4

While Reading

Exercise 1

Read the text and answer the following questions. Write "Yes" or "No" in the given blanks.

1. Was the boy blind from birth? _____
2. Was he happy? _____
3. Did he know the difference between light and darkness? _____
4. Is the blind boy's father telling us the story? _____

Vocabulary

Exercise 2

These jumbled up words and phrases given below are the meanings of the words in the poems. Choose the word/ phrase that is nearest in meaning to the given word and write the complete sentences in your notebooks.

ability to	accept	suffering	without	complaint
Unlucky,	favour from God,	give happiness, joy,		wonderful,
sorrow ,	misfortune / loss	show sorrow over the loss of something		

1. The word **blessings** in verse 1 means ……..
2. The word **wondrous** in verse 2 means ……
3. The word **mourn** in verse 4 means ……
4. The word **hapless** in verse 4 means ……
5. The word **woe** in verse 4 means ……
6. The word **patience** in verse 4 means ……
7. The word **cheer** in verse 5 means ……..

Note for Teachers: While discussing Exercise 1, try and relate how not knowing what was missing from his life did not affect the blind boy, just like not knowing about the taste or shape and size of the durian did not affect them in any way. Exercises 2 and 3 are different types of vocabulary exercises. Make sure the students understand how these have to be done before you ask them to do these.

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Exercise 3

Choose the correct word from the vocabulary in bold print in Exercise 2 and fill in the following blanks. One is done as an example.

1. In the final matches he always loses in a hepless manner.
2. He misses his father so let's do something to _____ his heart.
3. There are many _____ things to see in nature.
4. We should show _____ when old people do not understand what we say.
5. When we pray we receive Allah's _____.
6. We should not always _____ when we lose something.
7. Sadia was crying and telling her story of _____ to her friends.

Post Reading

Exercise 4

In every verse in the poem two words rhyme with each other. Work in pairs and fill the following table with one word from the poem and two other words that you know. One has been done as an example.

enjoy	boy	joy	destroy
bright			
woe			
make			
sight			
day			
he			

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Exercise 5

We sometimes use the short form of words, for example, I'll for I will, she's for she is. The poem contains the short form of five words. Find out these words and write them in your notebook. Then write the full forms of these words next to them.

Example: didn't = did not 'its = it is

Exercise 6

Read the poem and do the following exercise. Write "T" for true or "F" for false statements. After completing, share your answers with your partner. One has been done as an example.

1. The poem is about a blind man. F__
2. He has never seen light. _____
3. He can feel the sun but cannot see it. _____
4. He does not sleep at all. _____
5. He has accepted the situation that he will never see anything. _____
6. He thinks that people make fun of him. _____
7. He tells people not to feel sorry for him. _____

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Exercise 7

The poet makes one main point in each verse. These main points are given in a jumbled order below. Read the poem and write the verse number for each point in the given blanks. One example is given.

1. He says he has no problem being blind because he does not know what he is losing 4 .
2. For him there is no difference between day or night _____
3. The boy wants to know what is light _____
4. He tells people not to make him unhappy by telling him about something he cannot have _____
5. He cannot understand how the sun can change day into night _____

Exercise 8

There are five verses in this poem. Every verse is explained in two sentences in the following box. The first sentence is in column A. These sentences are in the same order as the verses in the poem. The second sentence explaining each verse is in column B, but in a jumbled up manner.

Note for Teachers: Make sure that the students understand what needs to be done. Tell them that each verse has four lines. The meaning of first two lines is given in Column A, in the same order as in the Poem; No.1 explains the first two lines of verse 1; No.2 explains the first two lines in verse 2 and so on. The explanation of one three and four of each verse is given in Column B, but in a jumbled order.

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4.1 READING COMPREHENSION

UNIT:4

Work in pairs, read the poem, and choose the correct second sentence that explains each verse and write your answer in column C. The first one has been done as an example.

S.No.	Column A	Column B	Column C
1.	The boy asks people to tell him about the thing called light because he will never be able to see it.	a) He says that although he can feel the sun he cannot understand how the sun makes days and nights.	1 d
2.	He tells people that they talk of things that they can see, like the sun shining.	b) He tells them that as long as he can happily accept the situation, it is alright for him, and he can enjoy life.	
3.	Since he cannot see the light he makes his own days and nights.	c) But, he tells them that since he has never seen anything, he can bear this situation patiently.	
4.	He says that he can hear people feeling sorry for his unlucky state.	d) He also wants to know what advantages people with eyes have.	
5.	He then requests people not to destroy his happiness by reminding him that he is blind	e) As long as he can stay awake it is day for him.	

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Exercise 9

Work in pairs and write a summary of the poem in your notebooks. You can take help from Exercise 8. Here are the steps of writing a summary of a poem:

1. The title of the poem
2. Name of the poet
3. Verse wise explanation
4. Conclusion

The title of the poem is _____. It is written by _____. In this poem _____ tells us how he feels.

In the first verse he asks people _____. He also_____.

In the second verse he tells people _____ He says that_____.

In the third verse he says that since _____. He further says that as long_____.

In the fourth verse he says that_____. But, he tells them _____.

In the fifth verse he requests_____ He tells them that_____.

The main idea of the poem is that we should not make _____people unhappy, by feeling _____ for them. We should let them be _____ and let them _____ their life happily.

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Exercise 10

Work in groups of three and answer the following questions. Write the answers in your notebook.

1. Do you think that the blind boy is happy? Why? Why not?
2. Why is it difficult for the blind boy to understand how the sun makes day and night?
3. Do you think he sleeps when the sun sets and wakes up when the sun rises? Why?
4. How should we treat people who have any disability?
5. How should we help blind people?

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Express surprise

Work in groups of three and practise the following dialogues. First one student should play the role of A, another of B, and the third one of C. After this, change roles; A becomes B, B becomes C, and C becomes A. Practise the dialogue again. Change roles once again and repeat the dialogues.

A: Did you know that Muni fell down yesterday?

B: **Oh, no!** How did she fall?

A: She slipped on a banana peel.

C: **Really?** I thought she slipped in the water!

B: By the way, did you hear that our school won the football match?

C: **Oh! That's great!** My brother plays in that team!

Now discuss in your group and write a six line dialogue like the one above. You can use any of the surprise words used in the dialogue or you can choose them from the box below.

Oh my God!	That's wonderful!	That's very sad!
good news!	We've won!	Oh, no! I don't believe this!
Oh! Poor thing!	Wow!	That's very

Once you have written the dialogue, practise it in the same way as you did before. All the group members should take turns to say the dialogues of A, B and C.

Note for Teachers: Divide the students into groups of three. Tell them to first practise the dialogue three times, every student should take a different role each time. Then all three of them should discuss and write a similar new dialogue, using various surprise words. Then they should practise saying the new dialogue in the same way as before, all three playing different roles. After that, ask some of them to roleplay their dialogue in front of the class.

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Forming Adjectives from Nouns

Exercise 1

We can form adjectives by adding some words to a noun .The following table has common and abstract nouns that can be changed into adjectives by adding different words at the end. Change the following nouns into adjectives with the help of examples given in each box.

Nouns	Adjectives
end	end**less**
job	
aim	
tree	
harm	harm**ful**
peace	
hope	
care	
wind	wind**y**
air	
dirt	
powder	
ghost	ghost**ly**
mother	
hour	
friend	
child	child**ish**
salt	
fool	
book	

Note for Teachers: Tell the students to form adjectives from nouns by adding the words in bold to each of the given noun.

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Exercise 2

Fill in the following blanks by choosing the most suitable adjective from the table above. You can use each adjective only once. Do the exercise in your notebook. Look at the examples below.

Examples: These days my father does not have any work. He is a jobless person.

She is a kind woman. She treats everyone in a motherly manner.

1. The travellers were tired but in the _____desert they could not find any shady place to rest.
2. Every citizen wants to lead a _____life, a life without fear and worries.
3. The _____ clothes of the children show that they have been playing in the garden.
4. I like my new neighbours because they are very _____ people.
5. In order to succeed in life we need both practical and _____ knowledge.
6. Decide what you want to do in life. Do not lead an _____life.
7. _____ drivers always drive the car within the speed limit.
8. We have very _____ weather today. If you work outside, your papers will fly away.
9. Some schools have an_____ time table but some have classes of forty minutes.
10. We drink sweet tea but people in Gilgit Baltistan drink_____ tea.

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Exercise 3

Use any five adjectives from the table in exercise 1 in your own sentences.

Making Interrogative Sentences

There are mainly two types of questions.

1. Yes/ No questions: Answers to these questions will be 'Yes' or 'NO'.
   Example: Is this your book? Are you coming with me?
2. 'Wh' questions. These questions ask for information.
   Example: Where are you going?
   Example: Why are you going?

S.No.	Statements	Yes, No questions	'WH' questions
1.	This is your dress.	Is this your dress?	**How** is this your dress?
2.	We *can* go.	*Can* we go?	**When** *can* we go?
3.	You *have* eaten.	*Have* you eaten?	**What** *have* you eaten?
4.	You like mangoes.	*Do* you like mangoes?	**Why** *do* you like mangoes?
5.	They *were* laughing.	*Were* they laughing?	**Why** *were* they laughing?
6.	You *will* go.	*Will* you go?	**Where** *will* you go?
7.	The little girl wants ice cream.	*Does* the little girl want ice cream?	**Why** *does* the little girl want ice cream?
8.	All of you *will* go tomorrow.	*Will* all of you go tomorrow?	**Why** *will* all of you go tomorrow?

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Exercise 4

Look at the statements and questions in the table above; they follow a simple pattern. Only questions beginning with am, is, are, was, were, can be asked with or without a helping verb.

All other verbs need a helping verb to form a question.

The same rule is followed with the 'WH' questions; except that we add the 'WH' word at the beginning.

In the following statements underline the main verb two times and the helping verb once, with a pencil. Once you have completed, compare your answers with your partner.

1. The horse is eating grass.
2. I am a teacher.
3. We love Pakistan.
4. Saba can sing beautifully.
5. The train is late.
6. Tahir and Javed will go to Lahore.
7. We have eaten our food.
8. The old man was lost.
9. All of them are playing cricket.
10. My sister buys new books every year.

Note for Teachers: Explain the rules of forming questions with the help of the given table.

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Exercise 5

Look at the table given above again. Notice the following pattern.When statements are changed into simple Yes/No questions the helping verb becomes the first verb in the question.

Statements that have no helping verbs but have am, is, are, was, were as the main verbs, these main verbs become the first word in the question.

In statements where there is no helping verb; do/ does/did are added as helping verbs.

The position of only one word changes; that is, the helping verb or the main verb moves to the front. The order of all the other words remains the same.

Now work with your partner and change the statements in Exercise 4 into simple Yes/No questions. Write these questions in your notebook.

Exercise 6

Look at the table yet again. Notice that the rule for changing statements into 'Wh' questions is the same as for the Yes/No questions. There is only one difference: the 'Wh' word becomes the first word and then the question order is the same. Again, work with your partner and form 'Wh' questions with the statements in Exercise 4. Write the questions in your notebook.

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Exercise 7

Change the following statements into questions, as directed.

1) The teacher is very happy with the class today. (Y/N)
2) You are wearing a black dress. (Wh)
3) The train will leave for Peshawar at 4 o'clock. (Y/N)
4) My house is in Hafizabad. (Y/N)
5) Our new neighbors are nice people. (Wh)
6) The blind old man needs help. (Y/N)
7) The little bird has fallen from its nest. (Wh)
8) I am feeling very hungry and thirsty. (Wh)
9) The naughty boy was punished by the teacher. (Y/N)
10) The teacher is helping Babar. (Wh)

Note for Teachers: Discuss the table with the students before asking them to do the first exercise and make sure that they understand the rules about changing statements into Yes/ No questions and Wh questions. Then discuss the rules briefly again before each exercise.

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Writing a Cause and Effect Essay

A Cause and Effect essay tells us why a certain thing happens and what effect that has on various other things. As shown in section 3.4 of this book, an essay has four or more paragraphs. The first paragraph introduces the topic of the essay and the last paragraph summarizes and concludes the topic. The body paragraphs give the details.

Each body paragraph usually has four or more sentences. The first sentence is mostly the topic sentence. It gives us the summary of the main theme of the paragraph. Each sentence in the paragraph gives us more details about the topic or main idea of the paragraph.

Look at the following sample essay; it is about pollution, its causes and effects, and what can be done to stop or reduce pollution.

Pollution

Pollution is a very big problem these days. People all over the world are having many health related issues because of this problem. Pollution means having an environment that is unclean. There are many types of pollution caused by various factors; these affect people in different ways and we need to do something about this.

There are different kinds of pollution. Air Pollution, Water Pollution and Noise Pollution are the three main types of pollutions. Air pollution is caused by the smoke that is emitted by factories and vehicles. The sound and noise of loudspeakers, unnecessary loud horns, etc. cause noise pollution.

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The dirty chemical waste from the factories and the human waste that is thrown in the rivers and seas causes water pollution.

Most citizens are concerned about the damages that pollution is causing to their health. Dreadful diseases like cancer, asthma and liver problems are being caused by pollution. Moreover, pollution is also affecting people's mental health, which leads to stress related diseases, like diabetes and heart problems.

It is important that all citizens play their role in stopping pollution. We must not throw garbage everywhere. We must make sure that our motorcycles and cars do not emit black fumes. We must not throw waste products in ponds and rivers. We must not blow horns loudly or play loud music and fire gun shots in the air while celebrating. This will help keep the environment clean.

The government must also take some steps to control pollution. They must enforce laws to prevent pollution. They must impose fines on people who pollute the environment. They must also reward the factories which control their waste and use technology to check pollution. Rewards can also be given to those who plant trees. Cutting down trees must be strictly prohibited. Public awareness programmes must be shown on television.

To sum up, pollution is a major threat to people's health and their lives. It is caused by a variety of factors. Both the citizens and the government need to take steps to stop pollution. The citizens can play a role in reducing air, water, and sound pollution. The government should make laws and make sure that people follow these laws in order to control pollution. Only if citizens take responsibility and the government has strict rules can we overcome this huge problem.

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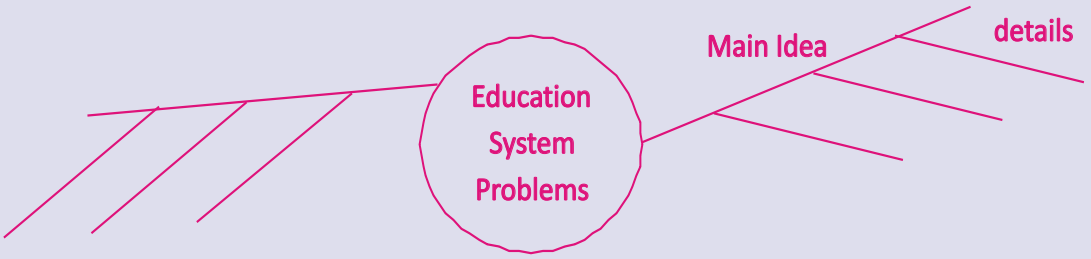
Exercise

Read the sample essay carefully and identify the main idea of every paragraph. Also identify the details in every paragraph that support the main idea.

Work in pairs and identify the major problems in our education system. Follow all the steps of essay writing discussed in section 3.4 of this book. Remember that you do not have to take all the points that you have in your mind map; select only the points related to your topic sentences.



After you have written your essay, edit it. Check to see if

- Your introductory paragraph is according to the rules given above
- All the body paragraphs have a topic sentence that is linked to the last sentence in the introductory paragraph
- All the sentences in the body paragraph are linked to the topic sentence
- The concluding paragraph has a closing word/ phrase and a closing comment
- There are no spelling and grammar errors

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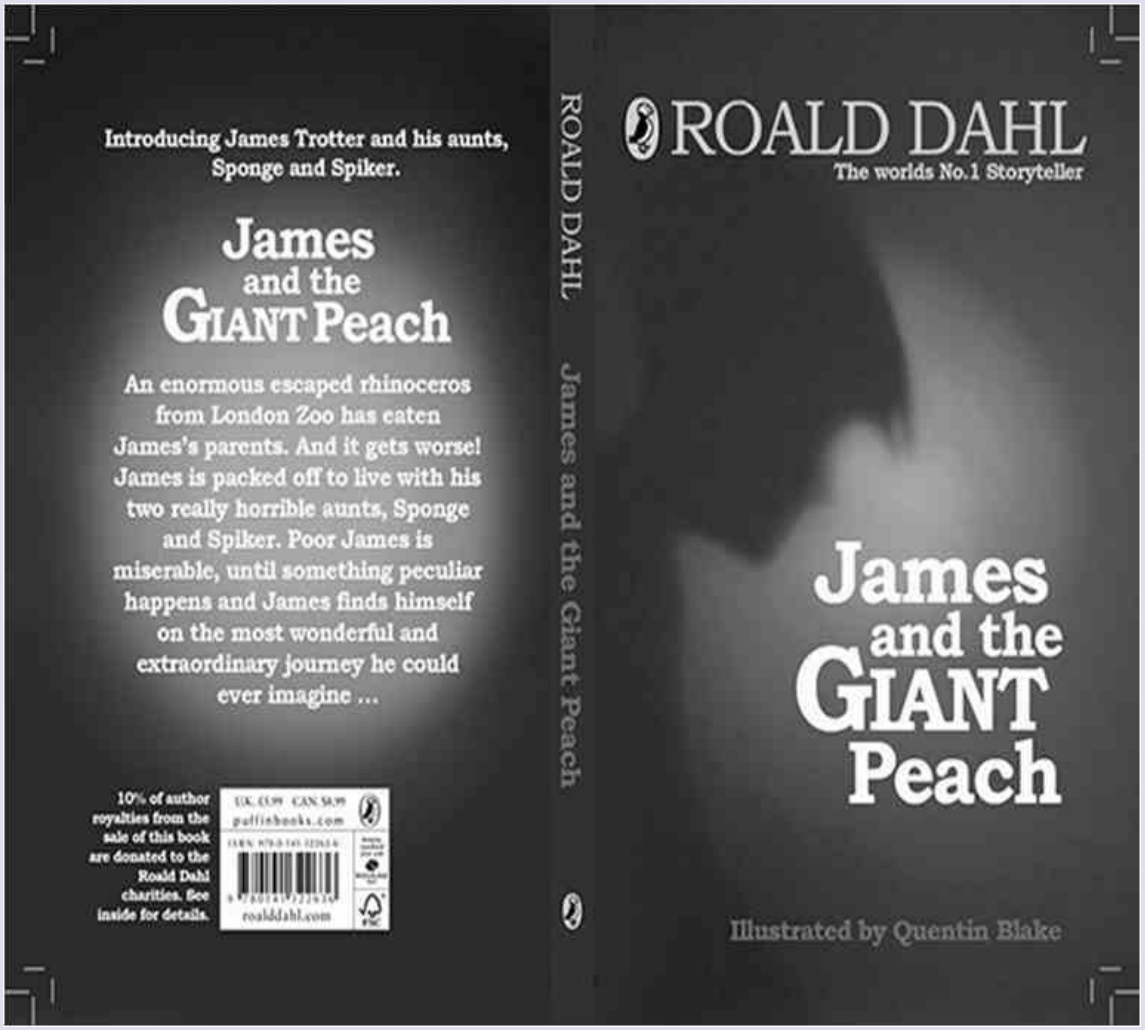
4.5 STUDY SKILLS

UNIT:4

Blurbs, mostly printed on the back cover of books, give a short description of the book to attract readers or buyers.



Read the cover page of the book written by Roald Dhal the famous writer of children books.

According to the blurb what is the name of the boy?

Who ate the parents of James?

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Exercise 2

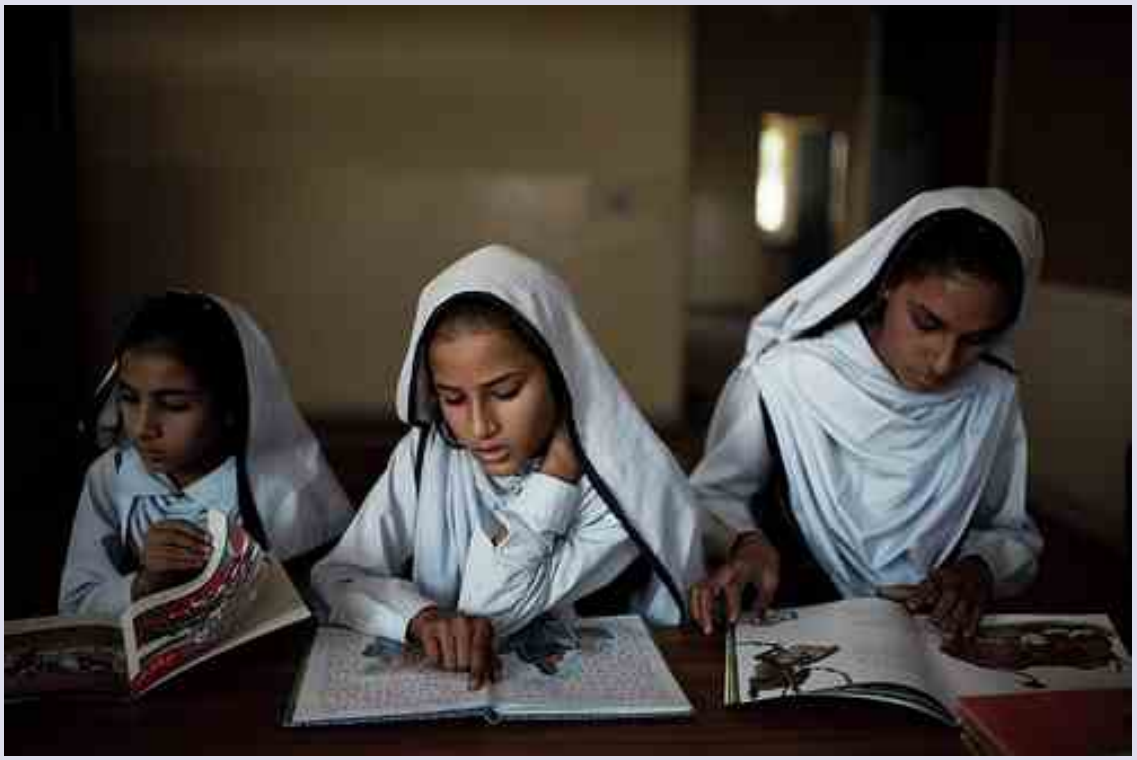
Remember to do your free writing regularly as this will improve your writing skills.

Exercise 3

Regular practice of cloze passages is very useful for learning English grammar and vocabulary.

Exercise 4

Make sure that you find time to do some loud reading every day. Reading aloud will help you develop your spoken language.



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4.6 FUN

UNIT:4

Do you know what a robot is? It is a machine that can do some of the things that we, human beings, can do. However, it cannot think. So, we have to design the tasks and activities that we want the robot to do in great detail. We have to write clear orders because the robot will only do what we tell it to do; it cannot think.

Imagine you get a job in a company that makes robots. Your job is to programme the robot to help people who are blind. What instructions will you give the robot in the following areas?

- ❖ Washing the dishes
- ❖ Flying a kite
- ❖ Polishing shoes
- ❖ Playing cricket
- ❖ Using a mobile phone
- ❖ Putting things in a bag

Work in groups of three and design a programme for the robot in any one of the above areas, as given by the teacher.

After you have prepared the instructions you will have to come up and roleplay. One of you will act like a robot giving instructions, one like a blind person who follows the instructions, while the third group member will read the instructions.

Note for Teachers: Divide the whole class into groups of three. You can ask the students to pick any one area or you can give a number to each group from 1-6. Ask all the groups whose number is 1 to prepare instructions on washing the dishes, all number 2 groups on flying a kite, and so on.

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UNIT:5 Historical and Cultural Places of Pakistan

What will I learn?

Reading

- Have a general idea of the text
- Infer theme/ main idea
- Scan to answer short questions
- Deduce meaning of difficult words from context
- Use context to infer missing words
- Read silently with comprehension and extract main idea and supporting details
- Scan to locate an opinion
- Comprehend/ interpret text by applying critical thinking
- Apply world knowledge and own feelings / opinions to the text read

Listening and Speaking

- Express pleasure and displeasure

Language Practice

- Illustrate use of Present Perfect Tense
- Apply rules of the article 'the' wherever applicable

Writing

- Write short formal e-mails

Study Skills

- Referring to and reading a content page in a book to locate information

Fun

- Differentiating between different types of food items

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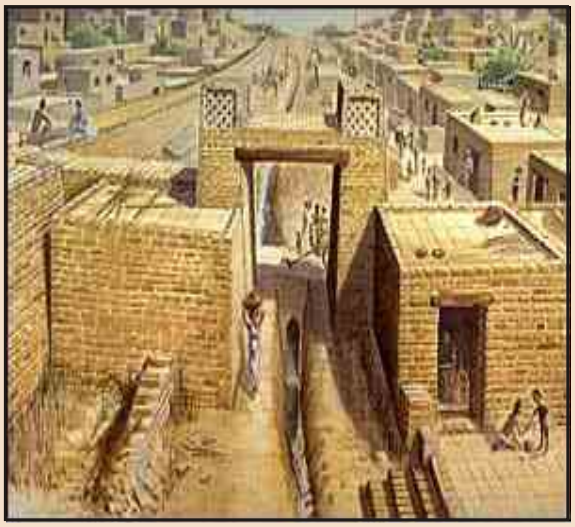
5.1 READING COMPREHENSION

UNIT:5

Pre Reading

1) What is history?
2) Why do we study history?
3) Can you name some historical places in Pakistan?
4) Look at the following pictures. Do you know the name of any of these sites?



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5.1 READING COMPREHENSION

UNIT:5

Reading Text

Pakistan: Home to Ancient Civilizations

Pakistan is a land that is home to one of the greatest civilizations in the world, the Indus Valley Civilization. However, traces of other civilizations that existed before that can also be seen. If we take a flying trip of the ancient historical sites across the four provinces of Pakistan we can see that, before the arrival of Islam, followers of some of the great religions of the world lived and thrived here. So, let's take a two-day helicopter trip across Pakistan. This flying trip will only allow us to land at a site, look at it briefly, and learn some very basic facts about it.

Let us begin our journey from the southern part of Pakistan, from **Bhambore,** an ancient city, situated on the northern bank of the Gharo creek, about 65 km east of Karachi, in the Thatta District of Sindh. This city was built in the 1st Century BC and was slowly abandoned after the 13th Century, due to the change in the direction of the river Indus.

The Bhambhore site shows three periods. The main buildings that have been found from the three periods are a palace type stone building, with a semi-circular shape, from the earliest age; a Shiva temple from the Hindu period; and a mosque, with 727 AD written on it. This is, probably, the best preserved earliest mosques in the region.

Having looked at Bhambore, let's get back on our helicopter and go to our next stop, which is **Mohenjo-Daro**. It is in the province of Sindh and is located in the Larkana District, around 28 km from the town of Larkana. It was one of the largest settlements of the ancient Indus Valley Civilization, and one

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of the world's earliest major urban settlements. Mohenjo-Daro was built in the 26th Century BC and was abandoned in the 19th Century BC, as the Indus Valley Civilization lost power.

Mohenjo-Daro was a highly organized and well planned city with properly planned streets. The city had a central marketplace, with a large central well and other smaller wells. Waste water from the houses went into covered drains that lined the major streets.

One can stay at Mohenjo-Daro for days and yet not learn enough about it but it is now time to go to **Nindowari,** which is in the Kalat District of Balochistan. It is located some 240 kilometres northwest of Karachi, in the Ornach Valley, on the right bank of the Kud River. Nindowari is a site of the prehistoric Kulli culture of Balochistan. It dates back to 3200 BC and was probably abandoned in 2500 BC, because the land rose up, due to which it got cut off from its water source, the Kud River.

The Nindowari settlement was built on a flat rock. It had a central square platform, which was surrounded by buildings on one side. The central mound near the platform was 82 feet (25 m) high and consisted of large stones. The top of the mound could be reached by a staircase from the platform.

It is time now to go to Sahiwal, before night falls. Early in the morning, we again get on the helicopter and go to **Harappa,** in Punjab, about 24 km west of Sahiwal. The site of this ancient city contains the ruins of a Bronze Age fortified city. The skeletons found in the ruins show that the city was destroyed due to wars, and diseases like leprosy and tuberculosis. Harappa was built around 2600 BC and lasted till 1300 BC.

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5.1 READING COMPREHENSION

UNIT:5

From Harappa we head towards **Taxila,** meaning the "City of Cut Stone", in the Rawalpindi District of Punjab. It is situated about 32 km north-west of Islamabad and Rawalpindi. The city probably came into existence in the late 2nd millennium BC and survived till the 5th Century AD, when it was finally destroyed by the Huns.

Earlier, the city was an important trade centre but, later, it lost its importance. The main ruins of Taxila are divided into three major cities, with each city clearly representing a different time period. The ruins of Taxila contain buildings and Buddhist stupas, located over a large area. It is also believed that Taxila had one of the earliest universities in the world.

It is now time to go to another site worth visiting, which is **Rehman Dheri,** situated 22 kilometres north of Dera Ismail Khan, in Khyber Pakhtunkhwa. This fortified town is dated about 3300 BC and was abandoned around 1900 BC.

Rehman Dheri shows three different periods. It is one of the oldest urbanised centres found so far in South Asia, and shows signs of town planning. The settlement was probably well planned in its earliest phases and these plans were followed in the later stages.

Our final stop over will be in **Takht-i-Bahi**, where people of the Zoroastrian religion, the religion of the Parsis, lived, before this area was taken over by the Buddhists. **Takht-i-Bahi** is located about 15 kilometres from Mardan, in Khyber-Pakhtunkhwa. It was built in four periods; beginning from the 1st Century BC and continuing up to the 7th Century CE.

Note for Teachers: Tell the students that A.D means the times since Hazrat Essa was born and BC means the time before the birth of Hazrat Essa. CE and AD are the same terms.

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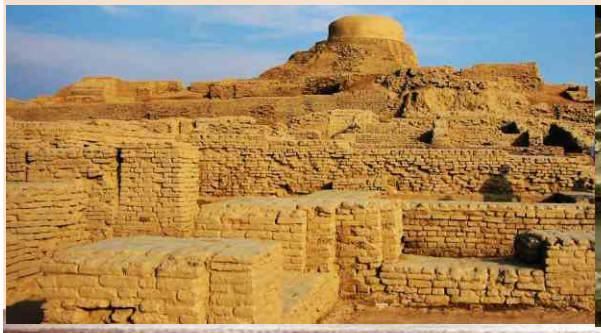
5.1 READING COMPREHENSION

UNIT:5

There are four main areas of this complex: 1) the Stupa Court, which is a cluster of stupas located in a central courtyard, 2) the monastic chambers, which consists of individual cells arranged around a courtyard, assembly halls, and a dining area, 3) a temple complex, which consists of stupas similar to the Stupa Court, but of later construction, and 4) the Tantric monastic complex, which consists of small, dark cells, with low openings, which may have been used for certain forms of meditation.

Our two-day trip has come to an end but our journey into the past of Pakistan has just begun. There is so much ancient history here that we will need months, if not years, to really visit each site in order to understand and appreciate this variety of culture and diversity of faiths that has shaped this country over several millenniums. We are, indeed, the proud inheritors of a great and ancient heritage.



Note for Teachers: Ask students to read the text silently and do Exercise 1.

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5.1 READING COMPREHENSION

UNIT:5

While Reading

Exercise 1

A) Read the text and write down the total number of sites covered in each province.

1. _____ covered in Sindh.
2. _____ covered in Baluchistan.
3. _____ covered in Punjab.
4. _____ covered in Khyber Pakhtunkhwa.

B) The journey will be undertaken in a _____and will take _____ days.

Exercise 2

Column A has the words and Column B the meanings of these words in a jumbled order. Choose the correct meaning and write the answer in the Answer column.

S.No.	Column A	Column B	Answer
1.	thrived	a) city like places where people live	1 e
2.	abandoned	b) remaining parts of a destroyed building	
3.	preserved	c) a small hill	
4.	urban settlements	d) thinking deeply in silence, often for religious purposes	
5.	prehistoric	e) grew and developed	
6.	mound	f) buildings in the shape of a dome, built as a place of worship for Buddhists	
7.	ruins	g) kept in its original shape	
8.	fortified	h) before the time since history was recorded	
9.	stupas	i) left forever	
10.	meditation	j) surrounded by high walls to defend against enemy	

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Exercise 3

Work with a partner and complete the following sentences by using the words in Column A of exercise 2. You can use one word only once. One has been done as an example.

1. The population in the *urban settlements* of Pakistan is increasing every year.
2. We were climbing on a _____ when my brother slipped.
3. Many people get up in the middle of the night to do _____.
4. The government should take some steps to save the _____ of Mohenjo-Daro.
5. The fishermen _____ their boat because of bad weather.
6. In the past, many towns were _____ to protect them from enemies.
7. The skeleton of a _____ animal was found near our village.
8. All over the world people want that things of the past should be _____.
9. Many _____ can be found in South and East Asia, where Buddhists live.
10. In the past, many types of fishes _____ in the Indus Delta.

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5.1 READING COMPREHENSION

UNIT:5

Exercise 4

Work in pairs, and fill the following table with the required information.

S No.	Name of Site	Province	District	Nearest Main City Mentioned	Distance From Main City
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Exercise 5

The following cities were found and were destroyed at different time periods. Read the text and select the correct answer from the options given.

1.Bhambore was first built in the _____.

a) 1st Century BC b) 8th Century AD c) 13th Century AD

It lasted till the _____.

A) 13th Century AD b) 2nd Century AD c) 10th Century AD

2.Mohenjo-daro was first built in the _____.

a) 20th Century BC b) 26th Century BC c) 19th Century BC

It lasted till the _____.

a) 14th Century BC b) 8th Century BC c) 19th Century BC

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3.Harappa was first built in _____.

a) 1900 BC b) 2600 BC c) 3300 BC

It lasted till _____.

a) 2800 BC b) 1300 BC c) 1900 BC

4. Taxila was first built in _____.

a) 2000 BC b) 1000 BC c) 500 BC

It lasted till _____.

a) 900 BC b) 400 BC c) 500 AD

5. Nindowari was first built in _____.

a) 3200 BC b) 4000 BC c) 4200 BC

It lasted till _____.

a) 2100 BC b) 2500 BC c) 2300 BC

6. Rehman Dheri was first built in _____.

a) 3300 BC b) 2500 BC c) 2850 BC

It lasted till _____.

a) 2500 BC b) 3500 BC c) 1900 BC

7. Takht Bahi was first built in the _____.

A) 3rd Century BC b) 1st Century BC c) 2nd Century BC

It lasted till _____.

a) 2nd Century CE b) 7th Century CE c) 4th Century CE

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5.1 READING COMPREHENSION

UNIT:5

Exercise 6

Read the text and answer the following questions.

1. The meaning of the names of two sites is given. They are:

   Site_____Meaning _____

   Site_____Meaning _____

2. The ruins show the presence of three religions before Islam came here. They are:

   Religion 1)_____2)_____3) _____

3. The text mentions two earliest urbanized sites. They are:

   Site 1)_____2) _____

Exercise 7

Different cities fell into ruins for different reasons. Discuss with your partner and write the answers in your notebook.

1. Bhambore was abandoned *due to the change in the direction of the river Indus.*
2. Mohenjo-daro was abandoned _____.
3. Nindowari was abandoned _____.
4. Harappa was destroyed _____.
5. Taxila was destroyed _____.

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5.1 READING COMPREHENSION

UNIT:5

Exercise 8

Write the answers to the following questions in your notebook. After you have written, discuss your answers with your partner and make changes, if needed.

1. Name the three buildings found in Bhambore.
2. Was Mohenjo-daro a nicely planned city? How do we know?
3. How do we know that life in Harappa ended due to war and diseases?
4. Do you think Taxila was a major Buddhist centre? Why/ Why not?
5. How was the Nindowari settlement built?
6. What do we learn about Rehman Dheri's town planning from the text?
7. Which areas in Takht Bahi have stupas and which one has small cells?

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Expressing pleasure and displeasure

In pairs, practise the following conversation. First, one student should play the role of Amna and the other one should play the role of Saima. Then, change roles and repeat the dialogue.

Amna: Saima, I'm sorry, but I have broken your favourite vase.
Saima: Oh no! I can't take it anymore! How did you do that?
Amna: I'm extremely sorry. It was just an accident. I didn't mean to do it.
Saima: This is too much! Last week you lost my pen and now you've broken my vase.
Amna: Don't worry; I'll repair it for you. Look, what I have for you.
Saima: What is it?
Amna: It's a surprise for you. I painted this vase for you last night.
Saima : Oh, wow! This is beautiful! You are truly an artist.
Amna : Thank you. I'm glad you liked it. Let's keep it on your study table.
Saima : Great! It looks fantastic!

If we are pleased with something we can use some of the following expressions:	If we are not pleased with something we can use some of the following expressions:
1. It is delightful (marvelous, fascinating, enjoyable, great)!	1. What a nuisance!
2. Great!	2. Oh, no!
3. Fantastic!	3. I can't stand this!
4. That's wonderful!	4. This is too much!
5. Oh, wow!	5. I can't take it anymore!
6. This is beautiful!	6. I'm fed up with this!

Note for Teachers: Divide the students into pairs. Ask them to practice the dialogue with both students playing first one role then the other. After they have practiced the dialogue, ask them to discuss something else, but similar, i.e. expressing pleasure/ displeasure.

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Present Perfect Tense

The present perfect tells us about an action that took place in the past but is linked to the present in some way.

Example: I have done my homework. (I did it in the past and now it is complete)

She has cleaned her room. (It was done in the past and is clean now)

We use have + past participle of a verb in the present perfect tense.

Exercise 1

The following table contains the present, past, and the past participle forms of some verbs. Fill in the missing forms. One has been done as an example. Share with your partner once you have completed.

S. No.	Present	Past	Past Participle
1.	break		
2.			brought
3.	buy		
4.		decided	
5.			done
6.	drink		
7.		ate	
8.			found
9.	finish		

Note for Teachers: Explain to the students what is meant by present perfect tense by using the given examples and explain them also when 'has' and 'have' are used i.e. Has with third person and have in other cases. You can give them more explain.

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10.		went	
11.	keep		
12.		left	
13.			lost
14.	make		
15.		opened	
16.	put		
17.			read
18.	see		
19.		sold	
20.	think		
21.	walk		
22.			washed
23.	win		
24.		worked	
25.	write		

Exercise 2

Work in pairs and fill in the following blanks by using the past participle of the verb. Remember to use have / has with verb. Select one word from the list in exercise 1 to complete the sentence. You can use one word only once. Do this exercise in your notebook.

1. The train _____ the station.
2. We _____ to go to Sakardu for our holidays.
3. John and David _____ this movie before.
4. Mr. Chandimal _____ his car to us.

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5. The baby _____ the new vase.
6. The class _____ the water park for a picnic.
7. I _____ this book many times.
8. Rani _____ a letter to the editor of a local newspaper.
9. This shop keeper _____ a new shop near the railway station.
10. The Pakistan team _____ the match by six wickets.

Exercise 3

Complete the following dialogue using the present perfect tense of the verbs in Exercise 1.

Anna: I *have lost* my book. Have you seen it?

Zeenat: Yes, I _____ it. It was on the basin.

Anna: Oh no. I hope no one _____ it.

Zeenat: Silly girl! no one washes books. I _____ it on the table.

Anna: Can you please make me a cup of tea?

Zeenat: I _____ that already. Here is your tea.

Anna: Can I have this piece of cake?

Zeenat: Yes. I_____ my share. You can have this.

Anna: Can we play after tea?

Zeenat: Yes. I_____ all my work.

Anna: And I _____ the essay that the teacher gave us as homework.

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Zeenat: We _____ hard the whole day. We can now take a break.

Article 'the'

Do you know that the article 'the' is the most commonly used word in English? Some common uses of this word, along with examples, are given in the table below.

S. No	Rule	Example
1.	'The' can be used with both singular and plural nouns	The phone is ringing. The phones are ringing.
2.	With the superlative degree of adjectives (most, best, tallest, etc.)	This is the most difficult lesson. Saleem is the tallest boy in the class.
3.	When we talk of a person, place, thing, or direction	The black cat was drinking milk. The Pakistani people like to enjoy life. We will visit the biscuit factory tomorrow.
4.	When we refer to natural objects (river, lake, oceans, mountains, sun, moon, stars, etc.)	The river Indus is very long. The Arabian sea is in the south of Pakistan. The moon is shining very brightly tonight.

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Exercise 4

In all the following sentences the article 'the' has to be used twice. Read these sentences and decide where the article will come. Now write the complete sentences, along with the article 'the' in your notebooks. Once you have completed, discuss with your partners.

1. Sami is most intelligent boy in class.
2. We must all do something to make sure that air we breathe and water we drink are clean.
3. We swam in lake not in river because it was safer.
4. I hope my city will be cleanest city in world one day.
5. Harry saw clouds coming from behind mountain.
6. Our house is in north of city.
7. I can see sun rising in east from my window.
8. All citizens must follow traffic rules while walking and driving on road.

Look at the following paragraph.

An old man was walking on a road one night. The night was dark and the man was tired. He saw a car coming. He stopped and looked at the car. The driver of the car stopped. He asked the old man if he wanted a lift. The man nodded his head. The driver opened the car door and the old man got in.

Note: that when the paragraph first mentions 'man', 'road', 'night', 'car', the articles 'a' or 'an' or the word 'one' is used with the noun. But when they are mentioned again, 'the' is used. This is because when the paragraph mentions 'man', 'car' etc. again, it is for students referring to a particular 'man', 'car', etc. referred to earlier.

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Exercise 5

Work with a partner and in the following paragraph fill the articles 'a', 'an' or 'the' where necessary. You already have learnt about articles in Unit 2 Page 35. Remember the rule discussed above. Also remember that for particular places or superlative degrees the article 'the' is used even if it is used for the first time.

I read _____ interesting article in _____ magazine last week. _____ article was about _____ poor boy who wanted to study in _____ school. I had found _____ magazine in _____ school library. _____ magazine had many articles but _____ article about _____ boy was very interesting. There was one good school near _____ boy's house. He went to _____ principal of _____ school and told him that he wanted to study there but he could not pay _____ school fees. _____ principal was a kind man. He asked _____ boy if he was willing to do some work. _____ boy said he was. _____ principal allowed him to attend _____ classes and asked him to clean _____ school furniture after school hours. _____ boy agreed. He studied hard and became _____ successful doctor.

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Exercise 6

Work with a partner and complete the following story. Use the articles 'a', 'an' or 'the' where necessary. Write your story in your notebook where necessary.

One day dog was lost in jungle. He saw lion. Dog was afraid. Dog thought lion would kill him. He saw some dry bones lying in front. Dog turned his back to lion and started chewing dry bones.

"Wow! This was tasty lion.I hope I get another lion," said dog loudly enough so that lion could hear him.

Lion heard this. He thought, "I think dog likes to eat lions."He turned and walked away.

Monkey sitting on tree saw this. Monkey thought if I tell lion true story he will be my friend.Monkey went to lion and told him that dog had made fool of him.Lion was very angry.He asked monkey to sit on his back.Lion started walking towards dog.

Dog saw this and thought quickly.Once again he sat with his back to loin and started saying loudly, "I sent monkey to get lion.Monkey is taking a long time."

When lion heard this he was very angry with monkey. He turned to eat monkey. Monkey jumped and ran up tree to save his life. Lion ran away.

You can begin like this

*One day **a** dog was lost in **a** jungle. He saw **a** lion coming. **The** dog was afraid.....*

Note for Teachers: Tell the students that the articles 'a', 'an' and 'the' are missing in the story. Ask them to read the story to find out where these articles are missing. Tell them to follow the rules given in Exercise 5. Also tell them that if any of the article comes at the beginning of a sentence, they should write it in capital letters and write the next word in small letters, as done in sentence number 2 above..

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Writing E-mails

Do you know what an e-mail is? It is a short letter or note that you send to people through computers, also through some mobile phones. E-mails are short notes that give only the required, exact information.

Look at the letters in section 2.1; 24-26 they are like e-mails because they state something .

Exercise 1

Work in pairs and complete the following e-mails. Write the complete e-mails in your notebooks.

Email 1

Dear Jack,

You asked me for some information about our school. Our school is located on the main _____. It has _____ students. We have classes from I to _____. The school has a _____, a _____ and a _____. We have a _____ cafeteria and a _____ playground. Our _____ is a nice person and treats all students and teachers in a _____ way. Please let me know if you need more _____.

Best wishes.

Abid

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Email 2

Dear Abid,

Thank you for the _____. Can you please tell me how much _____ your school charges? I also want to know how many _____ you have in each class. And what are your _____ timings. Looking forward to your _____.

Best _____.

Jack

Exercise 2

Work in pairs and write an email to your friend on a piece of paper telling him/ her about your results. You can write about your rank; subjects in which you received good marks and why; subjects in which you did not receive good marks and why; what you will do to improve your marks/ rank; what did your teacher say; what did your parents say, etc.

Edit your email for correct spellings and grammar, particularly the use of 'a', 'an' and 'the'. Exchange your email with another pair and write a reply to their email.

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If you want to read about the lakes of Pakistan, you would use the content page and skim through pages 57- 62. If you wanted to get details about museums, you would go to pages 38 - 43. The content page of any book tells us on which page to find the information that we want.

A Guide for visitors to Pakistan.

CONTENTS

Ancient sites 1
Castles 18
Forts 22
Tombs 27
Mosques 33
Museums 38
Forests 44
Tourist Resorts 51
Lakes 57
Hiking 63
Nature Walks 68
Ski Resorts 73
Beaches 78
Entertainment 83
Hotels and Restaurants 87
Maps 94
Contacts and Addresses 98

Tourism Department of Pakistan, Islamabad

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Exercise 1

A tourist wants to find out certain things about Pakistan. Can you help him by providing him some information? Write down the number of the pages that you would look at if the tourist wanted to know these things, by looking at the Content page:

Tourist: Where should I go if I want to

1. swim in the sea? Pages___ to ____
2. look at some old things, like ancient pottery, jewellery? Pages ___ to ____
3. visit places where important people are buried? Pages___ to ____
4. taste the variety of food in Pakistan? Pages___ to ____
5. go for long walks in scenic places? Pages___ to ____
6. see the nice old forts and castles that you have? Pages___ to ____

Exercise 2

Remember to do your free writing regularly as this will improve your writing skills.

Exercise 3

Regular practice of cloze passages is very useful for learning English grammar and vocabulary.

Exercise 4

Make sure that you find time to do some loud reading every day. Reading aloud will help you develop your spoken language.

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5.6 FUN

UNIT:5

Imagine your mother tells you to buy the following items. She tells you to put different groups of items in different bags; for example, cooked food in one bag, dairy items in another, and so on.

When you come back she asks you how many bags you have and how much money you spent. Work with a partner and decide what answer you will give to your mother.

Milk Rs.100/-

Meat Rs.700/-

Chicken Rs.250/-

Fish 300/-

Orange Rs.100/-

Soft Drinkk Rs.250/-

Soap Rs.75/-

Shampo Rs.500-

Butter Rs.200/-

Chicken Nuggets Rs.250/-

Apple Rs.150/-

Yogurt Rs.75/-

Pizza Rs.500/- Large

Juice Rs.75/-

Toilet Cleaner Rs.100/-

Note for Teachers: Ask all pairs to come up and tell the class which items they put in each bag and why.

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UNIT:6 Media as a Source of Knowledge

What will I learn?

READING

Infer theme / main idea

Scan to answer short questions.

ake simple inferences using the context of the text and prior knowledge.

Deduce meaning of new words from context.

Use context to infer missing words.

Read silently with comprehension and extract main idea .

Comprehend / interpret text by applying critical thinking.

Transfer the written text to a flow chart.

Apply world knowledge and own feelings.

LISTENING AND SPEAKING

Express disappointment

LANGUAG PRACTICE

Illustrate use of since and for

Recognize the rules, and change the narration of requests / orders

WRITING

Write a short narrative which describes a special occasion / celebration

STUDY SKILLS

Reading blurbs for selecting a book

FUN

Listening to a news item and writing the key points

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6.1 READING COMPREHENSION

UNIT:6

Pre Reading

1) Do you read newspapers? Why? Why not?
2) Do you think people should read newspapers? Why? Why Not?
3) The following are the headlines of the news. What do you think will be in the news item?

Reading Text

(1) YOUTH, NEPHEW DROWN IN RAINWATER POND

MIRPURKHAS: A 15-year old boy and his five-year-old nephew drowned, after they fell into a pond of rainwater in Noor Mohammed Moosapota village, near Digri town, on Friday. Three other children accompanying them were rescued by area people.

A group of local people jumped into the deep pond after hearing the victims' shouting for help and rescued three of them. However, Bhutta Khan, 15, and his nephew, Mohsin Khan, 5, had already died when the rescuer's brought their bodies out of the pond.

The condition of Sami Khan, 10, and two other survivors, was stated to be stable at the Digri Taluka Hospital.

Note for Teachers: You can nominate five students as news reporters and ask each one of them to come up and read one news item each. After that, ask the students to read the text silently and do Exercise 1.

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(2) NAMES THAT REFLECT OUR HERITAGE

ISLAMABAD: During the second year of the Children's Literature Festival (CLF), the organizers decided to make a small, but significant, change. They decided to name the rooms where the CLF sessions would be held after authors and poets, and terms that reflect Pakistan's rich literary history.

Hence, this year, sessions were held in the Khul Ja Sim Sim amphitheatre, the Shah Abdul Latif Bhittai Library, the Iqbal room, the Arfa Karim room, and the Manto room, among others. According to CLF organizer, The main reason for doing so was to make our children familiar with our rich literary heritage.

Some of the sessions in these rooms had a connection with the names as well. For example, sessions connected to technology were held in the Arfa Karim room. Arfa was the youngest Microsoft Certified Professional until 2008.

(3) ZOOKEEPER INJURED BY BIG CAT

BAHAWALPUR: On Saturday, a zookeeper suffered critical injuries as a lion attacked him at the Bahawalpur Zoo. According to people, as soon as the lion's attendant, Fayyaz, entered the cage with beef, the lion's food, the big cat pounced on him and injured him with its paw.

Fayyaz's screams attracted a number of zoo visitors and other employees who rushed to the scene. Fayyaz managed to come out of the cage and was rushed to Bahawal Victoria Hospital, where he was said to be critical.

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Some people believed that the lion attacked the attendant because it was hungry and the attendant had brought his food late.

However, the Zoo Incharge, Naveedul Haq, denied that the big cat was hungry. He said Fayyaz entered the cage daily and the animal never attacked him. In fact, it had been friendly with him for the last two to three years, since the lion was shifted here from the Lahore Zoo.

(4) DENGUE AWARENESS WALK HELD IN DIR

TIMERGARA: Lower Dir Deputy Commissioner, requested people from all walks of life to raise awareness about the dengue threat in the district. He said that collective work could help prevent dengue threats in the area.

Speaking on the occasion of a dengue awareness walk in Talash the other day, he said the local administration, health department, civil department, media and the education department should join hands against dengue.

The district team of the Medical Emergency and Relief International (Merlin), Talash traders and social and political workers participated in the walk.

The district team leader of Merlin, informed the participants that the only dengue case was found in the Talash area. He also said that during a recent survey dengue larvae were found in 18 houses and 84 water tanks in various localities of Shahikhel in Talash.

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(5) WOMAN, 3 CHILDREN BURNT IN FIRE

RAWALPINDI: A woman and three children were killed and two people were injured when fire broke out at a gas filling station located near Hamza Camp, Shamsabad, here on Friday.

Two vehicles - a passenger wagon and a taxi - were getting their fuel tanks filled when the fire broke out. Within moments the two vehicles were engulfed giving no chance to the occupants to escape.

As the fire spread, the staff at the filling station ran away. Although a large number of people from the neighbourhood rushed to the scene to help but they could not rescue the victims.

City Police Officer told reporters that three children and a woman from Mansehra were burnt to death. The injured were shifted to the Benazir Bhutto Hospital where they were stated to be in stable condition. "Right now the police do not know the real cause of the fire; CPO said.

While Reading

Exercise 1

Write 'Yes' in the blanks, if you agree with the statement, and 'No', if you do not agree.

1) There are six news items. _____
2) All the news items give us bad news. _____
3) Three news items are about people suffering in some way._____
4) One news item is about a fire. _____
5) One news item is about a strike. _____
6) The news items are giving different news. _____

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6.1 READING COMPREHENSION

UNIT:6

Vocabulary

Exercise 2

The words and their meanings from each news item are given in the table below. The meanings are in a jumbled order but they are according to each news item. For example the meanings of news item 1 are from a-d, those of news item 2 are from e-k, and so on. Choose the correct meaning and write your answers in the Answers column. Two have been done as examples.

News Item	Words	Meanings	Answer
1	1) accompanying	a) saved	1 c
	2) rescued	b) out of danger	
	3) survivors	c) going with someone	
	4) stable	d) those who lived	
2	5) heritage	e) show	
	6) significant	f) different from normal	
	7) reflect	g) related to literature	
	8) literary	h) a person with a natural ability	
	9) amphitheatre	i) important	
	10) unusually	j) a room with theatre like seating	
3	11) talented	k) things passed down by people before us	11 h
	12) critical	l) said it was not true	
	13) beef	m) attacked suddenly	
	14) pounced	n) serious	
	15) denied	O) cow/ buffalo meat	

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News Item	Words	Meanings	Answer
4	16) awareness	p) danger	
	17) threat	q) insects that have just come out of the egg	
	18) collective	r) took part	
	19) participated	s) everyone doing something together	
	20) larva	t) make people understand	
5	21) vehicles	u) persons in a given space (in a car, house, etc.)	
	22) engulfed	v) cars, buses, lorries, etc.	
	23) occupants	w) got away from the Danger	
	24) escaped	x) surrounded	

Exercise 3

Use seven words from the Words list above in your own sentences (at least one word from each section). Write the sentences in your notebook. After you have written, share your work with your partner.

Exercise 4

Draw the following table in your notebook. Work with your partner, read the news items and fill the following table.

News Item	Name of city /town from where the news has been reported	Place where it happened	Names of people in the news item
1.			
2.			
3.			
4.			
5.			

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Post Reading

Exercise 5

Read each news item and fill in the blanks below. There can be more than one word in each blank. Do this exercise in your notebook. After you have completed, discuss with your partner.

News Item 1

i. The name of the two boys who drowned were_____and_____.

ii. One boy was_____ years old and the other was_____ years old.

iii. The name of one of the boys who survived was _____ and he was _____ years old.

iv. In all,_____ boys had survived .

v. They were all admitted in the _____.

News Item 2

i. The news is about the _____ Children Literature Festival.

ii. The organizers decide to name the rooms after _____, _____ and _____ that reflect Pakistan's literary heritage.

iii. The main reason for doing so was to make children aware about _____.

iv. Sessions related to _____ were held in the Arfa Karim room.

v. Until 2008, she was the youngest _____.

News Item 3

i. A zookeeper was attacked by a lion at the _____.

Ii. Fayyaz was the lion's _____ and had brought_____ for it.

Note for Teachers: Make sure that the students read the text again and again to fill the blanks correctly.

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iii. Hearing Fayyaz scream_____and _____ came near the cage.
iv. Some people believe that the lion attacked him because he had____
v. The Zoo Incharge said that Fayyaz had been looking after the lion for the past _____ to _____ years.

News Item 4

i. The deputy commissioner requested people to raise awareness about _____ in the district.
ii. He said that five institutions should come together to fight against dengue. These were: _____, _____, _____, _____, and _____.
iii. Merlin is the short form of _____.
\iv. The district Merlin team, Talash traders and _____ and _____ workers took part in the walk.
v. According to a survey, dengue larvae were found in _____ houses and _____ water tanks.

News Item 5

i. _____ woman and_____ children were killed in a fire at a gas station.
ii. Two vehicles a _____ and a _____ caught fire.
iii. People rushed to help but they could not _____ the victims.
iv. The people who died in the fire were from _____ .
V. The injured people were taken to the_____hospital.

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6.1 READING COMPREHENSION

UNIT:6

Exercise 6

The following boxes contain a summary of 5 news items. There are 2 bubbles for each news item. Read the news item in each boxes. Work in pairs, discuss and write the serial number of the news to which each item belongs.

a) The fire spread very quickly and many people were unable to get out.

b) Some sessions were held in rooms where they had a link with the people after whom the rooms had been named.

c) People rescued three of them but two died.

d) The Deputy Commissioner said that all the departments should work together to fight against the threat.

e) The Zoo Incharge said that it was wrong to say that the lion attacked Fayyaz because it was hungry.

f) The main aim of the organizers was to make the children familiar with Pakistan's rich literary heritage.

g) Four people died and two were injured in a fire.

h) A total of five children fell in a rainwater pond.

i) He managed to get out of the cage and was taken to hospital.

j) A walk was organized to raise awareness about the spread of disease

Note for Teachers: Divide the students in pairs and ask them to read each bubble and put the number of the news item to which that sentence belongs. Tell them that there are three boxes for each news items.

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Exercise 7

Work in pairs and discuss the following questions. You can read the text again to get help. Write the answers in your note book.

News 1

1. How did the people know that the children were in trouble?
2. What would have happened to the three children who survived if the people had not helped them?

News 2

1. Do you think that the idea of the organizers to name the rooms after Pakistani literary people was a good idea? Why/ Why not?
2. Write down the names of at least three literary people mentioned in the text and state what you think they were famous for?

News 3

1. Why do you think the lion attacked Fayyaz?
2. Do you agree with the statement of the Zoo Incharge? Give reasons.

News 4

1. Who organized the walk and why?
2. Do you think such walks should be organized? Why not?

News 5

1. Why did the fire spread quickly? How many vehicles got burnt?
2. Did people working at the gas station help people? Why not?

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6.1 READING COMPREHENSION

UNIT:6

Exercise 9

We can learn many things when we read. Work in groups of three and discuss, what you think is the main thing one can learn from each news item. Write 1 or 2 in the Answer column, according to the option number that you think is the main learning.

News	Option 1	Option 2	Answer
1.	Many lives can be saved if people help each other.	Children should learn how to swim.	
2.	Children's Literature Festivals should be held every year.	The organizers chose a nice way to educate children about Pakistan's literary heritage.	
3	One should be very careful when going near wild animals.	Many visitors go to the zoo every day.	
4	It is every citizen's duty to raise awareness about harmful things.	Dengue is a dangerous disease .	
5	One should not do anything that can start a fire at a gas / petrol station.	People should save themselves first when there is a fire.	

Note for Teachers: Tell the students that they have to select one option for each news item, from the two options given, in Exercise 9.

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6.2 SPEAKING

UNIT:6

Express disappointment.

Work in groups of four and practice the following dialogues. Decide who will be student A, B, C and D.

Dialogue 1

A: We have to practice after school for the sports day on Saturday.

B: Oh no! My aunt is getting married on Saturday.

C: We are going to Quetta on Saturday

D: I'm sorry; I will not be able to participate as I have hurt my leg.

Dialogue 2

B: I want to invite all of you for lunch on Sunday.

C: I'm sorry I can't come.

D: That's too bad, we have guests for lunch.

A: Oh no! I have promised mother to clean the house.

Now think of the answer you can give in the following two dialogues and practice again.

Dialogue 3

C: The class is having a party next week.

D: Oh no! Next week we are _____

A: Next week I want to _____

B: That's too bad, next week we have _____

Dialogue 4

D: Let's clean the class after school today.

A: _____

B: _____

C: _____

Note for Teachers: Tell the students to first practice dialogue 1 and 2 then complete dialogues 3, 4 and practice again..

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6.3 LANGUAGE PRACTICE

UNIT:6

For and Since

We use **'for'** when we want to say how long an action has continued or happened. We often use the **perfect tense** with 'for' but we can also use other tenses.

Examples: I have been cooking for 2 hours. (how long it continued)

They have worked on this project for 7 weeks. (how long it continued)

We walked for quite a few hours. (how long it happened)

I'm going to Lahore for a week. (how long it will happen)

We use **'since'** when we want to say when an action, that is still continuing, began. We use the **perfect tense** with 'since'.

Example: Raja has been making pottery since he was 10 years old. (An action began in the past and is still continuing; he is still making pottery)

They have worked here since I was a child. (They are still working)

We've been waiting for the President's speech since 8 o'clock. (We are still waiting)

Exercise 1

Work with your partner and fill in the following blanks with 'since' or 'for' as appropriate.

1. Mother, can I please go to my friend's house _____ twenty minutes.
2. Zaman has been in this shop _____ nine o' clock.
3. The baby has been crawling _____ he was 8 months old.

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4. My neighbour's dog has been barking _____ two hours.
5. We have been cleaning our house _____ yesterday.
6. The teacher gave the class some homework _____ the next day.
7. I have been reading about pollution _____ I have been in class 3.
8. They had to travel _____ six hours to reach Larkana.

Exercise 2

Fill the blanks in the following sentences with 'for' and 'since'. The first one has been done as an example.

1. The gardener has worked here *for* 20 years.
   The gardener has worked here *since* we moved to this house.
2. My brother works _____ ten hours every day.
   My brother has been working here _____ the last five years.
3. Sameena has been driving the car _____ two o' clock.
   Sameena drives the car _____ two to four hours on weekdays.
4. I've been living in Karachi _____ my birth.
   I've lived in Sukkar _____ two years.
5. They walked _____ several hours before they reached a petrol pump.
   They have been walking _____ morning.
6. The players have been playing _____ afternoon.
   The players have been playing _____ five hours.
7. The teacher talked _____ ten minutes and then asked the students to read.
   The teacher has been talking _____ the class began.

Note for Teachers: Explain to the students the use of 'for' and 'since' using the examples given above. You may add other example.

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Exercise 3

Complete the following dialogue between Nasreen and Asma using 'since' and 'for', as appropriate.

Nasreen: I have been studying in this school _____ two years. What about you?

Asma: I have been studying here _____ I was 3 years old.

Nasreen: That is interesting. Has Ms. Bibi taught here _____ many years?

Asma: No, she has been teaching here _____ last year.

Nasreen: Has the Principal been working here _____ 2008?

Asma: Yes. But before that she worked _____ 10 years in a private school.

Nasreen: Do you know _____ how long we have had this English book?

Asma: I think we have had it _____ last year.

Nasreen: And what about the Urdu Book? _____ when have we had that?

Asma: We've had that book _____ at least 10 years.

Nasreen: Thank you Asma. I've known you _____ two years but this is the first time we've really talked.

Asthma: You're welcome. I feel we have been friends _____childhood.

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ORDERS AND REQUESTS: DIRECT/INDIRECT SPEECH

Look at these examples.

S.No.	Direct Speech	Indirect Speech
1.	Jane said, "Please give me a glass of water, David."	Jane requested David to give her a glass of water. Jane asked David to give her a glass of water.
2.	"Get out of my room," said the Principal.	The Principal ordered the clerk/ teacher/ student please to get out of his/her room. The Principal told the clerk/ teacher/ student please to get out of his/her room.

When we change requests and orders from direct to indirect speech we follow some rules.

Rule 1:

Sentence 1 is a request: It uses the word please. In the indirect form 'said' changes to 'requested' or 'asked' and the word 'please' is not used.

Sentence 2 is an order: It tells someone what to do. In the indirect form 'said' changes to 'ordered' or 'told'.

Rule 2:

We need to know who requested or ordered whom. If it is not given in the sentence then we guess, but we try to guess correctly.

In sentence 1, Jane requested David,

In sentence 2, the Principal ordered,

We do not know but we have to guess; it could be anyone. It could be a clerk, a teacher, a student, or anyone else.

Note for Teachers: Discuss all the above rules for changing direct 'orders' 'requests' into indirect ones. You can use the examples given above or any other examples.

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Rule 3:

We need to add 'to' before the verb and the verb is the simple present tense: To give, to get (we do not use 's' with the verb)

Rule 4:

There are rules for changing sentences from the direct into the indirect speech. For example:

Direct	Indirect
This	That
Today	That day
Yesterday	The day before
Tomorrow	The next day

Exercise 4

Work in pairs, read the direct speech statements in column A and find out their indirect part in column B. Then write each statement with its indirect part in your notebook. Follow this pattern.

Direct: "Please tell me the time, Asad," said Zain.

Indirect: Zain requested Asad to tell him the time.

Direct: The Principal said, "Follow the rules of the school".

Indirect: The Principal told the students to follow the rules of the school.

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S #	Column A	Column B
i.	Mother said, "Please give me this cup".	A. Grandmother ordered the servant to throw away the water as it was dirty.
ii.	"Abdul, close the door, please," said Karim.	b. The child requested the shopkeeper to give her an ice cream.
iii.	The policeman said, "Sit on this bench".	c. The Judge ordered him to pay Rs. 5000 as fine.
iv.	"Throw away this water, it is dirty," said Grandmother.	d. The angry farmer ordered his neighbour to take away his goat from there.
v.	"Clean the blackboard before you leave, Meena," said Teacher.	e. Mother requested her son to give her that cup.
vi.	"Pay Rs. 5000 as fine," said the Judge.	F. Sachal requested Lal Chand to lend him his book.
vii.	"Please come to school on time, Amina", said Teacher.	g. The policeman told him to sit on that bench.
viii.	The child said "Please give me an ice cream".	h. The teacher asked Amina to come to school on time.
ix.	"Lal Chand, please lend me your book," said Sachal.	I. The teacher asked Meena to clean the blackboard before she left.
x.	"Take away your goat from here," said the angry farmer to his neighbour.	J. Karim asked Abdul to close the door.

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Exercise 5

You are reporters of a newspaper. Write a short narrative which describes a special occasion/ celebration. You have to write 3 news items.

Work in groups of 4. Read the news items in the reading section, 6.1. Choose three occasions about which you want to write 3 short news items. Remember to write the heading and the place from where the news is being reported.

Follow these steps:

- Brainstorm for topics
- Select three topics
- Brainstorm for details of each topics, i.e., what to cover
- Decide the place from where each news item will be reported
- Give a catchy heading; a heading that will get the readers' attention
- Write the place and then the news item
- Once complete, edit for grammar and spelling errors
- Also check that all details are correctly reported

Note for Teachers: Once the students have completed, ask each group to come up and present their best news item in front of the class

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Exercise 6

The following story is in direct speech. Change it into indirect speech.

Moosa was not feeling well. He had not been able to go to school. The doctor had asked him to rest. His mother said, “Go to bed, Moosa.”

“Please let me play with my friends, Mother,” said Moosa.

His mother did not want him to go out and play. She wanted him to rest. “Drink this milk and go to bed,” said his Mother.

“Moosa, come out and play with us,” said his friends.

“I am sorry please,” said Moosa. “Please come after two days.”

Then Moosa said, “Please let me watch, TV, Mother.”

His mother became very angry. “Go to your room. The doctor wants you to rest.”

Moosa tried one more time and said to his mother, “Please let me watch TV for half an hour.”

His father told his mother, “Allow him to watch TV for a while.”

Finally his mother agreed. Moosa thanked his mother and father. He watched his favourite TV programme for a while and then went to sleep.

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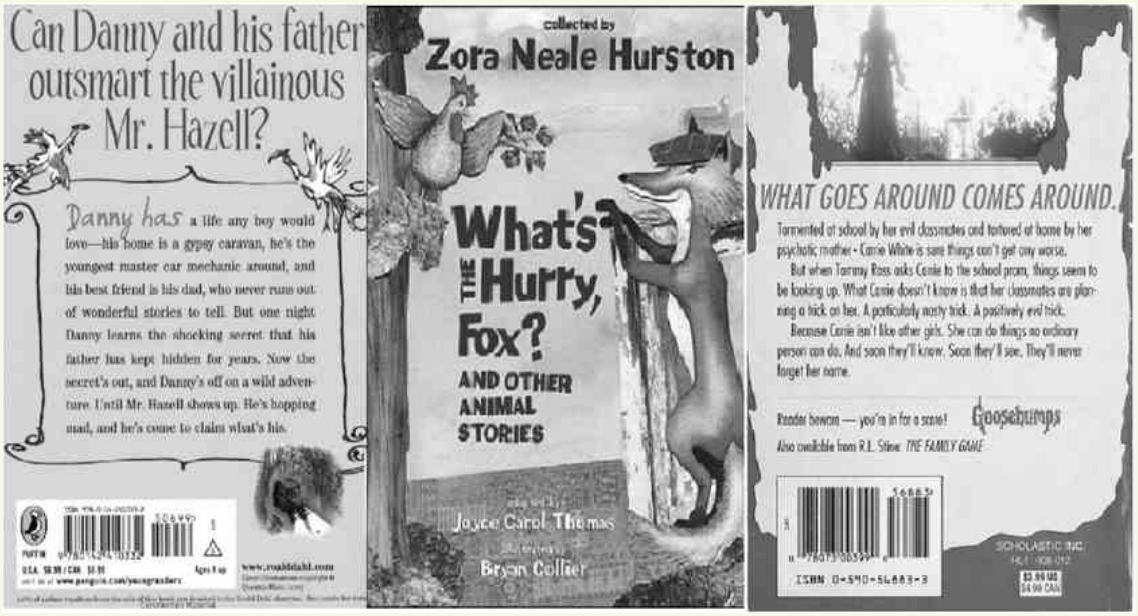
Reading Blurbs

Blurbs, mostly printed on the back cover of books, give a short description of the book to attract readers or buyers.

Read the following blurbs carefully and help the children choose the right book.

Book 1 Book 2 Book 3



Exercise 1

1. Ali likes to read adventurous books.
2. Sara wants to buy a book for her cousin who likes to read horror stories.
3. Jetha Lal likes books that have animal characters.
4. Saleem likes book that revolve around family members and their relationships.
5. Ram is fond of reading books that have unnatural characters, like, giants or small creatures etc.
6. Beena wants to read about fairies and magic.

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Exercise 2

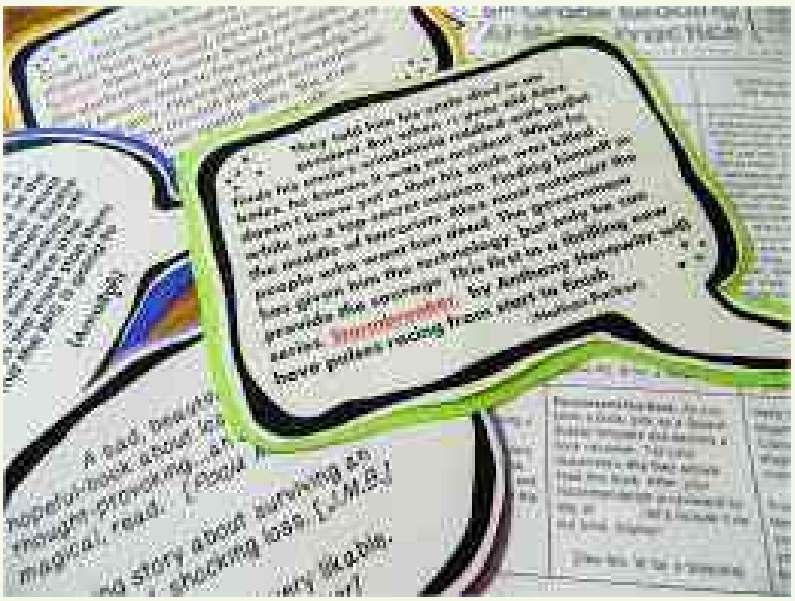
Remember to do your free writing regularly as this will improve your writing skills.

Exercise 3

Regular practice of cloze passages is very useful for learning English Grammar and vocabulary.

Exercise 4

Make sure that you find time to do some loud reading everyday. Reading aloud will help you develop your spoken langauge.



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6.6 FUN

UNIT:6

Work in pairs. Partner 1 should cover the second news item, without reading it. He/ she should then read the first news item only once. The other partner will listen carefully and fill the given table about news 1 only. The same will be repeated by the other partner for news item 2. Then both will read and check how many items they got corrected.

	Who	What	Where	When	Why
News 1					
News 2					

News 1

Street Child World Cup: Not the title, but Pakistani kids win a lot of hearts By Natasha Raheel Published: April 6, 2014

Pakistani players pose for photographers before the match against India, during the second edition of the Street Child World Cup in Rio de Janeiro, Brazil, on April 1, 2014. PHOTO: AFP/FILE

Street Child footballers of Pakistan are the real heroes who made Pakistan proud by securing 3rd position in Street Child Football World Cup in Brazil in 2014. The boys left the world shocked as the young blood of Pakistan defeated some of the biggest footballing nations of the world.

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News 2

Pakistan Blind Cricket Team Qualifies For Final

CricketSports December 6, 2014

Pakistani players pose for photographers before the match **CAPTE TOWN: Pakistan blind cricket team on Saturday** defeated England in the semi-final of World Cup by eight wickets and Pakistan have qualified for the Blind World Cup final for the fourth time.

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UNIT: 7 Learning Organized Approach through Identifying, Prioritizing, and Following Schedules

What will I learn?

Reading

- Predict the content of a text from topic / picture, title / headings, by using prior knowledge, asking questions and contextual clues
- Skim text to infer theme/ main idea
- Scan to answer short questions
- Make simple inferences using the context of the text and prior knowledge
- Deduce meaning of difficult words from context
- Read silently with comprehension and extract main idea and supporting details
- Comprehend/interpret text by applying critical thinking
- Extract salient points and develop a mind map to summarize a text
- Apply world knowledge and own feelings / opinion to the text read

Listening and Speaking

- Ask and answer questions of personal interest

Language Practice

- Recognize varying positions of adverbs in sentences according to their kinds
- Identify active and passive voice in sentences

Writing

- Analyse written texts to understand the features of a simple descriptive composition about people
- Write a descriptive essay describing a person

Study Skills

- Use the dictionary for finding appropriate meaning and correct spellings

Fun

- Having fun with poetry

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7.1 READING COMPREHENSION

UNIT: 7

Pre Reading

Work in pairs and tell your partner what you will do.

1. If you feel your friend or a neighbour is in trouble, what will be the first thing you will do?
2. What will be the next thing you will do?
3. Now discuss the following questions and fill in the table below. Give at least three situations.
4. What kinds of problems can your neighbours have?
5. In each case, in what ways can neighbours and friends help them?

Possible Problems	Help that can be given

Rafia's Wedding

SCENE 1

Hassan sees Jawad entering the school gate. He quickly gets up from the cemented bench and starts walking towards him. Jawad walks towards him too, but slowly. He seems a little downhearted.

HASSAN (*worried to see Jawad upset*) Assalamo Alaikum! Where have you been for three days? What happened? Why do you look so upset?

JAWAD (*downheartedly*) *Baba* broke his leg.

HASSAN (*shocked*) Oh! No! How did it happen?

Note for teachers: Tell the students to look at the topic of the text. Ask them what they think the story is about. Ask groups of students to come out and read the play. For each scene select a different group of students. Assign them the roles of Hassan and Jawad, and that of *Amma*, where required. Also assign one student to read all the sections given in italics.

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JAWAD: (*in a sad tone*) One of the light bulbs fixed on the wall got fused. *Baba* placed a ladder against the mud wall and was changing the light bulb when the wall collapsed and he fell on the floor, along with the ladder.

HASSAN: Oh my God! Then?

JAWAD: We took him to the Bhitai Hospital immediately. The doctor has put his leg in a cast, as he had fractured his leg. His hands are also bruised.

HASSAN: Oh! And your elder sister's wedding is in ten days, isn't it?

JAWAD: Yes…What will happen now? *Baba's* cast will be removed after six weeks. Who will do all the work?

HASSAN: (*trying to console him*) Don't worry. Everything will be alright.

JAWAD: (*looking at the floor thoughtfully*) Yes…everything will *Insha'Allah* be alright.

HASSAN: Listen! We can work together. My sister, Safia, got married last month. I have worked with my father. I know how things are arranged.

JAWAD: Is that possible? Will your parents allow you?

HASSAN: How about you coming with me to my house after school? I will talk to *Amma.* If she gives permission we will go to your father and tell him that we will work together.

JAWAD: (*having a sigh of relief*) That sounds fine!

Both of them exchange warm smiles and go towards their classes.

Note for Teachers: Ask students to read the text silently and do Exercise 1.

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SCENE 2

Hassan and Jawad are at Hassan's home telling Hassan's mother about the accident that Jawad's father met.

HASSAN: *Assalamo Alaikum! Amma.*

JAWAD: *Assalamo Alaikum! Aunty.*

AMMA: *Wa Alaikum Assalam!* How are you Jawad? When is your sister's wedding?

JAWAD: (*downheartedly*) It is in ten days but…

AMMA: (*surprised*) But…? What happened? Is everything okay?

JAWAD: *Baba* fell and broke his leg.

AMMA: Oh, I'm sorry to hear that! Don't worry, son. Hassan will help you. He helped his father with Safia's wedding. He knows everything. Hassan, go with him and tell his father that you will help them. He must be really worried.

Hassan and Jawad look at each other and smile.

HASSAN: Yes, *Amma.* I came home to take your permission.

AMMA: I have made potato curry. Jawad. I know it's your favourite. Wash your hands while I quickly make *chapattis.* You people can go after lunch.

HASSAN: Okay, *Amma.* Jawad, come, let's wash our hands.

Both friends wash their hands and have lunch. They then say goodbye to Hassan's mother and leave for Jawad's house.

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SCENE 3

Hassan and Jawad greet Hassan's father, who is lying on a charpoy. His mother is sitting on a chair beside the charpoy, with tears in her eyes.

JAWAD: Don't worry *Amma, Baba,* Hassan and I will do all the work for the wedding. His mother has allowed him.

AMMA: (*wiping her tears with her dupatta) It's nice of your mother to* allow you to help us, Hassan. Please thank her for being so cooperative and allowing you to help us.

HASSAN: *Aunty,* please don't mention it. It is our duty to help our friends and neighbours.

AMMA: Indeed! Good friends and good neighbours are really a blessing.

HASSAN: *Smiles. Jawad's father explains the tasks they have to do and gives them the money he has.*

SCENE 4

Hassan and Jawad *sit on a charpoy in the yard and try to make the budget for the wedding. They don't want the expenses to exceed the amount that Jawad's father has saved for the wedding.*

HASSAN: How much money do we have for food?

JAWAD: We have about Rs. 20000/- for food. We cannot buy meat from the market with this amount.

HASSAN: Okay… Can we slaughter one of your cows?

JAWAD: We will have to ask *Baba.*

HASSAN: Let us make the budget first and then we will ask him.

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JAWAD: Okay. I'm sure he will allow us to slaughter one of his ten cows. Will one cow be enough for both the meat curry with potatoes and the beef *pulao*?

HASSAN: Yes, I think so. Do you have rice at home?

JAWAD: Yes. Mother has saved some sacks of rice for the wedding.

HASSAN: Good! Then we just have to pay the cook, then the two dishes can be prepared within this amount.

JAWAD: Where will the guests sit? We have very little money left for spending on that.

HASSAN: Hmm! Why not ask all our neighbours to lend some charpoys and bed-sheets for this purpose?

JAWAD: That sounds like a good idea! We also lent charpoys for Allah Dino's wedding. I think everyone will agree to do that. So, we will just have to pay for the tent. For that, this amount will be enough.

HASSAN: (*thoughtfully)* Yes… Oh! We forgot the sweet dish! And we don't have any money left for that.

JAWAD: Oh… and *Amma* will not be happy without it.

HASSAN: Hmm! My *Amma* made *halwa* with gourd for my sister Safia's wedding. We can request *Amma* and my sister, Safia, to make it for Rafia *baji's* wedding.

JAWAD: Yes, your sister and Rafia *Baji* are good friends. I think she will be happy to do that for her.

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HASSAN: I'm sure she'll love to make *halwa* for her friend's wedding. Now, I think, our plan is final. Let's go and share it with your parents.

Hassan and Jawad share their plans with Jawad's parents. They are very happy when they hear the plan. They are also happy that the money that they had would be enough for the wedding. But, they do not want to bother Hassan's mother and sister for making the halwa. Hassan tells them not to worry because his mother and sister had willingly agreed to do it. So, the plan becomes final. Finally, the wedding day comes. The guests sit on beautifully painted charpoys covered with floral bed-sheets. The whole village had lent their best charpoys and bed-sheets.

The two dishes and then the halwa are served. All the guests like all the arrangements a lot. Everything works out well and the whole village praises the two young men for making all the arrangements so well.

While Reading

Exercise 1

Choose the best answers.

1. What type of a text is this?

   a.story b.essay d.poetry e.drama (play)

2. Select another title for the text from the following titles.

   a.Father's Broken Leg b. A great wedding

   c. Amma and the *Halwa* *d.* A friend in need is a friend indeed

Note for Teachers: After loud reading, ask them to read the text silently and do Exercise 1.

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Vocabulary

Exercise 2

Match the words with their meanings and write the answers in the answer column. Follow the example.

S.No	Words	Meanings	Answers
1.	downhearted	a. give comfort or sympathy	1.(f)
2.	collapsed	b. being helpful	2.
3.	fractured	c. cause trouble	
4.	bruised	d. go beyond a set limit	
5.	cooperative	e. money spent	
6.	console	f. sad; in low spirits	
7.	expenses	g. fell down	
8.	budget	h. killing an animal for food	
9.	exceed	i. broken a bone	
10.	slaughter	j. has marks of injury	
11.	bother	k. amount of money available and how it will be spent	

Exercise 3

The following statements briefly describe each scene in the play and the conclusion (ending). Read the text again to find out which statement describes which scene /conclusion (1, 2, 3, 4, C). Write down the scene numbers in the blanks provided. One has been done as an example. Write the sentences in the correct order in your notebook.

1. Two friends are discussing a problem. ____

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2. Both friends are sharing the problem with an elder person. ____
3. The two boys are comforting the parents that the work will be done._
4. The two friends are working out the details of the plan. ____
5 The plan worked out nicely and everyone is happy with the arrangements. __C_

Exercise 4

In which scene/ conclusion do the following things happen? Tick the appropriate column. Next, put them in the order that they happened by writing the numbers from 1-13 in the order column. One has been done as an example.

S. No.	Happenings	Scene					Order
		1	2	3	4	c	
1.	Rafia's wedding was to be held in ten days.						
2.	After planning the arrangements within the given amount, they shared the plan with Jawad's parents.						
3.	Hassan and Jawad had lunch at Hassan's house.						
4.	Jawad's father fell and broke his leg.	✓					I
5.	Everyone appreciated the two boys.						
6.	When they reached Jawad's house, his parents were looking very upset.						
7.	They told Jawad's mother that Hassan's mother and his sister would make the *halwa* for the wedding.						

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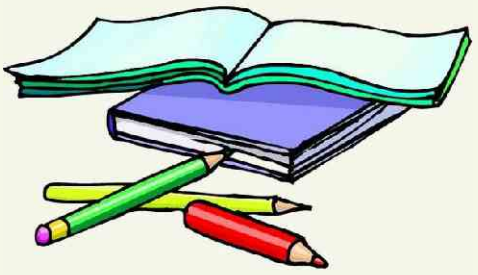
8.	The boys first of all made a budget.					
9.	He was taken to the hospital.					
10.	The guests were pleased with the arrangements.					
11.	Hassan wanted to help Jawad.					
12.	They decided to ask the villagers to lend charpoys and bed-sheets.					
13.	Jawad told them not to worry as he and Hassan would do all the work.					
14.	Jawad's father told the boys about the work that needed to be done.					
15.	Hassan's mother asked him to help Jawad and his family.					
16. .	His leg was put in a cast.					

Instructions:- After you have done the exercise; write all the sentences in the right order in your notebook.



Note for Teachers: Tell the students to put first all scene 1 sentences in order, then scene 2 sentences and so on.

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Exercise 5

Give short answers to the following questions. Write the answers in your notebook.

i. To which hospital was Jawad's father taken?
ii. How long will his father's leg remain in the cast?
iii. How much money could they spend on food?
iv. Name the dishes that the cook would make for the wedding.
v. Who did the boys share their plans with?
vi. How did the guests feel about the arrangements?

Exercise 6

Give reasons for the following by completing the blanks. Do this exercise in your notebook.

1) Hassan was worried when he saw Jawad because _____.
2) A cast was put on Jawed father's leg because_____.
3) Hassan knew what to do for the wedding because_____.
4) Hassan and Jawad went to Hassan's house after school because _____.
5) Jawad's mother was sitting beside his father's bed and crying because _____.
6) Hassan and Jawad planned a budget because_____.
7) Hassan and Jawad could not buy meat from the market because _____.
8) Jawad thought his father would allow them to slaughter one cow because_____.
9) They did not have to buy rice because _____.

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10) Jawad thought neighbours would lend them *charpoys* because _____.

11) Hassan thought his mother would be able to make gourd *halwa* because _____.

12) Jawad thought that Hassan's sister would help in making the *halwa* because _____.

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Exercise 7

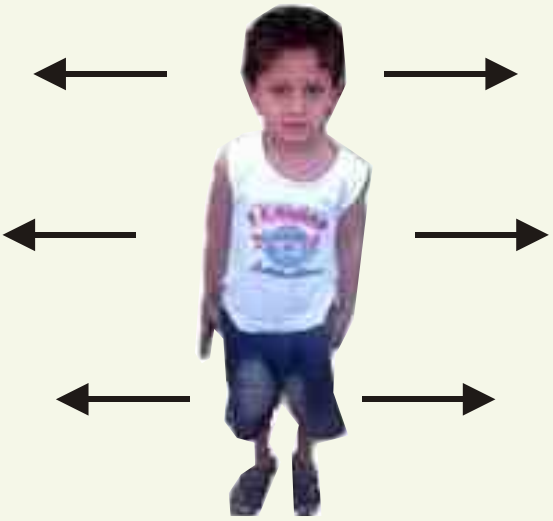
Work in pairs and make a character web for Hassan. Write about the qualities he had, for example, caring friend, good planner, etc.

Next, write down why you think he was a caring friend, or a good planner, etc.

Example: Caring friend; upset to see his friend so sad; asked about his father; worried about his sister' wedding, etc.

Now, write a short paragraph about Hassan. You can begin like this:

Hassan was a very caring friend. He was upset to see his friend so sad. He asked Jawad about his father. He then asked him about his sister's wedding and told him that he could help…….



Note for Teachers: Before asking students to do Exercise 7, discuss with them how they can make the character web. For example, good friend, full of ideas, obedient, etc. Tell them that for every point they should give a reason from the text; for example he was an obedient boy because he wanted to take permission from his mother to help Jawad.

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Ask and answer questions of personal interest

First, work individually and fill in the following blanks. Also, think at least four other things that you can ask your partner. Once you have completed, work in pairs and practice the dialogues orally. One student should take the role of student A and the other of student B. Change roles and repeat the dialogues. You can look at the paper briefly but do not read the dialogues.

Student A What do you like to wear at weddings?

Student B I like to wear _____. How about you?

Student A I prefer to wear _____. And what about your favourite dish?

Student B My favourite dish is _____. What do you like eating?

Student A _____ is my favourite dish. Which games do you like playing?

Student B I love to play _____. Which game is your favourite?

Student A I prefer indoor games. I like to play _____ with my brother.
Which subject is your favourite?

Student B My favourite subject is _____. How about you?

Student A ……(continue…)

Note for Teachers: Divide the students into pairs and tell them to first decide who is going to be student A and who will be student B. Ask them to complete the dialogues individually for their own role. Once they have completed writing, they should practise the dialogue orally with their partners by asking questions and giving answers. Walk around to ensure that the students are not just reading. Also make sure that they use the correct tone for asking questions and giving answers.

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Recognize varying positions of adverbs in sentences according to their kind

Adverbs: They tell us about how, when, where, and how often an action took place.

How: How did someone do something: politely, loudly, fast, slowly, etc.
Their position is usually at the end or in the middle of the sentences.

When: When did the action take place: on Sunday, last week, 5 years ago, etc.
Their position is usually at the end of the sentences.

Where: Where did the action take place: near, behind, next to, etc.
Their position is usually at the end of the sentences.

How often: How often did the action take place: sometimes, often, usually, etc.
Their position is usually in the middle of the sentences.

Exercise 1

Here are 20 adverbs. Work with your partner and put them in the right column in the table below.

1) on the ground	8) at 8 o'clock	15) behind the door
2) last time	9) rarely	16) nicely
3) often	10) normally	17) near the railway station
4) slowly	11) next to the bank	18) five days ago
5) during the break	12) quickly	19) usually
6) sometimes	13) yesterday	20) loudly
7) under the tree	14) always	

Note for Teachers: Explain all the rules given above to the students. You can also use some other examples.

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How	When	Where	How Often

Exercise 2

Choose an adverb from the table above to complete the following sentences. Once you have completed, share your work with your partner.

1) The cat is sitting _____. (where)
2) She is behaving _____.(how)
3) Razia drinks tea in the morning _____. (how often)
4) We went to Mohenjo-Daro _____. (when)
5) The soldiers fought the enemy _____. (how)
6) The students _____eat something during break time.(how often)
7) The class will begin _____. (when)
8) Their house is _____. (where)

Exercise 3

Complete the following story by writing the correct adverb in the blanks. You can use the adverbs in the table or any other adverb. Once you have completed, share your work with your partner.

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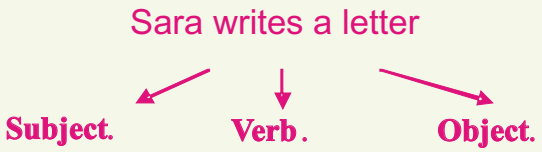
A man was going to the market to sell caps. He was walking _____ because he was tired. He decided to rest _____. He _____ rested under the tree while going to the market. Soon he fell asleep. When he woke up his caps were gone. He got up _____ and looked around. He saw some monkeys on the tree who were wearing his caps. He remembered what he had done when this happened _____. He took off his cap and threw it _____. All the monkeys also took off their caps and threw them. The man knew that monkeys _____ like to copy people. He _____ picked up all his caps and put them in his bag. He went to the market and sold the caps at a good price.

Active and Passive Voice

Look at the following sentence. It has a subject, verb and object. The subject is at the beginning of the sentence, then comes the verb, and then the object. It is an **Active** sentence.



Now look at the next sentence. It also has a subject, verb and object. Here the object is at the beginning of the sentence, then comes the verb, and then the subject. It is a passive sentence.

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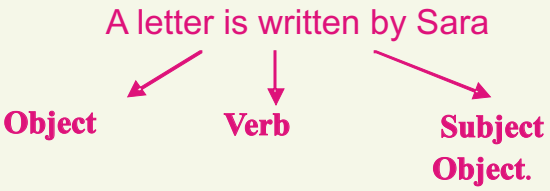

Notice how the order changes in the passive sentence; the object comes in the beginning and the subject at the end. Moreover, the word 'by' is usually added before the subject.

Also notice that the tense of the verb in both the active and passive sentences remains unchanged. However, the form of the verb changes to the third form. Even in the continuous and perfect sentences the verb remains in the third form in passive sentences; only the helping verb changes.

Now look at the table given below.;

Tense	Active	Passive
Present		
Indefinite	She *writes* a letter.	A letter *is written* **by** her.
Continuous	She *is writing* a letter.	A letter *is being written* **by** her.
Perfect	She *has written* a letter.	A letter *has been written* **by** her.
Past		
Indefinite	She *wrote* a letter.	A letter *was written* **by** her.
Continuous	She *was writing* a letter.	A letter *was being written* **by** her.
Perfect	She *had written* a letter.	A letter *had been written* **by** her.

Note for Teachers: explain to the students what an active and passive sentence is by using the explanation given above. Also explain the rules of making active sentences into passive by using the given table.

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Exercise 4

A verb has three forms: present, past, and past perfect. In the following table, the past participle form is given; fill in the present and past form. Remember in some cases the past and past participle forms are the same.

S. No.	Present	Past	Past Participle
1.			affected
2.			asked
3.			bought
4.			brought
5.			broken
6.			calculated
7.			cleaned
8.			drawn
9.			driven
10.			given
11.			hit
12.			liked
13.			made
14.			pumped
15.			seen
16.			sell
17.			shown
18.			stopped
19.			sung
20.			taken
21.			thrown
22.			uprooted
23.			woken

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Exercise 5

Work with your partner and change the following active sentences into passive. Write these in your notebook.

1. He saw a beautiful bird.
2. The singer was singing a new song.
3. William had bought a new car.
4. Fehmida is drawing a new picture.
5. Fayyaz makes very tasty cakes.
6. Some boys were selling bananas.
7. Raja cleans the car every day.
8. Dilip is bringing the children to school.
9. She drove the car very nicely.
10. The judge has given him a chance.

Exercise 6

Read the following news item. Work in groups of three and select the best verb from the list in exercise 4 that will fit in the blanks in the news item. You can use each verb only once. The whole news item is in the passive voice; so, remember to use the correct passive form in all the blanks. The first one has been done as an example. After you have discussed, write the complete news item in your notebook.

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HEAVY STORM HITS CITY

The city *was hit* by a major storm last night. The city _____ such a powerful storm after decades. Trees _____and billboards _____ on the ground. The windows of some cars _____ by the falling trees and billboards. People _____ from a deep sleep by the sound of thunder. All the planes coming to the city _____ to go to other cities. Trains _____ at various stations away from the city. Some photographs of the storm _____ by our staff photographer.

The cost of the damage _____ by the government agencies. Meanwhile, the water _____ out from the roads so that people can go to work. The electric supply _____ in most areas of the city. Although the storm warning _____, but nobody expected the storm to be so powerful. The storm _____ people that they should take such government warnings seriously.

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Writing a descriptive essay describing a person

A descriptive essay is like a picture of a person! Read the following sample essay to see how a simple descriptive essay is written.

Example of a descriptive essay

My Grandmother

My grandmother is a 70 years old, tall lady .She is the oldest person I know. Her face has got lots of lines and crinkles that go even deeper when she smiles. And she smiles a lot. When she smiles you can sometimes see her bright white false teeth, but often you can just see her mouth because her false teeth are sometimes uncomfortable .

She is a very kind and loving person. She is a caring person but, at times, she gets angry. My mother is often busy and stressed, and so does not have time for us. But my grandmother, she has time for me and my brother. She tells me long stories about when she was a child. She also tells us how to be good and helpful. When we are frightened at night she comforts us. She has helped me learn many new things.

My grandmother is an expert at making biscuits. I like the ones she makes with condensed milk; my brother's favourites are the lemon-flavoured ones. She also helps my mother in doing kitchen work. She also used to sew but now

Note for Teachers: Read the model essay aloud and tell students how the descriptive words are used to give a good understanding. Also point out that the writer describes his / her feelings at the end.

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her eyesight is getting weak and so she knits while she watches TV.

My grandmother is a loving person and she loves me a lot. She is a source of comfort and care for the whole family. I know she is getting older, and she tells me that she is going to die soon. I don't like it when she says that. But she will always live in my heart.

Tips for writing a good descriptive essay

***Use interesting adjectives, verbs and nouns**:* Notice all the small details in the essay about the grandmother, the false teeth, the lemon biscuits all this paints a clear word-picture.

***Each paragraph must describe one aspect of the topic**:* Notice how the essay describes the grandmother; each paragraph focuses on one thing. The first paragraph is about her appearance, the second about her personality, the third about what she does. Then the conclusion rounds off the essay, with the writer describing her feelings.

***Give your personal ideas and feelings**:* If you are describing a person, don't forget to write what you think and feel about them, just like the writer gives you her feelings about her grandmother.

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Exercise 1

Work in pairs and select a personality that you want to write about; it could be a friend, a teacher, the van driver, the school gatekeeper, or any person whom both of you know. Write an essay about that person.

Follow all the steps of essay writing taught earlier. Start with brain storming and developing a mind map.

After you have written the essay, edit your work to see that

ach of your paragraph is discussing one main idea
he concluding paragraph is summing up all that you have written
he spellings are correct
here are no grammar mistakes
he punctuation signs have been used correctly

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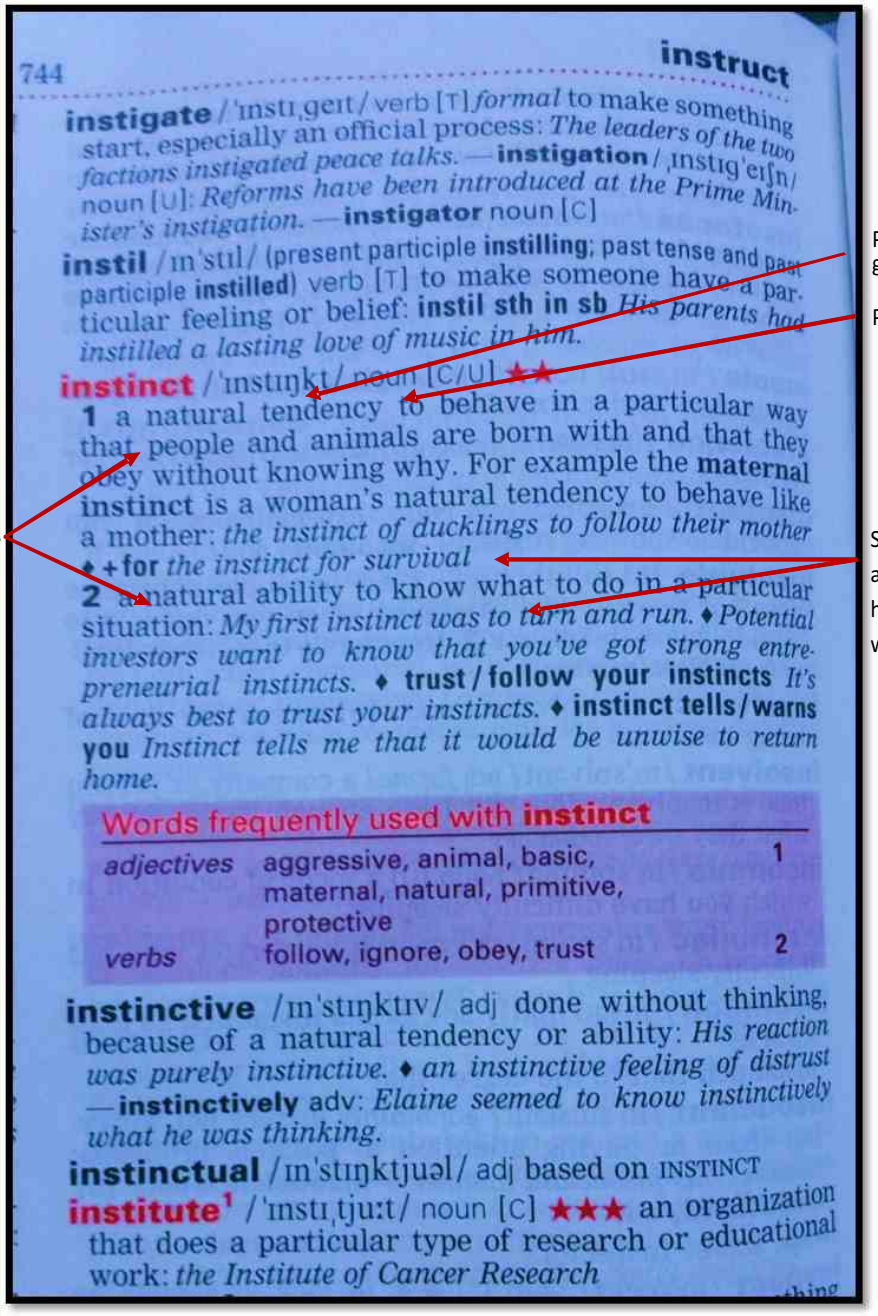

744 instruct

instigate /ˈɪnstɪˌgeɪt/ verb [T] *formal* to make something start, especially an official process: *The leaders of the two factions instigated peace talks.* —**instigation** /ˌɪnstɪgˈeɪʃn/ noun [U]: *Reforms have been introduced at the Prime Minister's instigation.* —**instigator** noun [C]

instil /ɪnˈstɪl/ (present participle **instilling**; past tense and past participle **instilled**) verb [T] to make someone have a particular feeling or belief: **instil sth in sb** *His parents had instilled a lasting love of music in him.*

instinct /ˈɪnstɪŋkt/ noun [C/U] ★★

1 a natural tendency to behave in a particular way that people and animals are born with and that they obey without knowing why. For example the **maternal instinct** is a woman's natural tendency to behave like a mother: *the instinct of ducklings to follow their mother* ♦ **+for** *the instinct for survival*

2 a natural ability to know what to do in a particular situation: *My first instinct was to turn and run.* ♦ *Potential investors want to know that you've got strong entrepreneurial instincts.* ♦ **trust/follow your instincts** *It's always best to trust your instincts.* ♦ **instinct tells/warns you** *Instinct tells me that it would be unwise to return home.*

Words frequently used with instinct

adjectives	aggressive, animal, basic, maternal, natural, primitive, protective	1
verbs	follow, ignore, obey, trust	2

instinctive /ɪnˈstɪŋktɪv/ adj done without thinking, because of a natural tendency or ability: *His reaction was purely instinctive.* ♦ *an instinctive feeling of distrust* —**instinctively** adv: *Elaine seemed to know instinctively what he was thinking.*

instinctual /ɪnˈstɪŋktjʊəl/ adj based on INSTINCT

institute[1] /ˈɪnstɪˌtjuːt/ noun [C] ★★★ an organization that does a particular type of research or educational work: *the Institute of Cancer Research*

Pronunciation guide

Part of speech

Definitions

Sample phrases and sentences to help us use the word correctly

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Exercise 1

The last page was from a dictionary. A dictionary tells us many things about a word. It tells us its meaning, pronunciation, and what part of speech it is. It also gives us examples to help us see how the word is used. Look at the last page carefully to see how this is done.

Answer the following questions.

a) What is the meaning of the word instinct?

b) What are the adjective and the adverb of the word instinct?

Make sentences using all three forms of the word instinct. Take help from the sample phrases and sentences.

Exercise 2

Remember to do your free writing regularly as this will improve your writing skills.

Exercise 3

Regular practice of cloze passages is very useful for learning English grammar and vocabulary.

Exercise 4

Make sure that you find time to do some loud reading everyday. Reading aloud will help you develop your spoken language.

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Read the following poem aloud. Then work in groups of three and try to answer some of the questions that the boy is asking. The group who answers the most questions will be the winner.

WHY?

Anonymous

I know a curious little boy
Who is always asking, “Why?”
Why this, why that, why then, why now,
Why not, why by-and-by?

He wants to know why wood should swim,
Why lead and marbles sink;

Why stars should shine and winds should blow,
And why we eat and drink.

He wants to know what makes the clouds,
And why they cross the sky;
Why sinks the sun behind the hills,
And why the flowers die.

He wants to know why fish have gills,
And why boys cannot fly;
Why steam comes from the kettle's spout,
And rain falls from the sky.

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He wants to know why coal should burn,
And not a bit of stone;
How seeds get in the apple core,
And marrow in the bone.

He wants to know why ice should melt;
Why spiders eat the flies;
Why bees should sting; and why the yeast
Should make the dough to rise.

Some of his Whys are not too hard
To answer, if you'll try;
But others no one ever yet
Has found the reason why.

Note for Teachers: Give the students 10 or 15 minutes to discuss possible answers. Then go around and check how many answers each group has found and then declare the winner.

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