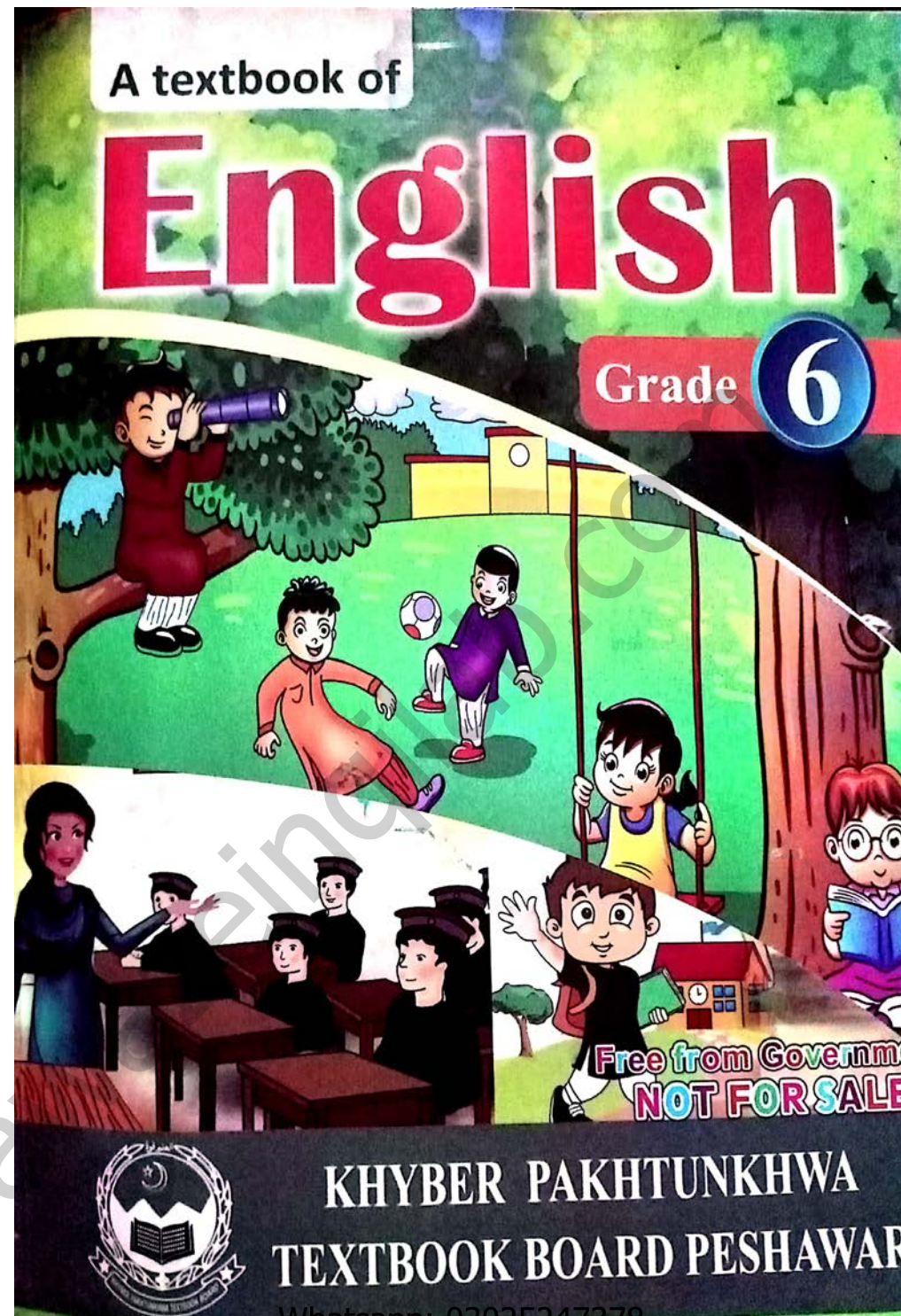




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The seeking of
Knowledge is obligatory
for every Muslim.
(Al-Tirmidhi # 74)

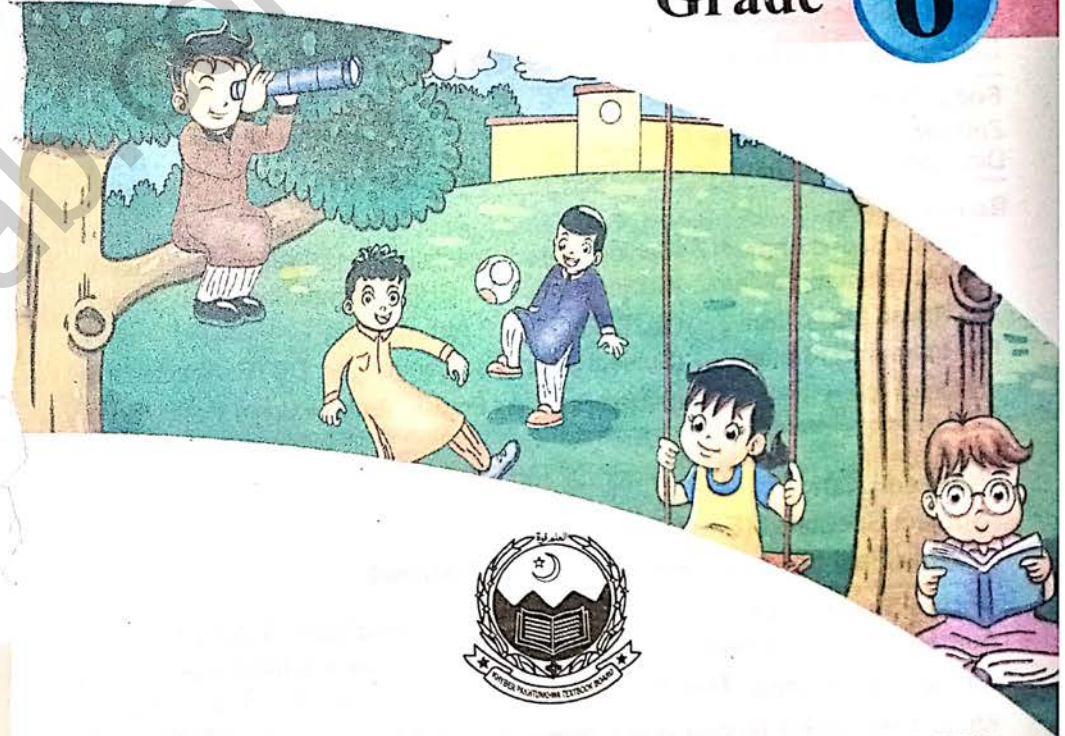
“Corruption
erodes society”

A textbook of

English

Grade

6



KHYBER PAKHTUNKHWA TEXTBOOK BOARD PESHAWAR

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Introduction

This revised edition of **English Textbook for Grade VI** contains material from the original book as well as new insertions agreed upon by the English subject experts from the Textbook Board, DCTE and private sector. The overall revision of the current edition was undertaken to align the textbook, with the Standards for textbooks included in the Minimum National Standards for Quality Education in Pakistan. Therefore, the current revised edition has been brushed up with a view to comply to the National Curriculum 2006; improved content and organization, more attractive presentation and lay out, sound assessment method, relevant cultural values and with a keen eye to challenge all forms of biases.

The textbook comprises lessons, all of which now have new stories, poems, new colour illustrations and a fresh layout and design. The exercises have been carefully designed under new headings and they now have speaking and listening components designed to develop oral-aural language skills. These afford the students opportunities for practice and contain drill work as well as imaginative/ creative tasks.

The exercises are based on these headings:

Context – the wide variety of reading material includes factual accounts, stories based on nature, environment, fantasy, adventures, fables and poetry.

Comprehension – relating directly to the context; to develop child's ability to read and comprehend.

Grammar – including formal areas of language study, syntax, structure, punctuation and its usage. The language and grammatical structures are elementary; there is ample revision and repetition.

Composition/writing – developing functional and creative writing skills.

Listening and speaking – involving listening skills, proper pronunciation, structure, functional vocabulary, expression and debating skills.

Editor

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Unit	Page	Title	Theme	Oral Communication Skill
11	111	The Wolf Cub	Friendship and cooperation	Stress shift and Intonation patterns for communication
12	119	The Cat and the Fox	Story writing	Role play, types of sentences
13	127	Electricity	True accounts of inventions, explorations and discoveries	Discussion on how to save electricity
14	136	The Stream Where I played	Effects of Man's action on environment	Figurative Language ; simile
15	146	The Man and His Camel	Moral Story	Reporting back famous interview-
16	151	Hazards of Smoking	Health	Discussion on passive smoking
17	160	The Qissa Khwani bazaar	Historical places in Pakistan	Filling student information form
18	168	The Mountain and the Squirrel	Self Esteem	Story sequencing and discussion
19	175	The King and the Farmer	Appreciating value of Labour	Intonation pattern
20	180	Over Crowding in The Cities	Impact of Population growth on Health and Nutrition	Use of Can and Do to express ability to do something

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Comprehension	Grammar	Writing
Questions Fill in the blanks Order of events	Simple future tense, Capitalization	Character sketch of Mowgli and Sher Khan Story of your own choice
Questions Types of sentences MCQs	Punctuation marks; comma, semi-colon, colon, dash and hyphen. Compound verbs. Adverbs into adjectives	Story with the help of outline
Questions. MCQs True False Match the columns	Consonant cluster in initial and final position Quotation marks	Essay on uses of electricity in our daily life
Questions. Gapped summary. MCQs Rhyming words	Sentence structure SVO, DO & IO pattern Nouns into adjectives	Paragraph on "Let stop Pollution"
Questions MCQs	Direct & Indirect speech Compound words	Write story with the help of picture strip and speech bubbles
Questions True False	Active & Passive voice	Letter to your younger brother advising him to give up smoking
Questions	Parenthesis Active & Passive voice Making sentence	Imaginary description of Vikram Singh using basic connectors
Questions Gapped Summary True False	Adjective into adverb	Story on a fable
Questions Cloze paragraph	First conditional sentences Syllables	five sentences using first conditional sentences
Questions Word Meaning	Direct & Indirect Punctuation Marks	Essay on causes and effects of overpopulation using target language and lexical variation

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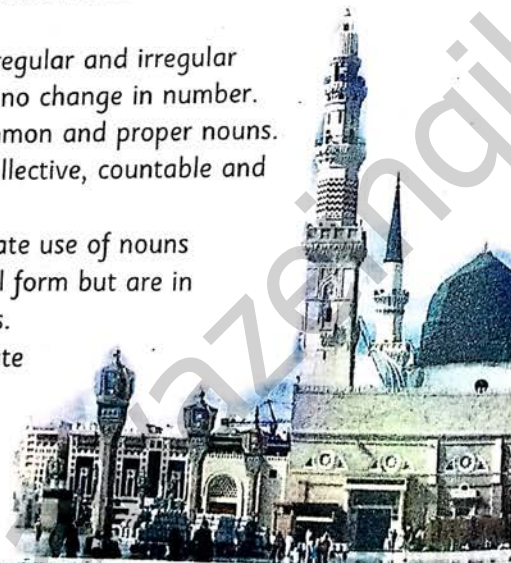
Unit 1

Hazrat Muhammad ﷺ Rasool of Mercy

SLOs

By the end of unit students will be able to:

- ✦ write a clear topic sentence using specific words, vivid verbs, modifiers etc.
- ✦ analyze features of an effective topic sentence i.e. specific word, vivid verbs and modifiers.
- ✦ use summary skills to extract salient points and develop a mind map to summarize a text.
- ✦ choose appropriate word definition and identify part of speech of a word through abbreviation used.
- ✦ locate synonyms in children's thesaurus.
- ✦ recall and apply rules for use of "a" and "an" in speech and writing.
- ✦ demonstrate use of definite article "the" when noun is particularized.
- ✦ change the number of regular and irregular nouns, and nouns with no change in number.
- ✦ demonstrate use of common and proper nouns.
- ✦ differentiate between collective, countable and uncountable nouns.
- ✦ recognize and demonstrate use of nouns that are written in plural form but are in fact singular e.g. scissors.
- ✦ recognize and demonstrate use of words that have only plural form.



NOT FOR SALE

01

Pre-reading

- Can you tell about the condition of Arabia before Islam?
- How did Islam change the lives of the people?
- Who is the last Prophet of Allah Almighty?

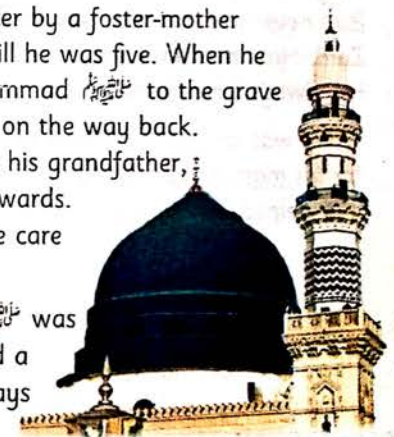
Reading

There have been many prophets in history. In fact, Allah sent a Rasool for every age and every nation of the world to guide the people on the right path. Hazrat Muhammad ﷺ was the greatest and the last of all the prophets of Allah. He was for all people and for all ages. There will be no Rasool after him.

Hazrat Muhammad ﷺ was born on 20th April, 571 A.D. His father, Abdullah, lived in Makkah and died a few months before the birth of his child. His grandfather, Abdul Muttalib, named him Muhammad ﷺ. His mother loved to call him Ahmad ﷺ.

Hazrat Muhammad ﷺ was looked after by a foster-mother named Haleema. He remained with her till he was five. When he was six years old, his mother took Muhammad ﷺ to the grave of his father in Madina. His mother died on the way back. Hazrat Muhammad ﷺ now lived with his grandfather, Abdul Muttalib who also died soon afterwards. Hazrat Muhammad ﷺ was left to the care of his uncle, Abu Talib.

Since childhood, Hazrat Muhammad ﷺ was loved and respected by all. He never told a lie and was called "Sadiq". He was always



Teacher's guideline:

- Conduct pre-reading activities to develop student's background knowledge and get them prepared for the lesson.

NOT FOR SALE

02

honest and fair in his dealings with people. People also called him "Amin". A rich and noble widow of Makkah, Hazrat Khadija, was so pleased with his honesty and truthfulness that she wished to marry him. Muhammad ﷺ accepted her proposal.

Hazrat Muhammad ﷺ was kind, gentle and merciful. He loved the poor. He treated the orphans and the widows with kindness. He helped the slaves and the helpless. His love was for all. He would feed the hungry even if he himself had to go without food for several nights.

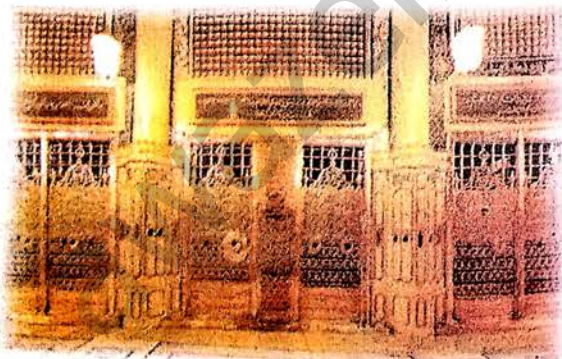
Hazrat Muhammad ﷺ had great respect for women. He always remembered his mother and foster-mother with great respect. "Women are weak," he said to his followers, "You should treat them with kindness and love. Their duty is to be good and modest; you should be kind to them."

He was kind to the poor slaves. He loved them as his own children. To the Muslims he said, "Feed your slaves with such food as you eat yourself and clothe them with such clothes as you wear yourself. If they do wrong, pardon them. If you cannot pardon, part with them. But never treat them unkindly." Hazrat Khadija had a slave named Zaid. Hazrat Muhammad ﷺ always treated him like his own child. He always helped the needy.

There was an old man who used to bring water from a distant stream for his master. Hazrat Muhammad ﷺ, the prophet of Allah, pitied him and helped him in carrying the water. After finishing the work he said

to him, "Do remember me whenever you need help again."

Hazrat Muhammad ﷺ used to buy and carry things of everyday use for women who could not buy or carry them themselves.



NOT FOR SALE

One day Abu Sufian said to him, "It does not suit you to carry things for the poor and the low people." "I am the grandson of Hashim who served the rich and the poor alike and never hated the low", said Hazrat Muhammad ﷺ.

He was kind to birds and animals too. One day he saw a camel driver beating his camel to go faster. Hazrat Muhammad ﷺ advised the camel driver, "Be kind to your animal. It is old and weak and the load is too heavy."

Hazrat Muhammad ﷺ treated even his enemies with kindness. In the battle of Hawazin, he set free as many as 6,000 prisoners of war. When Makkah was conquered, he forgave all his enemies who had given him much trouble during his life in that city.

Once the Rasool of Allah ﷺ visited the city of Taif. His enemies threw stones at him and he was wounded. The angel asked him to curse his enemies. He replied, "I have not been sent to curse anyone but to be a mercy to mankind."

From these few examples from the life of Hazrat Muhammad ﷺ it is clear that he won the hearts of his friends and enemies by love, kindness and mercy and not by force. His Mercy was for all. Indeed, he was Rahmatul-lil-Aalamin. May peace be upon him!

Theme

Hazrat Muhammad ﷺ was the last Prophet of Allah. From his early childhood, he was called Sadiq and Amin. He was kind, gentle, merciful and loved everyone. He had great respect for humanity. His mercy was for everyone, therefore, he was known as Rahmatul-lil-Aalamin.

Teacher's guideline:

- Discuss with the students some other aspects of the life of Hazrat Muhammad ﷺ.



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Glossary

Words	Meaning
foster-mother	take another person's child into your home for a period of time, without becoming his or her legal parents.
widow	a woman whose husband has died.
proposal	an act of formally asking somebody to marry you.
orphan	a child whose parents are dead.
AD	Anno Domini : a Latin phrase meaning "in the year of the Lord", which is used when referring to the year after Hazrat Essa ﷺ was born.
slave	a person who is legally owned by someone else and has to work for that person.

Comprehension

A Answer the following questions:

1. Why was Hazrat Muhammad ﷺ called Sadiq and Amin?
2. Why is Hazrat Muhammad ﷺ called Rahmatul-lil-Aalamin?
3. What was the impact of Hazrat Muhammad's ﷺ personality on people?
4. What are the worst sins in the eyes of Hazrat Muhammad ﷺ?
5. How did Hazrat Muhammad ﷺ win the hearts of his enemies and friends?

B Circle the correct article (a / an / the) in each sentence.

The first one has been done.

1. Hazrat Muhammad ﷺ was looked after by a / an / the foster mother.
2. Hazrat Muhammad ﷺ never told a / an / the lie.
3. Hazrat Muhammad ﷺ was kind to a / an / the poor slaves.
4. Hazrat Muhammad ﷺ was a / an / the grandson of Hashim.
5. Hazrat Muhammad ﷺ treated a / an / the rich and a / an / the poor alike.

Teacher's guideline:

- Ask the student to describe an act of kindness that they have performed recently.

NOT FOR SALE

05

Vocabulary

Parts of speech in dictionary

A dictionary will tell you the part of speech a word can be. The part of speech is usually denoted with an abbreviation.

Dictionary

A dictionary is a book that has a collection of words from a specific language, mostly in alphabetical order with the definition and the usage of those words.

cou-gar /'ku:go(r)/ n. A member of the cat family with a small head, long legs, and a strong body. Cougars lived in the mountains of North and South America, but are now mostly extinct; also called mountain lions, panthers, or pumas.

Cough /kɒf/ v. To make a sudden, harsh noise as you force air out of your lungs, coughing, coughed, noun cough.

meaning

part of speech

pronunciation

adj. = adjective
adv. = adverb
v. = verb
pre. = preposition
n. = noun
conj. = conjunction

A Find the meaning of the following words in the dictionary and identify the part of speech of the word through abbreviation used.

modest pardon pitied conquer curse mercy

B Consult a thesaurus and find out the synonyms of the following words.

path enemy kind right carry friend

Thesaurus

A thesaurus is a reference source that contains a classified list of synonyms with the related antonyms.

Synonyms

Words that have the same meaning

gift  present

Teacher's guideline:

- Help students use a thesaurus to locate the synonyms closest to the meaning of the given words in the context.

06

NOT FOR SALE

Writing

Read the following paragraph carefully.

Hazrat Muhammad ﷺ taught love, kindness and compassion to his people. He was seen to be the most loving, gentle, and compassionate of all of them. The Quran mentions his kindness in these words: "O Messenger of Allah! It is a great Mercy of God that you are gentle and kind towards them; for, had you been harsh and hard-hearted, they would all have broken away from you." (Quran 3:159).

Topic Sentence:

A topic sentence is a sentence, that suggests the main idea of a paragraph.

Features of a topic sentence:

Specific words: particular words that reflect the main idea.

Vivid verbs: descriptive verbs that give detail to an idea.

Modifiers: an adjective or adverb that provides additional information.

Topic sentence for the paragraph above could be **Hazrat Muhammad ﷺ taught love, kindness and compassion to his people.** **Hazrat Muhammad ﷺ**, **love, kindness and compassion** are **specific words** which describe the **main idea** of the paragraph. Similarly **taught** is **vivid verb**.

- A** Complete the mind map and summarize the lesson with the help of the mind map.



Teacher's guideline:

- Help students summarize the main points of the lesson.
- Help students understand paragraph and its main points.

NOT FOR SALE

Grammar

- A** Rewrite the sentences below in your notebook. Replace the underlined common noun (phrase) with a proper noun. The first one has been done.

1. The boy went to the city in the morning.
Akram went to Peshawar in the morning.
2. The animal in the zoo was very big.
3. This boy/girl is my best friend.
4. We went to the hospital to see the doctor.
5. My country is very beautiful.
6. We will have holidays in the sixth month.

Do you remember?
Common nouns are general names, thus they are not capitalized. Proper nouns are specific names, they do require capitalization.

- B** Underline the nouns in the sentences below and say whether they are countable or uncountable. The first one has been done.

1. I turned on all the fans. countable
2. Have you found a house yet? _____
3. That garden is beautiful. _____
4. The noise frightened her. _____
5. There is no light. _____
6. The iron door has rusted. _____

Do you remember?
Countable nouns are individual people, animals, places, things, or ideas which can be counted. Uncountable nouns are not individual objects, so they cannot be counted.

- C** Use one word to classify the bold group of words in the sentences below. Differentiate between countable and uncountable noun. The first one has been done.

1. He sells **roses, daisies and marigolds**.
He sells flowers. (countable)
2. You can buy **pens, pencils, papers and books** from his shop.
You can buy _____ from his shop. (_____)
3. After her operation, she could only have **milk, juice or tea**.
After her operation, she could only have _____. (_____)
4. The carpenter carried his **hammer, chisel, and screwdriver**.
The carpenter carried his _____. (_____)

NOT FOR SALE

Do you remember?

Adding an "-s" make most nouns plural

- ankle → ankles
- snowflake → snowflakes
- coat → coats

If the noun ends in ch, s, z, sh or x, add "-es"

- branch → branches
- glass → glasses
- box → boxes

If the noun ends in f or fe, change the f or fe to "v" and add "-es"

- leaf → leaves
- life → lives
- knife → knives

If the noun ends in a consonant + y, change y to "i" and add "-es"

- blueberry → blueberries
- country → countries
- story → stories

If the noun ends in a vowel + y or a vowel + o, add "-s"

- toy → toys
- donkey → donkeys
- kangaroo → kangaroos

If the noun ends in a consonant + o, add "-es"

- superhero → superheroes
- potato → potatoes
- tomato → tomatoes

D Write the plurals of the following words.

raspberry	sofa	pencil	spy	window
monkey	fox	horse	office	chimney
star	inch	story	match	princess
wolf	shelf	bench	cherry	deer

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E Change the following sentences into the plural form. The first one has been done.

1. There is a new boy in my class.
There are new boys in our classes.
2. A boy helped me find a taxi to go home.
Two _____ helped us find _____ to go home.
3. There is a table in Adnan's room.
There are _____ in Adnan's room.
4. Sara said that her leg was aching.
Sara said that her _____ were aching.
5. A farmer has bought a tractor.
The _____ have bought _____.
6. A leader should lead by example.
_____ should lead by _____.

Do you remember?

An **irregular noun** is a noun that becomes plural by changing its spelling in other ways than adding an "s" or "es" to the end of the word.

For example: foot - feet

E Change these irregular singular nouns to plural nouns and then use them in sentences of your own. The first one has been done.

1.	Child Children- The children are going on a picnic.
2.	woman _____
3.	mouse _____
4.	tooth _____
5.	goose _____
6.	louse _____

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G The words below are used as collective nouns for groups of animals or things. Can you think of nouns that go with them? Write them in the blanks.

1. A fleet of _____
2. A litter of _____
3. A bouquet of _____
4. A pride of _____
5. A herd of _____
6. A swarm of _____

Do you remember?

Collective noun is a count noun that denotes a group of individuals.

Example:

A band of singers.

H Can you think of suitable collective nouns for the following groups of animals and things? Write them in the blanks.

1.		_____	of newspaper
2.		_____	of beads
3.		_____	of trees
4.		_____	of birds
5.		_____	of cubs

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Listening and Speaking

Some nouns are written in plural form but are singular.

Practice shopping dialogues with the nouns like trousers, shoes, sunglasses, jeans, scissors that are written in plural form but are singular.

Example:

Brother! I need a new pair of **spectacles**, please.

They're too big.

I don't like them any more.

My friends laugh at me.

What is wrong with these?

But these look good.

They are still in fashion and they look nice.

Okay, I will get you a new pair of **spectacles**.



Nouns with no change in number

Some nouns are used as singular as well as plural.

deer: Deer are easy prey for wolves.

fish: Three fish swim in the fish tank.

offspring: The fox gave birth to five offspring.

sheep: One sheep, two sheep, three sheep....

Teacher's guideline:

- Make pairs and help the students to practice dialogues

NOT FOR SALE

Unit 2

New Boy in Class

SLOs

By the end of unit students will be able to:

- ✦ use pre-reading strategies to predict the content of a text from picture by asking questions and contextual clues.
- ✦ recognize that other sentences in the paragraph support the topic sentence.
- ✦ use a variety of pre-writing strategies like brainstorming, mind mapping, outlining etc.
- ✦ use dictionary to identify pronunciation of a word with the help of pronunciation key.
- ✦ change the gender of nouns.
- ✦ differentiate between and demonstrate use of possessive forms of animate and inanimate nouns.
- ✦ locate synonyms and antonyms in children's thesaurus.



NOT FOR SALE

Pre-reading

- ✦ Can anyone define empathy?
- ✦ Empathy is the ability to understand and share the feelings of another person.

Reading

When I was in 5th grade, one day my teacher said, "A new boy Naseebullah is coming to our class tomorrow."

I was glad. I hoped the new boy Naseebullah would be someone really good. Then my teacher said, "Our new student is a very special kid. He can't walk, so he uses a wheelchair. I want you all to be very kind and gentle towards him to make him feel at home."

I was a little scared because I had never known a person in a wheelchair before. When I went home that day, I told my dad about the new boy coming to our class.

My father said, "Just because he is in a wheelchair doesn't mean he is any different from the rest of you. He probably just needs some special help once in a while."

I thought that made sense, that he just needed some help. The next day, the new student Naseebullah came to our class looking happy and energetic.



Teacher's guideline:

- Use pre-reading strategies to predict the content of a text from picture by asking questions and contextual clues.
- Ask the students to think of a time when someone showed them empathy, or when they showed someone else empathy. List up to ten responses on the board.



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The teacher welcomed him to the class and said, "We are very happy to have you in our class."



Then we all introduced ourselves. I was curious about Naseebullah and so was everyone else. At recess that day, we all talked to Naseebullah. Some students asked him questions about his wheelchair.

He didn't seem to mind. At first everybody in the class thought that Naseebullah needed a lot of help but we all soon realized that he could go almost anywhere he wanted, in his wheelchair. Once in a while he needed a little push to get over a bump.

As his wheelchair could not go up the stairs, he always rolled it up the special ramp at school. He played games in the playground with the rest of us. When we played dodge ball, he would always get the most people out.



With Naseebullah in class everyone realised that when we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing. We are less likely to tease or bully them. If we are more conscious of other people's feelings, we can create a more accepting and respectful society.

Theme

People with disabilities often need an entire caring community for support. When we see any disabled person, we show sympathy but in reality, they do not need our sympathy, they need empathy. If we encourage the specially abled by identifying their interest and support them, they will bring laurels to us.



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Glossary

Words	Meaning
wheel chair	a chair fitted with wheels for use as a means of transport by a person who is unable to walk
scared	frightened / alarmed
realized	understood
respectful	showing or having respect
society	the aggregate of people living together in a more or less ordered community.

Comprehension

A Answer the following questions:

1. Have you ever felt empathy for anyone? When and Why?
2. What do you feel when you see a child who can't find anyone to play with?
3. Have you helped a differently abled person? How?
4. Describe your feelings when you see an animal being hurt.
5. If Naseebullah were in your class, how would you improve Naseebullah's school experience?

B Choose correct meaning of the underlined words.

1. As his wheelchair could not go up the stairs, he always rolled it up the special ramp at school.
a. turn up b. try c. ignore d. miss
2. We are more familiar with other people's feelings, if we have empathy.
a. unaware b. ignorant c. aware of d. unconscious
3. If we are more conscious of other people's feelings, we can create a respectable society.
a. aware b. separate c. split d. unattached
4. It was a delicate situation.
a. difficult b. easy c. sensitive d. fragile

NOT FOR SALE

C State whether the following statements are true or false.

1. Bullying is the way friendly people behave. _____
2. Real friends are always helpful and kind. _____
3. True friends always bully. _____
4. Bad attitude towards others is a disability. _____
5. Differently abled people do not need care. _____

Writing

- A** After brainstorming, write a simple and unified paragraph on friendship.

Listening and Speaking

Select some students to role-play the following scenarios of bullying. How they will react, if a friend is being bullied?

Bullying is when someone is being hurt either by words or actions on purpose, usually more than once, he/ she feels bad because of it, and has a hard time stopping what is happening to him/her.



Teacher's guideline:

- Help students understand paragraph writing with the details that a single paragraph deals with one topic only. A paragraph has the following parts; topic sentence, supporting detail, concluding sentence.
- **Topic sentence** expresses the main idea of the paragraph and is usually the first sentence of it.
- **Supporting details** are sentences that provide explanation and support to the topic sentence (main idea)
- Draw a mind map with friendship at its center. Arrange words related to friendship around the main theme in the center.

Vocabulary

Pronunciation Key of Oxford English Dictionary

Consonants			Vowels and diphthongs		
p	pen	/pen/	s	see	/si:/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	f	shoe	/fu:/
d	did	/di:/	ʒ	vision	/viʒn/
k	cat	/kæt/	n	hat	/hæt/
g	get	/get/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	now	/naʊ/
dʒ	jarn	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

This symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in faraway; otherwise the /r/ is omitted. For American English all the /r/ sounds should be pronounced.

/x/ represents a fricative sound as in /lɒx/ for Scottish loch, Irish lough.

Give pronunciation of the following words with the help of pronunciation key in your dictionary.

sympathy

valuable

create

silence

feeling

Grammar**Masculine and Feminine Nouns**

A Fill in the blanks with correct masculine or feminine nouns.

Masculine	Feminine
master	
bridegroom	
	niece
	lioness
tiger	
	cow
husband	
man	
	mother
	queen
steward	
uncle	

Do you remember?

Masculine Nouns: words used for men, boys and male animals e.g. rooster, landlord etc.

Feminine Nouns: words used for women, girls and female animals e.g. hen, landlady.

Common Gender Noun: many nouns are used for both males and females e.g. doctor, dancer, parents etc.

Neuter Nouns: words for things that are neither male nor female are called neuter nouns e.g. ball, building, forest etc.

B Fill in the blanks with suitable masculine or feminine nouns.

Once upon a time, there was a **queen** and a _____. They had two children, a **girl** and a _____. The **prince** was eight and the _____ was five years old. The **father** and the _____ loved them very much. The kids were their

heir and _____. The **emperor** and the _____ held a party at their palace.

The **host** and the _____ welcomed their guests. They said, "**Ladies** and _____ welcome to the party". The **waiter** and the _____ served the guests food and drinks.

Do you remember?

Nouns that end in **-ess** and **-ress** often belong to feminine gender e.g. actress etc.

NOT FOR SALE

C Look at the words in the box. Write each word under its correct heading.

children	sun	witch	king	boy
mother	queen	file	teacher	father
ram	doctor	dancer	wizard	girl
lamp	rooster	leaf	fish	son

Masculine	Feminine	Common Gender	Neuter
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Animate and Inanimate Nouns

A noun which refers to people, animals and living beings is an animate noun. Inanimate nouns refer to things that are not alive.

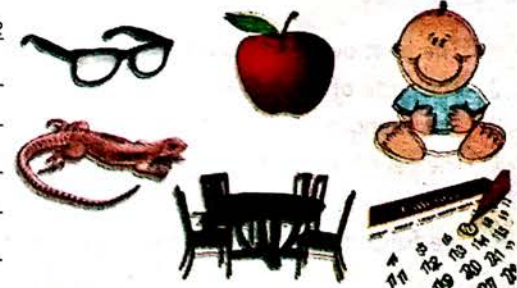
Example:

The **teacher** wrote a **book**.

In this sentence **teacher** is an **animate noun**, since teacher is a human and alive. Similarly **book** is a non-living thing thus it is an **inanimate noun**.

A Decide if each noun is animate or inanimate. The first one has been done.

- 1. apple inanimate
- 2. lizard _____
- 3. glasses _____
- 4. calendar _____
- 5. baby _____
- 6. furniture _____

**NOT FOR SALE**

B Look around in surrounding and write three animate and three inanimate nouns.

Possessive forms of animate and inanimate nouns

In general only an animate noun has the possessive case form. It denotes certain object, quality or an attribute that belongs to a living creature.

Example:

- The boy's book.
- The girl's voice.
- The soldier's gun.
- Asad's camera.
- The elephant's tail.
- The woodcutter's axe.

Do you remember?

Possessive case of singular nouns is formed by adding the /'s/ ending to the noun.

Example: The cat's leg.

Possessive case of plural nouns ending in "s" is formed just by adding an apostrophe.

Example: Two actresses' roles. (actress + es + apostrophe)

C Circle the correct noun, keeping in view animate and inanimate nouns. The first one has been done.

1. The **dogs** / **dog's** collar is blue.
2. **Asim's** / **Asims** friend is Adnan.
3. I really like my **grandmothers** / **grandmother's** cooking.
4. We bought **children's** / **childrens'** hats.
5. I like the smell of **roses** / **rose's**.
6. He brought **cows'** / **cows's** milk.

D Rewrite each phrase to use a possessive noun. The first one has been done.

1. The boat owned by Javed Khan. Javed Khan's boat.
2. The cycle of her sister. _____
3. The strength of the horse. _____
4. The pencil which belongs to Yasmin. _____
5. The tools of the carpenter. _____
6. The fragrance of the flower. _____

NOT FOR SALE

Unit 3

A Nation's Strength

SLOs

By the end of unit students will be able to:

- ✦ Read a poem and give orally or in writing summary (through gapped summary exercises).
- ✦ Read a poem and give orally or in writing main idea.
- ✦ identify line and stanza.
- ✦ deduce meaning of difficult words from context.
- ✦ use conventions and dynamics of group discussion and interaction to engage in conversation.
- ✦ demonstrate use of pronouns as subject and object. recognize function of and use possessive and reflexive pronouns.
- ✦ demonstrate use of question words.
- ✦ use few indefinite pronouns.
- ✦ demonstrate use of pronoun-antecedent agreement recognizing their relationship.
- ✦ apply rules of capitalization wherever applicable.



NOT FOR SALE

Pre-reading

Lines and Stanzas

A group of lines in a poem is called a **stanza**. A stanza separates ideas in a poem.

Not gold but only men can make
A people great and strong;
Men who for truth and honour's sake,
Stand fast and suffer long.

Reading

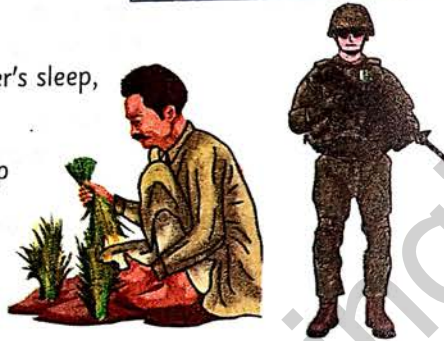
Not gold, but only men can make
A people great and strong;
Men who, for truth and honour's sake
Stand fast and suffer long.

Deduce the meaning of the following words.

strong	suffer
truth	great
lift	deep

Brave men who work while other's sleep,
Who dare while others fly....
They build a nation's pillars deep
And lift them to the sky.

Ralph Waldo Emerson



Theme

The vigorous growth of any nation does not depend on wealth but on the hard work, high moral character and virtues of great people. A nation's strength is the fruit of dedicated labour and hard work with honesty.

Teacher's Guideline:

Tell the students the difference between line and stanza.

NOT FOR SALE

Glossary

Words	Meaning
honour	self-respect
stand fast	standing firmly / resolute
fly	run in fear
dare	show courage
pillars	foundation



Comprehension

A Answer the following questions:

1. What kind of men can lift their country to the sky?
2. What is the main message of the poem "A Nation's Strength"?
3. Write the qualities of a brave man.
4. Write the main idea of the poem.
5. Write down the nouns used in the poem.

B Gapped Summary: Fill in the gaps with suitable words from the text.

In this poem the poet tells about the secret of a nation's _____. He says that greatness of a nation does not depend upon _____. He says that real strength of a _____ lies in the men of character. They _____ their personal interest in the larger interest of their _____. They work while others enjoy sound sleep. They lay the _____ of a nation very deep. Then they take nation to the highest point of _____.



Teacher's guideline:

- Ask the students to read the poem, and then read the gapped summary of the poem, from which key words have been removed.
- Ask the students to restore the missing words, which can only be restored if they have both read and understood the main ideas of the original poem.



NOT FOR SALE

Vocabulary

A Rhyming words used in the poem.

Example:

make-sake strong-long

Add two more rhyming words in each line.

1. gold _____
2. stand _____
3. dare _____
4. deep _____
5. fly _____



cat



bat



pan



can

B Rewrite the following sentences by capitalizing the letter where necessary. One has been done.

1. rabia threw the ball over the fence.
Rabia threw the ball over the fence.
2. the horse galloped around the track.

3. adnan and irfan went to swim in the lake.

4. lions roared at their prey.

5. my birthday is on 14th january.

6. cricket is my favourite sport.

Do you remember?

Capitalization:

- the start of a sentence
- the first person pronoun, "I"
- people, places and nationalities
- days and months

Writing

Write a paragraph on the "Character of a Brave Man". Use the following adjectives to describe the character.

brave truthful honourable hardworking strong great

NOT FOR SALE

Listening and Speaking

Useful phrases to engage in conversation

Informal/ friendly greetings	Friendly/business greetings	How to begin formal conversation?	When meeting someone after a while?
Hello! Hi! Assalam-o-Alaikum!	Good morning! Good afternoon! Good evening!	How do you do? How are you?	Good to see you again.
Introducing yourself: I would like to introduce myself. I am...	When meeting for the first time: Please to meet you. Nice to see you. Pleasure meeting you.	Response: Very well! Response: Fine, thank you	It's been a long time.

Select some students to role-play. A new student has joined your class. Use the phrases above and greet your new friend both formally and informally. Also, introduce yourself and ask for his/her introduction.



Teacher's guideline:



- Help students use appropriate social and academic conventions for effective oral communication with individuals and in groups, in both formal and informal setting.

NOT FOR SALE

Grammar

Personal Pronouns

Do you remember?

Pronouns are words we use in place of a noun. We have both **subject** and **object** pronouns called **personal pronouns**.

Subject	I	she	he	you	it	they	we
object	me	her	him	you	it	them	us

Fill in the blanks with the correct personal pronoun. **One has been done.**

1. _____ often reads the Holy Quran. (Marwa)



She often reads the Holy Quran.



2. _____ is watching TV. (Aslam)

3. _____ is green. (the hat)



4. _____ is running. (the cat)

5. _____ are going to the park. (my sister and I)



6. _____ are in the garden. (the roses)



NOT FOR SALE

Possessive Pronoun

A pronoun indicating possession is called possessive pronoun.

For example **mine, yours, hers, theirs.**

We can use a possessive pronoun instead of a noun phrase.

Example:

Is that Asif's car?	No, it's <u>my car</u> .	>	No, it's mine.
Whose coat is this?	Is it <u>your coat</u> ?	>	Is it yours?

Write the correct possessive pronoun in the gap in the second sentence in each question to give it the same meaning as the sentence before it. One has been done.

- This is your room and that is her room. This is your room and that is **hers**.
- Shall we watch the match at their house or our house? Shall we watch the match at their house or _____.
- That's Afzal's car and this is my car. That's Afzal's car and this is _____.
- Is the party at our place or their place? Is the party at our place or _____.
- Her birthday is on the 12th and his birthday is on the 13th. Her birthday is on the 12th and _____ is on the 13th.
- This is your desk and that is her desk. This is your desk and that is _____.

NOT FOR SALE

Reflexive Pronoun

Do you remember?

Reflexive pronouns are pronouns that refer back to the subject of the sentence or clause. They either **end in -self**, as in the singular form, or **-selves** as in the plural form.

Singular	myself	yourself	himself	herself	itself
Plural	ourselves	yourselves	themselves	—	—

We use a reflexive pronoun:

- **As a direct object when the object is the same as the subject of the verb.**
 - I am teaching **myself** to write a letter.
 - Be careful with that knife. **You** might cut **yourself**.
- **With the preposition by when we want to show that someone did something alone and/or without any help.**
 - He lived **by himself** in a big house.
 - She walked home **by herself**.

Fill in blanks with the correct reflexive pronouns to complete each sentence.

1. Don't worry about us. We can take care of _____ for an hour.
2. I thought it was a bit rude. She never introduced _____.
3. You shouldn't blame _____ for the accident.
4. Since long they've not enjoyed _____ so much.
5. We've brought _____ something to eat.



NOT FOR SALE

Question words

Reorder the words to make a question.

1. what afraid of you are?

2. train on you did which come?

3. who against playing they are?

4. who she does of remind you?

5. kind you read books of to what do?

Do you remember?

Which question word to use?

who	people
whose	possession
what	things
which	to choose
what & which	with nouns

Indefinite Pronouns

We use **indefinite pronouns** to refer to people or things without saying exactly who or what they are. We use pronouns ending in **-body** or **-one** for people, and pronouns ending in **-thing** for things.

somebody	someone	something
anybody	anyone	anything
nobody	no one	nothing
everybody	everyone	everything

Example:

- Everybody enjoyed the party.
- I opened the door but there was no one.
- It was a clear day. We could see everything.

NOT FOR SALE

Fill in blanks with the correct indefinite pronouns to complete each sentence.

1. The fridge is empty. We need to buy _____ for dinner tonight.
2. I've left my wallet at home. Can _____ lend me a bit of money?
3. Ismail is a really popular manager. _____ likes and respects him.
4. I went to Bashir's house this morning but there was _____ at home.
5. _____ was ready for the party.

Pronoun Antecedent Agreement

The word "antecedent" means something that **precedes something** else. In language, it is the word that a pronoun refers back to. **Since the pronoun replaces the noun, it has to agree in number.**

The pronoun which replaces the noun must agree with it in these ways:

1. A subject pronoun must replace a subject noun.
An object pronoun must replace an object noun.
2. A feminine pronoun must replace a feminine noun.
A masculine pronoun must replace a masculine noun.
3. A singular pronoun must replace a singular noun.
A plural pronoun must replace a plural noun.

Example:

Rehmat and Sajjid made **their** presentations.

NOT FOR SALE

Fill in the blanks with the pronoun that agrees with its antecedent.

1. My **car** is an older model than yours, I don't expect _____ to start immediately in winter mornings.



2. If **people** don't like to shop at that store, _____ shouldn't go there.



3. Before **students** take a test, _____ should prepare satisfactorily.



4. If **Asifa** has an opinion about the accident, _____ should state it.



5. **Amir** went to medical college; _____ should know what treatment you need.

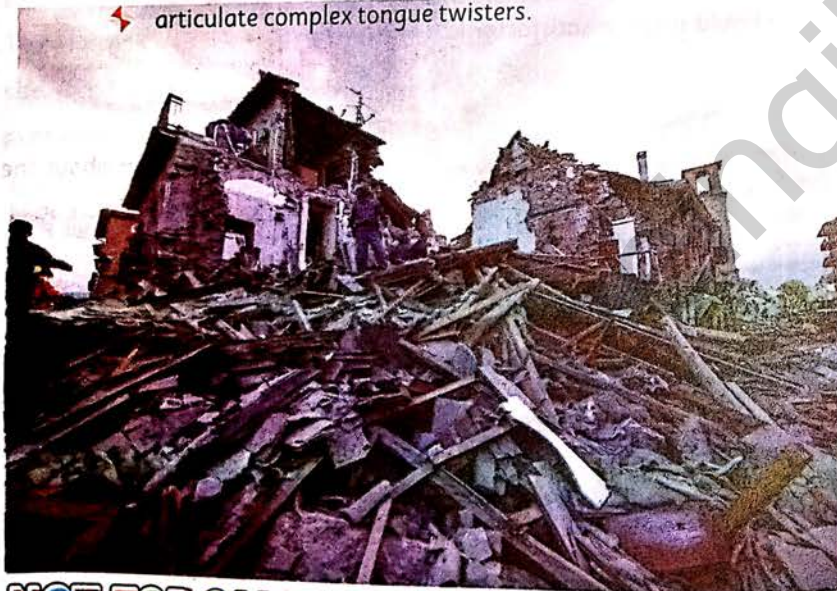
Unit 4

Earthquake Awareness and Preparedness

SLOs

By the end of unit students will be able to:

- use dictionary to locate guide words and entry words.
- use dictionary to choose appropriate word definition.
- use dictionary to identify correct spelling.
- write short texts in speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.
- use conversations and dynamics of group discussions and interaction to engage in conversation.
- identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /y/, /th/, /l/, /r/ etc.
- articulate complex tongue twisters.



NOT FOR SALE

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Pre-reading



Reading

There is no guarantee of safety during an earthquake. Anyhow identifying possible hazards ahead of time and planning in advance can save lives. This can also reduce injuries and damage to property. Repairing deep plaster cracks in ceilings and foundations anchoring overhead lighting fixtures firmly to the ceiling, and following local seismic building standards, will help reduce the impact of earthquakes.

Teacher's guideline:

- Use pre-reading strategies to predict the content of a text from picture by asking questions and contextual clues.



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NOT FOR SALE

What to do before an Earthquake

Make sure you have a fire extinguisher.



Make sure you have a first aid kit, a battery-powered radio, a flashlight, and extra batteries at home.

Learn how to turn off the gas, water, and electricity.



Make a plan of where to meet your family after an earthquake.

Don't leave heavy objects on shelves (they may fall during a quake).



Anchor heavy furniture, cupboards, and appliances to the walls or floor.

NOT FOR SALE

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What to do during an Earthquake

If you're outdoors, stay in the open away from power lines or anything that might fall.



Stay away from buildings, stuff might fall off the building or the building could fall on you. Stay away from windows and outside doors.

If you're indoors, stand in a doorway, or crawl under heavy furniture.



If you are in bed, hold on and stay there, protecting your head with a pillow.

Stay away from bookcases or furniture that can fall on you.



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NOT FOR SALE

What to do after an Earthquake



Check yourself and others for injuries.
Provide first aid to anyone who needs it.

Check water, gas, and electric lines for damage. If any of these are damaged, shut off the valves, switches and faucets.



Stay out of damaged buildings.

Be careful around broken glass and debris. Wear boots or sturdy shoes to avoid injuries to your feet. **Expect aftershocks.**



Glossary

Words	Meaning
disaster	sudden accident or a natural catastrophe that causes great damage or loss of life.
hazard	a danger or risk.
anchor	a heavy object attached to a cable or chain / secure firmly in position.
potential	having the capacity to develop into something in the future.
consequences	A result of a particular action or situation, often one that is bad or not convenient.

NOT FOR SALE

Comprehension

A Answer the following questions:

1. Do you think earthquakes are scary?
2. Why is the doorway a safe place during an earthquake?
3. What are some other safe places during an earthquake?
4. Does the ground always shake in an earthquake?
5. What should you do if you are on a bus trip during an earthquake?

B Choose the correct option.

1. What should you do if you're sitting at a desk when an earthquake strikes?
 - i. Get under the desk.
 - ii. Run upstairs.
 - iii. Stay where you are sitting.
2. What should you do if you're in car during an earthquake?
 - i. Get out of the car.
 - ii. Get out of the car and stand under a tree.
 - iii. Stay in the car.
3. What do you do if you're in a stairwell during an earthquake?
 - i. Go up the stairs until you get to the top floor.
 - ii. Go down the stairs and get out of the building.
 - iii. Stay where you are, get low and wait.
4. What do you think is the level of risk for an earthquake in your city?
 - i. High
 - ii. Medium
 - iii. Low
5. What should you do if you are outdoors when an earthquake hits?
 - i. Stay away from buildings and electricity wires.
 - ii. Stay near a wall.
 - iii. Run around for help.



NOT FOR SALE

Vocabulary

Guide words and entry words in a dictionary

- Guide words are located at the top of the page.
- Guide words show the first word and the last word on the page.
- The guide words on this page are **penetrate** and **win**.
- Each word defined in a dictionary is called entry word.
- Entry words are in alphabetical order.

guide words

entry words

penetrate

penetrate (pen' e trát) verb [from Latin *penetrare*, "to pierce"] to pass into; to enter

petal (pet' l) noun [from Greek *petalon* "to spread out"] any of the parts or leaves of a corolla, the inner section of a flower

prey (pra) noun [from Latin *prehendere*, "to grab"] an animal hunted or killed for food

pro-bos-cis (pró bas' is) noun [from Greek *pro*, "before" + *boskein*, "to eat"] 1. a tube used for food gathering 2. the human nose, used humorously

re-al-ize (ré' eh líz) verb [from Latin *realis*, "a thing"] 1. to understand 2. to be aware of

shout (shout) noun [from Middle English *schoute*, "a taunt"] a loud cry, a scream

si-phon (sí' fen) verb [from German *siphon*, "a tube"] to draw or carry

sky-scraper (ski' skrá per) noun [from *sky* + *scraper*] a tall office or apartment building

so-fa (só' fa) noun [from Arabic *suffah*, "a bench"] a couch, a davenport

trip (trip) noun [from Old English *trippan*, "to step"] 1. a journey 2. a stumble 3. a mistake

truck (truk) noun [from Greek *trochos*, "a wheel"] 1. a motorized vehicle designed to carry loads, such as lumber or farm goods 2. a two-wheeled cart used to carry boxes, etc.; also known as a "hand truck"

Wednesday (wenz' dá) noun [from Old English *Wodnes daeg*, "Woden's day"; Woden was an old Germanic god] the fourth day of the week

win (win) verb [from Old English *winnan*, "to struggle"] to gain victory
antonyms: lose, be defeated

A Use dictionary skills to:

- Find the meaning of the following words.
- Locate guide words
- Identify part of speech

earthquake community rescuer predict prevent

B Use a dictionary to identify the correct spelling of the following words. The first one has been done.

ceiling	cieling	seiling
electrisity	eleactricity	electricity
earthquick	earthquake	earthquike
poem	peom	poam

Teacher's guideline:

- Help the students identify guide words, entry words and part of speech in a dictionary.

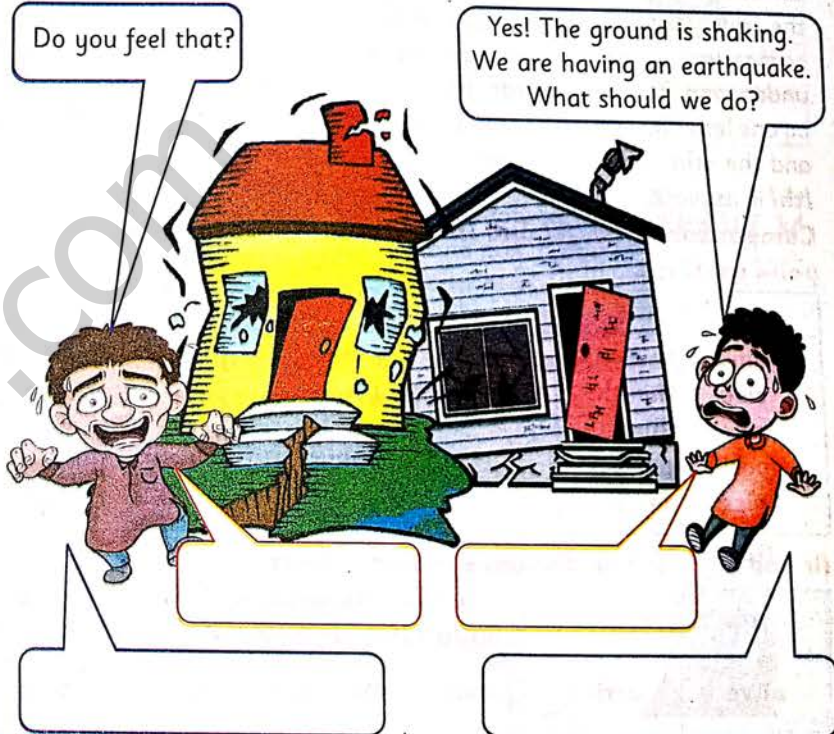
NOT FOR SALE

39

Listening and Speaking

Are we ready to cope if disaster strikes?

Work with a partner and fill in the speech bubbles below and complete the dialogue on earthquake.



Writing

Write the dialogue above in the form of a paragraph in your notebooks.

Teacher's guideline:

- Help the students complete the speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

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NOT FOR SALE

Grammar

Minimal Pairs /th/ consonant sound

There are two /th/ sounds, one is hard and the other is soft. The hard /th/ is like /z/ and the soft /th/ is like /s/. But they can sometimes make language hard to understand. There are words that vary only by one letter having the consonant sound /f/ and the other having the consonant sound /th/ in its place.

Comparison of /s/, /z/ and /f/ to /th/ in words for minimal pairs contrast

/s/ vs /th/	/z/ vs /th/	/f/ vs /th/
sink think	whizz with	free three
sing thing	breathe breeze	fin thin
sick thick		fresh thresh
pass path		frill thrill
miss myth		fought thought

/l/ and /r/ consonant sounds minimal pairs

/l/	/r/	Use the following group of words to build minimal pairs of /l/ and /r/.					
alive	arrive	load	glass	lead	lock	play	blush
fly	fry	grass	pray	rock	brush	read	road
light	right						
lane	rain						
lace	race						

Do you remember?

A **minimal pair** is a pair of words, differing only by one sound in the same position in each word.

Example:
pin and bin, bet and bed

/v/ and /w/ consonant sounds

/v/	/w/
vest	west
viper	wiper
vow	wow
veil	wail
vet	wet
vent	went

minimal pairs	
	
To Make a "V" sound rest your upper teeth on your lower lip.	To make the "W" sound, purse your lips into a small circle.

/v/ and /w/ Tongue Twisters

Say the following sentences, paying attention to the sounds /v/ & /w/. Work with a partner and practice the following tongue twisters until you memorize them. Share them with your friends and peers.

- Wise women don't walk in the woods while wild wolves wander.
- Which witch winds white weasel wool well?

**/y/ consonant sounds minimal pairs**

/y/	
	
yam	jam
	
yay	jay

NOT FOR SALE

NOT FOR SALE

Unit 5

Democracy

SLOs

By the end of unit students will be able to:

- ✦ use context to infer missing words.
- ✦ read silently and with comprehension and extract main idea and supporting detail.
- ✦ utilize comparison clues, synonyms to deduce the meaning of underlined words.
- ✦ use conventions and dynamics of group discussion and interaction to show and accept apology.
- ✦ demonstrate use of be, have, do and need as main or helping verb in sentences.
- ✦ recognize and demonstrate function and use of modal verbs can / cannot, may / may not and should / should not to express ability, inability, permission, prohibition, doubt and obligation etc.
- ✦ demonstrate and recognize use of linking verbs.
- ✦ recognize and demonstrate function of could, might, shall, must and ought in affirmative, negative and interrogative sentences.
- ✦ illustrate use of transitive and intransitive verbs.



NOT FOR SALE

43

Pre-reading

- What is the name of our prime minister?
- Is Pakistan a democratic country?

Reading

There was a time when almost every country in the world was ruled by a king or a queen. When a king died, his son became a king. He appointed his own ministers and other officers. He removed them whenever he wished. If the king was good and wise, the country made progress and the people were happy. But all kings were not good and wise. If the king was incompetent, he ruled unwisely. He spent the government money not for the good of his people, but for his own personal enjoyment. The people had no voice in the affairs of the state. This form of government is called "monarchy".



As time passed, some wise men started thinking. They said that all men are equal. Why should one man have the power to rule over others. The country belongs to the people who live in it. They pay taxes and fight for it. All of them have equal duties and equal rights. They should have equal rights to rule the country. But how can all men

Teacher's guideline:

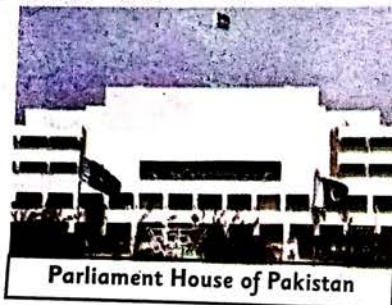
- Encourage the students to find out elements of paragraph in the given lesson and provide them an active feedback.



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NOT FOR SALE

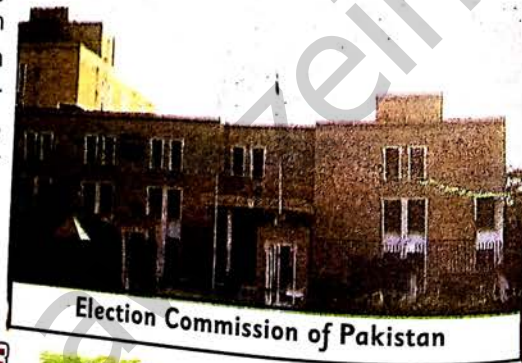
rule? They can do so by electing a certain number of persons from among themselves for this purpose. This is called "election". The persons elected by the people are the people's representatives. These representatives run the government of the country. If they rule according to the wishes of the people, the people respect them, if not, they are removed. This system of government is called "democracy". Democracy is the government of the people, for the people and by the people.



Parliament House of Pakistan

This is the age of democracy. Most countries of the world have this form of government. There are a few countries which still have kings. But even some of these are now democratic. Their kings, though honoured as the highest figures in their nations, do not manage the government.

Our country, Pakistan, also has democracy. It is known as the Islamic Republic of Pakistan. According to the law of our country, elections are to be held after every five years. In the election the people elect a certain number of persons as their representatives for the National Assembly of Pakistan. Similarly, people of the provinces elect members for the provincial assemblies.



Election Commission of Pakistan

The provincial assemblies elect members for the senate. The Senate and the National Assembly are two houses of the Parliament. The parliament and the members of the provincial assemblies elect the president of Pakistan. The president nominates the leader of the majority party in the National Assembly to be the Prime Minister of Pakistan.



Theme

Democracy is a type of government in which the citizens rule their country through their representatives. A democratic country is governed by law while the people are given the freedom of expression and movement.

Glossary

Words	Meaning
appointed	to name or assign to a position.
ministers	senior members of the government
unwisely	foolishly
affairs	work or activities done for a purpose: commercial, professional, public or personal
monarchy	government by a king or a queen.
democracy	a system of government by the whole population or all the eligible members of a state, typically through elected representatives.
nominate	propose or formally enter as a candidate for election or for an honour or award.

Comprehension

A Answer the following questions:

1. What is the difference between democracy and monarchy?
2. Who has the right to elect the representative of the country in a democratic government?
3. What is the advantage of democratic form of government?
4. What is the disadvantage of monarchy?
5. What do you know about election?

B Fill in the blanks by using context to infer missing words.

1. In Pakistan elections are to be held after every _____ years.
2. The President nominates the _____ of Pakistan.
3. The members of _____ elect the President.
4. In monarchy, all powers of the government is in the hands of the _____.
5. All people have equal _____ and _____.

C Read silently with comprehension to extract main idea and supporting detail of the following paragraph.

There was a time when almost every country in the world was ruled by a king or a queen. When a king died, his son became a king. He appointed his own ministers and other officers. He removed them whenever he wished. If the king was good and wise, the country made progress and the people were happy. But all kings were not good and wise. If the king was incompetent, he ruled unwisely. He spent the government money not for the good of his people, but for his own personal enjoyment. The people had no voice in the affairs of the state. This form of government is called "monarchy".

Main idea:

Supporting detail:

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Vocabulary

Context / comparison clues

When attempting to interpret the meaning of a new word, it is often useful to look at what comes before and after that word. The surrounding words can give readers helpful context clues about the meaning and structure of the new word, as well as how it is used.

Example:

It was an **idyllic** day; sunny, warm and perfect for a walk in the park.

idyllic	deduced meaning: ideal	synonym: peaceful - calm
----------------	-------------------------------	---------------------------------

Utilize comparison clues to deduce the meaning of underlined words. Also find the synonyms from thesaurus.

1. She **hums** continuously, or all the time, and it annoys me.
2. The dates are listed in **chronological** order. They start at the beginning and end with the last event.
3. Her **animosity** or hatred of her sister had divided the family.
4. Bilal felt **remorse** or shame for his harsh words.
5. This situation is a **conundrum** - a puzzle for everyone.

Teacher's guideline:



- Have students share their answers and prompt them to explain their process.
- In pairs, have students discuss at least two ways to figure out the meaning of a new word.

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NOT FOR SALE

Writing

Work in pairs to complete the mind map below. Reflect the opinions in the form of a paragraph.

Democracy grants every citizen certain rights but these rights cannot be possible without performing certain duties.

Teacher's guideline:

- Help the students complete the speech bubbles using vocabulary, tone, style of expression appropriate to the communicative purpose and context.

NOT FOR SALE**Listening and Speaking****Apologizing**

To apologize is to tell someone that you are sorry for having done something that has caused him inconvenience or unhappiness.

Example:

I must apologize to Rehan for my late arrival.

Some expressions you can use to make and respond to apologies:

Making apologies	Accepting apologies
♦ I do apologize for... ♦ I am so sorry for... ♦ I shouldn't have... ♦ It's all my fault. ♦ I'm ashamed of... ♦ Excuse me for ... ♦ I'm terribly sorry for... ♦ Pardon me for this... ♦ Please, forgive me for my.... ♦ Please, accept my apologies for...	♦ That's all right. ♦ Never mind. ♦ Don't apologize. ♦ It doesn't matter. ♦ Don't worry about it. ♦ That's OK. ♦ You couldn't help it. ♦ Forget about it. ♦ Don't worry about it. ♦ No harm done.

Teacher's guideline:

- Tell the students that there are many different ways to say sorry in English depending on the situation, who you are apologising to and how you are feeling.

NOT FOR SALE

Apologizing (Practice the conversation in pairs)

I am sorry!
I acted very badly;
I had no right
to be like that
to you.



That's alright.
Don't worry
about it. We
are friends.



Develop a conversation between two friends to make and respond to apologies. Seek help from the expressions previously discussed.



Teacher's guideline:

- Ask The students to use polite expressions to make and respond to apologies.

NOT FOR SALE

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Grammar

Verbs: **be, do, have and need** as main and as auxiliary verbs

An auxiliary verb helps the main verb and is also called a "helping verb." With auxiliary verbs, you can write sentences in different tenses, moods, or voices.

	as an auxiliary verb	as main verb
be	She is preparing dinner for us. He was received by his friends. They were studying all night.	I am from Abbottabad. They were here. My friends are late.
do	I do not know the truth. Do you want to have another one? I do agree with you.	We have done the shopping. She did her homework. I am doing my homework.
have	I have been following you. We have done a lot so far. She had been leader of the party.	I have a car. We had a lot of homework. Her father will have a good job.
need	She need not hurry. She need look at the picture. He need no more reply.	He needs to come with us. They do not need to hurry. He needs a new watch.

Read the following sentences carefully. Tell whether the underlined word is main or helping verb. One has been done,

- This old house has no central heating. main verb
- She was forgetting her problems. _____
- Do you have a glass of water? _____
- He is not thinking about his pain. _____
- I have had this computer for three years. _____
- They had done their homework. _____

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NOT FOR SALE

Linking verbs

Linking verbs do not show action. Instead, they link the subject with a word or words in the predicate that tell something about the subject. Linking verbs show a relationship between the **subject** of the sentence and a **noun** or **adjective** being linked to it.

Example:

She was a good friend.	=	N + V + N
She was very happy.	=	N + V + Adj

Common linking verbs are forms of the verb to be: am, is, are, was, were, being, been.

Some other linking verbs are:

hear	feel	look	remain	seem
grow	taste	smell	sound	

The words are substituted with **am, are, is**, the words are verbs. Other than that they are action verb.

Underline the verbs and write at the end of the sentence whether it is action or linking verb. The first one has been done.

1. She **grew** into a fine young woman. linking verb
2. Most people drink coffee or tea every day. _____
3. The vanilla ice cream tasted good. _____
4. He became the first man on the moon. _____
5. The class ate all the burgers at the party. _____
6. A snake will go for anything hearing it. _____
7. The girl looked great in the red dress. _____
8. He **grew** tired of all the negative talk. _____

NOT FOR SALE**Modal verbs**

Modal verbs are a type of auxiliary verb which expresses the mood of another verb. They are used to express ideas such as: something is certain, probable or possible or talking about ability, asking permission, making requests and offers, and so on.

modal	example	function
	They can fix the problem.	ability
	They cannot fix the problem.	inability
	Can I have a cup of tea, please?	request
can/ cannot	Can I go with you?	asking for permission
	We could meet at the weekend.	suggestion or advice
	Can I help you?	offer or invitation.
	It could have been Rashid because he is in Swat.	doubt
may / may not	May I go to the toilet?	asking for permission
	I may be able to help you with your work.	possibility
	It's nearly six o'clock. They should arrive soon.	probability
should/ should not	We should go by train.	suggestion or advice
	Should I help you with that?	offer or invitation.
	I should be studying but I am too tired.	obligation

Fill in the blanks with a modal verb. There is more than one answer in some sentences.

1. _____ I borrow your rubber, please? Yes, of course you _____.
2. Don't touch that wire because it _____ be dangerous.
3. I _____ swim quite well when I was five years old.
4. Sonia _____ practice much if she wants to take part in the race.
5. You _____ cook those vegetables because they have already cooked.

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NOT FOR SALE

Semi-modal Verbs

Might

We use might:

when we are not sure about something:

1. I might see you tomorrow.
2. It looks nice, but it might be very expensive.
3. It's quite bright. It might not rain today.

as the past tense of may for requests:

1. He asked if he might borrow the car.
2. They wanted to know if they might come later.

for very polite requests:

1. Might I ask you a question?
2. Might we just interrupt for a moment?

Shall

We use shall:

to make offers:

1. Shall I help you with that?
2. Shall I call you on your mobile?

to make promises:

1. I shall never forget where I came from.
2. I shall always be with you.

Must

We use must:

to show we are sure something is true:

1. It must be quite late.

with have for the past:

1. They must have been hungry.
2. You must have heard the good news.

for a very polite invitation:

1. You must come round and see us.
2. We must meet again soon.

for obligation and necessity

Everyone must bring something to eat.

NOT FOR SALE

Might is used in affirmative, negative and interrogative form of sentences.

Example:

I might come tomorrow.
She might not come tomorrow.
What might happen?

Shall is used in affirmative, negative and interrogative form of sentences.

Example:

I shall be there.
I shall not be there.
Shall I be there?

Must is used in affirmative, negative and interrogative form of sentences.

Example:

You must stop at a red light.
You mustn't make noise here.
Must he do it now?

Could

We use could to:

talk about past time:

1. She could speak several languages.
2. They couldn't dance very well.

ask for permission to do something:

1. Could I ask a question please?
2. Could we go home now?

say that someone had the ability/opportunity to do something:

1. She could have learned stitching, but she didn't have time.
2. I could have studied all night but didn't.

Ought to

We use ought to:

after the subject and before another verb:

1. We ought to do more exercise.

forming questions, we don't use do, does, did:

1. Ought we to be more worried about the environment?

ought can't be used with another modal verb:

1. Medicine ought to be free.
2. We ought not to have ordered so much food.

Make affirmative, negative and interrogative sentences using might, shall, ought and must.

	affirmative	negative	interrogative
could			
might			
ought			
shall			
must			

Could is used in affirmative, negative and interrogative form of sentences.

Example:

She could cook her meal.
They could not come.
Could you do me a favour?

Ought to is used in affirmative, negative and interrogative form of sentences.

Example:

You ought not to have said that to your mother.
You ought to come early.
Ought she to call the police?

NOT FOR SALE

Transitive and intransitive verbs

A transitive verb is a verb that has an object. An intransitive verb is a verb that does not have an object.

Example

I	<u>drink</u>	coffee	every day.	(Drink is a transitive verb because it needs an object.)
	verb	object		

I	<u>run</u>		every day.	(Run is an intransitive verb because it does not need an object.)
	verb			

A Pick out the verbs in the following sentences, and tell in each case whether the verbs is transitive or intransitive. The sentence in which the verb is transitive, name the object:

- Bad boys hide their faults. _____
- Some boys threw stones at the frogs. _____
- My new watch keeps good time. _____
- The sun rises in the east. _____
- The frog jumped out of the pond. _____
- The birds flew towards west. _____

B Complete the following by supplying an object:

- The horse kicked _____
- The teacher punished _____
- A shoemaker makes _____
- My brother wrote _____
- He broke _____

Do you remember?

Transitive verbs require an object to complete the sentence.
Intransitive verbs do not require any object to complete the sentence.

C Use the following intransitive verbs in sentences of your own.

sneeze

agree

appear

laugh

arrive

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Revision unit 1-5

A Fill in with the plural form of the irregular nouns in brackets.

- Karim saw two _____ in the field. (woman)
- Five _____ were playing in my backyard. (child)
- The farmer had seven _____. (goose)
- Two _____ helped move the load. (man)
- _____

B Circle the collective noun.

- The army walked across the land.
- The troops headed towards the battlefield.
- The flock of geese flew over the lake.
- The herd moved towards the river.
- I bought a bouquet of flowers from the market.

C Underline the correct possessive form for the following animate nouns.

- The (birds / bird's) nest is in my yard.
- The (squirrels / squirrel's) tail is bushy.
- The (childrens / children's) trip to the zoo was fun.
- The (puppys / puppy's) tail wags when he is happy.
- The (duck's / ducks) home is in the lake.

D Circle the indefinite pronoun in each sentence below.

- Make sure to tell everybody about my birthday party.
- Everybody wants to win the game.
- She is the one who helps me the most.
- Please tell someone to wash the dishes.
- Everything we have done has been by the book.

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E Read the following sentences carefully. Tell whether the underlined word is main or helping verb.

1. Do you want to go for picnic? _____
2. She has had her dog since 2015. _____
3. He needs to go to the doctor. _____
4. Lubna has been talking for 10 minutes. _____
5. He was planning a trip to Murree. _____

F Fill in the blanks with a modal verb. There is more than one answer in some sentences.

1. The girl _____ go to the school to learn.
2. If you are interested in human life, you _____ study biology.
3. He is applying for a job at the university. He _____ get it.
4. _____ I have a glass of water, please.
5. The players _____ practice in order to win the match.

G Underline the verbs and write at the end of the sentence whether it is action or linking verb.

1. She looks fine.
2. She looked into the street.
3. He is the best soccer player in the world
4. She was great in her new performance.
5. He seems confused.

H Identify minimal pairs in the following words.

sink	fell	path	sing	left	thick
sick	thing	lift	pass	fill	think

NOT FOR SALE

Unit 6

Little Things

SLOs

By the end of unit students will be able to:

- ✦ Read a poem and give orally or in the writing main idea.
- ✦ Read a poem and give orally or in writing the summary. (through gapped summary exercise)
- ✦ deduce meaning of difficult words from the context.
- ✦ use conventions and dynamics of group discussion and interaction to agree and disagree politely.
- ✦ identify syllable division and stress pattern.
- ✦ classify adjectives of quantity, quality, size, shape, colour and origin.
- ✦ change and use degrees of regular and irregular adjectives.
- ✦ recognize and use absolute adjectives.
- ✦ physical description and characteristics of an object / place moving from general to specific.



NOT FOR SALE

Pre-reading



Reading

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

And the little moments,
Humble though they be,
Make the mighty ages
Of eternity.

Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the heaven above.

Julia A. Carney

Julia Carney (1823- 1908) was an American Educator and a poet.
Many of her poems were published in textbooks.

Deduce the meaning of the following words.

little	humble
ocean	ages
moments	heaven
deeds	Eden



Theme

In this poem the poet tells us the importance of little things. For example, little drops not only make big oceans but also make the land fertile and full of life. In the same way, little minutes when combined make history.

NOT FOR SALE

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Glossary

Words	Meaning
mighty	huge, possessing great and impressive power or strength
pleasant	causing a sense of happiness or enjoyment.
humble	showing a modest or low estimate of one's importance.
grains	a seed or seeds from a plant.
eternity	forever, endless

Comprehension

A Answer the following questions:

- Write the main idea of the poem.
- How do little deeds of kindness make our life happy?
- Write about the little act of kindness that you have performed recently.
- Find out the objects of nature in the poem.
- How can we make the world a better place to live in?
- Write down the nouns used in the poem.

B Choose the correct options to fill in the blanks.

- The poem "little things" is written by _____.
a. William Ross Wallace. b. Ralph Waldo Emerson
c. Julia Carney d. Eliza Cook
- Little _____ of sand".
a. water. b. tears
c. grains d. rain
- Make the mighty _____.
a. ocean b. world
c. mountain d. sea
- And the _____ land.
a. sandy b. pleasant
c. mighty d. humble



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NOT FOR SALE

Do you remember?**Summary Skills:**

- Find important facts, statements and ideas
- Cut the original text to one third.
- The summary is usually written in the present tense.
- Past events may be reported in the past, future events may be reported in the future.
- Statements or questions which were made in the past may be reported in the past indefinite tense or the past perfect.

C Gapped Summary: Fill in the gaps with suitable words from the text. (One word depending on the provided)

In this poem the poet explains that how _____ have great importance in life. Little drops of _____ make _____ and little _____ of sand makes the world a beautiful place. She explains that the _____ moments of life, turn into _____ ages.

Vocabulary**Stress**

A Read the words carefully and note the stressed and unstressed syllables.

HUSband	aBOUT	aRRIVE	reMARKable	imPORTant
---------	-------	--------	------------	-----------

In a dictionary the mark '/' shows the main stress in a word.

B How many syllables do the following words have? Also identify the stress pattern of the words.

socially	knowledge	prominent	famous	pollen
----------	-----------	-----------	--------	--------

C Rhyming words used in the poem.

Example: sand-land

Add two more rhyming words in each line.

make _____

deed _____

like _____

Teacher's guideline:

- Ask the students to read the poem, and then read the gapped summary of the poem, from which key words have been removed.
- Ask the students to restore the missing words, which can only be restored if they have both read and understood the main idea of the poem.

NOT FOR SALE**Grammar****Adjectives****Adjectives of Quality**

A Pick out the adjectives of quality in the following sentences.

1. The girl has a sweet voice.
2. Ali is a fine batsman.
3. That is a big house.
4. I like red roses.
5. It is a bright day.

Do you remember?

The adjectives that describe the quality of a noun are called Adjectives of quality.

Example:

Karachi is a **big** city.

B Pick at least three adjectives of quality from the text.

Adjectives of Quantity

C Pick out the adjectives of quantity in the following sentences.

1. Step back three paces.
2. He made several mistakes.
3. I speak few words.
4. He is ninety years of age.
5. Did you get many marks?

Do you remember?

The adjectives which tell number or amount of noun are called adjectives of quantity. Adjectives of quantity answer the question "How many?" or "How much?"

Example:

Four boys ran down the street.

Absolute Adjectives

Absolute Adjectives do not have comparative and superlative forms.

If something is complete then this is an absolute adjective.

Example:

It is **essential** for us to know him.

Essential can NOT be used in comparative and superlative sentences.

It is **essentialer** for us to know him. ✗

It is **essentialest** for us to know him. ✗

It is **essential**, it cannot be **essentialer** or **essentialest** than someone.

Essential is therefore an example of an absolute adjective.

NOT FOR SALE

Write whether the following words are **absolute adjectives** or not.

1. perfect _____
2. complete _____
3. red _____
4. dead _____
5. small _____
6. smart _____

Regular and irregular Adjectives

Do you remember?

Regular adjectives make their comparative and superlative forms either by adding the suffixes **-er / -est** or use more and most.

Example: pretty – prettier – prettiest
beautiful – more beautiful – most beautiful

Irregular adjectives do not make their comparative and superlative forms by adding the suffixes **-er / -est** or more and most.

Example: The comparative and superlative form of **bad** is
bad – worse – worst

Write down the comparative and superlative degrees of the following adjectives. Classify whether the adjective is regular or irregular. The first one has been done.

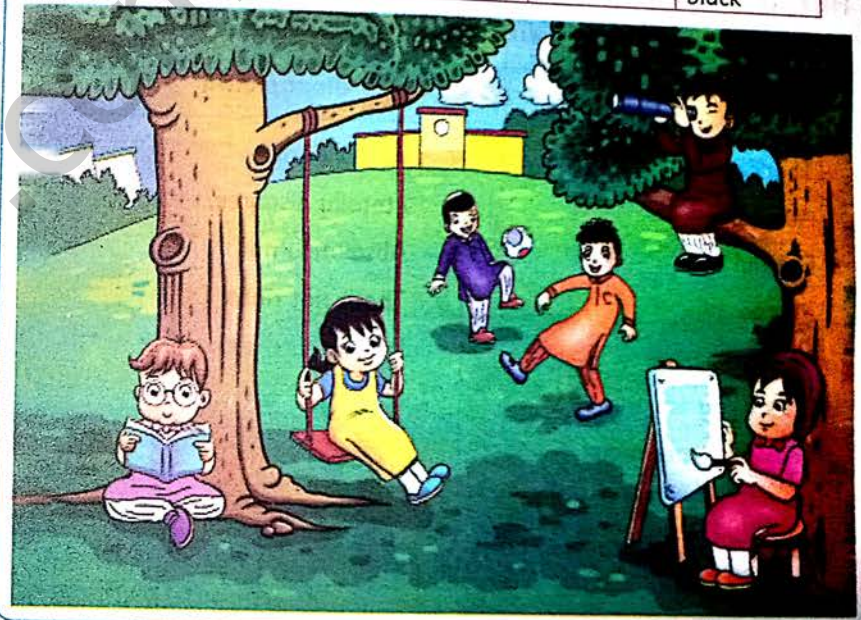
adjective	comparative	superlative	type
good	better	best	irregular adjective
far			
happy			
little			
expensive			
big			
cheap			
many			

NOT FOR SALE

Writing

Write a paragraph in your notebooks describing the picture below, with the help of descriptive adjectives.

Descriptive Adjectives (talk about quality)				
condition	shape	size	value	colour
hot	round	small	beautiful	red
cold	rectangular	big	smart	blue
rainy	square	thin	shy	yellow
sunny	oval	long	rich	black



Teacher's guideline:

- Tell the students the meaning of the adjectives above, so that they may differentiate between qualities.

NOT FOR SALE

Listening and Speaking

Agreeing and disagreeing

To agree means to have the same opinion about something, similarly disagree means to have or express a different opinion.

Example:

- Yes I agree! you are right. (agreeing)
- I don't agree! you are wrong. (disagreeing)

Here are some expressions you can use to agree and disagree politely. Use these expressions in a discussion activity.

agreeing	disagreeing
That's right.	I don't agree.
Absolutely!	I totally disagree.
Exactly!	Absolutely not.
Me too.	That's not right.
Yes, I agree.	I'm not sure about that.
I totally agree.	
I couldn't agree more!	
I see exactly what you mean.	
You're right. That's a good point.	

Teacher's guideline:

- Tell the students that there are different ways in English to agree and disagree politely. They should do some practice to learn these ways.

NOT FOR SALE

Agree or disagree politely

Work in groups of four and practice the dialogue below to agree and disagree with appropriate tone and style.

I was thinking of going to Swat for a picnic. What do you think?

No, I don't think it's a good idea. Swat might be a little too cold.

I agree, I think that it would be perfect!

I'm not so sure about it, maybe we could ask our parents to see how that works for us.



Teacher's guideline:

- Help the students practice the bubbles using vocabulary, tone, style of expression appropriate to agree or disagree politely

NOT FOR SALE

Unit 7

A Letter of Invitation to a Friend to Attend your Birthday Party

SLOs

By the end of unit students will be able to:

- ✦ use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.
- ✦ analyse and compare various informal letters to write short letters to people in immediate social and academic environment:
 - identify parts of a letter.
 - follow conventions of informal letter with respect to layout, salutations etc.
 - recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.
 - write the address on the envelope clearly and proper format.
- ✦ comprehend and apply in speech the word stress rule, for example stress shift for emphasis and change in meaning in parts of speech.
- ✦ illustrate use of preposition of position, time, movement and direction.
- ✦ use compound prepositions.
- ✦ use in speech and writing transitional devices of addition, alternative, comparison contrast, illustrations, sequence, conclusion, cause and effect.
- ✦ use conventions and dynamics of group discussion and interaction to give and follow directions/instructions.

NOT FOR SALE

Pre-reading

1. How do you communicate with a friend who lives in another city/village?
2. Do you write letters to your friends and family members?

Reading

40, Stadium Road
Peshawar Cantt
2nd Feb, 2017



My dear Hafsa,

You will be glad to know that I will be celebrating my 12th birthday on the 25th of this month. I have invited a few friends to join us on this happy day. My cousin, Seema has also promised to come from Islamabad. It will give me great pleasure if you could also join us. I hope you will not disappoint us. After the party, we shall enjoy a few songs from Seema who, as you know, has such a sweet voice. If you could let me know the date and time of your arrival, I shall meet you at the bus stop. Give my respectful regards to your Ammi and Abbo. My mother also wishes me to send her regards to your Ammi.

Yours sincerely,
Humera.

Glossary

Words	Meaning
glad	happy
pleasure	to enjoy
regards	good wishes
disappoint	to feel sad



Teacher's guideline:

- Use pre-reading strategies by asking the students questions about letter writing.
- Tell them the difference between formal and informal letter.
- Tell the students that we can write address and date without punctuation.

NOT FOR SALE

Writing

Placed at the top of your letter, including date and address.

heading

It tells to whom you are writing and is followed by a comma.

greeting

This is where you write your message.

body

Write your name here. This tells your reader who the letter is from.

A short expression is written, followed by a comma.

closing

signature

How to write a letter

- **Step 1:** Write the date and address in the top left corner of the page.
- **Step 2:** Write dear ..., and be sure to include comma.
- **Step 3:** Write a friendly opening such as "how are you?"
- **Step 4:** Tell your purpose of writing. This is called the body of the letter.
- **Step 5:** Write your friendly closing such as "Yours truly, sincerely etc."
- **Step 6:** Sign your letter by writing your name.

Teacher's guideline:

- Tell the students that the body of the letter has the message.
- Capitalize the first letter of the first word in closing and greeting.

NOT FOR SALE

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Comprehension

A Answer the following questions:

1. What is an informal letter?
2. Do you know the difference between a formal and informal letter?
3. Why do we need to write a letter?
4. Who do you write informal letters to?

B Label the parts of the letter with the help of the word bank.

- | | | | |
|------------------|-----------------|-----------------|---------------|
| a. the beginning | b. the end | c. your address | d. the middle |
| e. signing off | f. the greeting | g. the date | h. closing |

House # 56

University Town

Peshawar

3rd Feb. 2017

1. _____

2. _____

Dear Parveen, 3. _____

I hope you are well. 4. _____

I haven't written for a long time, I was busy with preparation for exams. I also try to help my parents as much as possible. I like to do my room, it makes me feel cheerful. I'm sure that you help your parents too. They support us in every way and helping is the least we can do for them.

5. _____

Give my regards to your parents. 6. _____

Your friend, 7. _____

Sarah 8. _____

Teacher's guideline:

- Help students identify parts of letter.
- Help them to recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.

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NOT FOR SALE

Vocabulary

A Underline the silent letters. Then write the words on the correct line.

write	debt	night	half	talk	fight
could	wrong	light	should	palm	climb
whole	calm	who	doubt	would	writer

silent "w" _____

silent "b" _____

silent "l" _____

silent "gh" _____

Word stress rules

There are two very simple rules about word stress:

1. One word has only one stress.
2. We can only stress vowels, not consonants



Stress shift can change meaning and part of speech

Stress on first syllable

Rule	Example
Most 2-syllable nouns	PRE sent, EX port, CH ina, TA ble
Most 2-syllable adjectives	PRE sent, SLE nder, CLE ver, HAP py

Stress on last syllable

Rule	Example
Most 2-syllable verbs	pre SENT , ex PORT , de CIDE , be GIN

B Make two sentences each of the words export, import, contract and object, showing them as nouns and verbs depending on whether the stress is on the first or second syllable.

Teacher's guideline:

- Tell the students that one word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word.
- There can be a "secondary" stress in some words. But a secondary stress is much smaller than the main stress, and is only used in long words.

NOT FOR SALE

Grammar

Transitional Devices

Transitional devices are words or phrases that help carry a thought

1. from one sentence to another
2. from one idea to another
3. from one paragraph to another
4. linking sentences and paragraphs together smoothly

Common transitional devices

addition	and, again, and then, besides, finally, further, furthermore, nor, too, next, lastly, moreover, in addition, first.
alternative	either, or, nor, on the other hand, however, neither, otherwise
comparison and contrast	whereas, but, yet, on the other hand, however, by comparison, where, compared to, up against, although, in contrast
illustration	for example, for instance, in this case, in another case, on this occasion, in this situation, to demonstrate, to illustrate
sequence	first, second, third, then, following this, at this time, now, after, afterward, , finally, consequently, previously, before this, thus, therefore, hence, next, soon
conclusion	in brief, on the whole, to conclude, in conclusion, as I have said, hence, therefore, accordingly, thus, as a result
cause and effect	therefore, consequently, as a result

Write sentences using the following transitional devices.

therefore

either

further

in contrast

again

Teacher's guideline:

- Encourage the students to memorize some of the transitional words and the relationships they signal.
- Have students go through text and underline all the transitional devices.



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Prepositions

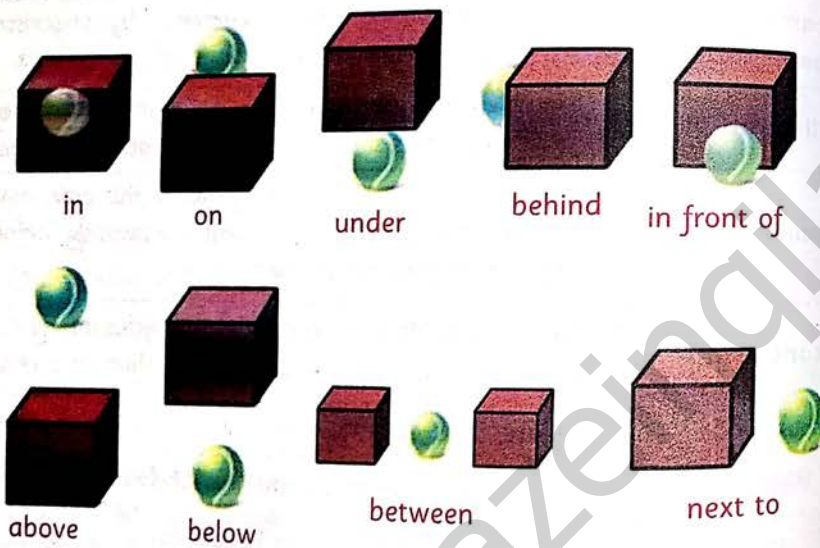
A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. Prepositions are usually short words, and they are normally placed directly in front of nouns.

Preposition of position

A preposition of position is a preposition which is used to refer to a place where something or someone is located.

Example:

- ♦ Let's play ball **in** the park.
- ♦ The boy sat **on** the chair.
- ♦ The cat is **under** the table.



Preposition of time

A preposition of time discusses specific time, date, festival, holiday, months, seasons etc. Prepositions of time are the same words as prepositions of place. You can easily distinguish these prepositions, as they always discuss times rather than places.

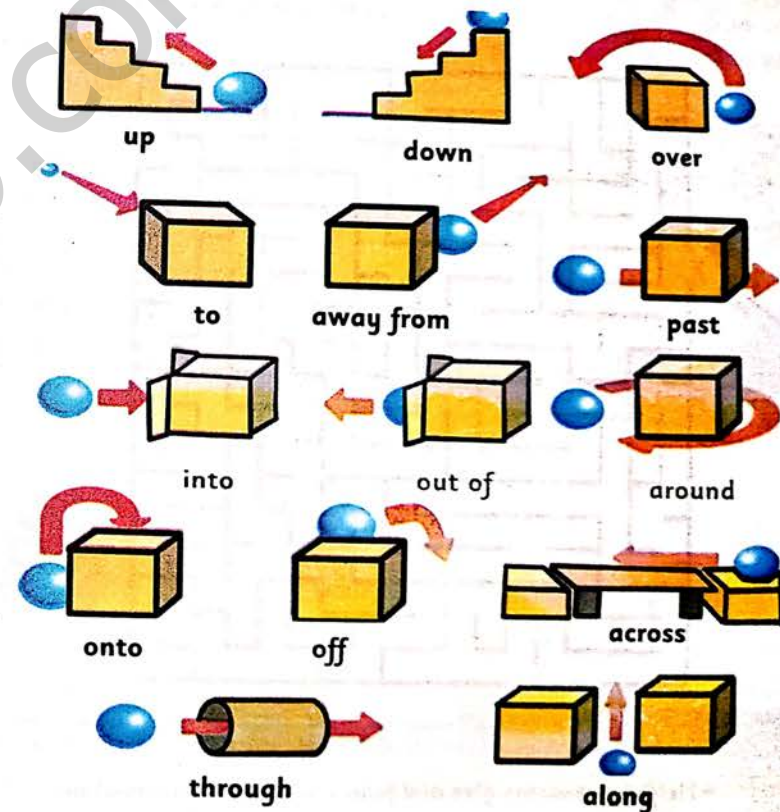
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Preposition of movement

These Prepositions are used to show movement to or from a place. We use to show movement with the aim of a specific destination.

Example:

- ♦ He's gone **to** the shops.
- ♦ He swam **across** the river.
- ♦ She ran **away from** the dog.
- ♦ She ran **under** the shelter.
- ♦ They walked **down** the stairs.



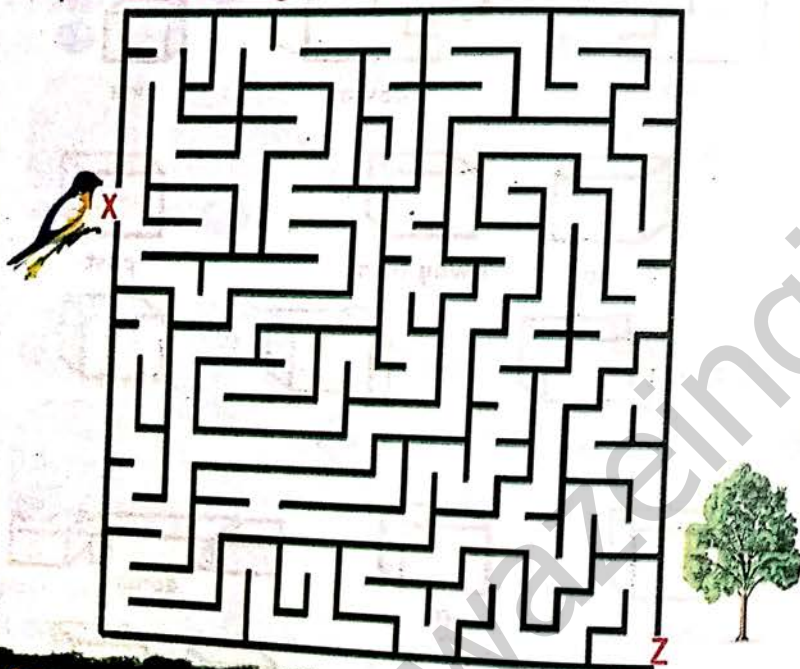
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Preposition of direction

Prepositions of direction tell you where to go

walk...	go up...	turn left...	make a right...	go...
walk along...	turn right...	turn the corner...	walk down...	go along...
head down...	go around...	go down...	walk straight...	head up...
the corner...	walk up...	go straight...	make a left...	

The bird wants to reach its nest **on the tree**. Work with a friend, give and follow directions (using prepositions of direction) to the bird in order to reach the tree, from point X to point Z. Use the phrases above to give directions.



Teacher's guideline:

- Help the students give and follow directions / instructions.

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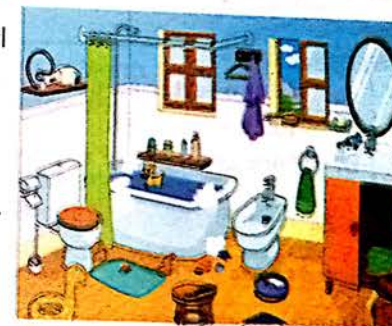
A Choose the correct preposition.

- The fridge is **between/under** the door and the cupboard.
- The bin is **near/ in front of** the drawers.
- The microwave is **next to /under** the window.
- The door is **next to/under** the shelf.
- The clock is **in/on** the wall.
- The chairs are **under/ next to** the table



B Complete with the right preposition.

- The curtain is _____ the flush bowl and the bath.
- The flush bowl is _____ the bath.
- The shelf is _____ the wall.
- The mirror is _____ the washbasin.
- The cupboard is _____ the washbasin.
- The mat is _____ the toilet.



C Fill in the blanks using the prepositions at, in and on.

- Can you see a spider _____ the ceiling?
- The roses _____ your garden are very beautiful.
- Were there many cars _____ the road this evening?
- I am meeting my friend _____ the gate of the park on Sunday.
- Will you stay _____ home tomorrow?

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Compound prepositions

Compound prepositions are made up of two or more words. They may be written as one word or as two or more separate words.

Example:

- ◆ She cannot stay here **as of** now.
- ◆ Rashid was never **close to** his parents.
- ◆ Raheem is standing **next to** Arif.

Underline the compound prepositions in the sentence

1. The oak tree is next to my window.
2. We visited the castle prior to boarding our river cruise boat.
3. According to his mother, he often talked in his sleep.
4. In our solar system, one planet next to Earth is Venus.
5. The inside of the auditorium is beautiful.

- according to
- as of
- as well as
- aside from
- because of
- by means of
- in addition to
- in front of
- in Place of
- in regard to
- in respect to
- in spite of
- instead of
- one account of
- out of
- prior to

Writing

A. Write a letter to your friend and invite him/her to your sister's marriage.

B. Write your friend's address on envelop below.

PAKISTAN POST
COMMITMENT OF CHANGE

Friend's name → _____

Friend's address → _____



Stamp

POSTCODE

Teacher's guideline:



- Help the students write address on the envelop clearly and in proper format.
- Ask students to go through the body of the letter they wrote. Ask them to underline all transitional words. If students have not used any, ask them to add one or two transitional words to the paragraph.

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Unit 8

Taxila An Ancient City of Pakistan

SLOs

By the end of unit students will be able to:

- ▶ use adverbs of manner, time, place, frequency, degree and reason.
- ▶ use conventions and dynamics of group discussion and interaction to use polite expressions to seek attention.
- ▶ use critical thinking to respond to the text and explore causes and consequences of a problem and various solutions.
- ▶ identify syllable division and stress pattern.
- ▶ transfer the written text to a diagram, chart or cloze paragraph.
- ▶ distinguish fact from opinion.
- ▶ recognize and pronounce silent letters in words.
- ▶ analyze paragraphs to identify sentences that support the main idea through
 - definition
 - example
 - evidence
- ▶ write a short narrative in the first person which describes events:
 - use sequential order
 - specific adjectives
 - appropriate transitional devices.



NOT FOR SALE

Pre-reading

Have you ever been to any historical place?
Do such visits develop your interest in history?
Have you ever visited Taxila?

Reading

Sakina came back from school, looking very happy, she told her father:

Sakina: Our school has arranged a visit to Taxila.

Father: This is very nice! Such visits help students learn a lot.

Sakina: At least I would learn where it is.

Father: It is 119 km away from Peshawar and is famous for the ruins of this ancient city.

Sakina: Yes! Our teacher told us that the ruins of this ancient city are spread over an area of sixteen square kilometers. I wonder if you could give me the historical background of Taxila.

Father: The civilization of Taxila is almost 2500 years old. Taxila was conquered by the Greek rulers. During the next 200 years Taxila became a renowned centre of learning Philosophy and Art. It is divided into three ancient cities.

Sakina: And which are those cities? Can you tell me their names?

Father: The earliest city, Bhir Mound, dates back to the sixth century B.C. It had irregular streets and cramped houses. The newer city is Sirkap on the opposite side of the Tamara Stream. It was built in the second century B.C. Sirkap was a well planned city. The third city, Sirsukh, is modern as compared to the first two. It was built by the Kushan kings in the fourth century B.C. It is a well laid out city, patterned after Central Asian cities.

Sakina: How very astonishing! What else can we see there?



Father: There are endless images of a great saint Gautama Buddha, in stone and stucco. There are many mounds depicting all the important stages of the great sage. The sculptured statues tell us about his life and times.

Sakina: This is really interesting. Where do they keep the statues?

Father: There is a museum at Taxila, which has many things belonging to this period including the statues. Its collection of coins, jewellery, seals, beads, silver utensils, carpentry tools is very valuable. But its real collection is sculptures made of stone and stucco. The impressive display of the museum helps its visitors to get information about the period of Gautama, the Lord Buddha. In fact, the museum is worth seeing.

Sakina: Thank you very much. Now I'll be able to enjoy my trip all the more.

Theme

Taxila is an important archaeological site. It was an important city during the Greek rule over ancient India. It depicts a great deal of Buddhist history.

Glossary

Words	Meaning
ruins	remains
conquer	take control of a country
cramped house	uncomfortably small or restricted
patterned	with a design made from repeated lines, shapes, or colours on the surface
stucco	a kind of plaster



Teacher's guideline:

- Show the students different pictures of some historical places.

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Comprehension

A Answer the following questions:

1. Which province of Pakistan is Taxila situated in?
2. Name another ancient city that you have heard about.
3. What do you know about the civilization of Taxila?
4. Propose various suggestions to conserve heritage sites in Pakistan.
5. The lesson is in the form of a dialogue. Write the lesson again in the form of a paragraph by using appropriate transitional devices. Describe events in sequential order.

Fact and Opinion

A fact is something that is true and can be proven. It does not change, no matter who says it. Opinion is something that someone thinks or feels. It may change from person to person.

Example:

- ◆ Sadia is very pretty. (This statement is an opinion).
- ◆ Liaquat Ali Khan was the first Prime Minister of Pakistan. (This is a fact)

B Decide whether the sentences below are fact or opinion.

1. Going to the doctor is scary. _____
2. Abdul Sattar Edhi was a great man. _____
3. Water is made of hydrogen and oxygen. _____
4. Elephants are the largest land mammals. _____
5. The best vacation is going camping. _____

Teacher's guideline:



- Help students apply world knowledge and own feelings / opinion to the text.
- Ask the students to separate facts from the opinion from the text they have read.
- Revise transitional devices with the students and help them to use transitive devices to write a paragraph.

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C Fill in the blanks to complete the cloze paragraph.
Cloze exercise:

The civilization of _____ is almost 2500 _____ old. Taxila was _____ by the Greek _____. During the next _____ years Taxila became _____ centre of learning _____ and Art. It _____ into three ancient _____.

Writing

Analyze the paragraph to identify the main idea, definition, example and evidence.

There is a museum at Taxila which has many things belonging to this period including the statues. Its collection of coins, jewellery, seals, beads, silver utensils, carpentry tools is very valuable. But its real collection is sculptures made of stone and stucco. The impressive display of the museum help its visitors to get information about the period of Gautama, the Lord Buddha. In fact, the museum is worth seeing.

Main idea: _____

Definition: _____

Example: _____

Evidence: _____

Teacher's guideline:



- Tell the students that the cloze procedure is a reading comprehension activity in which words are omitted from a passage and students are required to fill in the blanks.

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Vocabulary

A Find the meaning of the following words in a dictionary and use them in sentences of your own.

suburb astonishing exquisite sculpture worth seeing

B Write these words in the right column. The first one has been done.

teacher	grandfather	sister	big	passenger
happy	carpenter	doctor	cook	parents
dad	kitchen	chocolate	general	uncle

1 syllable	2 syllable	3 syllable
	teach / er	

Silent letters

Common letter combinations with silent letters.

Silent B

B is not pronounced when following m at the end of a word.

clim**b** crum**b** dum**b** com**b**

Silent D

D is not pronounced in the following common words:

hand**d**kerchief sand**w**ich We**d**nesday

Silent E

E is not pronounced at the end of words and usually makes the vowel long.

hope drive gave write site

Silent G

G is not often pronounced when followed by an n

foreign sign feign

NOT FOR SALE

Grammar

Adverbs of Manner

An adverb of manner is a word that tells us in a sentence how something has happened.

Formation.

Adverbs of manner are formed by adding **-ly** to the end of an adjective. But there are some rules:

- Adjectives ending in **-l** add **-ly**
careful - carefully
- Adjectives ending in **-y** change to **-ily**
lucky - luckily
- Adjectives ending in **-ble** change to **-bly**
responsible - responsibly

Position.

The position of the adverbs depends on the kind of adverb, but adverbs of manner are usually placed **after the main verb** or **after the object**.

Examples:

- He writes **well**. (After the main verb)
- He runs **rapidly** / **slowly** / **quickly**.
- He plays the piano **beautifully**. (After the object)
- He ate the strawberry cake **greedily**.

A Fill in the blanks to form adverbs.

Adjective	Adverb
slow	
bad	
angry	
careful	
quiet	
calm	
perfect	

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Adverb of Degree

Adverbs of degree tell us about the intensity or degree of an action, an adjective or another adverb.

Common adverbs of degree:

almost, nearly, quite, just, too, enough, hardly, scarcely, completely, very, extremely.

Adverbs of degree are usually placed:

1. Before the adjective or adverb they are modifying.

Example:

The water was **extremely** cold.

2. Before the main verb:

Example:

He was **just** leaving. She has **almost** finished.

Use the following adverbs of degree in sentences of your own.

1. hardly: _____

2. quite: _____

3. enough: _____

Adverbs of Time

We use adverbs of time to say:

◆ **when** something happened:

I saw Maria **yesterday**.

She was born **in 1978**.

◆ **for how long** :

They have lived here **since 2004**.

We will be on holiday **from July 1st**.

◆ **how often**:

They **usually** go to the park.

We **sometimes** went to work by car.

When	today	last year
	before late	already recently

How Long	all day	a few hours
	for a while for a year	since 2014 for a week

How Often	everyday	frequently
	once a year never	sometimes always

Adverb of Place

We use adverbs of place to describe:

Location

We use **prepositions** to talk about **where** someone or something is.

Examples:

- He was standing **by the table**.
- You'll find it **in the cupboard**.
- Sign your name here – **at the bottom of the page**.

Direction

We use adverbials to talk about the **direction** where someone or something is moving.

Examples:

- Walk **past the bank** and keep going **to the end of the street**.
- The car door is very small so it's difficult to get **in**.

Distance

We use adverbials to show **how far** things are:

Examples:

- Islamabad is **187 kilometres from** Peshawar.
- We were in Peshawar. Islamabad was **187 kilometres away**.

Circle the adverb of time and underline adverbs of place in the sentences below. First one has been done.

1. He's going to Germany next week.
2. The cat was hiding under the table yesterday.
3. There was a rainstorm in Lahore during the night.
4. The other day when she saw me waiting, she ran towards me.
5. The plane had to fly through a heavy storm last month.
6. They shifted to a house nearby last month.

Adverb of Frequency

Adverbs that change or qualify the meaning of a sentence by telling us how often or how frequently something happens are defined as adverbs of frequency.

We use adverbs of frequency to:

- discuss **how often** something happens.
- indicate **routine or repeated activities**, so they are often used with the **present simple tense**.

Example:

- He is **often** late for work.
- My dentist told me I should floss **twice daily**.

If a sentence has only **one verb**, place the adverb of frequency in the middle of the sentence so that it is positioned **after the subject but before the verb**.

Example:

- Tahir **never** flies. He **always** takes the bus.

Put the adverb of frequency on the right place

1. He listens to the radio. (**often**)

2. They read a book. (**sometimes**)

3. Palwasha gets angry. (**never**)

4. Tauseeq is very friendly. (**usually**)

5. My grandmother goes for a walk in the evening. (**always**)

Adverbs of Frequency	
100 %	Always
90 %	Usually
80 %	Normally / Generally
70 %	Often / Frequently
50 %	Sometimes
30 %	Occasionally
10 %	Seldom
5 %	Hardly ever / Rarely
0 %	Never

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Adverb of Reason

Adverb of reason is used to express reason of an answer to a question or purpose of an action in the sentence. Adverbs of reason are **like therefore, hence, thus, consequently, so, since**, etc.

Example:

- I was not working hard, **therefore**, I failed.
- His mother was ill, **consequently** he declined participation in the game.

C Underline the adverbs of reason in the following sentences

1. The students bullied her, she **therefore**, left college.
2. The teacher is ill and is **therefore** unable to come to school.
3. Madiha was neglected by the teachers, **hence**, she failed in the exam.
4. Asad is very bright, he **often** gets awards for his talent.
5. The bell rang so he **left** the school.

Listening and Speaking

Make group of four students to practice the conversation below.

Rashid said **nervously**,
"I forgot to bring my English notebook."

Ayan said **softly**, "I am sure the
teacher will pardon you."

"The teacher will punish you",
said Zubair **thoughtfully**.

"I **always** bring my notebooks",
said Sadaf **happily**.



Teacher's guideline:

- Tell the students how they can use adverbs in conversation.
- Ask the students to use polite expressions to seek attention.

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Unit 9

A Letter about the Choice of a Profession

SLOs

By the end of unit students will be able to:

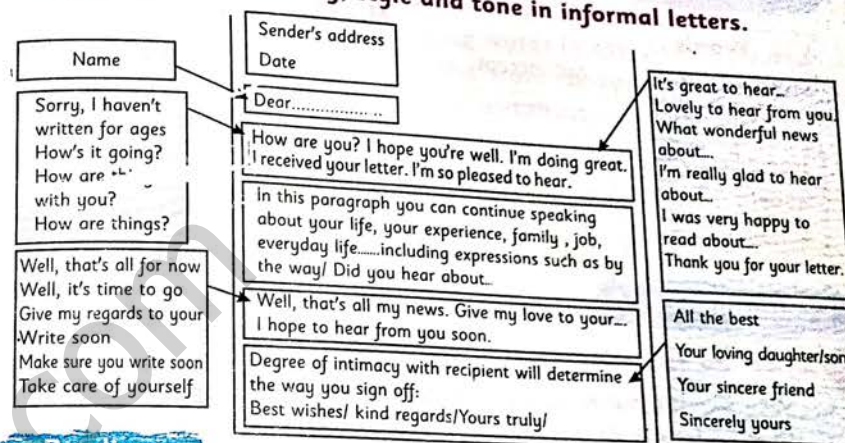
- ✦ use pre-reading strategies to predict the context of a text from picture by using prior knowledge, asking questions and contextual clues.
- ✦ analyse and compare various informal letters to write short letters to people in immediate social and academic environment:
 - identify parts of a letter.
 - follow conventions of informal letter with respect to layout, salutations etc.
 - recognize and demonstrate use of appropriate vocabulary, style and tone in informal letters.
 - write the address on the envelope clearly and proper format.
- ✦ use appropriate pronoun-antecedent relationship and transitional devices within a paragraph.
- ✦ choose appropriate word definition and identify part of speech of a word through abbreviation used.
- ✦ locate synonyms in children's thesaurus.
- ✦ use various functions to seek and respond to permission.
- ✦ recognize the form and various functions; and illustrate use of simple present and present continuous.

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Pre-reading

Appropriate vocabulary, style and tone in informal letters.



Reading

Circular Road,
Dera Ismail Khan.
02nd March, 2017.
My dear Asma,

I was very happy to receive your letter some days ago. I could not reply earlier because I was busy with my exams.

Now I am free. You have asked me what I wish to do after getting through the SSC examination. Baji tells me to join Computer Science group. Abboo wishes me to join the college of Home Economics, however, I want to become a nurse. I feel that nursing is a very respectable profession. I have always had a passion to serve the sick and ailing. I shall work day and night to bring joy and comfort to the sick and the suffering. I hope you will agree with me. Please let me know whether you like my choice. I have also convinced my family and they have agreed. My respect to your Abba and Ammi and love to Rubab and Fahim.

Yours truly,
Huma.

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Glossary

Words	Meaning
receive	get, accept
profession	occupation
Home Economics	theory and practice of home keeping
society	a community made up of individuals
suffering	the state of undergoing pain, trouble etc.

Comprehension

A Answer the following questions:

1. Why couldn't Huma reply Asma earlier?
2. What profession does Huma want to choose? Why?
3. Which profession do you want to take up? Why?
4. What are the influences that shape children's choice of career?

B Fill in the missing words to complete the letter.

House # 36,
G.T. Road, Rahimabad, Swat.

Dear _____,

I received a letter yesterday from father informing me that you are very _____ in studies as a result of which you failed in the _____. This is very _____. You know that education makes a person _____. And without _____ education is not attainable. You should _____ regularly to get good _____. Therefore, I am _____ you to study regularly. I _____ you will listen to me.

Your loving _____.

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Vocabulary

Find the meaning of the following words in the dictionary and identify the part of speech of the word through abbreviation used. Consult a thesaurus and find out the synonyms.

command

free

truly

suffering

choice

sick

Listening and Speaking

Work in pairs to practice the dialogue between daughter and father. (Seek and respond to permission)

Daddy, I have a request.

Yes, dear, tell me please.

My class is going on a picnic to Murree. Would you allow me to go?

What is the purpose of the trip?

It is a recreational trip. Have you any objection if I go?

Go ahead. I have no objection.

Thank you Daddy!

You are welcome my child.



- Help students use a thesaurus to locate the synonyms and antonyms of the given words in the context.
- Help students with various conventions to seek and respond to permission.

NOT FOR SALE

Writing

With the help of the dialogue above write a letter to your father asking his permission to go on a trip arranged by the school. Also write the recipient's address on the envelop.

Grammar**Long and short vowel sounds**

	Short vowel	Long vowel
A a	/fæt/ fat	/fert/ fāte
E e	/wet/ wet	/wi:t/ whēat
I i	/win/ win	/wain/ wine
O o	/bɒt/ bot	/bəʊt/ boat
U u	/kʌp/ cup	/kju:b/ cūbe

Determine if the bold vowel are short or long vowel sound.

aim	fame	all	bat	art	date
carve	evil	sea	ease	into	dine
mint	odds	top	stun	utter	program

Teacher's guideline:

- Help students use appropriate pronoun-antecedent relationship and transitional devices within the body paragraph of letter.
- Explain the students that if a word with a certain vowel in it says the name of the vowel, then that vowel is making a "long" sound. By "name" we mean, the name of the actual letter. When we look at "a" we pronounce it /ā/, or "ayy." A short vowel sound is a vowel sound that does not follow this rule.

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Grammar**TENSES****Simple Present**

We use the present tense to say:

- I'm nineteen years old. (something that is true in the present)
- I **play** football every weekend.

(something that happens again and again in the present)

- I **sometimes** go to the park.

(We use words like sometimes, often, always and never)

- The adult human body **contains** 206 bones. (something that is always true)
- The school term **starts** next week. (something that is fixed in the future)
- Do you **play** the piano? (interrogative and negatives)

Present Continuous

The present continuous tense is formed from the present tense of the verb be and the present participle (-ing form) of a verb:

We use the present continuous tense to talk about the present:

- Please be quiet. The children are **sleeping**.

(for something that is happening at the moment of speaking)

- When I get home the children **are doing** their homework.

(for something which is happening before and after a given time)

- I'm **working** in Lahore for the next two weeks.

(for something which we think is temporary)

- These days most people are using email instead of writing letters.

(for something which is new and contrasts with a previous state)

- The climate is **changing rapidly**.

(to show that something is changing, growing or developing)

- It's **always raining** in Swat. (for something which happens again and again)

- What are you **doing next week**?

(We use the present continuous tense to talk about the future)

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NOT FOR SALE

A Complete the sentences with the correct verb forms of present simple or continuous.

1. It _____ here in summer? (rain)
2. Your English _____ better. (get)
3. Where's Sara? She _____ now. (sleep)
4. Well, goodnight. I _____ to bed. (go)
5. Water _____ at 100°C. (boil)

B Put each verb in brackets into either the present simple or the present continuous.

Dear Uncle Fazal,

I _____ (write) to tell you how I _____ (get on) in my first term at School. Actually, I _____ (really enjoy) myself! I _____ (study) quite hard as well, but at the moment I _____ (spend) a lot of time just making friends. I _____ (stay) with my friend Zaitoon, and I _____ (look for) someplace of my own to live. Everything _____ (cost) a lot here, and I _____ (save) to buy a winter coat. It _____ (get) really cold here in the evenings.

Take care of yourself.

Your niece,
Kulsoom.

C Write your daily routine using simple present tense.

Teacher's guideline:



- Tell the students that present continuous tense is used to describe actions that are happening when a person is speaking.
- Ask the students to read the letter in pairs and label the parts of the letter.
- Tell the students that in informal letters contractions can be used.
- Ask the students to use day to day language while writing informal letters.

NOT FOR SALE

C Complete the sentences using am / is / are and one of the verbs below.

washing	cooking	playing	building	swimming
snowing	taking	watching	coming	doing

1. I can't talk now. I _____ the dishes.
2. Listen to Jim. He _____ the guitar.
3. It _____ so we can go skiing.
4. Look at Jill. She _____ in the river.
5. They _____ a new house.
6. Someone _____ I can smell the food.
7. Hurry. The bus _____.
8. They _____ their exercises so they can lose weight.
9. I can't answer the phone. I _____ a shower.
10. Danish and Jaffar _____ the football on TV.

D Form sentences in the present continuous tense.

Example:

I watch TV

I'm watching TV.

1. I sit on a chair.

2. They play football.

3. It rains.

4. Annie writes a letter.

5. Bashir reads a book.

NOT FOR SALE

Unit 10

An Application for Admission in a School

SLOs

By the end of unit students will be able to:

- ✦ identify and correctly pronounce diphthongs and triphthongs in words.
- ✦ analyse and compare various informal letters to write short letters to people in immediate social and academic environment:
 - identify parts of a letter.
 - follow conventions of informal letter with respect to layout, salutations etc.
 - recognize and demonstrate use of appropriate vocabulary, style and tone in formal letters.
 - write the address on the envelope clearly and proper format.
- ✦ identify phrases through key words.
- ✦ write composition of three or more paragraphs following conventions of essay writing.
- ✦ use in their own writing sequential order of ideas and appropriate sequence makers e.g. first, next, then etc.
- ✦ illustrate use of regular and irregular verbs in speech and writing.
- ✦ recognise the form and various functions; and illustrate use of simple past and past continuous tenses.

Pre-reading

Inside Address:

The name and address of the person to whom the letter is addressed.

Salutation/ Greeting:

Begin with dear, followed by the person's name (comma after person's name)

Body:

This part clearly explains the purpose of the letter or problem. It can also suggest a solution. The body can be divided into paragraphs.

Closing:

Thank you, Sincerely etc. followed by a comma.

Signature:

Writer's name aligned to left.

Date:

1. Look at the letter format above and discuss in pairs the difference between formal and informal letter format.
2. Brainstorm with your class fellows the different styles we have for informal and formal written communication.

Teacher's guideline



- Ask the students to point out the differences between formal and informal letters.
- Show the students the address and where to write it.
- Tell them that in informal letters you write your address whereas in formal letters the recipient's address.
- Refer to date to be written under the signature.
- Tell the students that the body of a letter tells what the topic is.

Reading

The Headmaster,
Govt. High School No. 1,
Bannu City.

Dear Sir,

My father, who is an accountant in the National Bank, has been transferred from Nowshera to Bannu. I was a student of the 8th class in Govt. High School, Nowshera. Now, I request you to give me admission in the same class in your school.

In my school at Nowshera, I was considered one of the best students in the class. I was always one of the first five in every examination. In English and Mathematics, I often secured the highest marks.

Besides, I am a sportsman and was a member of the school basketball team. I was also a scout and attended the National Jamboorie at Nathigali in 2016. Copies of my certificates are attached with my application.

I hope you will kindly give me admission. I assure you that I will soon get good reports from all my teachers.

Thanking you.

Yours obediently,
Atif Khan

Dated: 26 March, 2017.

Teacher's guideline:

- Ask the students to read the letter in pairs and label the parts of the letter.
- Tell the students that in formal letters contractions cannot be used.
- Ask the students to use formal language.

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Glossary

Words	Meaning
accountant	a person whose job is to keep or check financial accounts.
assure	to give confidence to.
jamboorie	a large meeting of scouts, guides / a large party or celebration.

Comprehension

A Answer the following questions:

1. If you write a letter to the Editor of a Daily Newspaper, how will you write the inside address and salutation?
2. Is there a post office near your house? Have you ever been there?
3. Write down your name and address on an envelope.

Listening and Speaking

Show willingness and unwillingness to do something

Will and **won't** are used most often in English to talk about the future. However, they also have other functions, one of which is to express **willingness and unwillingness**.

Make pairs and engage in conversation using will and won't to show willingness and unwillingness to do something.

Asalam-o-Aliakum

Walaik um Asalam

Are you new in the neighbourhood?

Yes! We moved here a couple of days ago.

I **will** always help you if you need something.

Thank you so much. You are a kind person.

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Vocabulary

A phrase is a small group of words without a finite verb that together have a particular meaning and that typically form part of a sentence.

Example:

- all my dear **children**.
- the information **age**.

Underline the phrases through keywords and match them with relevant pictures. One has been done.

Phrases	Pictures
The <u>dinosaur</u> is holding a <u>large egg</u> .	
The mechanic is checking air pressure in the tyre.	
I have a great idea.	
My baby likes playing with toys.	
The girl is sitting near the fire because it's very cold.	
The dinosaur is hatching from an egg.	

Teacher's guideline:

- Help students pick out key information from given text from the letter.

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Writing

Do you remember?

Elements of a paragraph:

- Topic sentence
- Body sentences
- Conclusion

The following words can help you to write a good sequence paragraph.
Sequence markers:

Order	Time
first, second, third, etc.	recently
in the beginning	previously
before	afterwards
then	when
after	after
finally	yet
at last	—
subsequently	—

Recently it has been discovered that the planet Jupiter has many interesting features. **First of all** it has thirteen satellites **yet** it requires ten hours to rotate. One of the Jupiter's most interesting features **however** is its great size. **Another** unusual feature of Jupiter is that it is the only planet known to radiate heat.

Write an essay of three or more paragraphs on "My Daily Routine" following conventions of essay writing and using sequence markers. Take help from the following pictures.



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Grammar

Tenses

Simple Past Tense

The past tense is used:

- ◆ to talk about the **past**
- ◆ to talk about **hypotheses**
- ◆ for **politeness**.

We use the past tense to talk about:

- ◆ something that happened **once in the past**:
 - I **met** my cousin in 1993.
- ◆ something that happened **again and again**
 - We **swam** a lot while we were on holiday.
- ◆ something that was **true for some time** in the past:
 - I **lived** abroad for ten years.
- ◆ we often use phrases with **ago** with the simple past tense:
 - I **met** my friend a long time **ago**.

Do you remember?

With most verbs the past tense is formed by adding **-ed**.

Example:

call - called
like - liked

Infinitive	Irregular verb
be	was/ were
begin	began
break	broke
bring	brought
build	built
choose	chose
do	did
feel	felt

Questions and negatives

- ◆ We use **did** to make questions in the simple past tense:
 - When **did you meet** your friend?
- ◆ We use **didn't (did not)** to make **negatives** in the simple past tense:
 - They **didn't go** to Skardu this year.

Past Continuous Tense

The past continuous is formed from the past tense of **be** with the **-ing** form of the verb:

We use the past continuous to talk about the **past**.

- ◆ for something which continued **before** and **after** another **action**:
 - The children **were doing** their homework when I got home.

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- ◆ for something that happened **before** and **after** a **particular time**:
 - It was eight o'clock. I **was writing** a letter.
- ◆ to show that something **continued for some time**:
 - My head **was aching**.
- ◆ for something that was happening **again and again**:
 - I **was practising** every day, three times a day.
- ◆ with verbs which show **change or growth**:
 - The children **were growing up** quickly.

Do you remember?

Regular verbs

are those whose past tense and past participles are formed by adding a **-d** or an **-ed** to the end of the verb.

Example:

roll - rolled

Irregular verbs are verbs that do not follow the convention of adding 'ed' at the end of the verb to form past tense statements.

Example:

eat - ate

A Change the irregular verbs into the simple past.

1. She _____ (**bring**) some chocolates to the party.
2. I _____ (**hear**) a new song on the radio.
3. I _____ (**read**) three books last week.
4. They _____ (**speak**) Pashto with the waiter.
5. I _____ (**forget**) to buy some milk.

B Complete the sentences with simple past or past continuous

1. Sarah (**remember**) Tahira's message.
2. When the teacher (**come**) into the classroom, the children (**play**).
3. While we (**run**) in the park, Maria (**fall over**).
4. While Aliya (**drink**) milk, she (**drop**) the cup.
5. Asim (**wake up**) and (**go**) to the bathroom.

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Diphthongs

Diphthongs are sounds which consist of a movement or glide from one vowel to another. They have the same length as the long vowels. The first part (sound) is much longer and stronger than the second part.

English has 8 diphthongs

ɪə	beard, fear, ear, bear, tear
eə	air, fair, dare, rage, hair
ʊə	moor, tour, lure, sure, pure
eɪ	paid, pain, face, wait,
aɪ	tide, buy, bike, eye, kite
ɔɪ	boy, oil, boil, coin, toy
əʊ	coat, oat, bone, phone, boat
aʊ	out, cow, bow, brow, how

Triphthongs

A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption.

eɪ + ə = eɪə	layer, player
aɪ + ə = aɪə	lire, fire
ɔɪ + ə = ɔɪə	loyal, royal
əʊ + ə = əʊə	lower, mower
aʊ + ə = aʊə	power, hour.

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Rewrite the following words in appropriate column according to their vowel sound.

laid	crow	joy	lair	leave	read
pure	hare	rear	round	cure	chair
ear	goat	coin	slight	noun	now
cure	vote	rare	hide	foil	peer

ɪə	eə	ʊə	eɪ	aɪ	ɔɪ	əʊ	aʊ

Teacher's guideline:



- Tell the students that there are systematic relationships between letters and sounds. That written words are composed of letter patterns representing the sounds of spoken words. In a diphthong, a new speech sound is formed when two vowels are paired together, as in cloud or boil.

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Revision unit 6-10

A Circle the preposition in each sentence.

1. We walked up the stairs.
2. My mom took a walk around the block.
3. I looked under my bed.
4. My friend jumped over the bushes.
5. The pencil dropped between our desks.
6. I walked to the store.
7. We walked aboard the ship.
8. She walked towards the teacher.

B Write comparative and superlative form of each adjective below.

adjective	Comparative	Superlative
fast		
quick		
smart		
strong		
big		
small		
heavy		

C Circle the adverb in each sentence

1. The girl calmly took her test.
2. The team eagerly awaited their next opponent.
3. The player politely asked the official a question.
4. The teams shook hands sincerely after the game.
5. The boy slowly walked to his seat.

D Underline the adjectives of quality and quantity in the following sentences and tell whether the underlined adjectives are that of quality or quantity.

1. You may eat ripe mangoes.
2. She is a very competent girl.
3. Always drink fresh water.
4. He has many dogs in his house.
5. That boy is cruel.
6. She has no money in her purse.
7. All humans wish to live a long life.
8. I have told you many times already.
9. The foolish crow tried to sing.
10. Monkeys have long tails.

E Using the words in parentheses, complete the sentences below with simple present / present continuous tense.

1. Every Monday, Sajid _____ (drive) his kids to football practice.
2. I _____ (work) as a secretary in a school.
3. Shhhhh! Be quiet! Raima _____ (sleep).
4. Don't forget to take your umbrella. It _____ (rain).
5. I hate living in Islamabad because it (rain, always).

F Change the irregular verbs into simple past tense.

arise

bear

catch

deal

feed

G Find the meaning of the following words in a dictionary and locate entry words.

assure

quick

reign

tremble

manage

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Unit 11

The Wolf Cub

SLOs

By the end of unit students will be able to:

- ✦ make predictions about storyline / content, characters, using contextual clues and prior knowledge.
- ✦ use the dictionary to choose appropriate word definition.
- ✦ identify the part of speech through abbreviation used.
- ✦ recognize and describe story elements: (characters, events, setting, plot, theme).
- ✦ analyze to use in their own writing, the elements of a story:
- ✦ recognize and use varying intonation patterns to show attitude
- ✦ describe characters orally and in writing.
- ✦ express preferences about characters giving reasons.
- ✦ recognize the form and various functions; and illustrate use of simple future tenses.
- ✦ analyse written texts to use in their own writing features of a simple descriptive composition about people, objects and places.
- ✦ apply rules of capitalization wherever applicable.
- ✦ use full stop wherever applicable.



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Pre-reading

- ~ Predict the story by looking at the picture.
- ~ Where do you think the story is taking place?
- ~ What types of stories do you like i.e. fairy tales, ghost stories or adventure?



Elements of a story:

Characters	Details (Everything you know about characters and their roles in the story) (Human / animal / imaginary characters)
Setting	It includes the time and geographic location in which the story takes place
Beginning	Details (write sentences about what happens in the beginning)
Middle	Details (write sentences about what happens in the middle)
End	Details (write sentences about how the story ends)
Moral	What did you learn in the story that will help you in your life?



- Encourage the students to predict the theme of the lesson through the given title or picture.
- Tell the students if the characters of the story are animals and the story has a moral, such stories are called fables.

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Reading

In the thick of a jungle, a little boy is playing with wolf cubs. Mother wolf is there. She says to the little boy, "Mowgli, be careful, you could hurt yourself." Mowgli, as an infant had been found by the wolf in the jungle; she had brought him up just as she had brought up her own cubs.

Mowgli, still a boy played with all the animals in the jungle.

He had many friends; Bhaloo, the bear, Bhagera, the panther, Kaa, the snake and many monkey friends but Cheeto was not a friend.



They all loved each other very much. Mowgli had always been warned to stay away from the Tiger's territory. Cheeto was strong and did not like Mowgli. He always waited for a chance to harm the boy.

One day, while Mowgli was playing, Bhaloo came running to Mowgli and said, "Mowgli, Cheeto is in a terrible temper. He is going around telling everyone that he wants to kill you." Mowgli said, "Don't worry Bhaloo, I can protect myself." Mowgli had a plan. It was to counter attack. He wanted to let loose the wild bulls of the forest on Cheeto. To do this he had to corner Cheeto.



Teacher's guideline:

- Read out the story to the class using effective intonation and expression to capture the interests of the students.
- While students are reading ask them to change their voices to act out the role of Mowgli, Bhaloo etc.

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He knew where Cheeto spent most of his time; it was on a slope in the mountains, far from Mowgli's cave. He did not want Cheeto to spot him because that would be the end of him. Mowgli thought, "I should go around the mountain and to the top without Cheeto seeing me. From the top the bulls can charge at Cheeto."

That evening, Mowgli with the help of his friend Kaa gathered eight wild bulls with the longest and sharpest horns. He said, "Today, we will put an end to the reign of terror by Cheeto.



This is my plan." Mowgli explained to the bulls how he wanted to attack Cheeto. As per plan, they circled the mountain, unnoticed by the slumbering tiger. Once they reached the top, they could see in a clearing a little below rested Tiger. Mowgli said, "Once I give you the signal, charge together. Any false move and we could be endangering our lives." Mowgli lifted up his hands, brought it down and shouted, "CHARGE." The bulls ran down the slope, kicking up huge amounts of dust. Cheeto looked up hearing this thunderous noise. He saw the bulls hurtling towards him; he tried to turn and run but before he knew it the bulls were on top of him. The bulls pierced Cheeto with their horns and flung him with the momentum of their run. Cheeto was hurled and flung to his death. Mowgli and the bulls proudly went back to announce Cheeto's end to the jungle folks



Teacher's guideline:

- Discuss beginning, middle and end of the story.



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Theme

The story covers the important relationships in one's life and the relationship that everyone has with nature. Friendship and cooperation is the theme.

Glossary

Words	Meaning
infant	a very young child or baby
warned	inform someone in advance of a possible danger/ situation.
tremble	shake as a result of anxiety, excitement, fear
reign	the period of rule of a monarch.
terror	extreme fear.
thunderous	speak loudly and forcefully or angrily.
hurled	thrown with great force.

Comprehension**A Answer the following questions:**

1. Who are the main characters of the story?
2. Are there any minor characters in the story? If so who are they?
3. Is there any moral in the story? If so what is it?
4. With whose help did Mowgli kill Cheeto?
5. Which character do you dislike and why?
6. Who is your favourite character in the story and why?
7. What is the setting of the story?

B Write in the space provided, the category each of the sentence falls in i.e. character, setting or problem.

1. Mowgli and Bhaloo.
2. "Mowgli, Cheeto is in a terrible temper. He is going around telling everyone that he wants to kill you."
3. In the thick of a jungle.

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Vocabulary**A Find the meaning of the following words in a dictionary and tell which part of speech they are.**

pierced signal flung momentum announced circled

Writing**A In your notebooks write as many details as you know about the following characters and what is happening in the story.****B Write a story of your own choice using the elements of a story.****Teacher's Guideline:**

- Tell the students to highlight the good and bad actions of the characters and their effect on the society.

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Listening and Speaking

Make Groups of five students each for role play. Change your voice to act out the role. The rise and fall of your tone should indicate the emotions of pride, happiness, politeness, sadness and revenge.

I know where you came from. Poor, sweet little cub. Mowgli. I'll keep you close. Let go off your fear now... and trust me.

The jungle is no longer safe for you. Only man can protect you now.

Does my face not remind you of what a grown man can do? I hate man!

I don't want to go to man's village. I want to stay right here in the jungle with wolves.

If anything happens to Mowgli, I'll never forgive myself. He is my best friend!



Teacher's guideline:

- Read the speech bubbles once, so that those who could not read it may also know the tone.
- Pause and repeat sentences if you feel that the class is having a problem.

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Grammar

Simple Future Tense

The simple future refers to a time later than now, and expresses facts or certainty.

The simple future is used:

- It **will rain** tomorrow. (to predict a future event)
- **Shall I open** the window? (to make an offer)
- **He'll carry** your bag for you. (to express willingness)
- The baby **won't eat** his soup. (to express unwillingness)
- **I'll pay** for the tickets by credit card. (to express a spontaneous decision)
- **Shall we go** to the cinema tonight? (to make a suggestion)
- What **shall I tell** the boss about this money? (to ask for advice or instructions)
- You **will do** exactly as I say. (to give orders)
- **Will you come** to the party? (to give an invitation)

Contractions

I will = I'll
we will = we'll
you will = you'll
he will = he'll
she will = she'll
they will = they'll
will not = won't

Affirmative	Negative	Interrogative	Interrogative Negative
I will see	I won't see.	Will I see?	Won't I see?
I shall see		Shall I see?	
You will see	You won't see.	Will you see?	Won't you see?
He will see	He won't see.	Will he see?	Won't he see?
We will see	We won't see.	Will we see?	Won't we see?
We shall see		Shall we see?	
They will see	They won't see.	Will they see?	Won't they see?

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Unit 12

The Cat and the Fox

SLOs

By the end of the unit students will be able to:

- ✦ make predictions about storyline / content, characters, using contextual clues and prior knowledge.
- ✦ use a dictionary to choose appropriate word definition.
- ✦ identify the part of speech through the abbreviation used.
- ✦ recognize and describe story elements: (characters, events, setting, plot, theme).
- ✦ analyze to use in their own writing, the elements of a story:
- ✦ classify, use and make declarative, interrogative, exclamatory and imperative sentences.
- ✦ recognize and use varying intonation patterns to show attitude
- ✦ describe characters orally and in writing.
- ✦ express preferences about characters giving reasons.
- ✦ use full stop, question mark and exclamation mark wherever applicable.
- ✦ recognise and use comma for series of items, before a short quotation.
- ✦ recognise and use colon to introduce a list of items.
- ✦ recognise and use hyphen to join a single letter to another word.
- ✦ recognise and use dash as separator to indicate that a sentence has broken.
- ✦ comprehend the role of compound words in vocabulary building and create compound words.

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Pre-reading

- Based on title of the story, who would make a better friend: the cat or the fox? Why?
- Predict the story by looking at the title.
- Where do you think the story is taking place?
- How many characters do you think are there in the story?

Reading

In olden days, a cat's friend told her that the fox is the cleverest and most intelligent among all the animals in the jungle. So the cat had made a very high opinion about the fox. One day the cat met a fox and as they walked in the jungle, the cat spoke to the fox in a very friendly way.

"Good day, dear Sir Fox, How are you? How are things going?"

The fox, who had a very high opinion of himself, looked proudly at the cat. For a long time the fox could not decide whether he should bother to answer the cat but at last he said, "Oh, you poor and miserable mouse-chaser, how dare you ask about my condition and health." How many tricks and arts do you know?"



Teacher's guideline:

- Encourage the students to predict the theme of the lesson through the given title.
- Tell the students that if the characters of the story are animals and the story has a moral, such stories are called fables.
- Before reading, revise the elements of the story with the students.

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"Only one," said the cat meekly.

"And may I know what trick it is?" asked the fox.

"The only trick that I know is to climb the tree and save myself, when the dogs are after me," answered the cat.

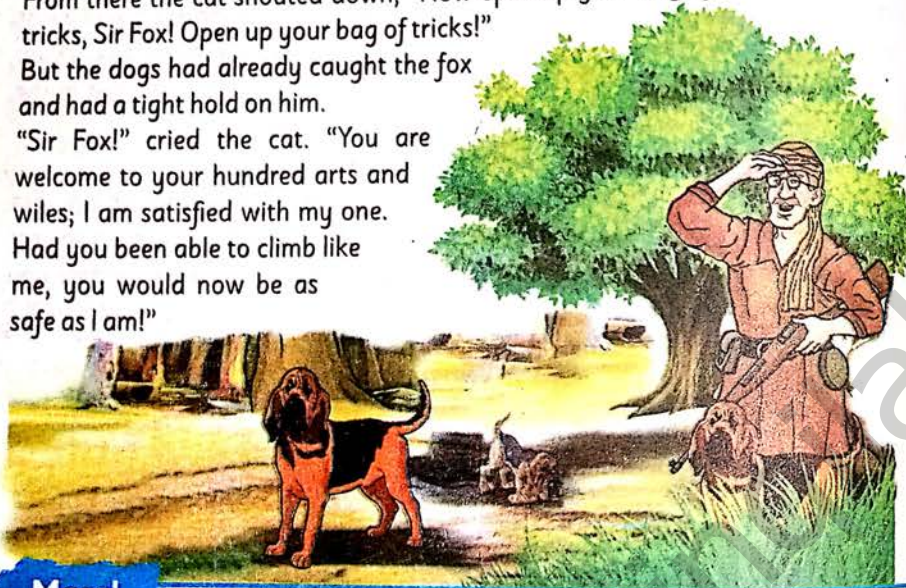
The fox laughed insultingly. "Is that all?" he said. "As for me, I am master of a hundred arts and wiles. Besides that, I have numerous tricks to help me through the dangers I encounter. But you, poor fool, have only one. How I pity you!"

Just then came a hunter with four dogs. The cat moved quickly up a tree and sat among the top-most branches and hid herself well in the leaves of the tree.

From there the cat shouted down, "Now open up your bag of tricks, Sir Fox! Open up your bag of tricks!"

But the dogs had already caught the fox and had a tight hold on him.

"Sir Fox!" cried the cat. "You are welcome to your hundred arts and wiles; I am satisfied with my one. Had you been able to climb like me, you would now be as safe as I am!"



Moral

"Better one safe way than a hundred on which you cannot reckon"

Teacher's guideline:

- During discussion revise the idea of topic sentence around which each paragraph develops.
- Discuss beginning, middle and end of the story.

NOT FOR SALE

Glossary

Words	Meaning
tricks	a skilful act performed for entertainment or amusement
meekly	a quiet, gentle, and obedient manner
insultingly	causing or intending to cause somebody to feel insulted
wiles	clever tricks that somebody uses in order to get what they want or make somebody behave in a particular way
chaser	a person / animal who follows somebody / something
dare	to be brave enough to do something

Comprehension

A Answer the following questions:

1. Who are the main characters of the story?
2. Are there any minor characters in the story? If so who are they?
3. Why was the fox proud of himself? Explain with reference to the story?
4. How did the cat save herself from the dogs?
5. Which character do you dislike and why?
6. Who is your favourite character in the story and why?
7. What is the setting of the story?

Writing

In your note books write a story of your own using the following beginning.

It was a stormy night when Adil and Akram _____



NOT FOR SALE

Listening and Speaking

Make Groups of four students each for role play. The rise and fall of your tone should indicate the sentence type i.e. declarative, interrogative, exclamatory and imperative.

Do you remember?

Exclamatory sentences express strong emotion. Exclamatory sentences always end in an exclamation mark.

Do you remember?

Interrogative sentences always ask a question and end in a question mark.

Do you remember?

Imperative sentences issue commands, requests, desire or wish. They are punctuated with a simple full stop.

How much did you score?

Oh, my goodness, we won!

Please lower your voice.

Do you remember?

Declarative sentences make a statement to relay information. They are punctuated with a simple period. Formal essays or reports are declarative sentences.

It will be a holiday tomorrow because our team won.



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Vocabulary

A Find the meaning of the following words in a dictionary and locate entry words.

arts

clever

intelligent

pity

climb

encounter

B Find three adverbs from the story then change those adverbs into adjectives.

Example:

adverb – mockingly

adjective – mocking

1. _____
2. _____
3. _____

C Choose the correct option.

1. Which sentence is imperative?

- a. The players were nervous before the game.
- b. When are you going to Peshawar?
- c. Move the chairs into that corner quickly.

2. Which sentence is declarative?

- a. May I have a clean plate?
- b. I found my keys on the desk.
- c. When will the store open today?

3. Which sentence is exclamatory?

- a. Javaid used a towel to clean his hands.
- b. I was tempted to take the last piece of cake.
- c. Hurray! I won the match.



Teacher's Guideline:

- Revise function of punctuation marks (full stop, question mark and exclamation mark).
- Discuss with the students the types of sentences.

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Grammar

Punctuation marks:**i: Comma, colon and semi-colon**

The **comma** (,) is used:

- ◆ to show a separation for a series of ideas, items or elements within the structure of a sentence.

○ Saima wanted the black, green, white and blue shoes.

- ◆ to precede a short quotation, if the quotation is a full sentence.

○ The teacher said, "You should work hard to succeed."

The **semicolon** (;) is used:

- ◆ to connect independent clauses. It shows a closer relationship between the clauses than a full stop would show.

○ As hurt ; he knew she only said it to upset him.

○ I have a big test tomorrow ; I can't go out tonight.

A **colon** (:) is used:

- ◆ before a list

○ Waleed was so hungry he ate everything in the house: chips, cold drinks, biscuits and peanuts.

- ◆ to introduce a list of items.

○ The bookstore specializes in three subjects: art, architecture, and graphic design.

ii: Dash and the Hyphen

Hyphen is a symbol (-) that is used in writing:

- ◆ to hyphenate two or more words when they come before a noun, called a **compound adjective**.

Example:

I saw a man-eating alligator. ✓

I saw a man eating alligator. ✗

- ◆ to connect numbers or compound numbers

○ thirty-two children

○ two hundred and twenty-one rupees

NOT FOR SALE



- ◆ when forming original **compound verbs**
 - Double-click the button for an answer.
- ◆ where there are letter collisions, where a prefix is added, or in family relations.
 - co-operate
 - great-grandmother

Dash (—) is a punctuation mark that is similar to a hyphen or minus sign, but differs from both of these symbols primarily in length and function. The symbol of (—) is used to:

- ◆ Indicate a break in thought or sentence structure.

○ You are the friend—the only friend—who offered to help me.

A Use commas to separate items.

1. My favourite colours are blue orange yellow red and pink.
2. I have to clean my room walk the dog and take out the garbage.
3. The tree is very tall old thick and green..
4. During summer vacations we will go to Bahrain Swat Buneer Batgram and Chitral.
5. Sadaf bought cake biscuits juices fruits and candies for the party.

B Use a semicolon or a colon to complete the following sentences.

1. Durdana likes fruits however she does not like apples.
2. Mix all the ingredients and put the batter in the oven.
3. You will need the following ingredients milk, sugar, flour, and eggs.
4. Asim does not play cricket often although he is very good at it.
5. To make mango shake you will need the following items mangoes, sugar, milk and ice.

Do you remember?

Compound words are made up of two words that function as a single unit of meaning. There are three different types of compound words:

Closed form: Two words are joined together to create a new meaning
Example: firefly, softball, redhead, keyboard, makeup, notebook

Hyphenated form: Words are joined together by a hyphen
Example: daughter-in-law, over-the-counter, six-year-old

Open form: Words are open but when read together a new meaning is formed.
Example: post office, real estate and full moon

**Teacher's Guideline**

- ◆ Encourage the students to recall the use of punctuation marks.
- ◆ Ask students to write a few sentences with comma from the context.

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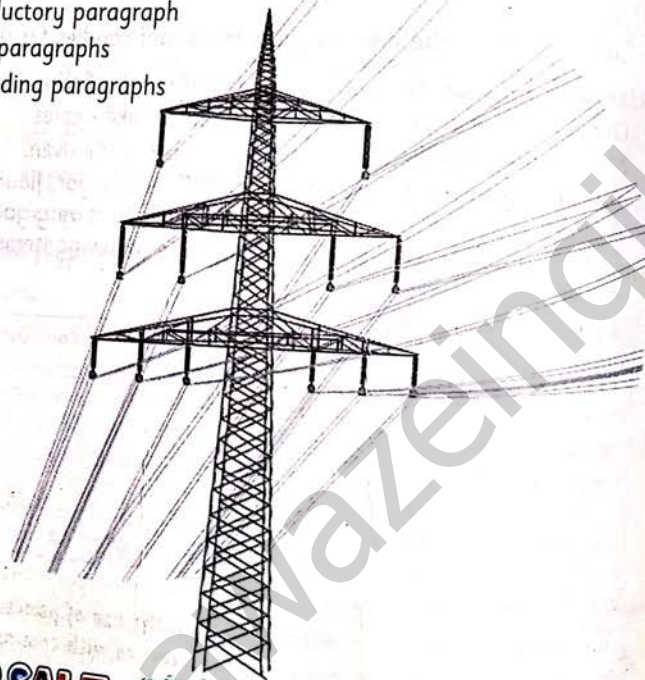
Unit 13

Electricity

SLOs

By the end of unit students will be able to:

- ✦ use pre-reading strategies to predict the content of a text through picture, title etc. by using prior knowledge, asking questions and contextual clues.
- ✦ identify and pronounce consonant clusters with developing accuracy in initial and final positions.
- ✦ recognise and use quotation marks to enclose a direct sentence.
- ✦ write a composition of three or more paragraphs following conventions of essay writing:
 - introductory paragraph
 - body paragraphs
 - concluding paragraphs



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Pre-reading

- What do we need to use these objects?



- Can you name some more electrical appliances that we use at home and school?

Let's try this:

- ✦ Rub a blown up balloon back and forth through your hair or sweater really fast.
- ✦ Place a can on its side on a flat smooth surface like a table or a smooth floor.
- ✦ Now the fun part – Hold the balloon close to the can without actually touching the can. The can will start to roll towards the balloon without you even touching it!



Teacher's Guideline:



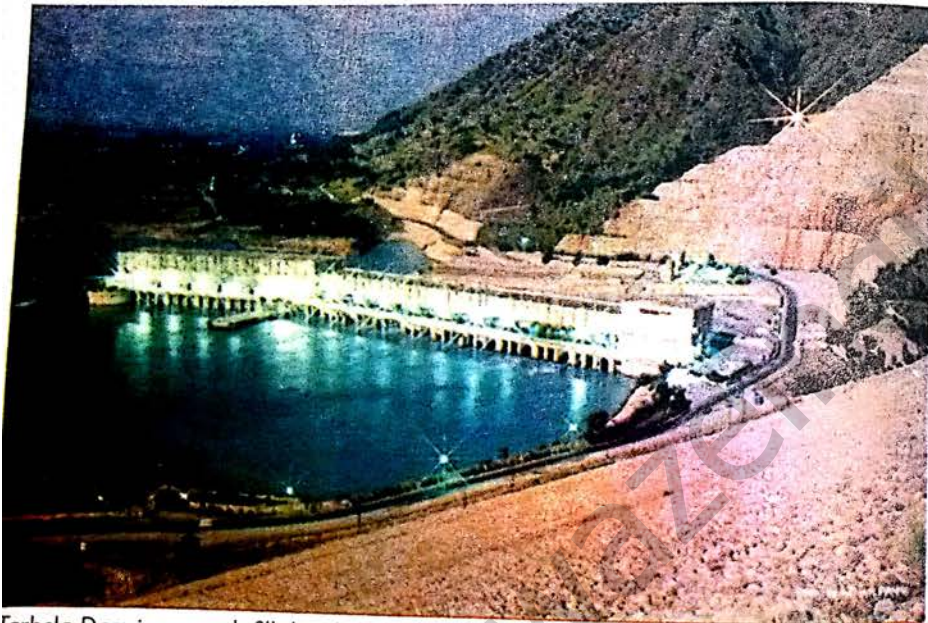
- As a warm-up and to determine student's prior knowledge, have the class complete the electricity quiz. Discuss the answers in the class.
- For the activity divide the class in different groups. Ask them to blow the balloons provided and perform the activity in turns.
- Explain them that static electricity is usually created when we rub two materials together.

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Electricity is the most versatile energy source that we have; we have been using it in homes and businesses for more than a hundred years. Electricity has played a vital part in our past, but if we conserve electricity it could play a different role in our future.

Electricity arrives at our homes through wires from the places where it is made. It is used by electric lamps, electric heaters, etc. Many appliances such as washing machines and electric cookers use electricity. In factories, machines work with electricity. People who work with electricity and electrical devices in our homes and factories are called "electricians". Electricity is generated at power stations by generators. The generators are driven by fossil fuels, nuclear reactors, water and wind energy. Other energy sources include solar photovoltaic and geothermal power. The electricity doesn't get to your house directly from the transmission grid. It is first moved down to the distribution grid. The distribution lines carry a lower voltage of electricity than the



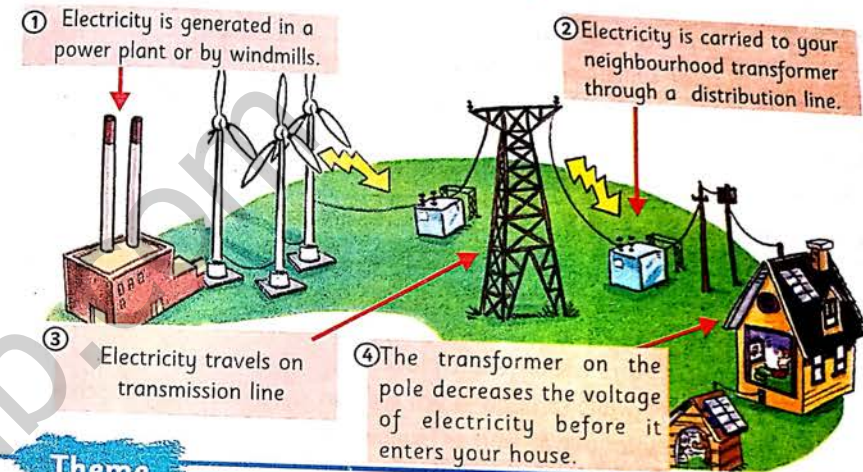
Tarbela Dam is an earth fill dam located on the Indus River in Pakistan. It's the largest earth-filled dam in the world. It is located in the town Tarbela, in Khyber Pakhtunkhwa.

NOT FOR SALE

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transmission grid. This conversion of power happens in a power substation. The distribution wires that carry electricity to your house go through another transformer that reduces the voltage even more. Finally, the electricity you use in your house goes through a meter that tells the power company how much electricity you use and need to pay for.

How electricity is supplied to our home



Theme

Electricity is one of the greatest wonders of science without which modern life is not possible. We produce electricity by various methods.



Teacher's Guideline:

- Remind the students that they should never touch an outlet, and should always ask an adult for help plugging or removing cords from outlets.
- Tell them that they should never put anything else into an outlet or they could become seriously injured.
- Explain to the students why they should never have liquids, especially things they are drinking, near electrical devices. If they spill the liquid onto an electrical device it could shock them.
- Explain the terms hydro power, wind power and solar power (energy of flowing wind, sun and water)

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Glossary

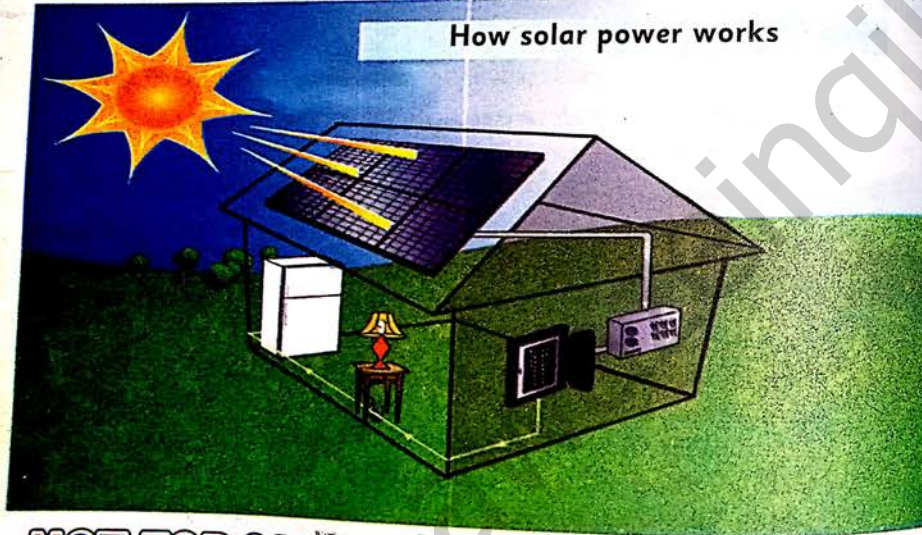
Words	Meaning
conserve	to protect something in the environment from harm, running out or destruction.
appliances	a device or piece of equipment designed to perform a specific task/electrical and gas devices.
generated	to produce or create.
transmission	to cause something to pass on from one place to another.
distribution	the way in which something is shared out or spread over an area.
voltage	the difference in charge between two points.
geothermal	relating to or produced by the internal heat of the earth.

Comprehension

A Answer the following questions:

1. What is hydroelectricity?
2. How does electricity reach different places?
3. Make a list of three ways through which we can save electricity in school.
4. Do you know how solar power works? Explain with the help of figure below.

How solar power works



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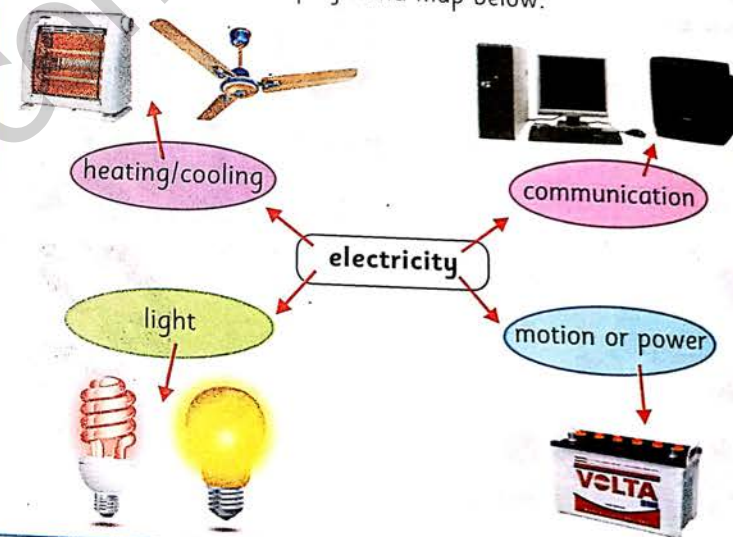
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B State whether the following statements are true or false.

1. Conversion of power happens in a power substation. _____
2. It is safe to plug in the outlet with wet hands. _____
3. Stay away from substations and power lines. _____
4. Do climb on power poles. _____
5. Never fly kites near power lines. _____

Writing

Write a composition of three or more paragraphs following conventions of essay writing on the "Uses of Electricity in our Daily Life" with the help of mind map below.



Teacher's guideline:

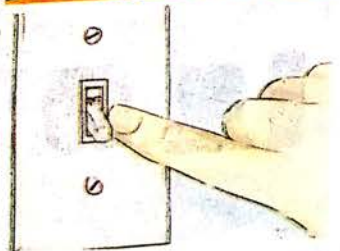
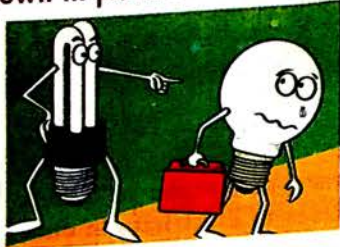
- Help the students identify appliances we use daily.
- 'Save Electricity' posters can be put up in every class to remind students to switch off the fans and lights when not in use.
- Form teams of volunteer students to ensure switching off of fans and tube lights at the time of leaving the class.

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Listening and Speaking

Make groups of four students each and discuss the various ways shown in picture below through which we can save electricity.



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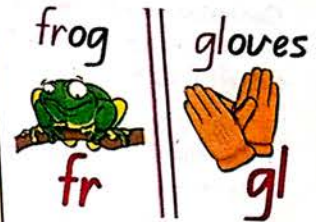
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Grammar

Consonant Cluster

Do you remember?

If two consonants without a vowel in between come together they form a consonant cluster. For example frog, gloves where 'fr' and 'gl' are consonant clusters without having a vowel coming between them.



Three consonant clusters in initial position

Strap	String	Strawberry	Splash	Screw
-------	--------	------------	--------	-------

A Divide the class and ask the groups to discuss and form words with the given clusters in initial position.

Spl	Str	Str	Scr	Spr
-----	-----	-----	-----	-----

Three consonant clusters in final position

Month	Earth	Strawberry	thirty	unkempt
-------	-------	------------	--------	---------

B Divide the class and ask the groups to discuss and form words with the given clusters in final position.

___ ght	___ rgy	___ ppy	___ tch	___ mpt
---------	---------	---------	---------	---------

C Read the following words and underline the consonant cluster.

street	raspberry	twenty	finch	splendid
--------	-----------	--------	-------	----------

Teacher's Guideline:



- Encourage the students to pronounce with reasonable accuracy common three consonant clusters in initial positions.
- Revise digraphs and help students distinguish between clusters and digraphs. Write all the responses on the board.
- Ask the students to practice the sounds by chanting/ reading aloud using the list of words written on the board.

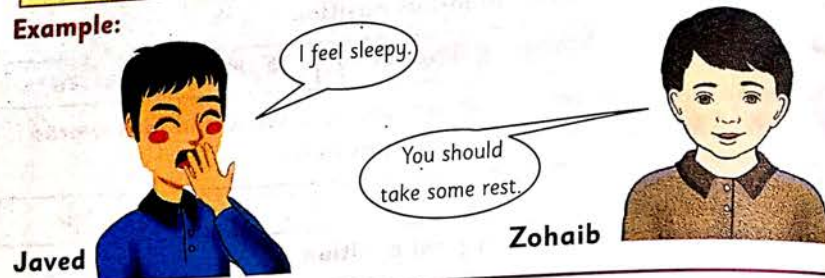
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Quotation Marks

Quotation marks are a set of punctuation marks, used to mark the beginning and end of a direct speech or quoted passage.

- When repeating someone's exact words
- Quotation marks show where the speaker's exact words begin and end
- The first letter of the quoted speech is capitalized
- Punctuation used at the end of the sentence comes inside the final quotation mark.

Example:

"I feel sleepy," Javed said.
In this example, the speaker is repeating Javed's exact words, "I feel sleepy."

Similarly

"You should take some rest," said Zohaib.

We may write the same example as:

Javed said, "I feel sleepy."
Zohaib said, "You should take some rest."

A Punctuate the following sentences. First one has been done.

1. "I got an A on my test," said Kiran.
2. The leader said we should win the elections
3. I would like to go with you Jameel said
4. I hate you she screamed
5. can we go to school early he said

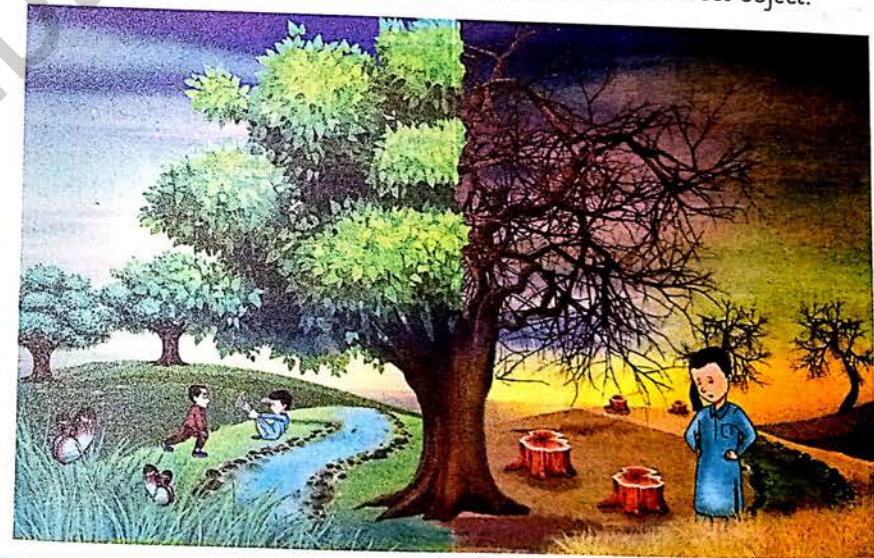
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Unit 14**The Stream
Where I Played****SLOs**

By the end of unit students will be able to:

- recognize, find out, create and use more rhyming words.
- give main idea of the poem.
- give summary of the poem through gapped summary exercises.
- deduce meaning of difficult words from context.
- identify the speaker or narrator in the poem.
- recognize genres of literature e.g. fiction and poetry.
- analyze information in a flow chart to describe a process through guided writing tasks.
- understand how a writer / poet use language to appeal to the senses through use of figurative language including similes.
- use simple svo pattern sentences with direct and indirect object.



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NOT FOR SALE

Pre-reading

- Discuss different kinds of pollution.
- Read the poem yourself and deduce the meaning of the difficult words.
- Describe times when you or your friends, littered or created pollution in some way.

**Reading**

I played in this stream as a child,
When the ravine seemed so endless and wild.
The water was clear and smelled so clean,
It was so long ago that it seems like a dream.

Now this stream is too dirty for my child.
The water is scummy and smells vile.
The place where I played seems so foul and decayed,
And I shed the first tear as the dream starts to fade.

Theme

Our recklessness and ignorance has completely defaced the world for future generations.

Teacher's Guideline:

- Remind the students that pollution is anything that harms our surroundings and that people cannot survive without clean air, water, and land. Stress that pollution is a responsibility and concern of all people in every community.
- Have children make a poster to inform others about the dangers of pollution. (Display them around the school.)

NOT FOR SALE**Glossary**

Words	Meaning
ravine	a deep narrow valley with steep sides
endless	never finishing, or seeming never to finish
scummy	a layer of unpleasant or unwanted material that has formed on the top of a liquid
foul	extremely unpleasant
decayed	to (cause something to) become gradually damaged, worse, or less
fade	to (cause to) lose colour, brightness, or strength gradually

Comprehension**A Answer the following questions:**

1. How do litter and pollution affect plants and animals?
2. Make a list of possible ways to help stop pollution.
3. Discuss some causes of pollution.
4. Has the city / village where you live changed over the years? What changes do you observe? Ask your parents how it has changed over the past decade?
5. How many stanzas are there in the poem?
6. Write the main idea of the poem.
7. Who is the speaker in the poem?

Genres of Literature:

The two main categories separating the different genres of literature are fiction and poetry.

Fiction: Fiction is the type of book or story that is written about imaginary characters and events and not based on real people and facts.

Poetry: A piece of writing in which the words are arranged in separate lines, often ending in rhyme.

Teacher's Guideline:

- Ask the students to read the poem orally and give its gapped summary.

NOT FOR SALE

B Choose the correct answer.**◆ Which of the following add to air pollution?**

- burning fossil fuels in cars and trucks
- spilling chemicals in rivers
- oil spills in the oceans
- pressure horns.

◆ What happens when people dump wastes from homes or factories into oceans, lakes, or rivers?

- it does not flow to other parts of the world
- it is food for animals and plants living there
- it causes water pollution
- it causes air pollution

◆ What does contribute to soil pollution?

- littering
- recycling
- conserving
- planting trees

◆ Why is it important to conserve water?

- we all need it to survive
- its nice to drink on a hot day
- we need it to swim
- animals and plants live there

Vocabulary**A Find three rhyming words from the poem and create three more rhyming words from the words found.**

Teacher's Guideline:

- Revise with the students that a word that has the same sound or ends with the same sound as another is called a rhyming word.

NOT FOR SALE

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Writing**A "Brainstorm" to complete a list of ways that they can help pollution. List your responses in a mind map titled "Let's Stop Pollution"**

do not throw garbage into the lakes and streams

walk or ride bikes

Let's Stop Pollution**B After effective brainstorming, analyze information in the flow chart to write a guided paragraph with topic sentence and supporting details****C Use summary skills to summarize the second stanza of the poem.****Listening and Speaking****Simile****A Work in pairs and analyze these sentences whether these are simile or not**

1. He is as strong as an elephant.
2. My brother is a dragon.
3. It is as cold as ice.
4. My sister is as tall as a giraffe.
5. It is as light as a feather.

B Search out any simile in the poem.**Do you remember?****Simile:**

A simile is a phrase or figure of speech that compares two things using the words **like** or **as**.

Teacher's Guideline:

- Ask the student's to review and edit their work for correct grammar, spellings and vocabulary.

NOT FOR SALE

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Grammar

Sentence Structure (SVO pattern)

Example:

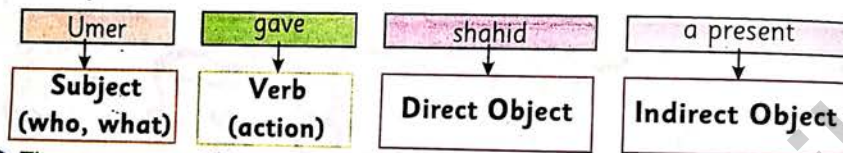


- ◆ The subject of a sentence can be singular or plural.
- ◆ The verb must always agree with its subject.

SVO pattern with direct and indirect object

- A direct object is a word that is affected by the action of the verb directly.
- An indirect object tells to whom or for whom the action of the verb is done.

Example:



- ◆ The pattern could be :
 - subject + verb + direct object + indirect object
 - subject + verb + indirect object + direct object

Rewrite the sentences under SVO, DO and IO pattern in your note books.
One has been done.

1. Hira gave Anum a biscuit.			
Subject (S)	Verb (V)	Direct Object (DO)	Indirect Object (IO)
Hira	gave	Anum	a biscuit

- Aliya gave her bag to me.
- Haseeb gave his mother a big hug.
- I sent her a birthday present.
- Babar gave his dog a bone.
- He wrote a letter to the headmaster.

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Do you remember?

(SVO) is a sentence structure where the subject comes first, the verb second and the object third.

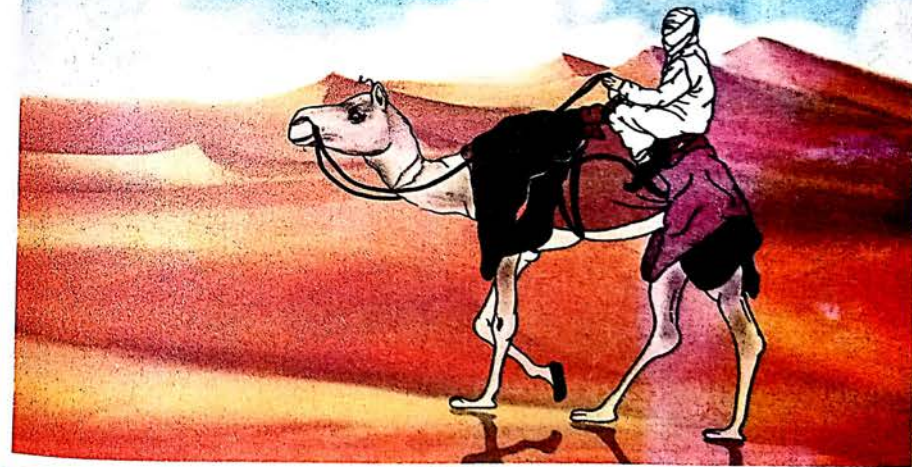
Unit 15

The Man and His Camel

SLOs

By the end of unit students will be able to:

- ◆ use pre-reading strategies to predict the content of a text from topic by using prior knowledge and contextual clues.
- ◆ use dictionary to choose the appropriate word definition
- ◆ recognise and use quotation marks to enclose direct speech.
- ◆ distinguish between what is clearly stated and what is implied.
- ◆ recognize the author's purpose.
- ◆ apply world knowledge and own opinion to the text read.
- ◆ relate what is read to their own feelings and experiences.
- ◆ analyse to use in their writing the elements of a story.
- ◆ identify function of direct and indirect speech in simple texts.
- ◆ recognize the rules of, and change the narration of simple statements.
- ◆ recognise and respond to moods showing appreciation, pleasure, displeasure and disappointment.



NOT FOR SALE

Pre-reading

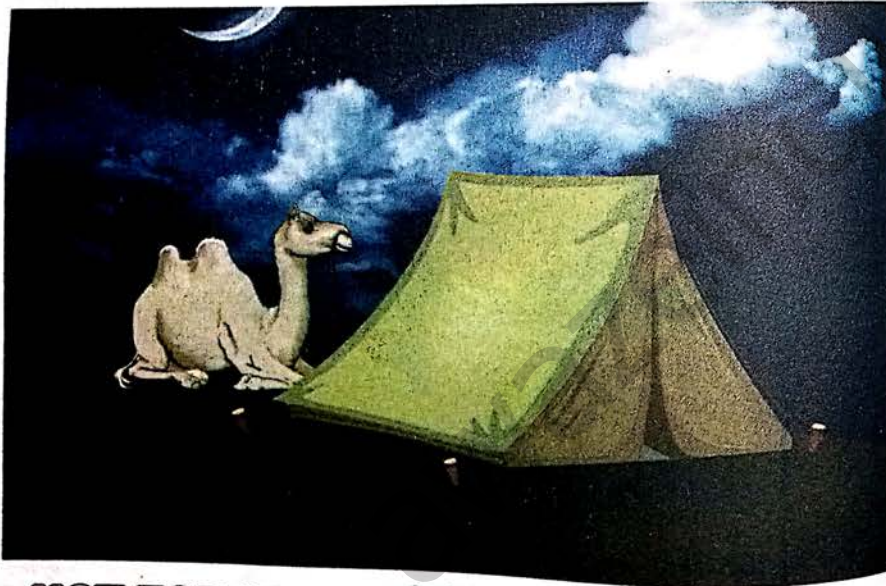
- What comes to your mind after reading the title of the story?
- Why are camels used for transportation in desert?

Amazing Facts about Camels:

- Camels are the only desert animals that can carry heavy loads of goods and travel for a long period of time without food or water.
- Camel's thick coat also reflects sunlight, which helps to keep save it from overheating.
- The camel has long legs that also help to keep their bodies farther away from the hot ground.

Reading

One day, a man and his camel were crossing the desert.. Night came and it was a cold winter night. The man fixed his tent in the desert and laid down to rest. While he was resting in his tent, he tied his camel outside. Suddenly his camel peeped inside the tent.



NOT FOR SALE

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"What is it?" the man asked. "Master, it is very cold outside. Please allow me to put my head inside your tent," the Camel said. The kind master took pity on the poor animal and agreed to the camel's request. "Okay, put your head inside the tent," the man said to his camel. The camel put his head inside the tent.



A little later, the camel asked, "Master, my neck feels very cold. Please let me put my neck inside your tent as well." Once again the master allowed him to do so. Next, the camel asked if he could put his forelegs inside the tent.

Once again the compassionate master agreed. Then the camel wanted to put his chest, then his back, then his hump inside the tent. The man agreed to all this. This went on and on. The camel asked, and his master agreed. Soon the entire camel was completely inside the tent. But now the tent was too small for both the master and the camel.



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NOT FOR SALE

Q1 K ZAHID SCAN 08-12-2017

They both struggled to remain inside the overcrowded tent. There was a scuffle and the much stronger and bigger camel pushed his master out of the tent. Now the Camel slept comfortably in the warm tent while his master shivered outside in the freezing cold.



Moral

Give someone an inch and they'll take a mile.

Explicit meaning of the story:

You should be careful before you extend your hospitality to your guests, they can take undue advantage of your generosity and kindness.

Implied meaning of the story:

When we let things slip into our lives (bad habits, negative elements etc.), they often take over and leave us only the worse.

Teacher's Guideline:



- Explain the students that moral / meaning of a story is not explicit (clearly stated), they are implied. Moral is what we can learn from a story, it must be inferred.
- Themes / meaning / morals are about the real world.
- Explain to the students how does the small world of the story connect to the big world.

NOT FOR SALE

Glossary

Words	Meaning
eped	look quickly at something, especially through a narrow opening.
pity	the feeling of sorrow and compassion caused by the sufferings and misfortunes of others.
forelegs	front legs of a four-footed animal.
hump	a rounded protuberance found on the back of a camel.
scuffle	an act or sound of moving in a hurried or confused manner.
overcrowded	fill beyond what is usual or comfortable.

Vocabulary

- A** Use dictionary to choose appropriate word definition and identify part of speech of the word.

Words	Meaning	Part of speech
compassionate		
struggled		
comfortably		
shivered		

- B** Find and underline the direct quotations enclosed in quotation marks from the text.

Comprehension

- A** Answer the following questions:

1. What is the author's purpose of writing this story?
2. Who are the main characters of the story?
3. Which character do you like and why?
4. Keeping in mind the implied meaning of the story, what bad habits can take over our personality?
5. What is the setting of the story?

Teacher's guideline:

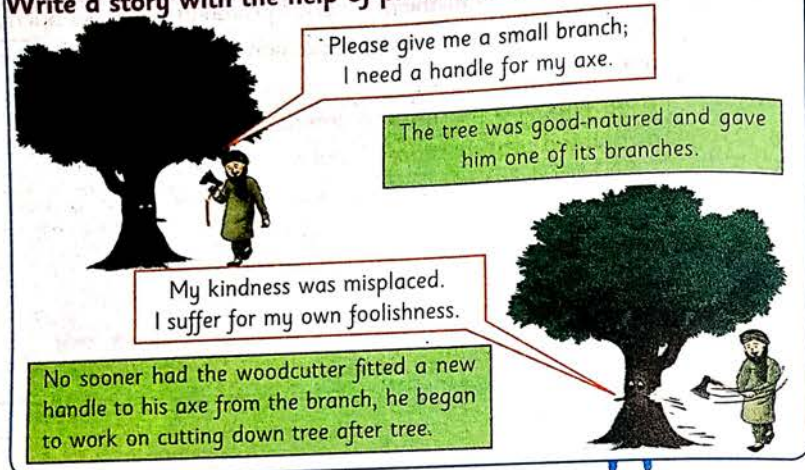
- Ask the students to find as many quotations in the text as they can.



NOT FOR SALE

Writing

Write a story with the help of pictures strips and speech bubbles.



Grammar

Direct and Indirect speech

There are two ways to convey a message of a person, or the words spoken by a person to other person.

- Direct speech
- Indirect speech

Direct Speech

Consider the following sentence:

Raima said, "A fine lesson will be taught to the wicked cat."

- ◆ The given sentence is in direct speech.
- ◆ The **exact words of the speaker** have been put within **quotation marks**.
- ◆ There is a **comma after said**.
- ◆ The **first word inside** the quotation marks starts with a **capital letter**.

Teacher's guideline:

- Revise elements of a story and ask them to use in their own writing elements of a story.

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Indirect speech

Consider the following sentence:

Raima said that a fine lesson would be taught to the wicked cat.

The given sentence is in indirect speech

- ◆ The **quotation marks** as well as the **comma** after said are **removed**.
- ◆ The **conjunction that** introduces to us the words spoken by the speaker.

Direct and Indirect Rules

direct statement:	He said, "I like it so much."
indirect statement:	He said that he liked it so much.

Reporting verbs:

say, mention, claim, ask, add, tell, admire, admit, consider, promise etc.

Rules to follow

Tenses

Present tense He said, "I like it so much".	Past tense He said that he liked it so much.
Past tense He said, "I liked it so much".	Past perfect tense He said that he had liked it so much.
Present perfect tense He said, "I have liked it so much".	Past perfect He said that he had liked it so much.
Will future He said, "I will like it so much".	Would He said that he would like it so much.

Time/ space expressions

yesterday	→	the day before
today	→	that day
tomorrow	→	the next day
this / these	→	that/ those
here	→	there
now	→	then

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NOT FOR SALE

A Change the following direct sentences into indirect.

1. Saad said, "I'm washing the dishes."
2. Pervaiz announced "I've broken my left arm."
3. The fortune teller said, "You will find a good job soon."
4. My brother said, "It's snowing now."
5. "This is my first trophy," Sultana said.

Listening and Speaking

In groups of two practice the conversations below to recognise and respond to moods showing appreciation, pleasure, displeasure and disappointment.

Recognise and respond to moods showing appreciation and pleasure



Recognise and respond to moods showing displeasure and disappointment.



Teacher's Guideline:

- Do a brief recap on punctuations – commas, exclamation marks, capital letters and full stops (when and how they are used)
- Revise the use of quotation marks – "Dad, I am hungry."

NOT FOR SALE

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Revision unit 11-15

A Identify the simple present tense / simple past tense / simple future tense verbs in the sentences below. Write at the end of the sentence whether the verb is in simple present tense / simple past tense / simple future tense.

1. Hassan ran to the other side of the field. _____
2. I open the lid of the container. _____
3. The girls will play with each other on the weekend. _____
4. Waseem swam late into the night. _____
5. The dog will wag its tail for food. _____
6. My dad waters the lawn in the afternoon. _____
7. The students will study for the final exam. _____
8. The campers crept towards the open tent. _____
9. He eats his breakfast early in the morning. _____
10. My mother will pick me up from school. _____

B Choose the correct option of each of the sentences below.

1. Ashraf _____ here from Dera Ismail Khan last year.
a. moved b. moves c. will move
2. By tomorrow I _____ 100 pages of the book.
a. read b. reading c. will read
3. They _____ in Mansehra.
a. are living b. lives c. will live
4. She _____ to a movie tomorrow night.
a. goes b. is going c. gone
5. While he _____ for the bus, it rained.
a. is waiting b. was waiting c. will be waiting

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NOT FOR SALE

Unit 16

Hazards of Smoking

SLOs

By the end of unit students will be able to:

- ✦ illustrate the use of dictionary for finding appropriate meaning and correct spelling
- ✦ analyse and compare various informal letters to write short letters to people in immediate social and academic environment:
- ✦ to follow conventions of informal letter with respect to layout and salutations etc.
- ✦ make predictions about story line/ content, characters using contextual clues and prior knowledge using pre reading strategy
- ✦ identify active and passive voice in simple sentences
- ✦ recognize and use active passive voice to write short notices and instructions.



NOT FOR SALE

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Pre-reading



- Smoking is not cool.
- Local governments have the right to ban smoking in public places.
- Tobacco companies target young people with their advertising.
- It should be illegal for anyone under the age of 18 to purchase, use, or possess tobacco products.
- Smoking causes health problems.
- Tobacco companies are ultimately responsible for an individual's smoking.

Teacher's Guideline:



- Use pre-reading strategies to predict theme of the lesson.
- Read the above statements to the class. After each statement, have students decide whether they agree or disagree. If they agree, they should raise their hand with a fist; if they disagree, they should raise their open hand with their fingers spread apart.
- Before reading the next statement, have one student who agrees with the statement give a reason for his or her opinion. Likewise, have one student give a reason for disagreeing with the statement.

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NOT FOR SALE

Reading

Mrs. Aziz: Asalam-o-Aliakum Mrs. Rasheed!
How are you? How is your son Adil?

Mrs. Rasheed: Walaik-um-Asalam!
I am fine but I am very worried about Adil.

Mrs. Aziz: Is everything alright?

Mrs. Rasheed: I am thinking since quite some time that Adil has started smoking. Although I have not seen him smoke but day by day his health is deteriorating, he has lost his appetite and his clothes stink like an ashtray.

Mrs. Aziz: Have you talked to him in this regard?

Mrs. Rasheed: No, I have not talked to him yet.
I am planning to discuss this with him but I do not have enough ideas to convince him.

Mrs. Aziz: I think you should talk to your son and tell him about the dangers of smoking. Many teenagers think that they are very strong and think very little of the long term health issues associated with smoking. But it may still be useful to tell him how smoking causes serious health problems, such as cancer, heart diseases and lung diseases.

Mrs. Rasheed: You are right, many smokers like Adil start smoking when they are very young. Years of smoking make their whole body poisonous from within. This is the reason why after surgery, a smoker's skin does not heal as quickly as that of non-smokers.



Teacher's guideline:

- Involve the students in role play.

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Mrs. Aziz:

Tell him how smoking can negatively affect his performance in school. Also explain how smoking could negatively affect his appearance. Smoking changes skin colour. Tell him that smoking causes your teeth to turn yellow and one grows older before time, leading to wrinkles earlier in life. Smoking can also cause bad breath and make your clothing smell foul.

Mrs. Rasheed: I will ask him to spend less time with friends who smoke. He has started smoking due to being around friends who also smoke.

Mrs. Aziz: Young boys think it is cool to smoke cigarettes, but in fact smoking is not cool. Smoking is injurious to health and it kills.

Mrs. Rasheed: Thank you Mrs. Aziz, I am feeling so relieved after talking to you. Now I have many reasons to convince Adil quit smoking. I hope I would be able to convince my son.

Theme

Smoking causes lots of diseases like heart problems and cancer. It makes blood circulation irregular in the body. It is necessary, therefore to launch campaigns to make the people aware of the harmful effects of smoking.

Glossary

Words	Meaning
deteriorating	to become worse
stink	to smell very unpleasant
convince	to persuade someone or make someone agree
teen	a young person between 13 and 19 years old
appetite	the feeling that you want to eat food

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NOT FOR SALE

Vocabulary

Use a dictionary to find the meaning of the following words. Also use the words in sentences of your own.

performance appearance prematurely wrinkle

Comprehension

A Answer the following questions:

1. How is smoking dangerous for health?
2. What does "to be addicted to something" mean?
3. How can you help someone stop smoking?
4. What should you do if someone offers you a cigarette?
5. Why aren't people allowed to smoke cigarettes in places like schools, hospitals, restaurants, and stores?

Listening and Speaking

Divide students into different groups and predict the theme in the picture. Share your ideas with the class.



Teacher's Guideline:

- Encourage the students to guess the theme of the picture displayed.
- Explain to the students that passive smoking is the inhalation of smoke, called second-hand smoke (SHS), or environmental tobacco smoke (ETS), by persons other than the intended "active" smoker. It occurs when tobacco smoke fills any environment, causing its inhalation by people within that environment.

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Writing

Write a letter to your younger brother who is in hostel, advising him give up smoking and pay heed to studies.

Grammar

Active and Passive Voice

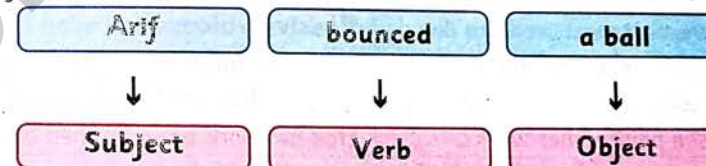
There are two ways to express an action of a subject in relation to its object.

- ◆ Active voice
- ◆ Passive voice

- ◆ The normal structure of an active voice sentence is subject + verb + object but in passive the normal structure of sentence is reversed according to certain rules and becomes like object + verb + subject.

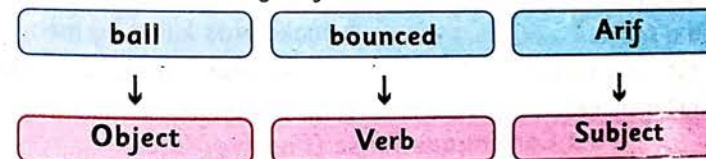
Example of active voice:

Arif bounced a ball.



Example passive voice:

The ball was bounced by Arif.



Teacher's Guideline:

- Encourage the students to demonstrate the use of conventions of letter writing Address, Greeting, Main body, Closing, Signature
- Active and passive voice: Revise SVO pattern with the students.

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Passive voice rules for all tenses

- ◆ The places of subject and object in sentence are inter-changed in passive voice.
- ◆ 3rd form of verb (past participle) will be used (as main verb) in passive voice.
- ◆ Auxiliary verbs for each tense are given below in the table.

Present Simple Tense (passive Voice) Auxiliary verb in passive voice: am/is/are	
Active voice: He sings a song. He does not sing a song. Does he sing a song?	Passive voice: A song is sung by him. A song is not sung by him. Is a song sung by him?
Present Continuous Tense (passive Voice) Auxiliary verb in passive voice: am being/is being/are being	
Active voice: I am writing a letter. I am not writing a letter. Am I writing a letter?	Passive voice: A letter is being written by me. A letter is not being written by me. Is a letter being written by me?
Present Perfect Tense (passive Voice) Auxiliary verb in passive voice: has been/have been	
Active voice: She has finished his work. She has not finished her work. Has she finished her work?	Passive voice: Her work has been finished by her. Her work has not been finished by her. Has her work been finished by her?
Past Simple Tense (passive Voice) Auxiliary verb in passive voice: was/were	
Active voice: I killed a snake. I did not kill a snake. Did I kill a snake?	Passive voice: A snake was killed by me. A snake was not killed by me. Was a snake killed by me?
Past Continuous Tense (Passive Voice) Auxiliary verb in passive voice: was being/were being	
Active voice: He was driving a car. He was not driving a car. Was he driving a car?	Passive voice: A car was being driven by him. A car was not being driven by him. Was a car being driven by him?

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Past Perfect Tense (Passive Voice)
Auxiliary verb in passive voice: had been**Active voice:**

They had completed the assignment.
They had not completed the assignment.
Had they completed the assignment?

Passive voice:

The assignment had been completed by them.
The assignment had not been completed by them.
Had the assignment been completed by them?

Future Simple Tense (Passive Voice)
Auxiliary verb in passive voice: will be**Active voice:**

She will buy a car.
She will not buy a car.
Will she buy a car?

Passive voice:

A car will be bought by her.
A car will not be bought by her.
Will a car be bought by her?

Future Perfect Tense (passive Voice)
Auxiliary verb in passive voice: will have been**Active voice:**

You will have started the job.
You will have not started the job.
Will you have started the job?

Passive voice:

The job will have been started by you.
The job will not have been started by you.
Will the job have been started by you?

Note: The following tenses cannot be changed into passive voice.

- ◆ Present perfect continuous tense
- ◆ Past perfect continuous tense
- ◆ Future continuous tense
- ◆ Future perfect continuous tense

A Rewrite the sentences into the passive voice:

1. Amir changed the flat tyre. _____
2. Ayesha read a novel. _____
3. I will clean the kitchen. _____
4. Tahir painted the house. _____
5. Adnan is playing football. _____

Teacher's guideline:

- Tell the students that sentence with intransitive verbs can not be changed into passive voice.

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We may also write notices in passive voice.

Attention Please!
Lend a Helping hand !!

Your help and co-operation are required to make a difference in the lives of the less fortunate living in the state-run homes. Donate generously. Deposit your contribution to the School Librarian.

By 25th Feb 2016
During Short Breaks / Lunch Breaks
In the School Library

The money as raised will be spent on medicines and clothes for the inmates.

Date : 18th Feb 2016

D Write short notices in passive voice for each of the pictures below.

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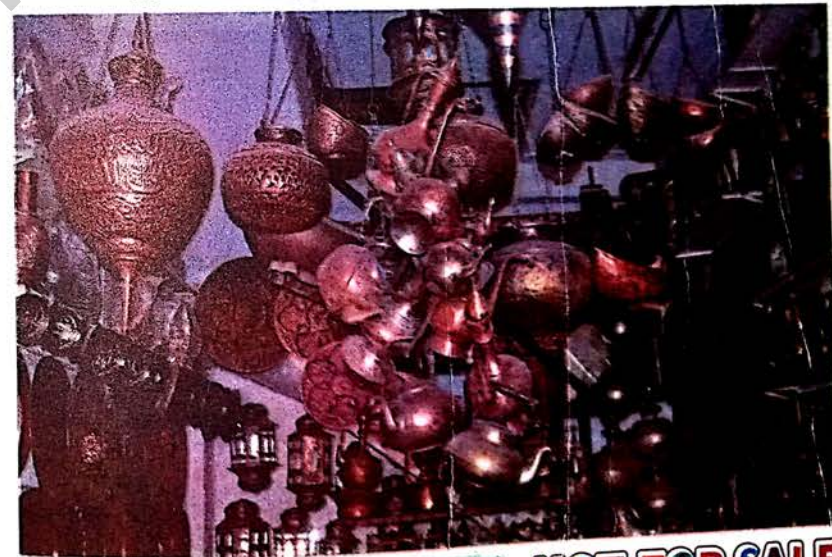
Unit 17

The Qissa Khwani bazaar

SLOs

By the end of unit students will be able to:

- ✦ choose appropriate word definition.
- ✦ encourage them to fill in correctly and legibly, simple forms requiring personal information.
- ✦ analyze written texts to use in their own writing features of a simple descriptive composition about people, objects and places.
- ✦ interpret vocabulary and structures given in a mind map to write short description of a person using basic connectors.
- ✦ parenthesis can be used to:
 - enclose numbers or letters in enumeration in the text.
 - express an amount in numbers previously expressed in words.
- ✦ identify active and passive voice in simple sentences.



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Pre-reading

- Have you ever been to Peshawar?
- Name any of the famous Bazaars of Peshawar?

Reading

The Bazaar of story-tellers has an interesting history. It got this name centuries ago. During the reign of Kanishka, the great Buddhist ruler, Peshawar was known as Parashpura. It was a busy center of trade. Caravans of merchants and travellers brought goods to sell from distant lands like Samarkand, Bokhara, Iraq and Syria. The City inns round about the bazaar used to be full of them. After the day's business of buying and



selling, these merchants would go to an inn for the night. They would sit here round a fire sipping qahwa and telling stories. Thus the bazaar got its name, the Qissa Khwani Bazaar. There were also professional story-tellers. They used to remember these stories and

Teacher's Guideline:

- Ask the students to use the text as model for their writing and write a short note on the city/villages they live in.

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story-tellers used to come into this bazaar early in the morning. They would start singing their story poems before the shops opened. Children and even the grown-ups would gather round and listen to them with respectful attention. The stories generally used to be about the exploits of tribal heroes. But as time passed, these story-tellers found it hard to earn a living from story-telling and disappeared, but the name remains the street of story tellers. As you approach the bazaar from the cantonment side, you come to the Khyber Bazaar and the Qissa Khwani Bazaar. On both sides of the



broadroad there are shops. On the right are the general merchants, book shops, fruit and flower shops. On the left, a whole section of the bazaar is occupied by chemists, druggists, dentists, shoe makers and plastic goods sellers. After turning to the left from Qissa khwani, there is the copper-ware street known as Bazaar-e-Misgaran. Here you can find a vast variety of copper utensils from a tumbler to huge "deg" for cooking rice in large quantities. There are beautifully decorated articles like vases, bowls and trays of all sizes and shapes. Surahi and samovar for boiling water for tea are specially appreciated by the tourists from other countries, who take them home as presents. The fruit shops are decorated with coloured pictures and looking mirrors. The fruit baskets arranged in front of the mirrors deceive the eyes. One basket seen through the mirrors looks like a whole row of baskets. Here you can buy fresh grapes and sweet melons of Afghanistan, juicy apples of Azad Kashmir,

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pomegranates of Baluchistan, mangoes and bananas of Sindh and golden oranges of Peshawar and Swat. One of the side streets of the main bazaar has a row of flower shops only. As you enter this street, you find the air laden with the sweet smell of jasmine and roses. Here you can buy lovely garlands woven with golden thread and bright-coloured ribbons. Shawls, gold embroidered chappals and sandals and hand bags are in plenty. Fur coats and qaraquli caps are also in great demand. In the crockery shops, one can see costly china and glassware displayed side by side with local pottery of pretty colours and designs.



famous drink of Peshawar. Here one finds lovers of the drink sitting on wooden

On the footpaths of the main bazaar you find hawkers offering many of these and many more articles like Swati blankets, Swati and Chitrali caps, and gold-embroidered caps from Ziarat Kaka Sahib. They sell them cheaper than the shops because they don't have to spend anything on shop-keeping. After every eight or ten shops you will find a Qahwa Stall. Qahwa the Chinese green tea is the

chairs or even on charpais for hours, sipping qahwa and gossiping. Tourists also like to sit with the locals and enjoy qahwa, served in China tea-pots. If a tea-pot breaks, its pieces are cleverly joined together with brass wire. There are skilled men who do this.



The inns of the old days have disappeared with the passage of time. Their places have been taken up by modern hotels. The merchants from distant lands, with their camels laden with silk, diamonds and perfumes no longer come to this street of the story-tellers. Gone are the days when man was less advanced but happier.

Although the bazaar has lost its ancient wonders, yet it preserves a lot for its visitors.



Theme

Qissa Khwani Bazaar is one of the most famous Bazars of Peshawar. It presents a wonderful combination of present and the past.

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Glossary

Words	Meaning
caravan	travelers journeying together.
inn	hotel
exploit	to use someone or something.
copper-ware	utensils made of copper.
embroidered	decorated with needle work.

Vocabulary

- A** Find the meaning of the following words in a dictionary and use them in your own sentence.

pottery litter enormously hawker laden

- B** Pick out at least ten verbs from the text and write down their present, past, past participle and present participle forms.

Comprehension

- A** Answer the following questions:

1. Why is Qissa Khwani Bazaar called the Bazaar of story tellers?
2. Where is Khyber Bazaar?
3. Why is Qissa Khwani Bazaar called the heart of the main city?
4. What is Qahwa and what is it famous for?
5. What is Bazaar-e-Misgran famous for?
6. Why did the caravans of merchants bring their goods on camel?

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Listening and Speaking



Hello!

My name is Vikram Singh. I am 8 years old. I live in Peshawar. My father's name is Karan Singh. He is a businessman and has a cloth shop in Qissa Khawani Bazar. I speak Pashtu because I am born and bred in Peshawar but I am also fluent in Punjabi. I am a Sikh and a proud Pakhtun Pakistani.

Vikram Singh has to fill the student information form. After effective discussion over his introduction, help him fill the form below.

Personal Information Form

Name: _____ Year of birth: _____
 Father's name: _____
 Father's occupation: _____
 Address: _____
 Religion: _____
 Nationality: _____
 Mother tongue: _____
 Languages you can speak: _____

Teacher's Guideline:



- Help the students in extracting information from the speech bubble and filling in Vikram Singh's form.
- Encourage them to guess the piece of information that is not clearly stated.

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Writing

Write a letter to your father telling him about imaginary description of Vikram Singh, the new boy in your class.

Grammar**Parenthesis – Punctuation Marks**

Parentheses are curved notations used to contain further thoughts or qualifying remarks. It allows a writer to provide additional information. The parenthetical material might be a single word, a fragment, or multiple complete sentences.

Rule 1: Use parentheses to enclose numbers or letters introducing items in a list or outline.

Example: There are five steps to cleaning an aquarium:

- (a) Put the fish somewhere else; (b) drain the water out;
(c) scrub the inside of the glass; (d) add fresh water; and return the fish.

Rule 2: Use parenthesis to express an amount in numbers previously expressed in words.

Example: He gave me five hundred rupees. (Rs. 500).

A Add parentheses to enclose supplemental information, acronyms and dates or letters and/or numbers in a series. Add or remove any punctuation as needed to use the parentheses correctly. One has been done.

1. She paid a lot Rs. 3000 for the running shoes.
She paid a lot (Rs. 3000) for the running shoes.
2. The monthly rent Rs. 70,000 is due by the fifth of each month.

3. His illness lasted for four years 2002–2006.

4. Quaid-e-Azam 1876-1948 was born in Karachi.

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Unit 18**The Mountain and the Squirrel****SLOs**

By the end of unit students will be able to:

- ⚡ recognize, find out, create and use more rhyming words.
- ⚡ give main idea of the poem.
- ⚡ give summary of the poem through gapped summary exercises.
- ⚡ deduce meaning of difficult words from context.
- ⚡ identify the speaker or narrator in the poem.
- ⚡ change parts of speech (adjective to adverb)
- ⚡ understand how the poet uses language to appeal to the senses through use of figurative language including simile
- ⚡ distinguish between what is clearly stated and what is implied.
- ⚡ read a story to retell it sequentially.

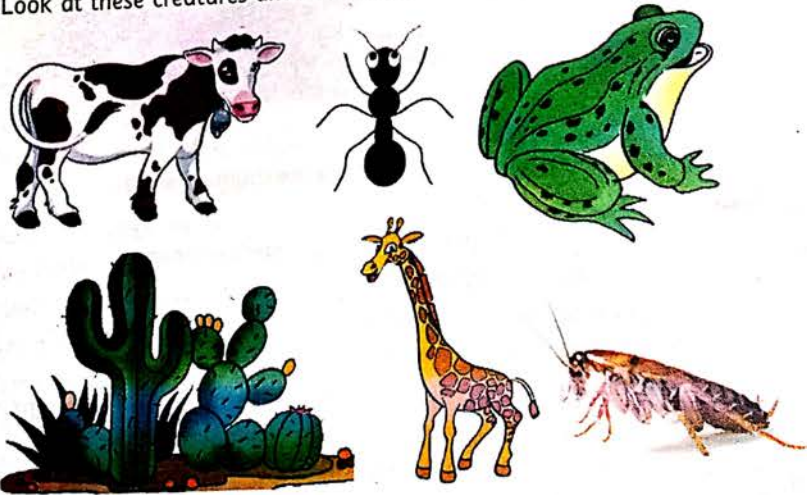


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Pre-reading

- Look at these creatures and discuss whether they are useful or not.



What makes you unique?

Always remember

Don't be proud
respect others
be kind and gentle
be humble and down to earth
be helpful
don't let anybody down

**Teacher's Guideline:**

- After effective brain storming, tell the student's that nothing in this world is useless in the eyes of Allah. Allah has created each and every thing with a purpose.
- Tell them that pride and self-praise is a disease. Remind them of the fables, mouse and the lion etc.

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Reading

The mountain and the squirrel
Had a quarrel;
And the former called the latter "Little prig"
Bun replied,

You are doubtless very big;
But all sorts of things and weather
Must be taken in together,
To make up a year

And a sphere.
And I think it no disgrace
To occupy my place.
If I'm not so large as you,

You are not small as I,
And not half so spry,
I'll not deny you make
A very pretty squirrel track;

Talents differ; all is well and wisely put;
"If I cannot carry forests on my back,
Neither can you crack a nut."

Ralph Waldo Emerson

Theme

Size is not everything. A mountain is bigger than a squirrel but a squirrel can do a lot that a mountain cannot do. Not size but efforts matter.

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Glossary

Words	Meaning
prig	who obeys rules
bun	a small bundle of hair shaped like a bun (here squirrel)
occupy	to fill a space or a position
doubtless	certain
spry	lively, active
sphere	a ball (here, the round earth)
talents	natural abilities to do something well
disgrace	shame
crack	break

Vocabulary

A Deduce the meaning of the following words. Confirm your meaning from the dictionary.

	Word	deduced meaning	dictionary meaning
1.	quarrel		
2.	weather		
3.	former		
4.	later		
5.	deny		
6.	differ		
7.	wisely		

B Find three rhyming words from the poem and create three more rhyming words from the words found.

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- C** Write down four adjectives from the poem and change them into adverbs.
- D** Read the poem thoroughly and underline the similes, if there are any.

Comprehension

A Answer the following questions:

1. Is the poem in the form of a dialogue? if yes, name the narrator?
2. What is the main idea of the poem?
3. Write down the implied and explicit meanings of the poem.
4. Describe the character of mountain and squirrel in your words.
5. What was the cause of quarrel between the mountain and the squirrel?
6. Who is your favourite character in the poem? Why?
7. In what ways are you useful to your family and friends?

B Complete the gapped summary.

This poem is a _____ between the mountain and the squirrel. The mountain is _____ of its towering bigness and looks down upon the squirrel. The _____ justifies its existence. It says that _____ created this universe in a very orderly way after a good deal of thinking. _____ or small, rich or _____ have a distinct quality and a definite place. None is _____ or inferior. None should be considered as weak or useless.

Teacher's guideline:



- Revise with the students that a word that has the same sound or ends with the same sound as another is called a rhyming word.
- Reinforce similes.
- Discuss what is clearly stated and what is implied.

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C Decide if each of the statements about the poem is true or false.

1. The mountain and the squirrel did not agree with each other. _____
2. The mountain insulted the squirrel. _____
3. The squirrel doubts that the mountain is big. _____
4. The squirrel says that it takes a year to make all sorts of things and weather. _____
5. The squirrel says he is quicker than the mountain. _____
6. The squirrel is grateful to the mountain for giving him a path to move along. _____
7. The squirrel says the mountain is wise. _____
8. The mountain has got many trees on it. _____
9. The squirrel cannot crack a nut. _____

Listening and Speaking

A Work in pairs and guess the story. Arrange the story in sequence and write its title and moral. Share your views with the class.



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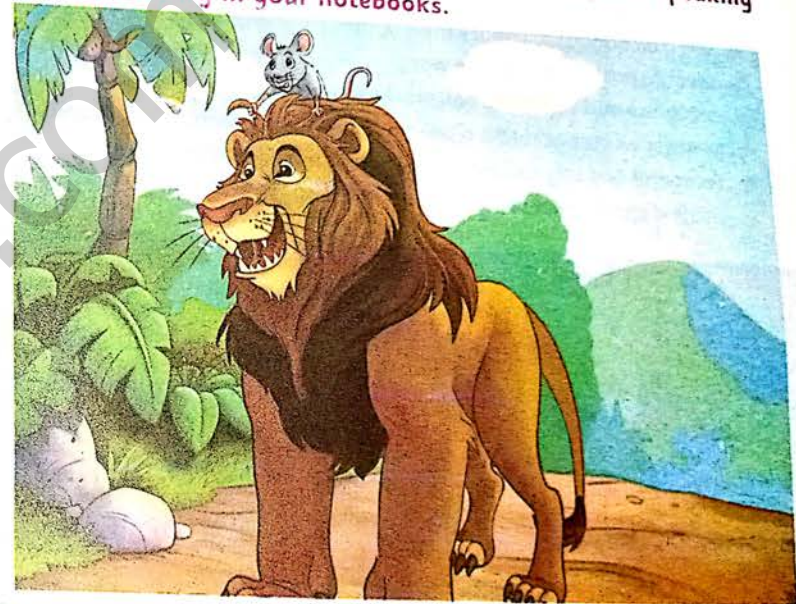
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B Discuss the following:

1. How were the lion and the mouse different?
2. What trouble did the lion get into?
3. How did the little mouse help the lion?
4. What does this story make you think?

Writing

Rewrite the fable that you discussed in "listening and speaking" with new ending in your notebooks.



Teacher's guideline:



- Keep the students involved by taking their comments as they discuss the story.
- Ask students to suggest a different ending to the story.
- Revise elements of story.
- Discuss the characters of the story.
- Remind them that fables are stories with moral lesson and animal characters.

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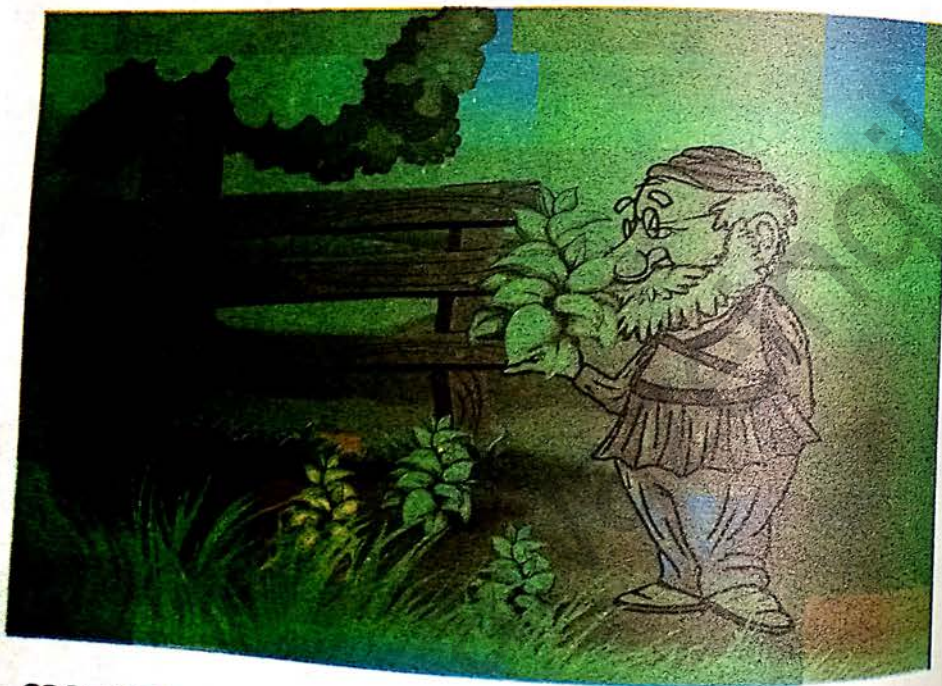
Unit 19

The King and the Farmer

SLOs

By the end of unit students will be able to:

- ✦ use pre-reading strategies to predict the content of a text from the topic by using prior knowledge and contextual clues.
- ✦ use a dictionary to choose the appropriate word definition
- ✦ identify part of speech of a word
- ✦ recognise and use quotation marks to enclose direct speech.
- ✦ transfer written text to a diagram flow chart or a cloze paragraph.
- ✦ recognise and say various intonation patterns to show attitude.
- ✦ use first conditional sentences



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Pre-reading

- Predict the story by looking at the title?

Reading

Once a king was passing by a big farm. He saw an old farmer planting mango trees. He stopped and watched him busy in his work. Then he went forward and asked him, "Old man, how old are you?"

"Sir, I will be eighty, two months from now," said the old farmer. "And how long do you think you will live?" asked the king. The old man smiled and pointed towards the sky. "Only Allah knows how long I am to live". "When will these trees start bearing fruit?" Asked the king. "After about fifteen to twenty years", the old man replied. "Twenty years," the king laughed and said, "That is a long time from now. You must be a fool". "Fool, my Lord". Asked the old man in surprise.

"Yes, a fool," replied the king. "You are taking so much trouble to plant these trees but you may never eat their fruit". "Not such a fool, my lord," said the old man respectfully, "I enjoyed the fruit of trees planted by my father and his father before him. Is it not fair that I should do the same? I am planting these trees so that my sons and grandsons may eat their fruit," added the old farmer.

"You are a wise man," said the king, "You have taught me a good lesson and deserve a reward. Take this ring as my gift to you." The old man accepted the reward saying, "Sir, I have already got the fruit of my labour today."



Moral

The fruit of hard work is always sweet.

Teacher's Guideline:

- Use role-play in the teaching of stories.

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Glossary

Words	Meaning
plant	to set in the ground to grow
watched	observed
trouble	effort / pain
deserve	to be worth of

Comprehension

A Answer the following questions.

1. Where did the king stop?
2. What was the old farmer doing there?
3. What did the king ask?
4. How did the farmer talk to the king?
5. Was the king impressed by the farmer?
6. What lesson did the king learn?
7. What kind of a reward did the farmer receive?

B Cloze Exercise

Fill in the blanks with words from the text. You can see text just once.

Once a king was passing by a _____ farm. He saw an old farmer planting _____ trees. The king stopped and watched him _____ in work. Then he went forward and _____ him, "Old man how old are you?" _____ I will be eighty, two months from _____," said the old farmer.

Teacher's Guideline:

- Explain to the students that cloze is an assessment or activity of reading or listening comprehension that involves the students to supply words which have been systematically deleted from a text.

Vocabulary

A Use dictionary to choose appropriate word definition and identify part of speech of the following words.

fool

respectfully

bearing

surprise

reward

B Find and underline the direct quotations enclosed in quotation marks from the text.

Listening and Speaking

Read the following sentence with different tone and style so it could give different meaning.

It's raining.	I am happy.	
	I am excited.	
	I am thankful.	
	I am exhausted.	
	I am bored.	

Teacher's guideline:

- Tell them that its very important to keep the voice level according to the mood.
- It is intonation that has different patterns.

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Grammar

Conditional sentences – 1

First conditional is used to talk about actions/events in the future which are likely to happen or have a real possibility of happening.

Example:

- ♦ If it rains tomorrow, I'll stay at home.

The 1st conditional form:

if	simple present	simple future
----	----------------	---------------

Uses of the sentence structure:

- ♦ **possibilities**
 - You'll miss the train if you don't hurry!
- ♦ **superstitions**
 - If you see a penny on the ground and pick it up, it will bring you good luck!
- ♦ **future plans**
 - If you work hard today, you will be a great doctor tomorrow.
- ♦ **warnings and threats**
 - If you don't come to my birthday party, I'll never speak to you again.

A Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send) _____ this letter now, she (receive) _____ it tomorrow.
2. If I (do) _____ this test, I (improve) _____ my English.
3. If I (find) _____ your ring, I (give) _____ it back to you.
4. Palwasha (go) _____ shopping if she (have) _____ time in the afternoon.
5. Safdar (go) _____ to London next week if he (get) _____ a cheap flight.

Writing

Write five sentences of your own using first conditional form.

Teacher's guideline:

- Understanding the meaning and concept of simple word "if" is crucial. Give lots of examples, and give students opportunities to talk about and share their ideas.

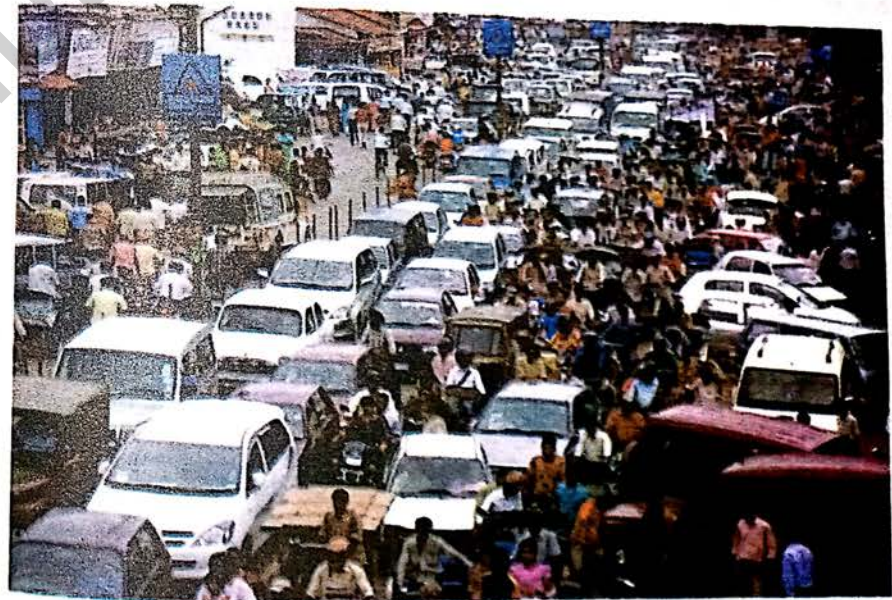
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Unit 20**Over Crowding in The Cities****SLOs**

By the end of unit students will be able to:

- ♦ relate what they have to say to what has been said before
- ♦ illustrate the use of dictionary for finding appropriate meaning and correct spelling.
- ♦ use conventions and dynamics of group discussion and interaction to express ability to do something.
- ♦ recognise and rectify faulty punctuation in given passages.



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Pre-reading

- Where do you live?
- What do you see in a city?
- Why has life in cities become restless?

Reading

Look around you. What do you see? What do you hear? What do you smell? If you live in a city, you probably see many people. You hear the noise of traffic and factories. You smell the smoke of the buses, trucks and cars. There is dirt every where.

We are entering a new time in the history of the world. Before this, most people lived in villages. They liked to live near their fields. They lived simple lives. Now, many people are coming to work in cities. The cities are growing bigger and bigger.



Most cities are now crowded. People are driving more cars and more people travel in buses. They are consuming more fuel, water and electricity. People are eating more food and making more garbage. They are living in crowded places and falling sick. Life is becoming hard for everyone. The government makes plans for the future. It is building new roads, opening new schools and hospitals. But, the population is growing day by day. If we keep growing at this rate, life will become even more difficult for all of us.



Teacher's guideline:

- Tell the students about life in villages and about life in cities.
- Ask why is life in cities quite different from life in villages?
- Why is life in cities becoming difficult?

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Theme

The cities are overcrowding because of the migration of people from the villages. The villagers migrate to cities in search of jobs. So the government must do something to stop this overcrowding in the cities.

Glossary

Words	Meaning
probably	very likely
crowded	packed with people, too many people
fuel	anything used for burning like petrol, wood, gas etc
garbage	rubbish, waste matter
plan	a scheme to do something

Vocabulary

Find the meaning of the following words in dictionaries and use them in your own words.

impact

booming

disastrous

intensifies

ruined

Comprehension

Answer the following questions.

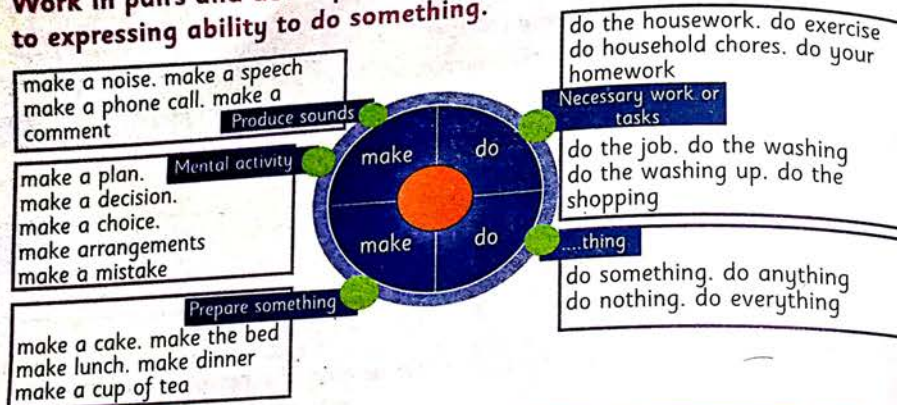
- What do you hear or smell in a city?
- Why did people like to live in the villages?
- Why are cities crowded now?
- What is the government doing for the people?

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Listening and Speaking

Work in pairs and develop a conversation using the flow chart below to expressing ability to do something.



Writing

Write an essay on causes and effects of over population by using the given target language and lexical variation.

Target Language:

so/ as a result/ are due to/ the consequence of/ owing to/ one effect of/ this is because/ as/ hence/ consequently/ the effect of/consequent (levels)/ therefore/ (creates)/ as a result/ for this reason/ thus/ as a consequence

Lexical variation:

Population/ (uninhabitable)/ overcrowding/ teeming with people/ inhabitants/ too dense a population/ over peopled/ crowded with people/ crawling with cars/ overpopulation/ epidemic of people/ most populous nation/ overcrowded

Teacher's guideline:

- Make students practice the way in which they can express ability.
- Encourage the students to enlist what they can/cannot do/make.

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B Punctuate the following newspaper article:
Use full stop, comma, question mark, quotation marks and exclamation mark.

The elephant is the Earth's largest land animal although the Asian elephant is slightly smaller than its African cousin Asian elephants can be identified by their smaller rounded ears Elephant ears radiate heat to help keep these large animals cool but sometimes that isn't enough Elephants are fond of water and enjoy showering by sucking water into their trunks and spraying it all over themselves

Elephants eat roots grasses fruit and bark. They eat a lot of these things An adult elephant can consume up to 300 pounds of food in a single day



Teacher's guideline:

- Help the students recall rules of punctuation.

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Revision unit 16 - 20

A Change the following active sentences into passive voice.

1. I did not beat her.

2. Mother made a cake yesterday.

3. The brother teased the sister.

4. The tiger was chasing the deer.

5. She has written a novel.

B Sentences are given in the direct speech. Change them into indirect speech.

1. He said, "I have got a toothache."

2. Mano said, "I am very busy now."

3. She said, "I am going to school."

4. Afia says, "My father is an Engineer."

5. She said to me, "You are my only friend."

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C Rewrite and punctuate the sentences below. Use full stop, comma, question mark, quotation marks and exclamation mark.

1. What are you going to do today Kamal

2. What an amazing goal

3. I am going to go home if I finish my schoolwork on time

4. I hate it

5. When are you going to go shopping in Saddar bazaar

D Complete the conditional sentences (Type 1) by inserting verbs.

1. If it rains, you will _____
2. If Sadaf is late again I will _____
3. If you don't hurry, you will _____
4. If I have time, I'll finish _____
5. If you drop that glass, it will _____

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The Writers

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Aamna Aamad has taught English language and literature at the intermediate level. She has served in various areas of education delivery systems, including formal/non-formal education, inclusive education; documentation of curriculum implementation framework, pedagogical training and assessment.

Aamna Aamad has previously developed textbooks of English for grades 4 & 5 according to the National Curriculum 2006 for Khyber Pakhtunkhwa Textbook Board.

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Dr. Mujeeb Rahman is Professor at the Department of English and Applied Linguistics, the University of Peshawar. He received his PhD in Applied Linguistics from the University of Edinburgh, UK.

Dr Mujib Rahman has served as head of the Department two times (1996-1999 and 2001-2004). He has also successfully supervised two PhD scholars, the first ever PhD degrees in English awarded by the University of Peshawar.

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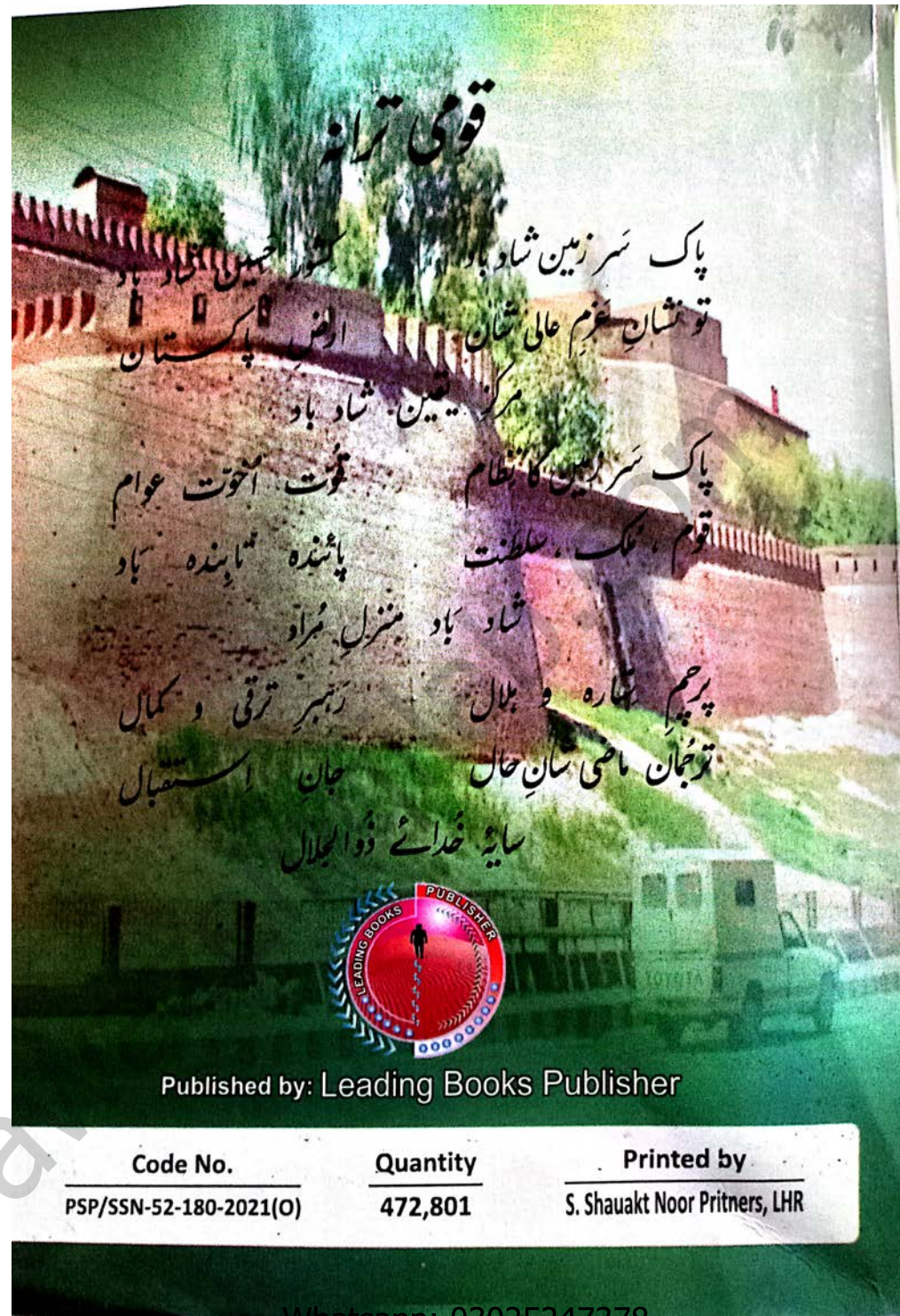
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مومن تو آپس میں بھائی بھائی ہیں۔
پس اپنے دو بھائیوں میں صلح کرادیا کرو
اور اللہ سے ڈرتے رہو تاکہ تم پر رحم
کیا جائے۔

(سورۃ الحجرات: ۱۰)

سیدنا محمد صلی اللہ علیہ وآلہ وسلم کا ارشاد ہے:
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Linking verbs

Linking verbs do not show action. Instead, they link the subject with a word or words in the predicate that tell something about the subject. Linking verbs show a relationship between the **subject** of the sentence and a **noun** or **adjective** being linked to it.

Example:

She was a good friend.	=	N + V + N
She was very happy.	=	N + V + Adj

Do you remember?

The most common linking verbs are forms of the verb to be: am, is, are, was, were, being, been.

Some other linking verbs are:

become	appear	feel	look	remain	seem
get	go	grow	taste	smell	sound

If the above words are substituted with **am, are, is**, the words are linking verbs. Other than that they are action verb.

Underline the verbs and write at the end of the sentence whether it is action or linking verb. The first one has been done.

1. She **grew** into a fine young woman. linking verb
2. Most people drink coffee or tea every day. _____
3. The vanilla ice cream tasted good. _____
4. He became the first man on the moon. _____
5. The class ate all the burgers at the party. _____
6. A snake will go for anything nearing it. _____
7. The girl looked great in the red dress. _____
8. He grew tired of all the negative talk. _____

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Modal verbs

Modal verbs are a type of auxiliary verb which expresses the mood of another verb. They are used to express ideas such as: something is certain, probable or possible or talking about ability, asking permission, making requests and offers, and so on.

modal	example	function
can/ cannot	They can fix the problem.	ability
	They cannot fix the problem.	inability
	Can I have a cup of tea, please?	request
	Can I go with you?	asking for permission
	We could meet at the weekend.	suggestion or advice
	Can I help you?	offer or invitation.
may / may not	It could have been Rashid because he is in Swat.	doubt
	May I go to the toilet?	asking for permission
	I may be able to help you with your work.	possibility
should/ should not	It's nearly six o'clock. They should arrive soon.	probability
	We should go by train.	suggestion or advice
	Should I help you with that?	offer or invitation.
	I should be studying but I am too tired.	obligation

Fill in the blanks with a modal verb. There is more than one answer in some sentences.

1. _____ I borrow your rubber, please? Yes, of course you _____.
2. Don't touch that wire because it _____ be dangerous.
3. I _____ swim quite well when I was five years old.
4. Sonia _____ practice much if she wants to take part in the race.
5. You _____ cook those vegetables because they have already cooked.

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