

Test Edition



SECONDARY STAGE
ENGLISH
Book Two
For Class X



SINDH TEXTBOOK BOARD

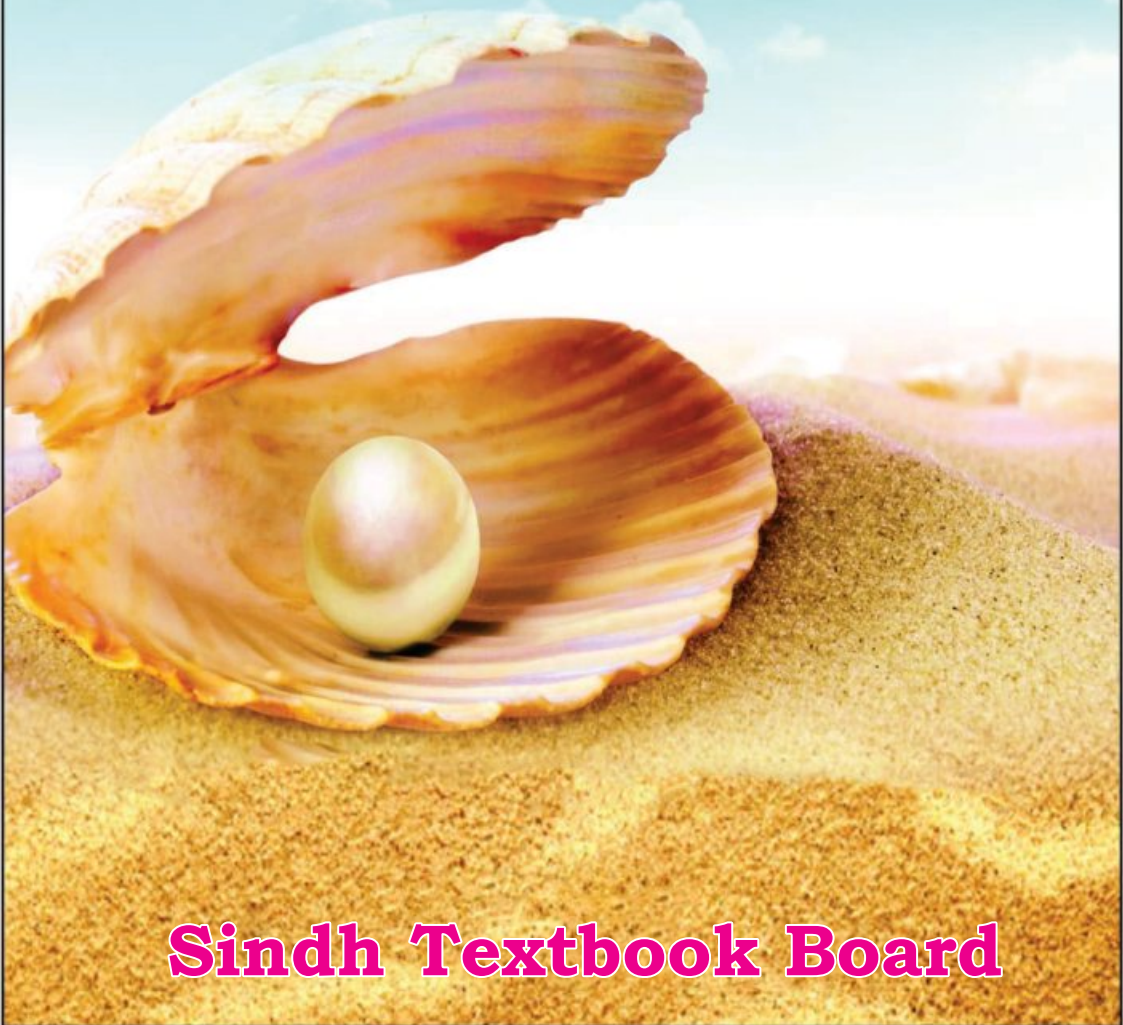


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SECONDARY STAGE ENGLISH

BOOK TWO

For Class X



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Prepared by the Sindh Textbook Board and prescribed by the School Education & Literacy Department, Government of Sindh vide letter No.....Dated: -05-2022, for students of Grade X, province of Sindh.

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Preface

It is a matter of great pleasure that the Sindh Textbook Board has always been providing the students of Sindh with textbooks of quality standards since its inception. These books are being provided to the students on a regular basis to enable access to quality material by all students. Every effort is made to ensure that their publication and availability are managed quickly and efficiently to enable timely delivery across the Province.

The central ideology behind these textbooks is that they must contain knowledgeable, quality material to teach our students the skills that can help them compete in today's ever-changing and challenging world. The present global scenario demands that our new generation be well equipped with knowledge and skills that will help them survive and excel in the global society. Moreover, they must be cognizant of factors that contribute to a person being a strong citizen, and possessing attributes that are globally considered important, like appreciation of human rights, equality, and humanity.

It is important that students have an inquiring mind, capable of critical thinking, and possess problem-solving skills. Moreover, while they need strong communication skills in their native languages for communication with their country people, it is important that they have good communication skills in the English language. English is an international language, which can open doors to knowledge and communication at a global level, thereby providing them innumerable opportunities for progress and development. With all these skills and attributes, as future leaders, they will be able to lead the country to progress and prosper. The English textbook has taken all these aspects into consideration to enable students become model citizens of their country, and good global citizens.

With these objectives and intentions, the Sindh Textbook Board is introducing the Secondary Stage English Book Two for Grade X. This book has been written by well-experienced authors and reviewed by senior educationists, and the Provincial Curriculum has been followed while developing the textbook. Thus, the Sindh Textbook Board is hopeful that the teachers, students, and other stakeholders will benefit from this book.

Lastly, the Sindh Textbook Board would be happy to receive any concrete recommendations/ suggestions that can help further enhance the quality of the book. All such contributions will be incorporated in subsequent editions, after due consideration by educationists and experts.

Chairman
Sindh Textbook Board

CONTENTS

S.No	Description	Page No.
	UNIT-1 CONTRIBUTIONS OF NOTABLE LEADERS	1
1.1	READING COMPREHENSION The Voice Of God The Wise Caliph	2
1.2	ORAL COMMUNICATION Express agreement and disagreement	11
1.3	LANGUAGE PRACTICE Revision: Capitalization and Punctuation Prefixes and Suffixes	13
1.4	WRITING Pre-writing strategy Paragraph writing	19
1.5	STUDY SKILLS Collecting points for written and oral work	21
1.6	FUN Completing a story	23
	UNIT- 2 LABOUR AND PEOPLE’S RIGHTS	24
2.1	READING COMPREHENSION Dignity of Work	25
2.2	ORAL COMMUNICATION Seek and Offer Advice	32
2.3	LANGUAGE PRACTICE 3 types of some common irregular verbs Revision of tenses Simple and compound sentences	34
2.4	WRITING Formal email	41
2.5	STUDY SKILLS Filling Forms	44
2.6	FUN Word Game	46

S.No	Description	Page No.
	UNIT- 3 PRACTICING POSITIVE WORK ETHICS	47
3.1	READING COMPREHENSION King Bruce and the Spider	48
3.2	ORAL COMMUNICATION Express needs with reasons	55
3.3	LANGUAGE PRACTICE Revision of past tense Revision of articles	57
3.4	WRITING Summary of a poem	64
3.5	STUDY SKILLS Free Writing	66
3.6	FUN Cool Collocations	68
	UNIT- 4 MEDIA FOR INFORMATION AND REFLECTION	69
4.1	READING COMPREHENSION Social Media	70
4.2	ORAL COMMUNICATION Individual presentation	81
4.3	LANGUAGE PRACTICE Revision of future tense Revision of active voice and passive voice	83
4.4	WRITING Cause and effect essay	91
4.5	STUDY SKILLS Critical Thinking and Problem Solving	94
4.6	FUN Me after 10 years	96

S.No	Description	Page No.
	UNIT-5 RESPECTING SELF AND OTHERS	98
5.1	READING COMPREHENSION A bad dream	99
5.2	ORAL COMMUNICATION Presentation evaluation	107
5.3	LANGUAGE PRACTICE Revision of number of nouns Modal verbs	108
5.4	WRITING Letter to the editor (Revision)	114
5.5	STUDY SKILLS Maintaining a Daily Schedule	115
5.6	FUN Game (Name, place, animal, thing)	116
	UNIT-6 CHARACTER BUILDING	117
6.1	READING COMPREHENSION Speak Gently	118
6.2	ORAL COMMUNICATION Public speaking	122
6.3	LANGUAGE PRACTICE Transitional devices showing order and reason Revision of direct/ indirect questions	123
6.4	WRITING Expository essay	129
6.5	STUDY SKILLS SWOC Analysis	132
6.6	FUN Adventure Game	133

S.No	Description	Page No.
	UNIT-7 PRAISING NATURE	134
7.1	READING COMPREHENSION My Travel Diary: Journey to the Gorakh Hills Station	135
7.2	ORAL COMMUNICATION Polite form to negotiate and develop consensus	144
7.3	LANGUAGE PRACTICE Revision of prepositions (movement and direction) Compound preposition Type 3 conditional sentences	145
7.4	WRITING Persuasive essay	153
7.5	STUDY SKILLS Diary Writing	157
7.6	FUN Word Association	159
	UNIT-8 CIVIC SENSE AND CIVIC ACTIVITIES	160
8.1	READING COMPREHENSION Safety Measures That Can Save Your Life	161
8.2	ORAL COMMUNICATION Debate	172
8.3	LANGUAGE PRACTICE Revision of relative pronouns Direct and indirect speech: commands and requests	174
8.4	WRITING Argumentative essay	179
8.5	STUDY SKILLS How to study effectively	181
8.6	FUN Poem	184

UNIT 1

CONTRIBUTIONS OF NOTABLE LEADERS

What will I learn?

1.1 Reading Comprehension

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, visuals, etc., by using prior knowledge, asking questions, and using contextual clues.
- Skim text to
 - have a general idea of the text.
 - infer themes/ main idea
- Read silently to find the main idea and supporting details and to interact with the text:
 - make simple inferences using the context of the text and prior knowledge.
 - scan for facts and opinions
 - deduce meaning of difficult words from context

1.2 Oral Communication

- Express agreement/disagreement (fully and partially) politely.

1.3 Language Practice

- Apply rules of capitalization and punctuation, wherever applicable
- Rectify faulty capitalization and punctuation in given passages
- Recognize common prefixes and suffixes: use that knowledge to determine the meaning of unfamiliar words

1.4 Writing

- Select and use a variety of pre-writing strategies, such as brainstorming, mind mapping, outlining, etc.

1.5 Study Skills

- Collecting points for written and oral work

1.6 Fun

- Completing a story

THE VOICE OF GOD

[This poem is written by Louis I. Newman (1893-1972). He was born in Providence Rhode Island (USA). He studied at Brown University and after his doctorate lectured at Columbia. He is the author of many books on religious subject. This poem brings out his religious bent of mind.]

I sought to hear the voice of God,
And climbed the topmost steeple,
But God declared: "Go down again,
I dwell among the people."

4

Louis I. Newman

A. Notes:

Line 2: steeple: the tallest part of a religious building.

B. Exercise:

1. Why did author climb the steeple?
2. Why did God tell him to go down again?
3. Say in your own words what you think is the message of this poem?

Pre-reading

1. What are some qualities of a good person?
2. What are some characteristics of a bad person?
3. Should people who do bad things always be punished? If 'yes', why? If 'no', why not?

Reading text

The Wise Caliph

Caliph Haroon-ur-Rashid was very popular with his people. He was very concerned about their problems and their welfare. At night, he would disguise himself as a common man and go through the streets of Baghdad. He would mingle with the common people in order to gain first-hand knowledge of their difficulties and problems. He was also known and respected for his justice and wisdom.

One day, when he was holding court, the Qazi brought two men before him. One of them was well-dressed and appeared to be a well-to-do, respectable citizen, while the other was in rags and seemed to be a beggar. Along with these two men, a beautiful white horse was also brought in. The Qazi approached the Caliph and said, "O Leader of the Faithfuls, I've brought before you a dispute which I have not been able to settle. It is a difficult case, but I am certain that with your knowledge and wisdom, you will be able to resolve it in a just and fair manner.

"What is the dispute?" asked the Caliph.

"These two men here are fighting over this horse. Each one of them claims and swears that this horse is his."

"Step forward," the Caliph ordered the well-dressed man, "and let's hear what you have got to say."

The man said to the Caliph: "O Leader of the Faithfuls, I beg you to believe me that whatever I say in your presence shall be the truth. This

Note for Teachers: Elicit responses to all the pre-reading questions and accept all the responses. Make sure that all students participate.

morning, when I was riding to the city, I saw this beggar limping along ahead of me. On hearing the sound of my horse's hoofs, he turned round and motioned to me to stop. I pulled the reins of my horse. He begged me to give him a ride up to the city gate. He was lame. I felt sorry for him. So, I pulled him up behind me on the horse. When we reached the city gate, I stopped and turned round to help him get down. He refused to dismount. I was puzzled, and gently told him to get down because we had reached the city gate. He not only refused to get down but, instead, he claimed that the horse belonged to him. He said that he had given me a ride and instead of being grateful, I was robbing him of his horse."

The Caliph then turned to the man in rags and said, "What do you have to say?"

The beggar limped forward and said, "O Leader of the Faithfuls, you are the helper and guardian of the poor. You are a wise and just Caliph. Have pity on me and save me from the cruelty and injustice of this rich man. I swear that this horse belongs to me. You must be thinking, like everybody else in this court, how a beggar like me can afford to buy and keep such a fine horse. Let me tell you that it is because of this horse that I am in rags. Whatever money I had, I spent on this horse. This morning, as I was coming to the city on my horse, I noticed this man walking along the road. When I came close to him, he stopped me and requested me to lend him my horse, for he was in a great hurry to reach the city. Of course, I could not lend my horse to a complete stranger, could I? However, I decided to help him and let him ride my horse, while I sat behind him. As we reached the city gate, he asked me to get down and give the horse to him. He said that such a fine horse should not belong to a beggar. He ordered me to get off the horse or else he would force me to get off. He further said that even if I shouted for help, no one would believe that such a fine horse could belong to someone like me; they would only make fun of me. Now, mighty and honourable Caliph, I beg you to save me from this robber and give me back my horse."

"I think this case is not very difficult to solve," said the Caliph to the Qazi. "It can be decided in a minute. Tell these men to place their hands on the horse, one by one. Let the beggar do it first."

When the beggar touched the horse, it winced as if it did not like the touch of his hand. Next, the rich man was asked to touch the horse. At the touch of the rich man's hand, the horse snorted and neighed with pleasure.

"This horse belongs to him," pronounced the Caliph. "Give the horse to its master."

Then the Caliph turned to the beggar and said, "You are a liar and a wicked man. You tried to rob an honest and respectable citizen. You deserve severe punishment, but I shall be merciful and forgive you this time, if you beg forgiveness from this gentleman here."

The beggar, realizing that he had been caught red-handed, immediately turned to the rich man and said, "Please forgive me. I have been ungrateful. Instead of thanking you for taking pity on me and giving me a lift, I lied and claimed that the horse belonged to me."

The rich man, being a kind-hearted and generous person, readily forgave the beggar. Not only that, he took out his purse and gave him a handful of gold coins. Everyone present was highly impressed by this noble action of the rich man.

Exercise 1

Read the story and answer the following questions in your notebook.

- a) How many main characters are there in the story?
- b) Who are they?
- c) Who got the horse?
- d) Was the person who wrongly claimed the horse punished?

Exercise 2

Read the text again and underline the following words:

disguise	concerned	welfare	mingle
rags	dispute	resolve	certain
claims	motioned	dismount	puzzled
wincing	neighed	pronounced	

The meanings of all these words are given in a jumbled order in the exercise below. Fill the blanks with the correct words. The first one has been done as an example. After you have completed, compare your answers with your partner.

1. disguise means *change appearance*
2. _____ means *states something as true*
3. _____ means *general well-being*
4. _____ means *mix with people*
5. _____ means *old, torn clothes*
6. _____ means *disagreement about something*
7. _____ means *find a solution*
8. _____ means *know for sure*
9. _____ means *worried about*
10. _____ means *signalled*
11. _____ means *get off something*
12. _____ means *unable to understand*
13. _____ means *showed dislike*
14. _____ means *sound made by a horse*
15. _____ means *officially said*

Note for teachers: When the students complete Exercise 2, divide them into pairs and ask them to compare their answers with their partners. Next, elicit answers from the whole class and ask the students to check their work.

Exercise 3

The following statements are incorrect. Read the text and write the correct statements. First, discuss orally with your partner then write the correct answer.

1. The case was first brought to the Caliph by the **two men**.
The case was first brought to the Caliph by the **Qazi**.
2. The Qazi said that the case was easy so he could not solve it.
_____.
3. The Caliph asked the beggar to speak first.
_____.
4. The Caliph wanted the rich man to touch the horse first.
_____.
5. The horse belonged to the beggar.
_____.
6. The Caliph decided to be strict.
_____.
7. The rich man hit the beggar.
_____.

Note for teachers: Divide students into pairs before asking them to do Exercises 3. Make sure that the students are not paired with the same student every time.

Exercise 4

When the Caliph asked the two men to state their cases, they made the following statements. However, their statements are mixed up. Read the text and find out which person made each statement and write 'rich man' or 'beggar' in the Speaker box, as shown. Work individually at first, and after completing compare your answers with your partner.

S.No.	Dialogues	Speaker
1.	He begged me to give him a ride.	rich man
2.	I swear the horse is mine.	beggar
3.	He said no one would believe me if I said that the horse is mine.	
4.	I will tell the truth.	
5.	I have spent all my money on this horse.	
6.	He told me I was an ungrateful person.	
7.	On reaching the city gate I asked him to get down.	
8.	He said that he wanted to reach the city quickly.	
9.	He said that if I did not get down, he would use force.	
10.	You are just and wise.	
11.	He wanted to go up to the city gate.	
12.	Believe what I say.	
13.	On reaching the city gate he ordered me to get off the horse.	
14.	I was puzzled when he refused to get down.	
15.	He requested me to lend him my horse.	
16.	He was limping and asked me to stop.	

Note for teachers: Guide the students to read only that part of the text where each man is telling his story to the Caliph. Divide students into pairs after they have completed the exercise.

Exercise 5

Read the text and complete the following statements in your notebook.

1. With your knowledge and wisdom, you will be able to resolve the case in a just manner.
2. He not only refused to get down, _____.
3. Have pity on me and _____.
4. Whatever money I had, I _____.
5. I beg you to save me _____.
6. Tell these men to _____.
7. You are a liar and _____.
8. Instead of thanking you _____.

Exercise 6

Work in pairs and complete the following sentences by referring to the text. Write the complete statements in your notebook. The first one has been done as an example.

- a) The Caliph used to walk through the streets of Baghdad at night because he wanted to gain first-hand knowledge of their difficulties and problems.
- b) The Qazi went to the Caliph because _____.
- c) The rich man said that he gave the beggar a lift because _____.
- d) The beggar refused to get off the horse because _____.
- e) The beggar said that he gave the rich man a lift because _____.
- f) The horse winced when the beggar touched it because _____.
- g) The horse snorted and neighed when the rich man touched it because _____.
- h) Everyone liked the rich man because _____.

Note for teachers: After the students have completed, ask three students to come up and read their answers for number 2. Ask the rest of the class which one is most correct then repeat the correct one and ask the class to correct their work, where needed. Repeat the same for all the remaining statements, calling three different students all the time.

Exercise 7

Work with your partner and discuss the following questions by referring to the text. After discussing, write the answers in your notebook.

1. What was Caliph Haroon-ur-Rashid known and respected for?
2. How did the two men brought before the Caliph look like?
3. What was the dispute between the rich man and the beggar?
4. How did the Caliph decide who was the owner of the horse?
5. On what condition did the Caliph decide to forgive the beggar?
6. After getting the horse how did the rich man behave?

Exercise 8

Work in groups of five. Discuss and prepare a list of five things that you think a head of state should do and five things that s/he should not do. Each group will then have to make a presentation before the class.

Note for teachers: Divide the class into groups of five students. Tell them that one person will be the group leader, one person will write all the points that their group thinks a head of state should do, another one will write what s/he should not do, one will present the 'should do' points and one the 'should not do' points. Tell them to decide who will do what.

Express Agreement and Disagreement

Here are some possible words that can be used to express agreement and disagreement:

Words for expressing agreement	Words for expressing disagreement
I think I agree that's right	I believe makes sense I don't think this doesn't make sense I can't agree that's not right I don't agree

Exercise 1

Three friends, Amina, Hina, and Mariam, were discussing the spread of diseases in their area and the problems that people were facing. A reporter was noting down the points but, except for the first point, all other points got mixed up. Work in groups of three, organise these points by assigning to the respective speakers, and write them in your notebooks.

Amina: It is a good idea to take medicines at home rather than go to the doctor.

Hina: Yes, I agree with you. The doctors charge you a lot of money.

Mariam: I don't think it is always a good idea to treat yourself.

Amina: Many illnesses can be managed at home without wasting time and money.

Hina: _____

Mariam: _____

The mixed up points are as follows.

- I believe that the medicines that my parents and grandparents give me are better than those given by doctors.
- Well, health is the most important thing in life so we should do all we can to protect it.
- Some people say that most illnesses go away after a while.
- This doesn't make sense to me, but I'll go with your idea.
- I don't agree. I think that the medicines that the doctors give us lead to other problems.
- Yes, that makes sense.
- I think we should see a doctor if we have any health problem for more than two or three days.
- This doesn't make sense to me. Many diseases, if not treated properly and on time, can lead to bigger problems and more expenses.

Note for teachers: Divide the students in groups of three. Guide the students how to do Exercise 1 and Exercise 2.

Exercise 2

After you have written the dialogues, each one of you should take on one role, i.e., one takes the role of Amina, one of Hina, and one of Mariam. Now, orally practise these dialogues following these sequence:

Sequence 1: student 1 Amina	student 2 Hina	student 3 Mariam
Sequence 2: student 1 Mariam	student 2 Amina	student 3 Hina
Sequence 3: student 1 Hina	student 2 Mariam	student 3 Amina

Exercise 3

Working in the same groups of three, prepare a brief dialogue (two to three dialogues per person), on one of the following topics, as directed by the teacher. You will have to role play your dialogue in front of the class.

Topics

1. All students should study up to the Masters' level.
2. All of us should grow our own vegetables.
3. All of us should stop eating meat.
4. All people working in offices should wear uniforms.
5. No animals should be allowed on the roads.

Note for teachers: Give a number to all the groups, from 1 – 6. Ask all the number 1 groups to prepare and present a dialogue on topic 1, all number 2 groups on topic 2, and so on. Tell them that like the dialogue above, they should express both agreement and disagreement with the topic, using the expressions given.

Revision: Capitalization and Punctuation

The rules of Capitalization and Punctuation have already been taught to you in earlier classes. Do the following exercises in your notebook.

Exercise 1

Rewrite the following sentences in your notebook by correcting the errors of capitalization. After you have completed, compare your answers with your partner and make corrections where needed.

- a) the mausoleum of shah abdul lateef bhitai is in sindh.
- b) sameer and ali went to quetta last july.
- c) the river indus flows from gilgit baltistan to the arabian sea.
- d) the liaquat national hospital is on the stadium road in karachi.
- e) "are zahra and samina coming today?" asked mrs afzal.
- f) the highest peak, mount Everest, is in the Himalayan ranges, in nepal.
- g) we are planning to go to islamabad in march to see the faisal mosque.
- h) he said, "my uncle's name is asif shaikh and he lives in london."

Exercise 2

Insert commas, full stops, question marks, and exclamation marks in appropriate places. Write the corrected sentences in your notebook. After you have completed, compare your answers with your partner and make corrections where needed.

1. The helping group needs clothes food water blankets and shoes for the flood victims
2. Hurrah Pakistan has won the world cup We must meet celebrate enjoy and have fun
3. Nevertheless some people are talking some are resting some are reading and some are having fun
4. "Have you finished your homework" his mother asked
5. Alas the old man is dead He suffered a lot
6. The teacher said "Where is your bag" "I don't know" said Sabah "I just kept it here"

7. Moreover I have seen his picture in magazines on television and in movies
8. Chuck chuck chuck The train began moving out of the station therefore the people started running
9. Wow This is a pleasant surprise Why didn't you tell me you were coming
10. "Your book has been lying on this table for ten days" said mr jawad "when will you read it"

Exercise 3

Insert apostrophes and quotation marks where needed. Write the corrected sentences in your notebook. After you have completed, compare your answers with your partner and make corrections where needed.

- a) This book isn't mine, said Abdul Karim. I dont know who put it here.
- b) Can we go to the seaside, father? the children asked. Its such a lovely day.
- c) The girls father said, Ill take you to school today. Its still early and well reach in time.
- d) Mother said, Wholl help me clean the house? I cant said Laila Ive got to write an essay.
- e) Ive seen this movie before. Whats its name? said Fakhir. I don't know, replied Asad.
- f) Sabiha, said Rana, arent we going to Hyderabad today? No, said Sabiha, im not feeling well.
- g) This is Najmas house, said Nabila. Ive been here before. However, the gates colour has been changed.
- h) Hurry up, lets go, children, said grandfather. Put on your shoes. Were already late. I don't want to miss the bus.

Note for teachers: After the students have completed and compared with their partner, get each exercise solved on the blackboard. Ask one student at a time to come up to the blackboard and write the correct answers. Ask the class if the answer is correct; make corrections where necessary and ask the students to check and correct their work in their notebooks. Do each exercise as it is completed for Exercises 1, 2, 3, and 4.

Exercise 4

Put in the punctuation marks, including capitalization, and write the following passage in your notebooks. When you have done that, discuss your work with your partner and make any corrections needed.

one day rashid said to his friends you know what i read in the newspaper that yellow house near our school is haunted

ghosts said sajid i dont believe in ghosts

sara however said i believe in ghosts and im sure that all of you believe in ghosts really if you dont believe in them i challenge you to spend the night in that house

what you must be joking said javed

no im not said sara im serious prove it to me that you dont believe in ghosts by staying there tonight or else ill tell everyone that youre cowards

all right said rashid ill do it wholl come with me i can depend on you asad cant i will you come javed can i rely on you coming with me

ghufran tahir asad and javed all agreed to go they decided to meet at eight o clock javed said ive got to complete my homework before i go please wait for me if im late i dont want to go alone

surprise surprise said rashid when they met outside the house at 8 o clock look whos here

theres no one else here said javed what do you mean

i mean shahid didnt you just see him go in

i didnt see anyone tahir ghufran javed and asad replied together

do you think we should go in said javed

Prefixes and Suffixes

ROOT WORD	The most basic part of a word		PREFIX	It is placed before the root word. Adding it to the beginning of a word changes it into another word and meaning.		SUFFIX	It is placed after the root word. Adding it to the ending of a word changes it into another word and meaning.
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Exercise 5

Work in pairs and form words given in the tables by adding common prefixes and suffixes, respectively. Examples have been done in both the tables.

Add Prefixes (dis, im, un, pre, mis, ab, non, in, ir, mis, il)

pay	honest <i>dishonest</i>	polite	usual	legal <i>illegal</i>	relevant
order	certain	understand	selfish	appear	official
obey	normal	successful	literate	pleasant	sense
formal	logical	conscious	mortal	bearable	agree
use	regular	possible	easy	fortunately	happy

Add Suffixes (ish, al, ful, en, ness, ment, able, hood, ive, ion)

Note: In most words ending in 'e', the ending 'e' is dropped before adding the suffix, as shown in the word 'survive' in the table below:

child <i>childish</i>	help	reflect	strength	kind	employ
power	accident	salt	response	survive <i>survival</i>	reject
pollute	achieve	product	excite	shame	inform
suggest	enjoy	equip	agree	comfort	improve
mother	attract	amuse	relate	sad	cheer

Note for teachers: Explain what is meant by prefixes and suffixes. Discuss some examples before asking the students to do the exercise. Walk around to see if the students have understood what they need to do.

Exercise 6

Add prefixes or suffixes to the words given in the brackets and fill in the blanks. Write the complete sentences in your notebook. Next, compare your answers with your partner.

1. My father was feeling _____ due to severe pain. (easy)
2. His seat on the train was very _____. (comfort)
3. Mr. Moeen is very _____ and is often absent from his office. (regular)
4. His _____ behaviour bothered everyone. (child)
5. There is a lot of _____ in our country. (pollute)
6. We must show _____ to everyone, especially the old and the weak. (kind)
7. All survived in the horrible accident, but _____ the driver was killed. (fortunately)
8. _____ of the sunlight in the mirror disturbed me when I was driving. (reflect)
9. _____ from the national hockey team was _____ for me. (reject, bearable)
10. The _____ given by the team member was _____. (inform, official)

Exercise 7

Work in pairs and add a prefix and a suffix to the same root word. Then write a sentence using each word. The first one has been done as an example.

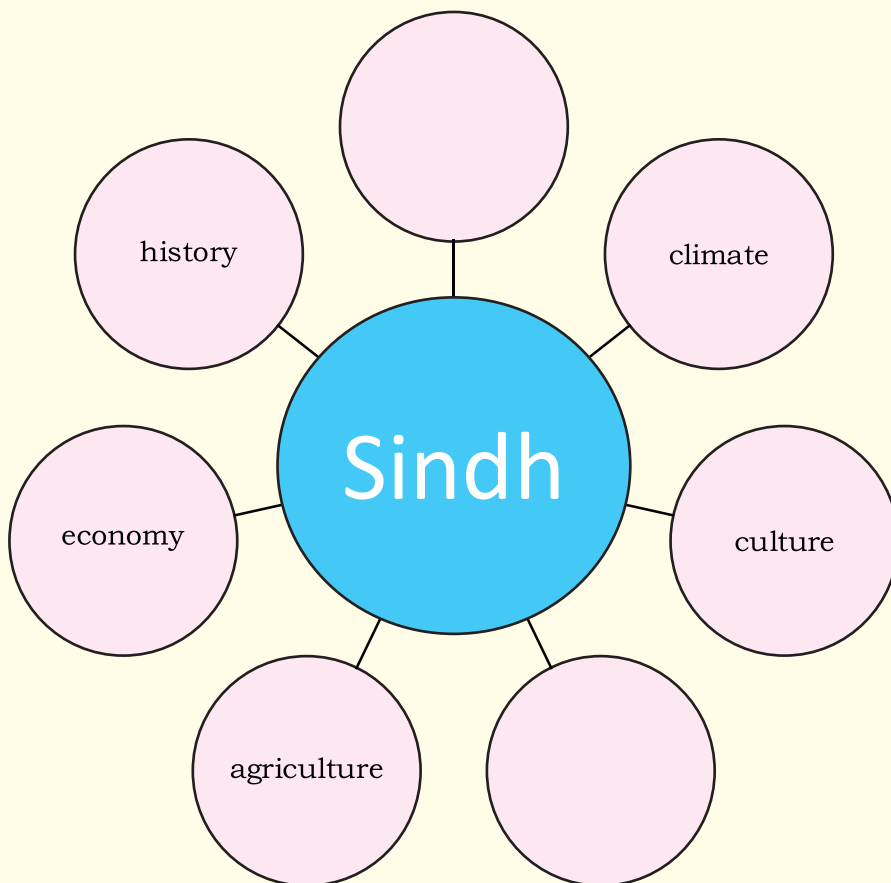
S.No.	Form	Words	Sentences
1.	root + prefix	prepay	I had to prepay to get my mobile credit.
	root word	pay	They receive their pay on the last day of the month.
	root + suffix	payment	My father has made the payment for his motorbike.
2.	prefix + root		
	root word	happy	
	root + suffix		
3.	prefix + root		
	root word	agree	
	root + suffix		
4.	prefix + root		
	root word	order	
	root + suffix		
5.	prefix + root		
	root word	use	
	root + suffix		
6.	prefix + root		
	root word	respect	
	root + suffix		

Pre-writing Strategy (Clustering) & Writing a Unified Paragraph

Clustering is also called mind mapping or idea mapping. It is a strategy that allows you to list all possible ideas related to the topic. First, write the subject/ topic in the centre of a page and circle it. Then, as you think of other ideas, write them around the central idea/ subject/ topic.

Exercise 1

Look at the following cluster and add two more things related to Sindh.



Paragraph Writing

Paragraph: Topic sentence + controlling idea(s) and details + concluding sentence

Topic Sentence: First sentence – should include main topic (Sindh) + focussed idea (economy)

Example: The **economy** of **Sindh** depends on many factors.

Controlling Idea(s): All sentences should relate to the topic sentence.

Example: One of the factors is agriculture. The main agricultural products of Sindh are cotton and rice. These crops are a good source for earning foreign exchange. The second thing is tourism. Sindh attracts foreigners because of its ancient sites and the tombs of various holy saints. Third, Karachi has the biggest seaport and airport.

Concluding Sentence: Sums up the whole paragraph.

Example: All these factors play an important part in the economy of Sindh.

Exercise 2

Select any one aspect from the cluster given earlier and write a paragraph based on the guidelines given above.

Exercise 3

Work in groups of three. Use the clustering strategy and discuss the key areas related to the following topics. Write the areas you discuss for each topic in your notebooks.

- Pollution
- Natural Disasters
- Sports

Exercise 4

First, each member of the group should select one of the above topics. Next, work individually, select one of the areas from the key areas that you discussed with the group and write a paragraph on it.

Note for teachers: Before asking the students to do Exercise 3, write the word 'Education' on the blackboard. Circle it and ask the students to share their thoughts on this topic. Develop a cluster on the board.

After the students have done Exercise 4, ask some students to come up and read their paragraphs in front of the class. Make sure that all three topics are covered.

Note: For acquiring additional language skills. Not to be formally assessed.

Collecting points for written and oral work

There are many ways for collecting points to write an essay, a report, a long answer, or even for collecting points for a speech, debate, or presentation. The following is one way of doing it.

Exercise 1

Look at the following table. For every problem certain Wh-questions have been briefly answered. However, many other answers are possible.

Work in groups of three and write one more possible answer in the space provided.

No.	Problem	Why	Where	When	How
1.	Water shortage	pipeline broken	Gulberg	since last week	Emergency call line
2.	Garbage piles	people throw it	street	every day	collection system
3.	Noise pollution	fire works	marriage halls	most weekends	banning
4.	Unclean air	smoke	Karachi	almost whole year	Strict action
5.	Accidents	rash driving	on highways	highway police missing	Proper patrolling
6.	Health problems	Lack of exercise	mainly cities	at all ages	Schools and parents

Exercise 2

In the table below, write five problems that students have and three Wh-questions about the problems that you want to write about.

No.	Problem			
1.				
2.				
3.				
4.				
5.				

Note for teachers: Both for Exercise 1 and 2, divide students into groups of three. Ask them to discuss and fill the table. Walk around to ensure that the students have understood the task and are doing it. When all the students have done it, elicit as many responses as possible and keep saying whether correct or not.

Note: For having fun with language. Not to be formally assessed.

Completing a story

Work in groups of five and complete the ghost story in Unit 1.3, Exercise 4. You may use the following questions to guide your discussion. After the discussion, all groups will come up, one by one, and tell their story to the class

1. Did the boys decide to go in?
2. Did everyone agree to go in?
3. How many of them finally went in?
4. What happened when they went in?
5. How long did they stay in?
6. Did anyone leave soon after they went in?
7. Who was scared the most?
8. Who was scared the least?
9. What happened when they finally got out?
10. What did they tell everyone about their experience?

Note for teachers: Divide the students in groups of five and ask them to discuss the story. Tell them that they will have to tell their story in English. They may write down the key points and ask you for English words that they need to tell the story. Walk around and encourage them to speak in English as much as possible but allow them to use their mother tongue for discussion.

What will I learn?**2.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, visuals, etc., by using prior knowledge, asking questions, and using contextual clues.
- Skim text to
 - have a general idea of the text.
 - infer themes/ main idea
- Read silently to find the main idea and supporting details and to interact with the text:
 - make simple inferences using the context of the text and prior knowledge.
 - scan for facts and opinions
 - deduce meaning of difficult words from context
- Use critical thinking skills to respond orally and in writing to the text read to
 - Relate what is read to own feelings and experiences
 - Explore causes and consequences of a problem or an issue and propose solutions

2.2 Oral Communication

- Seek and Offer Advice

2.3 Language Practice

- Revise the rules of and illustrate the use of tenses learnt earlier (present)
- Make simple and compound sentences

2.4 Writing

- Write a formal email to an organization/institution asking/requesting for information/clarity about something.

2.5 Study Skills

- Filling Forms

2.6 Fun

- Word Game

Pre-reading

1. What are the two home chores you like to do, and why?
2. What are the two home chores that you don't want to do? Why?
3. The title of the text you are about to read is 'Dignity of Work'. Guess the content of the text.

Reading text

Dignity of Work

Akhtar came home late from school one day. He was feeling cross and looked untidy. When his mother asked him the reason, he did not answer. Everybody was surprised to find him so cross. As the family sat down to lunch, the children's favourite uncle, Mr. Inayat, came to visit them. The children were very happy to see him because he had been to many countries and always told them interesting stories.

Akhtar's sister, Rukhsana, told Uncle Inayat that Akhtar had come home unhappy. Uncle Inayat looked at him and asked him what had happened.

Akhtar Uncle, we are having a social service week at school, so we all have to do the work of servants and gardeners. Today, the teacher made me dust the cupboards and desks.

Uncle Is it work that makes you cross?

Akhtar Should I not be cross if I am made to work like a servant?"

Uncle Did your teacher do anything himself?

Akhtar Yes, he did. After taking out the desks and chairs, the teacher swept the room and emptied the dustbin. Even the headmaster cleaned the bathroom, which made us all feel ashamed.

Uncle Is it a matter of shame to clean what we make dirty?

Akhtar But think of a gentleman cleaning the bathroom. Shouldn't the sweeper do it?

Note for teachers: Ask all the pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

- Uncle** Is the sweeper not a human being?
Akhtar (softly) Yes, he is.
Uncle Aren't our servants human beings like us?
Akhtar I should say they are.
Uncle Then, we should treat them as we treat ourselves and should always be ready to do some of the chores that we ask them to do for us.
Akhtar But it looks so odd.
Uncle Yes, perhaps it does. However, this is because we have forgotten the noble example of our last Holy Prophet (صَلَّى اللهُ عَلَيْهِ وَآلِهِ وَآصْحَابِهِ وَسَلَّمَ). He would never ask anyone to do anything that he, himself, would not do. He loved doing work for himself and for others. He repaired his own shoes, mended and washed his clothes, and swept his room. When the mosque was being built in Medina, he carried mud and building material, just like all others. During the battle of Khandaq, he joined his companions in digging the trench outside Medina.
- Rukhsana** Were his companions also like him, uncle?
- Uncle** Yes, Rukhsana. Hazrat Abu Bakar (رَضِيَ اللهُ تَعَالَى عَنْهُ) not only did his own work, but he also fetched water for widows and neighbours who were very old and had no one to do the work for them. Once, Hazrat Omar (رَضِيَ اللهُ تَعَالَى عَنْهُ) carried a large sack of flour for a needy family on his shoulders. Hazrat Ali (رَضِيَ اللهُ تَعَالَى عَنْهُ) laboured in the garden of a Jew and gave away his wages in charity.
- Rukhsana** I'm sure there must be many such other examples in our history.
- Uncle** You are right, Rukhsana. Hazrat Fatima (رَضِيَ اللهُ تَعَالَى عَنْهُ) fetched water, ground corn, and swept the house. Caliph Omar bin Abdul Aziz refused to hire a servant to help his wife. At the table, Caliph Mamun-ur-Rashid served himself and his guests. Sultan Nasir-ud-din earned his living by making caps, and Emperor Aurangzeb by transcribing the Holy Quran.

- Akhtar** But Uncle, all these are stories of the past.
- Rukhsana** I guess, it's not a matter of past or present. Recently, I read in a newspaper the story of a business tycoon who does not have servants for doing his work. He does all the work himself.
- Uncle** Precisely. It is normal practice in all developed countries, even today. They understand and appreciate the dignity of work, while we have forgotten it. In China, everyone has to spend some time each year working in the fields or in a factory. Even the Prime Minister and his wife do this work. They believe that everyone ought to work, hence, no wonder, they are making such quick progress.
- Akhtar** Well, China is a different type of country.
- Uncle** Agreed. But what about the USA? There, I once stayed with a high government official, as a guest. His son, who was just as old as you are, went out early in the morning to deliver newspapers. I asked him why he did so. He said it was simply because he wished to be independent. One day, when he was ill, his father went out to deliver the papers so that his son would not lose his customers. Once, the President's son took the job of white washing rooms in a hotel.
- Rukhsana** Well, this is, indeed, very inspiring.
- Uncle** In fact, in many countries today, people doing all kinds of jobs are respected and treated equally, and no person is considered superior or inferior just because of their job. Many heads of states, successful business leaders, and celebrities follow this philosophy.
- Akhtar** Thank you, uncle. You always teach us something useful. Indeed, these examples are extremely motivating. They have really made me think. I was wrong to be upset about cleaning my own classroom. Now, I have learnt that no work is menial or low as long as it is honest, and all workers should be respected without discrimination. I will now never feel ashamed of doing anything, even if it means doing cleaning work or sweeping the floor. Respect for all honest work will be the motto of my life.

Exercise 1

What do you think is the central idea of the text? From the options given below, tick the correct answer.

- a. one should be ashamed of doing work
- b. one should be worried when asked to do work
- c. one should have respect for all people who work

Exercise 2

Match column A words with their corresponding meaning in column B and write the answers in column C. The first one has been done as an example.

S.No.	Column A	Column B	Column C
1.	cross	a) a leading businessperson	c
2.	fetch	b) of low value	
3.	transcribe	c) angry	
4.	tycoon	d) bring something for someone	
5.	precisely	e) provide reason for doing better	
6.	inspiring	f) put in written form	
7.	celebrities	g) not treating everyone equally	
8.	motivating	h) affecting deeply/ uplifting	
9.	menial	i) exactly	
10.	discrimination	j) famous persons	

Exercise 3

Read the text and find who did the following jobs. After completing, compare your answers with your partner.

S.No.	Task	Personality
1.	Fetches water for old people	
2.	Carries flour for someone	
3.	Sweeps the house	
4.	Makes caps for a living	
5.	Serves food to his guests	
6.	Repairs his shoes	
7.	Transcribes the Holy Quran	
8.	Works in the garden of a Jew	
9.	Carries mud and building materials	
10.	Mends and washes his clothes	

Exercise 4

Read the text and circle the right option to fill the blanks in the following sentences. After doing the exercise, compare your answers with your partner.

- Akhtar was ____ because he was asked to clean cupboards and desks.
a. happy b. upset c. angry d. none of these
- The headmaster did menial work, which made Akhtar feel _____.
a. excited b. sad c. ashamed d. worried
- At the time of the battle of _____, our Last Prophet Hazrat Muhammad (رَسُولُ اللَّهِ خَاتَمُ النَّبِيِّينَ صَلَّى اللَّهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) took part in digging a trench.
a. Uhad b. Badar c. Khandaq d. Tabooq
- Sultan Nasir Udin earned his living by making _____.
a. caps b. pots c. armours d. jewellery
- A business tycoon did not have any _____ for work.
a. plumber b. carpenter c. servant d. chef
- Developed countries _____ the dignity of work.
a. plan b. request c. understand d. explain

7. In China, it is mandatory for everyone to work in the field or in a ____.
a. school b. factory c. restaurant d. government office
8. The son of a high US government official used to deliver newspapers to be _____.
a. useful b. independent c. dependent d. punctual
9. Successful people believe that people who do all kinds of jobs should be treated _____.
a. neutrally b. unequally c. equally d. none of these
10. Akhtar realized that all workers should be respected without _____.
a. discrimination b. manipulation
c. supervision d. administration

Exercise 5

Read the text and mark the statements as true or false. After completing, compare your answers with your partner and make corrections where needed.

S.No.	Statements	True	False
1.	Akhtar returned home from school a little late.		
2.	The headmaster of the school cleaned the bathroom.		
3.	The teacher did not do any work.		
4.	There was a social gathering of servants and gardeners in the school.		
5.	People in developed countries normally do their own work.		
6.	The president's son used to paint the walls in a hostel.		
7.	The Chinese believe that everyone should do all kinds of work.		
8.	Uncle Inayat read the story of a famous businessman in a newspaper.		
9.	Respect for all honest work is the slogan of Rukhsana.		
10.	In the present time, it is accepted that people doing all kinds of jobs are equal.		

Exercise 6

Work in pairs and find answers for the following questions. After you have discussed, write the answers in your notebook.

1. Why was uncle Inayat liked by the children?
2. Why was Akhtar cross?
3. Which chores did our last Prophet (صَلَّى اللهُ عَلَيْهِ وَعَلَى آلِهِ وَأَصْحَابِهِ وَسَلَّمَ) use to do?
4. What is the reason for the quick progress of the Chinese?
5. Why did the US government official deliver newspapers when his son was ill?
6. What did Akhtar think after hearing what his uncle said?
7. What lesson did you learn from the text?

Exercise 7

Work in groups of four or five and discuss the topic assigned to your group by the teacher. The topics are as follows:

- I. How can we appreciate the work done by the support staff at school?
- II. What can you do to develop awareness about dignity of work?
- III. How should children be engaged in chores at home?
- IV. How should students be engaged in chores at school?

One or two students should write down the points that the group discusses. One student should prepare a chart. Two students should present the group's ideas to the class.

Note for teachers: Divide the students into groups of 4 or 5, depending on the size of your class. Ask one member from each group to call out numbers from 1 – 4. Ask group(s) number 1 to work on the first topic, group(s) 2 on the second topic and so on. Walk around to check if the students have understood the activity and are doing it. Tell them they have 15 minutes to complete the task and 5 minutes to present it.

Seek and Offer Advice

Example:

Asma: *Samina, what should I do to improve my results?*

Samina: *You should schedule your time wisely, Asma. If I were you, I would invest more time in my studies instead of devoting so much time to other activities.*

Exercise 1

Work in pairs to seek and offer advice for the situations given below by taking turns. Follow the steps given below:

1. Student A narrates situation 1 and student B gives advice.
2. Student B narrates situation 1 and student A gives advice.
3. Student A narrates situation 2 and student B gives advice.
4. Student B narrates situation 2 and student A gives advice.
5. Student A narrates situation 3 and student B gives advice.
6. Student B narrates situation 3 and student A gives advice.

Situation 1	Situation 2	Situation 3
I'm having a real problem with my sibling. I like to keep my room clean and tidy, but my brother/sister is very messy. S/he throws his/her clothes and stuff all over the place and every time I have to clean up the mess created by him/ her. What should I do?	I study at the Government High School, Dadu. We have our final exams in two weeks. I'm very worried about my best friend. S/he doesn't concentrate on his/ her studies and wastes his/ her time. How can I make him/her understand the importance of studying?	I am a student of class X. I want to be an artist. Hala is famous for its rich artistic work, and I want to add to this rich heritage. My problem is that my parents want me to go to a medical college and be a doctor. I do not want to hurt my parents' feelings. How can I convince them?

Note for teachers: Divide students in pairs. Tell them to use the name of their partners and do Exercise 1, following the pattern given in the examples or using their own words. Walk around to ensure that all the students are engaged in the Exercise.

Exercise 2

Step 1: Work in groups of four and write down three problems that many young people face. Next, discuss what advice can be given for each problem.

Step 2: Prepare a role play. One student plays the role of a councillor, while the remaining three play the role of ordinary citizens. Each student will present a problem while the other two will give advice. Here is how the role play activity will be carried out.

Councillor: Yusuf, what is your problem?

Yusuf: My problem is (states one problem discussed by the group)

Councillor: Dawood, what should Yusuf do?

Dawood: I suggest (gives advice as discussed by the group)

Councillor: Samad, what do you think?

Samad: I think (gives advice as discussed by the group)

Councillor: Dawood, what is your problem?

Repeat the whole process above with Dawood and Samad.

Step 3: Each group will come up and present their role play in front of the class.

Note for teachers: Divide the class into groups of four. Explain how the groups should work and prepare a role play as directed in the steps above. Tell them that they can use other words (instead of 'suggest', 'think') while giving advice. Set the time for each of the step, e.g., Step 1 – 10 minutes, Step 4 – 7 minutes, Step 3 – 3 – 4 minutes.

3 Types of some common irregular verbs

Verbs in which all three parts are the same			Verbs in which two parts are the same		
<i>Present</i>	<i>Past</i>	<i>Past Participle</i>	<i>Present</i>	<i>Past</i>	<i>Past Participle</i>
cost	cost	cost	beat	beat	beaten
cut	cut	cut	become	became	become
hit	hit	hit	bring	brought	brought
hurt	hurt	hurt	build	built	built
put	put	put	burn	burned/burnt	burned/burnt
read	read	read	buy	bought	bought
shut	shut	shut	catch	caught	caught
spread	spread	spread	come	came	come
Verbs in which all three parts are different			dig	dug	dug
be (is, am)	was	been	feed	fed	fed
begin	began	begun	feel	felt	felt
break	broke	broken	fight	fought	fought
choose	chose	chosen	find	found	found
do	did	done	get	got	got
draw	drew	drawn	have	had	had
drink	drank	drunk	hear	heard	heard
drive	drove	driven	hold	held	held
eat	ate	eaten	keep	kept	kept
fall	fell	fallen	learn	learned/learnt	learned/learnt
fly	flew	flown	leave	left	left
forget	forgot	forgotten	lose	lost	lost
give	gave	given	make	made	made
grow	grew	grown	meet	met	met
know	knew	known	run	ran	run
ride	rode	ridden	say	said	said
ring	rang	rung	sell	sold	sold
rise	rose	risen	send	sent	sent
see	saw	seen	sit	sat	sat
shake	shook	shaken	sleep	slept	slept
show	showed	shown	spell	spelled/spelt	spelled/spelt
sing	sang	sung	spend	spent	spent
speak	spoke	spoken	stand	stood	stood
steal	stole	stolen	sweep	swept	swept
swim	swam	swum	teach	taught	taught
take	took	taken	tell	told	told
throw	threw	thrown	think	thought	thought
wear	wore	worn	understand	understood	understood
write	wrote	written	win	won	won

a. Kinds of Verbs

There are two kinds of verbs: *regular* and *irregular*.

Most words in the English language are regular, i.e., their past and past participle forms both take ‘**ed**’.

Example: wash – washed – washed play – played – played
call – called – called

However, there are three types of irregular verbs, as given on the previous page.

Table **3 Types of some common irregular verbs**, given on the previous page, is a reference guide that can help you in tense usage.

Revision of Present Simple, Continuous, Perfect, and Perfect Continuous

Present Simple Tense	• routine or habit • general truth • near future • describing something/ someone	○ I <i>take</i> a bath at seven in the morning. ○ The sun <i>rises</i> in the east. ○ The tournament <i>starts</i> next week. ○ Their cat <i>has</i> blue eyes.
Present Continuous Tense	• action in progress • temporary action • near future • use of am/ is/ are + ing	○ I <i>am writing</i> a letter. ○ They <i>are having</i> a good time. ○ He <i>is leaving</i> for Chitral next week.
Present Perfect Tense	• actions recently completed • a past situation related to the present • use of has/ have	○ She <i>has finished</i> her work. ○ I <i>have written</i> three letters since morning.
Present Perfect Continuous	• an action continuing over a period of time up to the present • use of has/ have + been + ing	○ I <i>have been ringing</i> the doorbell for a while but there is no answer. ○ The water <i>has been boiling</i> for twenty minutes.

Revision: Present Simple & Present Continuous**Exercise 1**

Use the correct form of the Present Simple to fill the following blanks. Use the words given below. You can use one word only once. Remember that a verb used with the third person always takes 's' or 'es' in Present Simple.

build	remember	play	dress
forget	listen	study	get

1. Birds usually _____ their nests in the summer.
2. I always _____ carefully to parents' advice.
3. He _____ up late and _____ quickly for school.
4. We _____ in the afternoon and _____ in the evening.
5. My friend _____ name but _____ numbers.

Exercise 2

Use the correct form of the Present Continuous to fill the following blanks. Use the words given below. You can use one word only once. Remember that in the Continuous form 'ing' is added to the verb and am/ is/ are are added before the verb.

write	sing	rain	make	explain
	swim	enjoy	learn	

1. Look! It _____ so hard.
2. We _____ English these days.
3. The birds _____ and the farmers _____ their songs.
4. The teacher _____ and the students _____.
5. Some children _____ in the pond and some _____ clay toys.

Note for teachers: Ask the students to do exercise 1 and 2 individually. After they have done these exercises, divide them into pairs and ask them to discuss their answers with each other and make corrections where necessary. Once they have done this, check the answers with the whole class and ask them to check their work and make the necessary corrections.

Exercise 3

Use the correct form of the Present Simple and Present Continuous to fill the following blanks. Use the words given below. You can use one word only once.

come	sleep	behave	speak	clean
drink	understand	wash	travel	watch

- We _____ to Gilgit tomorrow.
- My sister _____ nicely with everyone.
- His brother _____ tea three times a day.
- Our uncle _____ to our house this weekend.
- She _____ and _____ Persian very well.
- I _____ my room every day and I also _____ my clothes sometimes.
- My mother usually _____ television at this time but today she _____.

Exercise 4

Work in pairs and fill the blanks in the following paragraph, by using the correct Present Simple and Present Continuous form of the words given below. You can use one word only once. After you have completed, discuss with another pair, and compare your answers.

dress	see	move	set	plan	go	take
enjoy	begin	agree	gather	wait	come	
give	shout	know	hire	inform	ask	
jump	sit	look	get	reach	tell	

The school holidays _____ tomorrow. The children _____ together and _____ what to do. They _____ to go to the village fair on Saturday. On Saturday morning, they all _____ up early, _____ quickly and _____ outside. They _____ their mother that they _____ to the village fair with their father. As soon as father _____ outside, they all _____ with joy. The father _____ that his children _____ forward to the trip. He _____ a carriage and _____ them to the fair. As soon as they _____ there the children _____ from the carriage. They _____ from one stall to another. Their father _____ them some money and _____ them to enjoy themselves. After some time, although the father _____ that the children _____ a lot, he _____ everyone to gather together as the sun _____ and their mother _____ for them to get home.

Revision: Present Perfect & Present Perfect Continuous**Exercise 5**

Use the correct form of the Present Perfect to fill the following blanks. Use the words given below. You can use one word only once. Remember to use 'has' with the third person singular.

eat	throw	help	go	read	make
	apply	complain	climb	complete	

- I _____ this book twice already.
- We _____ all the mangoes.
- My brother _____ for a job.
- They will win this match as already they _____ ninety runs.
- Seema _____ her work as Beena _____ her throughout.
- We _____ so many times but they _____ the garbage here again.
- Tariq's little sister _____ up the tree, now he _____ up to get her.

Exercise 6

Use the correct form of the Present Perfect Continuous to fill the following blanks. Use the words given below. You can use one word only once.

jump	watch	rain	cook	drive	work
	plant	talk	chase	sit	

- We _____ since twelve noon.
- It _____ for three hours continuously.
- They _____ for an hour.
- I _____ all morning.
- She _____ food for us without a break while we _____ this match.
- My grandmother _____ outside and my father _____ vegetables.
- The dog _____ the cat and the cat _____ all around.

Exercise 7

Work in pairs and fill the blanks in the following paragraph, by using the correct Present Perfect and Present Perfect Continuous form of the words given below. You can use one word only once. After you have completed, discuss with another pair, and compare your answers.

start	cook	wait	do	work	help
announce	made	study	pray	manage	
	complete	struggle	go		

Our principal _____ the date for the exams finally; we _____ for this announcement since last week. My friend and I _____ since last week as we want to get good marks. We _____ for about six hours every day. We _____ revising English and _____ with Urdu today. We _____ to Faial's house to learn Mathematics from his brother. He _____ us and we _____ to complete more than half of the course. However, since the last semester, we _____ history and try _____ to read more and I think we _____ some progress. My mother _____ for us every day, I _____ my best, and my friend's mother _____ delicious food for us to keep up our spirits. Now, we have to perform well.

Exercise 8

Simple and Compound Sentences

A simple sentence usually has a single verb. It has a sentence: a subject, a verb, and a completed thought.

Example: Jamil *plays* tennis every Saturday.

Jamil = subject, plays = verb

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a linking word.

Example: Jamil *plays* tennis every Saturday **but** this Saturday he is *playing* golf.

Linking words are easy to remember if you think of the word **FAN BOYS**:

F	A	N	B	O	Y	S
o	n	o	u	r	e	o
r	d	r	t		t	

However, there are other linking words also, e.g., because, as, etc.

Exercise 10

Look at the following sentences. Write 'S' if it is a simple sentence and 'C' if it is a compound sentence, in the answer column. An example has been done for you.

S.No.	Sentence	Answer
1.	You have been sleeping since morning.	
2.	I don't know the answer.	
3.	I want to lose weight, yet I eat chocolates daily.	C
4.	Atif is famous, but he is very humble.	
5.	You may eat a mango or have mango pickle.	
6.	He is totally dependent on his parents.	
7.	He was feeling sick, so he went to the doctor.	
8.	No one is traveling these days.	
9.	I go to the library, for I love reading.	
10.	He is rich and he has a good heart.	

Exercise 11

After identifying the simple and compound sentences in the above exercise, convert the compound sentences into two simple sentences by removing the linking words. Sentence 3 in the above exercise has been done as an example. Compare your answers with your partner.

Example I want to lose weight.
I eat chocolates daily.

Exercise 12

Work in pairs and make five simple sentences and five compound sentences, using the linking words given earlier in FANBOYS.

S.No.	Simple Sentences	Compound Sentences
1.		
2.		
3.		
4.		
5.		

Formal Emails

You write a formal email to someone you don't know well or to someone who is in authority, e.g., email to your class teacher, principal, manager of an organization, a public official, etc.

Components of a Formal Email

Subject line: Brief but very clear.

Salutation: Address the recipient by her/his last name, or title and last name, if you know the title. For example, while addressing Mr. Salimullah Sheikh, write Dear Mr. Sheikh/ Dear Professor Sheikh. However, if you do not know the recipient's name, write Dear Sir/ Madam.

Body text: This section explains the main message of the email. Come straight to the point. Be brief and concise. Use formal language, proper grammar, and complete sentences in a formal email. Also, avoid contractions.

Signature: Your email closing should be formal. Use your first and last name, e.g., Zaheer Ebrahim. If you're writing on behalf of an organization, add your position and the name of your organization, e.g., Programme Manager Uphill Steel Industry

Exercise 1

You have already learned to write an informal email in grade IX. Analyse the emails given below. Note the differences between informal and formal emails in terms of subject line, salutation, body and signature. Discuss your analysis with your partner.

Informal Email (Sample A)

To: 123@gmail.com

From: 456@yahoo.com

Subject: Congratulations!

Dear ZYX,

My happiness knew no bounds when I came to know that you have topped in your school and achieved your dream. I felt so happy that I wish I were there to congratulate you personally.

The result has proved your hard work, determination, and perseverance. You have worked so hard and with such passion and you have been rewarded for it. I know you were very nervous too, but I was always very confident that you would come out with flying colours. I apologize that I couldn't even attend the celebration party, despite my wish to do so. However, I hope to see you soon. Continue your hard work and follow your dreams of high achievements. Your future is very bright.

My parents and elder sister send lots of love and sincere congratulations.

With lots of love and best wishes.

Yours lovingly,

XYZ

Formal Email (Sample B)**To:**medical254@gmail.com**From:**xzy@gmail.com**Subject:** Inquiring about Medical Camp

Dear Sir/Madam,

I want to volunteer for the medical camp advertised on your website. I am a class X pre-medical group student and I need some further details.

Firstly, your website mentions a minimum duration of four weeks; however, the maximum duration of the programme is not mentioned. I would like to know the exact duration of the programme and the starting date. Also, I want to know by when you will confirm whether I have been accepted or not for the camp.

Secondly, the website states that only science students of grade X can be accepted as volunteers. In my friend's case, he has just finished his intermediate in science, in the pre-medical group, would he be eligible to apply?

Finally, I want some information about accommodation. Will it be shared accommodation? And will there be electricity and running water?

I look forward to hearing from you soon.

Yours faithfully,

XZY

Exercise 2

Write a formal email to the Principal of an Intermediate Government College requesting for information about the college's admission details, uniform, and attendance policy.

Exercise 3

Work in groups of four to plan and organize a cleanliness drive in your school as part of social service week. Write an email to your principal requesting for permission to conduct this event.

Note for teachers: After the students have completed Exercise 1, discuss the differences between a formal email and an informal email, based on the given examples. Then, explain the given components of a formal email. After that ask them to do Exercises 2 and 3. After the students have written their emails, ask some of them to read their emails in front of the class.

Filling Forms

Enrolment Form

--

[illegible]

Fe

Female ☐

--

--

Enrolment Data

--

--

Signature: _____

h. Prepare a draft by writing down all the points that you need to fill in, e.g., your name, address, names of colleges, etc.

Exercise 2

Work individually and fill in the following form. After you have filled it, compare your form with your partner and make changes where necessary. Remember to follow the guidelines provided in Exercise 1.

ADMISSION FORM**First Name :****Last Name :****D/o or S/o:****Date Of Birth:****Age:****Religion:**

Male Female

Address :**Course:**

Note for teachers: Discuss the first form briefly and explain the guidelines a-h to the students before asking them to do Exercise 1. Walk around while the students are doing both the exercises. Encourage them to ask you if they are unable to understand what to write. Tell them that they can fill in fictitious information, but it has to be relevant.

Note: For having fun with language. Not to be formally assessed.

WORD GAME

Exercise: Work in pairs. Make a list of as many words as you can from the words given in column A. Look at the given example. The pair that makes the most words at the end of the given time will be the winner.

Example: edge, able, etc. for the first box.

S.No.	Words	Words formed
01	Knowledgeable	
02	Educationally	
03	Irresponsible	
04	Vaporisations	
05	Destabilising	

Note for teachers: Divide the students in pairs. Guide them how the game is to be played. Set the time – 10 or 15 minutes. Make sure that the students have understood what they are required to do. Tell them to use extra paper, if needed. When the time is up, ask them to count the number of words in each box and write outside the box. Finally, they should total all the words.

Ask each pair for the total words and announce the winner. Time permitting, you can ask various pairs to read out the words that they have written, box by box.

What will I learn?**3.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, visuals, etc., by using prior knowledge, asking questions, and using contextual clues.
- Read silently to find the main idea and supporting details and to interact with the text:
 - make simple inferences using the context of the text and prior knowledge.
 - scan for facts
 - deduce meaning of difficult words from context
- Use critical thinking skills to respond orally and in writing to the text read to
- Relate what is read to own feelings and experiences
- Read a poem and give orally and in writing
 - Theme and its development
 - Personal response with justification
 - Paraphrase/summary

3.2 Oral Communication

- Ask for and express needs and requirements by giving reasons.

3.3 Language Practice

- Revise the rules of and illustrate the use of tenses learnt earlier (past)
- Revise the rules for the use of a, an, and the (also advance usage of the) whenever applicable in speech and in writing.

3.4 Writing

- Write a summary of a poem (giving the title of the poem, the poet's name, the key message of the poem, and a summary of all the stanzas). Add own thoughts/opinions/feelings

3.5 Study Skills

- Free Writing

3.6 Fun

- Cool Collocations

Pre-reading

1. Have you seen a spider? Are you afraid of it?
2. Can a spider hurt us?
3. Can a spider teach us anything?

**Reading text**

King Bruce and the Spider

Eliza Cook (1818-1889)

King Bruce of Scotland flung himself down
In a lonely mood to think;
'Tis true he was monarch and wore a crown,
But his heart was beginning to sink.

1

Note for Teachers: Elicit responses to all the pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students into 14 pairs or groups, depending on the size of your class, and randomly call upon each group to recite each verse.

For he had been trying to do a great deed,
To make his people glad;
He had tried and tried, but couldn't succeed,
And so became quite sad.

2

He flung himself down in a low despair,
As grieved as man could be,
And after a while he pondered there,
"I'll give it all up," said he.

3

Now just at the moment a spider dropped,
With its silken filmy clue,
And the King in the midst of his thinking stopped,
To see what the spider would do.

4

'Twas a long way up to the ceiling dome,
And it hung by a rope so fine,
That how it would get to its cobweb home
King Bruce could not divine.

5

It soon began to cling and crawl
Straight up with strong endeavour;
But down it came with a slipping sprawl,
As near to the ground as ever.

6

Up, up it ran, not a second did stay,
To utter the least complaint,
Till it fell still lower; and there it lay
A little dizzy and faint.

7

Its head grew steady, again it went,
And travelled a half-yard higher;
'Twas a delicate thread it had to tread,
And a road where its feet would tire.

8

Again it fell, and swung below;
But up it quickly mounted,
Till up and down, now fast, now slow,
Nine brave attempts were counted. 9

"Sure," said the King, "that foolish thing
Will strive no more to climb,
When it toils so hard to reach and cling,
And tumbles every time." 10

But up the insect went once more;
Ah me! 'tis an anxious minute;
He's only a foot from his cobweb door;
Oh, say, will he lose or win it? 11

Steadily, steadily, inch by inch,
Higher and higher he got,
And a bold little run at the very last pinch
Put him into his native cot. 12

"Bravo! bravo!" the King cried out;
"All honour to those who try;
The spider up there defied despair;
He conquered, and why should not I?" 13

And Bruce of Scotland braced his mind,
And gossips tell the tale,
That he tried once more as he tried before,
And that time did not fail. 14

Exercise 1

Read the poem silently and answer the following questions.

1. Was the king happy or unhappy?
2. What attracted his attention as he was thinking?
3. What lesson did he learn from what he saw?

Exercise 2

Column A has words from the poem, underline these words in the poem. Column B has the meanings of these words, but they are jumbled up. Work in pairs and try and find the correct meaning of each word and write the answer in the Answer column. The first one has been done as an example.

S. No.	Column A	Answer	Column B
1.	flung	c	a) fall with arms and legs spread out
2.	monarch		b) challenged
3.	deed		c) threw
4.	despair		d) climbed
5.	pondered		e) fall suddenly
6.	divine		f) walk carefully
7.	endeavour		g) work hard continuously
8.	sprawl		h) an action
9.	tread		i) work out an answer
10.	mounted		j) prepared to do something difficult
11.	toil		k) hopelessness
12.	tumble		l) attempt
13.	defied		m) king
14.	braced		n) thought

Exercise 3

Read the poem and find out which of the following statements are correct and which are not. For correct statements put a tick (✓) and for incorrect ones put a cross (✗). After completing, compare your answers with your partner.

- | | |
|---|----------|
| a) The poem is about a war. | <u>X</u> |
| b) King Bruce cared for his people. | ___ |
| c) He was in a happy mood. | ___ |
| d) When he saw the spider, he decided to kill it. | ___ |
| e) The spider stayed on the ground when it slipped down. | ___ |
| f) After trying for some time, the spider felt weak. | ___ |
| g) As soon as it felt better it went up again. | ___ |
| h) It made more than twenty attempts. | ___ |
| i) It moved up very slowly when it was near its home. | ___ |
| j) It did not succeed in reaching its home. | ___ |
| k) The king decided to follow the spider's example and try again. | ___ |

Exercise 4

The following statements give a one-line summary of each verse. Work in pairs and try to find out which statement is the summary of which verse. Write the number of the verse in the blank.

After completing the exercise, compare your answers with another pair and make corrections where necessary.

- But the spider went up again and this time it was just one foot away from its home. 11
- Once it felt better it travelled higher although the journey was tiring. ___
- King Bruce, though a king, was beginning to lose hope. ___
- Inch by inch it kept moving up and finally succeeded in reaching its home. ___
- The king thought that, falling again and again, the spider would now give up. ___
- The story goes that king Bruce tried again and succeeded. ___
- He had tried to do everything to make his people happy, but he had failed. ___
- It began to go up but soon slipped down again. ___

9. The king realized that those who try, succeed; like the spider, he also could succeed. ____
10. It was very far from its home, and the king could not work out how it would reach it. ____
11. In a state of hopelessness, he decided that he would give up. ____
12. Again and again, it tried; it went up and slipped down nine times. ____
13. Just then, a spider dropped down, and the king looked at it to see what it would do. ____
14. Without complaint, it ran up again, but due to weakness it fell still lower. ____

Exercise 5

Answer the following questions.

1. Why was King Bruce so sad?
2. Before he saw the spider, what did he decide to do?
3. Why did King Bruce think that the spider would not be able to reach its home?
4. Did the spider climb at the same speed all the time or at a different speed?
5. How did the spider finally reach its home?
6. Why did the king decide to try again?

Exercise 6

Details about writing a summary of a poem are given in section 3.4. Work in pairs and write a summary of the poem. You may begin writing the summary by first giving a general introduction. This can be followed by a brief summary of all the verses. The one-line summary of each paragraph is given in Exercise 5. Explain each verse by adding some more details, using the answers in the previous exercises. Lines 1-3, 4-8, 9-12, and 13-14 can be grouped together to form different paragraphs. The final paragraph should have the conclusion and moral of the story. You may begin as follows:

The poem King Bruce and the Spider is written by Eliza Cook. It tells us how

Note for teachers: First, ask the students to look at the instructions given in section 3.4 and discuss these with them. Next, explain the instructions given at the beginning of Exercise 5 and then ask them to do Exercise 6. Guide how the students can write the summary by using the one-line summaries and the answers in all the previous exercises to write a complete summary of the poem.

Exercise 7

Work in groups of five and prepare a brief role-play on any story with a moral. Here are the steps to follow:

Step 1: Think of some stories with a moral and discuss these amongst yourselves.

Step 2: Decide which story you want to act out.

Step 3: Develop the dialogues by writing them down.

Step 4: Decide who is going to play what role.

Step 5: Rehearse the role-play a couple of times.



Note for Teachers: Divide the students into groups of five. Discuss the given five steps and make sure that they have understood what they have to do. Tell the students that if they have some difficulty in writing their dialogues in English, they can ask you. Set the time for each step of the activity. Walk around to ensure that the students are doing the work and assist them where needed.

Express needs with reason**Example:**

Student 1: I must get an A grade in the final exams.

Student 2: Why do you need an A grade in the final exams?

Student 1: Because I want to get admission in the best college.

Student 2: My aim in life is to become a doctor.

Student 1: Why do you want to become a doctor?

Student 2: I think there is a shortage of good doctors in the country.

Exercise 1

Work in pairs and discuss what you need and why you need it. Follow the pattern given in the example above. However, you can choose same, similar, or different words to state your need and reason (e.g., want, need to, must, have to, should, etc.).

S. No.	Need	Reason
1.	1. work part-time 2. help at home	1. support family 2. mother unwell
2.	1. visit a doctor 2. get a vaccine	1. have a stomach-ache 2. typhoid wide-spread
3.	1. help with presentation 2. write an essay	1. first time 2. failed last time
4.	1. go to Badin 2. visit grandparents	1. visit sick uncle 2. not visited for a year
5.	1. talk to parents 2. talk to the principal	1. want a bicycle 2. want leave for a week

Note for teachers: Ask two students to come and present the dialogue given in the example in front of the class. Then, divide the students in pairs and ask them to first practise delivering the dialogue given in the example and then to deliver dialogues based on the need and reason given for each situation in Exercise 1. Encourage the students to use different words while stating their need and giving reasons for the same.

Exercise 2

First, work individually and develop a table like the one given in Exercise 1. Write two things that you want or need to do and the reasons why you want or need to do them. Next, work in pairs and add the needs and their reasons that your partner has written, in your table. After that, engage in a dialogue the way you did in Exercise 1.

S. No.	Need	Reason
1.	1. 2.	1. 2.
2.	1. 2.	1. 2.
3.	1. 2.	1. 2.
4.	1. 2.	1. 2.
5.	1. 2.	1. 2.

Note for teachers: Guide the students how to develop the table and then practise the dialogue. Make sure that all the students are engaged in the activity as required.

Revision of Past Tense

Past Simple	• An action or event completed in the past • A series of actions and events completed over a period of time in the past	○ I visited Sukkur last year. ○ My sister studied Islamic architecture when she was at the university.
Past Continuous	• An action or single event in progress in the past, usually of short duration • An action or single event in the past interrupted by a non-continuous past action	○ They were discussing the power breakdown in their area. ○ I was watching TV when you called last night.
Past Perfect	• An action in the past that took place before another happened • An action continuing over a period of time up to a time in the past	○ The train had left the station before we arrived there. ○ My grandfather had been ill for a while.
Past Perfect Continuous	• An action which happened over a period of time in the past	○ My co-worker had been doing that job for three years.

Exercise 1

Use the correct form of the Past Simple to fill the following blanks. Use the words given below. You can use one word only once. Once you have completed, compare your answers with your partner and make corrections where necessary, in this and all exercises from 1 to 8.

eat	close	sell	belong
live	make	lock	run

1. We _____ delicious food at their house.
2. The mouse _____ under the cupboard.
3. The guard _____ and _____ the gate before going to bed.
4. The house in which we _____ till last year _____ to my uncle.
5. The parrots _____ a lot of noise so we _____ them.

Exercise 2

Use the correct form of the Past Continuous to fill the following blanks. Use the words given below. You can use one word only once.

do	drive	shake	tell
fly	wash	fight	fall

- a) The papers _____ in all directions due to strong winds.
- b) The boys _____ over who would play first.
- c) We _____ the tree and the ripe fruits _____ on the ground.
- d) My sister _____ her homework while I _____ dishes.
- e) The driver _____ the car and my brother _____ him the directions.

Note for teachers: Remind the students that they can look at the table in Unit 2.3 to check for the past or past participle form of irregular verbs. Once the students have completed Exercises 1 – 8, and discussed with their partners, elicit answers from them upon completion of each exercise and ask them to correct their work.

Exercise 3

Use the correct form of the Past Simple or Continuous to fill the following blanks. Use the words provided in the brackets.

When Kakenya Ntaiya, from Kenya, was fourteen, she _____ (request) her father to let her finish high school. She _____ (dream) high as she _____ (make) good progress and _____ (achieve) good grades. Her teachers _____ (know) that she _____ (be) very intelligent and they _____ (encourage) her to go for higher education. She _____ (promise) her father that he would be proud of her one day, if he _____ (allow) her to continue her education. Very few Maasai girls, the tribe to which she _____ (belonged) ever _____ (finish) high school, but her father _____ (accept) her request.

Ntaiya _____ (keep) her promise to her father. She began to work even harder, and soon she _____ (win) a scholarship to go to the USA. The village where she _____ (live) was very small. However, the villagers were so proud of her that they all _____ (come) to see her off when she (leave). Ntaiya _____ (cry) as she _____ (leave). It _____ (be) a touching scene. Everyone _____ (wave) their hands and Ntaiya _____ (shout) that she would come back to serve the people in the village.

When she graduated, she _____ (work) for a while at the UN and then got a doctorate degree. Then she _____ (return) home and _____ (want) to set up a primary school in her old village. At first, some villagers _____ (refuse) to give Ntaiya the land for the school, but many parents now _____ (realise) how important a good education could be for their daughters. Till last year, the school _____ (provide) education to more than 150 girls. The girls at the school _____ (praise) Ntaiya. They _____ (work) hard to become teachers, doctors, or lawyers.

Exercise 4

Use the correct form of the Past Perfect to fill the following blanks. Use the words given below. You can use one word only once.

sweep	leave	spend	die
travel	reach	cover	finish

- a) We _____ a lot of money on buying gifts, so we decided to stop.
- b) As soon as Samina _____ the yard there was a storm.
- c) The group _____ several miles and _____ a big part of their journey.
- d) The students _____ their work and _____ for home when the rain started.
- e) She _____ before they _____ the hospital.

Exercise 5

Use the correct form of the Past Perfect Continuous to fill the following blanks. Use the words given below. You can use one word only once.

refuse	worry	cry	ring	fly
paint	warn	dig	bark	read

1. He _____ for help for five hours when the rescue team finally arrived.
2. I _____ for two hours before I fell asleep.
3. We _____ for 16 hours and everyone was very tired.
4. I _____ about my results the whole week.
5. The labourers _____ and the painters _____ for several days before they were allowed to go home.
6. The bell _____ and the dog _____ for nearly 20 minutes before someone opened the door.
7. The MET department _____ about a storm but the people _____ to listen.

Exercise 6

Use the correct form of the Past Perfect or Past Perfect Continuous to fill the following blanks. Use the words provided in the brackets.

Her toothache _____ (bother) her all night. She _____ (take) painkillers, but the pain _____ (continue). She _____ (see) a dentist for two weeks, who _____ (say) that nothing could be done until the pain subsided. She _____ (consult) her grandmother for natural remedies and _____ (try) everything to combat the pain, but no results. Also, she _____ (search) for remedies on the internet since five days, but even that medium _____ (fail) to provide any solution. Not knowing what else to do, she _____ (come) to the conclusion that she _____ (do) all that she could, when her mother _____ (think) of a simple solution. She _____ (agree) to try it. It _____ (work) wonders and she _____ (sleep) peacefully for the past five hours when we went to her house.

Articles Revision

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

A/ An	A and an are indefinite articles and are used to indicate a single item.	Take a pencil. (Take one pencil.) I won a hundred dollars. (I won one hundred dollars.)
	Do not use a or an with a plural noun.	They talked about a good restaurant to visit. They talked about the good Italian restaurant on main Street.
	Use a as an unspecific reference before a consonant .	He likes to read a book. (She likes to read any book, not a specific one.) That was a funny story. (That was one of many funny stories.)
	Use a when the word following it starts with a consonant sound .	a book, a hospital, a leg, a one-inch pipe, a youth
	Use an as an unspecific reference before a vowel sound (a, e, i, o, u) .	an apple, an opera, an eagle, an idea, an SOS (the s here is an es sound)
	Words that begin with u or h can have either a vowel or a consonant sound. Make the choice based on the sound of the first word after the article, even if that word is not the noun	a union, a uniform (use a when the u sounds like the y in you) an unbelievable event, an umbrella, a unique umbrella an honor, an hour, an honest person a hotel, a history book, a historian an historian, an historic event (NOTE: words like historic can take either a or an)

The	Use the as a specific reference to a common noun or something that is one of a kind	Give me the book on the table. (<i>identifies a specific book</i>) The sun rose at seven o'clock. (<i>identifies something that is one of a kind</i>)
	Use a or an to introduce a noun the first time it is mentioned, and then the is used afterwards whenever the noun is mentioned.	I bought a sandwich for lunch. I shared the sandwich with my friend.
	A proper noun names unique person, place, or thing do not use an article	"I went to New York City."
	An exception is the proper nouns with " of " as part of the name:	the Fourth of July the University of Virginia the United States of America the President of Mexico the Statue of Liberty
	Plural proper nouns use the :	the Chicago Bulls the Johnsons the Blue Ridge Mountains
	A proper noun that names a group (<i>a collective noun</i>) also uses the :	the Commonwealth of Virginia the United Arab Emirates the Society of Friends
	Some geographical features use the :	the Gobi Desert the Atlantic Ocean the Pyramids the Amazon
	But other geographical features do not use the :	Lake Superior Albemarle County Route 29 Mount Vesuvius

Exercise 7

Work individually and fill the following blanks with article a / an, where necessary. Put a cross (X) in the blanks where an article is not required. After completing, compare your answers with your partner.

- _____ giraffe has _____ long neck.
- _____ Australian sheep gives us _____ good wool.
- He is _____ honest man but his friend is _____ crook.
- To help the students, _____ example has been given in the exercise.
- Would you like to have _____ cup of tea or _____ something to eat?
- _____ factory is being built next to our house.
- Boil _____ eggs and make _____ sandwiches for breakfast.
- It was _____ honour to be nominated.
- I want to buy _____ uniform when _____ schools reopen in August.
- _____ old friend is staying at _____ hotel on the River Indus.

Note for teachers: Once the students complete each exercise, i.e., Exercises 9, 10, and 11 and discussed with their partners, elicit answers from them upon completion of each exercise and ask them to correct their work.

Exercise 8

Work individually and fill the following blanks with the article 'the' where necessary. Put a cross (X) in the blanks where 'the' is not required. After completing, compare your answers with your partner.

1. _____ English language is _____ most spoken language in the world.
2. There are _____ beautiful flowers in _____ park.
3. My sister lives in _____ USA.
4. There is _____ dirt on this plate and there is a dirty mark on _____ tablecloth.
5. _____ lions are dangerous animals, but _____ dogs are _____ good friends of people.
6. When you drive a car in _____ UAE, you must keep to _____ right.
7. _____ inventor of the telephone was _____ Graham Bell.
8. _____ directions to _____ central library are clear.
9. _____ butcher opposite _____ library sells _____ good meat.
10. One of _____ persons I love _____ most is my mother.

Exercise 9

Work individually and fill the following blanks with article 'a / an / the', where necessary. Put a cross (X) in the blanks where an article is not required. After completing, compare your answers with your partner.

Who has not heard of _____ famous Khyber Pass in _____ Pakistan? It is _____ narrow mountain valley in _____ Khyber Pakhtunkhwa province. We can go to _____ Khyber Pass from _____ Peshawar. Many people who want to go to _____ Afghanistan cross _____ border from _____ Khyber Pass.

_____ Khyber Pass has been famous in _____ history for thousands of years. _____ Aryans crossed it to reach _____ sub-continent about four thousand years ago. After them came _____ Mongols and _____ Tartars. Moreover, _____ Khyber Pass is _____ ancient trade route. It is _____ route that has been used extensively by _____ caravans carrying _____ bales of cotton and silk. Occasionally _____ caravan would also carry _____ ton or two of spices. Although it is _____ old route, _____ trade is still carried out through this route but now _____ buses, trucks, and trains carry _____ goods from one country to another.

Writing the summary of a Poem

When writing a summary, keep the following points in view:

- Read the whole poem to get the general idea or message.
- Read again, verse by verse, to understand what the poet is trying to convey and how that is being conveyed.
- Begin the summary by giving the title of the poem and the name of the poet.
- State the central idea or the key message of the poem.
- Give a stanza-wise brief summary of the poem.
- Write the conclusion, restating the main idea and your own analysis, including what you have learnt from the poem
- Also state the moral if a story has been conveyed through verse.

Exercise 1

Read the following poem and write a summary by following the guidelines given above. After writing the summary, discuss with your partner and check whether you have followed the steps given above. Make corrections in your work, if needed.

LITTLE THINGS

Julia Carney (1823-1908).

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land. 4

Little deeds of kindness,
Little words of love,
Make our world an Eden
Like the Heav'n above. 8

You may follow the following pattern.

The poem 'Little Things' is a simple children's song by It explains that even little things are important.

In the first stanza, the poet

In the second

In all, the poem

Exercise 2

Write a summary of the following poem. Once you have completed, compare your work with your partner. Now, develop one common summary by merging the two summaries. Write the combined summary on a piece of paper for display in the class. You can make your paper colourful by adding colours and drawings.

THE MAN WHO WINS**Anonymous**

If you think you are beaten, you are.

If you think you dare not, you don't,

If you like to win, but you think you can't,

It is almost certain you won't.

4

If you think you'll lose, you're lost,

For out in the world we find

Success begins with a fellow's will

It's all in the state of mind.

8

If you think you are outclassed, you are,

You've got to think high to rise,

You've got to be sure of yourself before

You can ever win a prize.

12

Life's battles don't always go

To the stronger or faster man,

But soon or late the man who wins

Is the man WHO THINKS HE CAN!

16

Note for teachers: Make sure the students have understood the task. After all the students have completed, put up their work for display. Ask the students to read the summaries on display to see what others have written. They may later make changes and/ or corrections in their summaries and write the final version in their textbooks.

Note: For acquiring additional language skills. Not to be formally assessed.

Free writing

The purpose of free writing is to put all your thoughts regarding anything on paper.

Why do free writing

- Putting thoughts on paper is important for many reasons
- It allows you to capture them before they move out and you forget them
- It helps you clarify your thoughts
- Newer thoughts emerge as older thoughts begin to shape
- It brings out the whole picture allowing you to take appropriate steps or decisions

How to do free writing

- Think of anything you want to write about. It can be an assignment, something that is bothering you, something you have enjoyed or suffered from, topic of an essay, etc
- Fix a time, how long you are going to write, 5-10 minutes is enough
- Check the time or set an alarm for five, seven, ten minutes, whatever you have decided
- Once you start writing do not stop at all for thinking, just keep writing
- Do not worry about grammar or spelling
- If you do not know the English word or phrase, write it in whatever language you are comfortable with, but do not stop at all
- Once the time is up, just stop

Note for teachers: Discuss with the class why free writing is important and how to do it. Insist repeatedly that they should not stop but should continue to write whatever comes to their mind. Note the time and tell them to start and at the end of five minutes ask them to stop. Make sure they all stop. Discuss how the activity went.

After doing free writing

- Go through your writing and, if needed, add any new thought, or missed information
- If you have used words or phrases in another language, find out their English equivalent
- Check for spelling and grammar correction
- Remember, the purpose of free writing is thought clarity, not language correctness

Exercise 1

Do free writing for five minutes on the following topic. Start writing when your teacher tells you; write non-stop; stop when your teacher tells you to do so.

Topic: What do I want to do after I complete my matric?

Exercise 2

Do free writing for seven minutes on the following topic. Remember, write continuously for seven minutes, without stopping. Start and stop when your teacher tells you to do so.

Topic: Sports

Note for teachers: Reinforce the rule of free writing before asking them to do Exercise 2. Note the time and ask the students to start and at the end of seven minutes ask them to stop. Make sure everyone stops. Encourage students to do free writing whenever they need to write or present something as this will help them collect and organise their thoughts. Tell them that it will also help them in choosing words and polishing their vocabulary.

Note: For having fun with language. Not to be formally assessed.

Cool collocations

A collocation is two or more words that often go together.

Work in groups of five. Each group should choose the name of a bird for their group. In each of the following lines you can use three of the words to form an acceptable phrase. However, one word forms an unacceptable combination. Mark (✓) the odd one out.

You can collect	☐ information	☐ stamps	☐ friends	☐ your thoughts
You can draw	☐ a conclusion	☐ breath	☐ an illusion	☐ a picture
You can wear	☐ a smile	☐ a suit	☐ a crown	☐ an umbrella
You can lose	☐ a promise	☐ your keys	☐ patience	☐ your way
You can pass	☐ the butter	☐ a computer	☐ a law	☐ an
You can make	☐ plans	☐ a promise	☐ a journey	☐ your homework
You can pay	☐ a visit	☐ attention	☐ a bill	☐ life
You can receive	☐ guests	☐ an invitation	☐ a letter	☐ the measles
You can play	☐ a party	☐ cards	☐ a game	☐ the piano
You can take	☐ a walk	☐ a photo	☐ a haircut	☐ control
You can see	☐ a doctor	☐ the silence	☐ the sights	☐ a film
You can open	☐ a discussion	☐ a shop	☐ a door	☐ a disappointment
You can keep	☐ a question	☐ a secret	☐ your word	☐ a promise
You can catch	☐ a bus	☐ an idea	☐ a cold	☐ someone's eye
You can hold	☐ an opinion	☐ a promise	☐ a meeting	☐ your breath
You can ask	☐ a favour	☐ an answer	☐ the way	☐ a question

Note for teachers: Divide students in groups of five. Tell each group to pick the name of a bird for their group. Explain to the students how the game will be played. Tell them that the initial part combines with three of the given parts to form an idiom, while with one of the words it does not form an acceptable phrase. They have to find that one word and cross it out. The team with the most correct answers after 15 minutes will win the game.

While the students are doing the activity, draw as many columns as there are groups. Write the name of each group at the top of the column. After fifteen minutes, ask one person from each group, who has all the answers, to come up. Ask each one which word should be crossed out. After all of them have answered, give the group(s) with the correct answer one point on the blackboard, and those with an incorrect answer a zero.

What will I learn?**4.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, visuals, etc., by using prior knowledge, asking questions, and using contextual clues.
- Skim text to
 - have a general idea of the text.
 - infer themes/ main idea
- Read silently to find main idea and supporting details and to interact with the text:
 - make simple inferences using the context of the text and prior knowledge.
 - deduce meaning of difficult words from context
- Use critical thinking skills to respond orally and in writing to the text read to
 - give a personal opinion and justify a stance related to viewpoints/ ideas/ issues in the text
 - evaluate the material read

4.2 Oral Communication

- Prepare for an individual presentation on a given topic

4.3 Language Practice

- Revise the rules of and illustrate the use of tenses learnt earlier (future)
- Revise and convert sentences from passive voice to active voice.

4.4 Writing

- Write a cause and effect essay of at least four paragraphs on a given topic, showing the cause and effect of events, things, actions, or ideas, following the conventions of essay writing.

4.5 Study Skills

- Critical Thinking and Problem Solving

4.6 Fun

- Me after 10 years

Pre-reading

1. Look at the picture and guess what you are going to read about.
2. Do you know what is meant by social media?
3. Do you think that social media is a good thing or a bad thing?

**Reading text**

Social Media

1. With the advent of the internet, the world has become a global village. The interactive websites and applications enable users to create and share information, videos, and original thoughts and ideas. But, more than anything else, the social media has revolutionized the concept of communication and community. Hence, the speed with which the social media users are rising is stupendous. However, while the social media has numerous advantages, like any other invention, it has its share of disadvantages.

Note for teacher: Ask the students the three pre-reading questions. Discuss and make sure that all students understand what is meant by social media. Next, ask them to read the text. After they have read, ask them to do Exercise 1.

2. To begin with, the social media has changed the concept of community by opening up countless avenues for users to connect with the larger community. Through this virtual medium, community is no longer the immediate community in which we live; it has now expanded to include the entire world. Today, one has become a part of a global community. People in one part of the globe can actively engage with others across the globe. Also, it has opened new vistas for students and professionals, who can easily interact with their counterparts in any part of the world and exchange views on matters of mutual interest. Students can also easily interact with educators and researchers in any part of the world and gain from their knowledge and wisdom.

3. The social media has also become the fastest growing platform for online businesses. Till the beginning of the twenty first century, online business was a fantasy. Today, businesspersons can initiate a business with the click of a button, rather with the touch of a finger. They can post their products and invite buyers from every nook and corner of the world. They can interact with their customers on a case-by-case basis and readily respond to their queries, comments, and needs.

4. Additionally, the social media has made the promotion of skills and talents very easy, leading to the opening up of innumerable avenues for many people. Skilled and talented people do not need to go out or seek contacts to promote their capabilities anymore. They can display their talents and promote their skills and products through the virtual medium and achieve great heights and recognition in their respective fields. They can advertise their skills and capabilities through the social media, making it easy for employers to hunt the right people for any vacant position that they might have. Moreover, employers looking for people with specific qualifications and capabilities can also freely use their social media groups to advertise their vacant positions.

5. One of the biggest contributions of the social media is the ease of connectivity that it has provided. Gone are the days when the going of a friend or relative to another country meant loss of touch and lack of communication with them. Social media has not only made constant connection with distant relatives possible, but it has also helped establish contact with long lost friends and relatives. Due to its affordability and easy accessibility, it has aided and strengthened the bond of love and care between family members living in distant parts of the world. Today, all family members can virtually participate in any family event in which physical participation is not possible for any reason.

6. However, while on the one hand, one can think of innumerable benefits of the social media, one is often reminded how it has negatively influenced many aspects of people's lives. While the social media can support students in a number of ways, its injudicious use often results in persistent incomplete school assignments, tardy work, and poor academic performance. Moreover, when a lot of pending work gets piled up, students often resort to online websites and cut and paste options. On the one hand, this is detrimental to their learning and growth as students. On the other hand, those who do not have access to such services remain behind, as they are unable to do their work.

7. With regard to business, while the social media has facilitated online business and promotion of skills and talents, one may get cheated by fake virtual companies and organizations. Hence, despite innumerable benefits of online business, it may be misused by fraudulent companies. People may suffer financial loss by paying for goods that may be of poor quality and services that never materialize. Also, those aspiring for good jobs and better opportunities may face physical harm by going for fake interviews.

8. Humans are social animals, and for strengthening social bonds, physical sharing of moments of joy and grief is important. Increased time on the social has limited face-to-face communication and compromised relationships. People are spending more and more time on the social media, which has caused a significant deterioration in the frequency and quality of close, one-to-one communication between both immediate and the extended family members, who occupy an important place in the Pakistani family structure. While social networks enable interaction with a large number of people, in a short span of time, these interactions are shallow and cannot adequately replace everyday face-to-face communication. This lack of quality communication can weaken relationships that may, in turn, have damaging consequences.

9. Impact on the physical health of people is another major area of concern. When social media is used disproportionately, the users constantly remain deskbound or are limited to the comfort of a couch or a bed. This excessive and addictive use of the social media has replaced all kinds of physical activities and has become a major cause of obesity in children, teenagers, and adults. And obesity causes major health problems, including high blood pressure, diabetes, and heart diseases.

10. Besides impacting physical health, the damages to mental health caused by the social media are also alarming. For one, constant viewing of other people's success and achievements, and their problems and failures, can have devastating effects on how people begin to view their own life. For another, rumours travel very fast via the social media, causing unnecessary worry. All of these can lead to anxiety and depression, with severe consequences for the individual and the family.

11. Social media can also lead to psychological disorders, one of which is related to the posting of selfies. Several recent research studies indicate that if clicking selfies develops into a habit, such individuals may become victims of self-praise and self-absorption. This can lead to inability in a person to understand that other people may have opinions different from their own.

13. In today's times, giving up the social media may not be a realistic option. A prudent user can benefit a lot from the positive aspects of the social media. While its negative aspects, and not staying away from them, can make one a victim of its adverse effects. Used appropriately, the social media can be a good resource, used inappropriately, it can cause considerable harm.

- According to the text, social media is a _____.
 - good thing
 - bad thing
 - neither
 - both
- The social media is something that is used by _____.
 - old people
 - young people
 - people of all ages
 - children
- In conclusion, the writer says that the social media should be _____.
 - ignored
 - used with care
 - given up
 - used everyday

74

Exercise 2

Work in pairs. Read the text and underline the following words. The meanings of all these words are given in the exercise below. Find out the word which has the given meaning and fill in the blanks.

revolutionized	stupendous	vistas	fantasy
accessibility	injudicious	tardy	detrimental
fraudulent	materialize	deterioration	
consequences	disproportionately	addictive	
obesity	devastating	mitigated	self-portrayal
	inconvenience	prudent	

- The meaning of _____ is *harmful*.
- The meaning of _____ is *slowly becoming worse*.
- The meaning of _____ is *extremely great*.
- The meaning of _____ is *trouble*.
- The meaning of _____ is *being overweight*.
- The meaning of _____ is *happen or take shape*.
- The meaning of _____ is *caring for the future*.
- The meaning of _____ is *late submitted*.
- The meaning of _____ is *changed completely*.
- The meaning of _____ is *not in the right amount*.
- The meaning of _____ is *showing off oneself*.
- The meaning of _____ is *habit-forming*.
- The meaning of _____ is *easy to reach*.
- The meaning of _____ is *dishonest, cheating*.
- The meaning of _____ is *prospects*.
- The meaning of _____ is *negative results*.
- The meaning of _____ is *highly damaging*.
- The meaning of _____ is *unwise*.
- The meaning of _____ is *imagining of impossible things*.
- The meaning of _____ is *made less severe*.

Exercise 3

Work individually. Skim through the text and identify the paragraphs that give the following information. Write the paragraph number in the given blanks. After completing, compare your answers with your partner and make corrections where necessary.

- a) Lack of quality communication _____
- b) Promotion and identification of skills and talents _____
- c) Basic rules for minimizing the harmful effects _____
- d) Becoming a part of the global community _____
- e) Impact on mental health _____
- f) Using the social media prudently _____
- g) Advent of the internet and the social media _____
- h) Psychological disorders _____
- i) Negative impact on the studies _____
- j) Effects on physical health _____
- k) Use of the social media for business purposes _____
- l) Fraudulent companies cheating people _____
- m) Connecting friends and families _____

Exercise 4

Read the text and mark the statements as true or false. After completing, compare your answers with your partner.

No.	Statement	True	False
1.	The social media has not affected the world in any major way.		
2.	Some vendors on the social media cheat their customers.		
3.	Use of the social media does not have any disadvantages.		
4.	Professionals do not use the social media.		
5.	Increase in the use of the social media has affected relationships adversely.		
6.	Students can contact teachers from any part of the world and learn from them.		
7.	People use the social media to showcase and promote their talents and skills.		
8.	Employers do not use the social media to look for people whom they want to hire.		
9.	Disproportionate use of the social media has devastating effects on physical health.		
10.	A careless user can get the benefits from the positive aspects of the social media.		

Exercise 5

The following sentences have wrong information. Work in pairs. Read the text and write the corrected sentences in the space provided.

1. With the social media, one has become a part of the regional community.

2. The speed with which the social media users are increasing is slow.

3. The extended family members are not important in the Pakistani family structure.

4. The social media is a major cause of weakness in children and teenagers.

5. Rumours travel very slowly on the social media.

6. Posting selfies can lead to physical disorders.

7. Using the social media has neither pros nor cons.

8. One needs to see how one can maximise the harmless effects of the social media.

9. The ills of the social media can be reduced by following all the rules.

10. Giving up the social media may be the only option we have today.

Exercise 6

Work in pairs, read the text and write down the positive aspects and negative aspects of the social media with respect to the following. Also, write down what needs to be done to reduce the negative impact, as stated in the text.

Business

Positive Aspects: _____

Negative Aspects: _____

Reducing Negative Impact: _____

Students

Positive Aspects: _____

Negative Aspects: _____

Reducing Negative Impact: _____

Communication with friends and family

Positive Aspects: _____

Negative Aspects: _____

Reducing Negative Impact: _____

Promotion of skills and talents

Positive Aspects: _____

Negative Aspects: _____

Reducing Negative Impact: _____

Exercise 7

Answer the following questions.

1. How has social media revolutionized the concept of communication?
2. How is social media assisting students and professionals in their respective fields?
3. How can a business be initiated on a virtual platform?
4. How can employers hunt the right candidates for their job positions?
5. Why can people easily have a constant connection with relatives in distant parts of the world?
6. How is social media affecting the relationships of people?

Exercise 8

Work in groups of four. Ask each other the following questions and write down the responses. Try and give a different response to each member of your group.

1. How has the social media affected you or your family?
2. What are the benefits you have gained from the social media?

After this, compile all the points related to question 1 on a chart paper with the title “Effects of the Social Media on the Family”. Compile all the points related to question 2 on a chart paper with the title “Benefits of the Social Media”. Two students can work on one chart and two on the other. You can make your charts colourful by using colour pencils, markers, pictures, etc.

Note for teachers: In advance, arrange for students to have the chart paper, coloured pencils, markers, etc. Divide the students in groups of four and explain how the activity is to be performed. Display the completed charts in the class and ask students to read each other's work.

Individual Presentation

Giving presentations is a skill that can easily be acquired through practice and by following a few simple steps. Look at the following tips.

Presentation Skills Framework**1- Beginning a Presentation**

It is common to greet the audience and introduce yourself when giving presentations:

- Good morning/ afternoon/ evening
- I'm _____, your class fellow.
- My name is _____
- Let me take a minute to introduce myself.
- Let me start by telling you a little about my group members.

2- Introducing the Topic

- I'm here to talk about . . .
- Today, I'd like to say a few words about . . .
- I'm going to give you an overview of . . .
- The main reason I'm here today is ...
- The focus of my presentation is . . .

3- Time Consciousness

- Thank you for being here.
- Thank you for your time.
- I will probably take about . . . minutes
- This should last only a few minutes.
- I hope to be finished by ...

4- Showing Organization

- This presentation is divided into the following subtopics.....
- I've divided my topic into three sections/ parts. They are . . .
- First.....
- Second.....
- Third.....
- Finally.....

OR

- First of all,
- Secondly,
- Thirdly,
- Lastly,

OR

- The first point is . . .
- The next point is . . .
- Next, we come to . . .
- The final point is . . .

5-Sequencing - Let's move on to . . . - That brings us to . . .	6- Giving Reasons - This is why . . . - The main reason is . . . - Therefore, ... - So, ...
7-Generalizing - Generally, - Usually, - As a rule, - Most of the time, - In most cases,	8-Highlighting - Actually, - In fact, - As a matter of fact, - In particular, - Particularly, - Especially,
9-Giving Examples - For example, - For instance, - Such as,	10- Summarizing / Concluding - To sum up, - To summarize, - In brief, - To conclude, - In conclusion,

Exercise 1

Work in groups of three and prepare a presentation on one of the following topics, as directed by the teacher. Use the above table to develop an organized presentation.

1. Keeping our surroundings clean
2. Making Pakistan green
3. Overcoming water shortage problems
4. Following traffic rules

Exercise 2

Work individually. Select a topic of your choice and prepare a presentation.

Note for teachers: First, discuss the given table with the class and explain the points that should be kept in mind while preparing and giving a presentation.

Next, divide the class in groups of three before asking them to do Exercise 1. Allot a number, from 1 – 4, to each group. Ask the groups to prepare a presentation on the topic according to the number given to them, i.e., group 1 topic 1, group 2 topic 2, and so on. Give them 15 or 20 minutes to prepare and then ask them to come up and present.

After that ask them to do Exercise 2. Then, have individuals come up and present.

Future Tense (Revision)

The future is indicated in different ways, using different verb forms. The following table shows some of the ways for indicating the future.

No.	Usage	Examples
1.	When something is expected to happen, for predictions and promises	My friends will come at eight o'clock. I shall call her tomorrow. It will rain tonight. I will never smoke another cigarette.
2.	An action that will be in progress at a stated future time	The class will be travelling to Gilgit on Friday. The baby will be receiving the first dose of vaccination this week.
3.	An action that will be finished before a certain future time	By next year the child will have forgotten us. In five years I will have established my own business.
4.	To express a plan, intention, or expectation	I am going to write a letter to the authorities. She is going to tell her mother the sad news. We are going to rebuild our house.
5.	Expressing future actions often resulting from a present plan or arrangement.	They are moving to Islamabad next month. Pakistan is playing its final match against Sri Lanka on Sunday.
6.	expresses future action based on facts or certain events	My cousin leaves for the airport in ten minutes. I finish work at 2 pm today.
7.	An action in the future that will be interrupted by a shorter action in the future	I will be preparing supper when my husband comes back. They will be sleeping when their father returns .

Note for teachers: Revise the above rules of the future tense with the class before asking them to do the exercises. Once the students have completed each exercise, elicit responses from them and ask them to check their work.

Exercise 1

Do the following exercises by using the tenses mentioned for each section. Once you have completed, compare your answers with your partner and make corrections where needed.

Will/ shall

1. They _____ (come) here again next year.
2. I _____ (complain) to the principal sometimes next week.
3. They _____ (do) business with us from next year.
4. This time tomorrow, I _____ (be) very busy.
5. We _____ (be) in trouble for being late.

Future continuous

1. I _____ (appear) for my board exams this year.
2. We _____ (go) out later in the evening.
3. He _____ (stay) home the whole evening.
4. They _____ (watch) the cricket match tonight.
5. I _____ (drive) the car as our driver is ill.

Future Perfect

1. We _____ (climb) the mountain by tomorrow afternoon.
2. He _____ (have) his tooth pulled out by the time we reach.
3. I _____ (meet) the captain of the cricket team by six o'clock tomorrow.
4. His tailor _____ (stitch) his clothes by the time we get there.
5. By the time we finish they _____ (leave).

Be going to

1. Tariq _____ (deliver) the speech on behalf of the class.
2. We _____ (cut) this tree as it is about to fall.
3. I think they _____ (get) admission in the best college.
4. The tree _____ (shed) its leaves soon as it is autumn time.
5. I _____ (go) join the new hockey club soon.

Present continuous

1. We _____ (take) a trip to Tharparkar next Sunday.
2. I _____ (cook) biryani for lunch today.
3. They _____ (buy) a new house soon.
4. He _____ (invite) several people to his son's wedding next month.
5. She _____ (participate) in the debate competition to be held by the school.

Present simple

1. We _____ (start) this work tomorrow.
2. The train _____ (leave) in half an hour.
3. The ship _____ (sail) for South Africa next week.
4. She _____ (begin) her career in the Pakistani air force next year.
5. He _____ (return) tomorrow after a week-long journey.

Two future actions

1. It _____ (cost) a lot more if we _____ (buy) it next year.
2. He _____ (visit) us when he _____ (come) to Karachi on his next visit.
3. We _____ (wait) for you at the gate until you _____ (arrive).
4. The cat _____ (drink) the milk by the time you _____ (move) the bowl.
5. The programme _____ (end) by the time they _____ (finish) their food.

Exercise 2

Work in pairs. Complete the sentences using the correct future form of the given verbs.

1. Do you think people _____ (travel) to the moon again?
2. Tomorrow we _____ (rehearse) a school play in the gym.
3. Dad ____ (wait) for you at the station when you arrive next week.
4. By the end of this year, I _____ (visit) Brazil.
5. I _____ (make) a shelf for my technology project.
6. Look at that car! It ____ (crash) if the driver doesn't slow down.
7. If I won't know the answer, I _____ (ask) my elder sister.
8. We _____ (go) on a picnic next weekend. Would you like to come?
9. Sara and Meena _____ (finish) their IT project by tomorrow afternoon.
10. Raza _____ (take) his goat for a walk when his mother _____ (come) back from work.

Exercise 3

Here is a conversation between a palmist and a customer. Fill in the blanks using the correct form of the future tense. After completing, compare your answers with your partner.

Customer Can you tell me something about my future?

Palmist I _____ (tell) you if you _____ (show) me your palm.

Customer Tell me about my education.

Palmist Initially, you _____ (study) till B.A. or B.Com. but later you _____ (go) for higher education.

Customer Where will I get my higher education?

Palmist Probably you _____ (get) your first higher education degree in Pakistan.

Customer How about travel?

Palmist You _____ (travel) a lot throughout your life.

Customer What about my earnings?

Palmist You _____ (be) a rich person. You _____ (earn) a lot of money. But all of this _____ on how hard you work and how well you _____ (treat) your parents.

Customer Can you tell me something about my health?

Palmist In the near future you _____ (enjoy) good health but later on you _____ (suffer) from an unknown disease. The good news is that you _____ (find) a good doctor who _____ (treat) you well and _____ (cure) you completely.

Customer Thank God for that! Anything else?

Palmist You _____ (be) a highly successful person. Good luck to you.

Customer Thank you.

Exercise 4

Work in groups of three and discuss the topic “As I see Pakistan in fifteen years’ time”. Each group will have to come and present their points before the class.

Note for teachers: Divide the class in groups of three. Walk around and ensure that they are using the appropriate tense while discussing. Set a time, 10 or 15 minutes, after which ask all groups to come up, one group at a time, to present their vision for Pakistan.

Active Voice & Passive Voice (Revision)

The passive form is commonly used in textbooks, in scientific, technical, and business reports, and in newspapers.

In some cases, 'by' may be used to clarify who the doer is; in other cases, the doer may just be implied. It is generally omitted when it is obvious who the 'doer' is.

Example: The house is being painted.

Exercise 5

Change the following passive voice into active voice. After completing, compare your answers with your partner and make corrections where needed.

1. The walls are being painted by them.
2. The latest book of the writer is liked by the readers.
3. We had been given the wrong tickets.
4. The thieves were caught.
5. These three books had been written by him in 1873.
6. Why is time wasted by everyone?
7. The new houses will be built by the new construction company.
8. The official documents have been sent by the officer.
9. They can be given some information about the job by Ramiz.
10. A new road was being planned near my house by the government.

Exercise 6

Change the following active voice into passive voice. After completing, compare your answers with your partner and make corrections where needed.

1. Students should study environmental problems at school.
2. Teachers could include this topic in their classes.
3. Some people buy returnable bottles and use recycled paper.
4. Governments have constantly ignored important issues for economic reasons.
5. At school, teachers often tell students about pollution and its prevention.
6. In developed countries, authorities expect everybody to cooperate.
7. Everyone should throw their bottles in the bottle recycling bins.
8. Parents must teach their children how to dispose the rubbish.
9. Last year several nations held a meeting to discuss environmental problems.
10. Organizations like Greenpeace are giving people leaflets about what to do.

Exercise 7

Work in pairs and change the voice in the following two passages. After completing, compare your work with another pair. Make changes in your work if needed.

a. A local jewellery shop was robbed yesterday by two men. When the shop had been locked up by the owner, a gun was held at his head by one of the robbers. He was told by the other to unlock the shop and handover the diamonds in the safe. A search has been organized for the robber by the police and it is hoped that he will be captured by them in a few days. The owner is being treated by the doctors at a local hospital. He has been badly affected by the incident. No one knows how soon the shop will be opened by him again.

b. Our school is organising a contest. The student council members will organise the event. The school management will provide the administrative and financial support. Parents will also play a role in the activity. Students will prepare different projects about the environment. They will also be required to write articles related to the environment. The teachers will guide them in developing the projects. A team of experts will judge the work of the students. They will select two projects and two articles for award of prizes. Famous publishers have given a set of encyclopaedias and some books to be given as prizes.

Cause and Effect Essay

"Cause and effect" is a relationship between events or things, where one is the result of the other or others. This is a combination of action and reaction. Something happens (a cause) that leads to another thing (an effect).

Exercise 1

Form sentences of cause, connector, and effect in the given table. An example has been done.

No.	Cause	Connector	Effect
1.	We received seven inches of rain in four hours;	therefore,	the underpass was flooded.
<i>We received seven inches of rain in four hours; therefore, the underpass was flooded.</i>			
2.	I never brush my teeth,	so	I have five cavities.
3.	The streets were snow-packed and icy	due to that	cars needed more time to stop.
4.	His arm was broken;	hence,	the doctor put it in a cast.
5.	A football player violated the rules of the game;	consequently,	the referee called a penalty.

Exercise 2

Read the following sentences and write cause and effect in each column.

No.	Sentence	What is the cause?	What is the effect?
1.	Your dog bit a child, therefore, he got a deep wound.		
2.	I skipped lunch today, so I am extremely hungry.		
3.	I have difficulty trusting people because my best friend lied to me.		
4.	She forgot to water her plants, hence, they all died.		
5.	The player has received a gold medal as he won the race.		
6.	He did not study for the test; consequently, he failed it.		

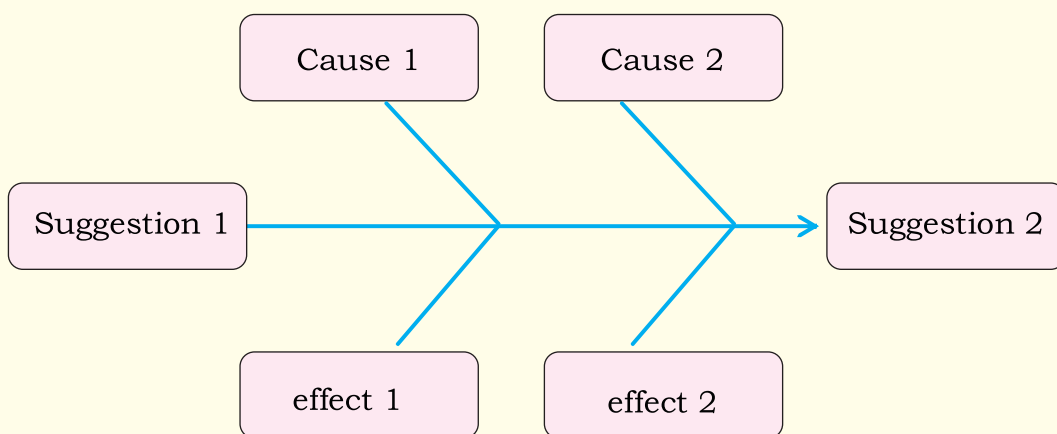
Cause & Effect Transition Words

because, since, for, so, consequently, therefore, thus, hence, owing to, as a result of, as a consequence of, leads to, contributes to, for this reason, stems from, comes from, results from, is the result of, is the consequence of, is due to, is caused by, causes

Exercise 3

Work with a partner and draw three diagrams like the one shown below in your notebooks. Write the causes, effects, and suggestions about the following topics in the three diagrams. Write only key words and/ or phrases.

1. Lavish spendings on weddings
2. High cost of medical services
3. Migration of people from rural to urban areas

**Exercise 4**

Write cause and effect essays on each of the above topics. Remember to follow these guidelines:

1. Pre-writing: gathering points through mind mapping, clustering, etc.
2. Must organize your essay in four to five paragraphs: introduction, causes, effects, and solutions, and conclusion
3. Use appropriate transition words
4. Self-edit your work before the final submission

Note: For acquiring additional language skills. Not to be formally assessed.

Critical Thinking and Problem Solving

What is Critical Thinking? An act of analysing facts thoroughly understand a problem or a topic.

Why do Critical Thinking? Being objective is important in every aspect of life.

How to do it? Collect information and data, ask thoughtful questions, and analyse possible solutions.

Steps of Critical Thinking

- a. Identify a problem or issue
- b. Consider why it exists
- c. Work out how it can be solved
- d. Collect related information/ data
- e. Organise and sort it
- f. Develop solutions

Exercise 1

Work in pairs. Suggest possible solutions to the following problems. Add two more problems and add their solutions. Share your reasons and possible solutions with the class.

No.	Problem	Why It Exists	Possible Solution
1.	Bullying in schools		
2.	Incomplete homework		
3.	Talkativeness in class		
4.			
5.			

Exercise 2

Work in groups of three. Think of three major problems that Pakistan is facing. Follow the steps of critical thinking given above and suggest solutions. For each identified problem develop a cluster, with the identified problem in the centre. You will have to develop three clusters: one for each of the three problems.

Note for teachers: Discuss the what, why, and how of critical thinking with the class. Then ask them to first do Exercise 1. Discuss the responses, then ask them to do exercise 2. Walk around to help and guide the students as they work.

Note: For having fun with language. Not to be formally assessed.

Me After 10 years

In ten years' time, I see myself becoming an/ a

Astronaut

Ship
Captain

Anthropologist

Marine
Biologist

Linguist

Chef

Judge

Nutritionist

Veterinarian

Physiotherapist

Agronomist

Web
Developer

Submarine
Captain

Journalist

Wildlife
Photographer

Mountain
Climber

Tourist
Guide

Museum
Caretaker

Herbalist

Work individually and think what you will become after completing your studies. Choose some uncommon profession, like the ones mentioned above. You may choose one of the above professions or any other. State what you will become, what you will have to do to become that, why do you want to become that, how will that help you in your future life, etc. You can use pictures, coloured paper/ pencils anything, cartoons, etc. to show what you want to become. Once you have completed, you will have to come up in front and tell the class what you want to become.

Definitions of some of the professions mentioned above are as follows:

Astronaut = a person trained to travel in a spacecraft

Anthropologist = a person who studies past and present societies

Marine biologist = a person who studies living things in seas and oceans

Agronomist = a person who studies the science, practise, and management of agriculture

Linguist = a person who specialises in the study of languages

Chef = a trained cook, who is knowledgeable about all aspects of food preparation

Nutritionist = a person who advises people about what they should eat to remain healthy

Veterinarian = a person who treats sick or injured animals or prescribes medication for them

Physiotherapist = helps patients manage pain, balance, mobility, and motor function

Herbalist = treats a variety of illnesses by using plant based remedies

Note for teachers: Encourage students to think out of the box. Tell them to think of a profession which few people take; it could be one of the professions in the bubbles or any other that they can think of. After they have completed, ask each one of them to come up and share their future plans.

What will I learn?**5.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words, visuals, etc., by using prior knowledge, asking questions, and using contextual clues.
- Skim text to
 - have a general idea of the text.
 - infer themes/ main idea
- Read silently to find the main idea and supporting details and to interact with the text:
 - make simple inferences using the context of the text and prior knowledge.
 - scan for facts
 - deduce meaning of difficult words from context
- Read text to make predictions about storyline/content, characters, using contextual clues and prior knowledge
- Use critical thinking skills to respond orally and in writing to the text read to relate what is read to own feelings and experiences

5.2 Oral Communication

- Evaluate and comment orally on the presentation of peers against a pre-developed student/teacher criterion

5.3 Language Practice

- Revise and apply the rules of change of number of nouns learnt earlier
- Illustrate use and selected functions of modal verbs (request and advice)

5.4 Writing

- Write a letter to the editor explaining and presenting an idea, a point, or an opinion

5.5 Study Skills

- Maintaining a Daily Schedule

5.6 Fun

- Game (Name, place, animal, thing)

Pre-reading

1. Have you ever seen a bad dream?
2. What was it about?
3. How did you feel after you woke from the bad dream?

Reading text

A Bad Dream

1. Chuck, chuck, chuck, chuck! The train was slowly moving out of the station. Everyone was very excited! Mr. Aziz and his family were finally on their way for a long-awaited trip. They had planned and waited for this holiday for nearly three months. They were very happy as Mr. Aziz's brother, Mr. Karim, and his family had also decided to accompany them. The two families got along very well together. They often went on picnics together, but this was the first time that they had decided to spend ten days together.

2. Everyone was in a good mood. They had booked a whole compartment in the train, which had an attached bathroom. The elders were talking about the village that they had planned to visit. The children were playing cards and joking and teasing each other. Mr. Karim asked his brother what kind of house he had booked and whether it was near the station. Mr. Aziz said that the house was far from the station and was situated near the fields, to enable them to truly appreciate and enjoy village life. They would have to hire a van to get to the house.

Note for teachers: Ask the pre-reading questions one by one and elicit responses from the whole class. Encourage students to speak in English but accept their stories if given in another language. However, try and repeat the main parts of stories stated in another language in English. Then ask the students to individually read the text and do Exercise 1.

3. The journey passed very comfortably. In the morning, they reached Patni. Everyone was very excited as they got off the train. The station was small and dusty. There was only one porter at the station who helped them unload their luggage. He asked them where they wanted to go. When Mr. Aziz told him, he looked at him in a strange manner. “Are you sure, sir?” he asked. “Yes,” said Mr. Aziz.

4. The porter took them outside. He looked around and found a van driver. He told him where these people wanted to go. The van driver had a strange, frightened look on his face. “Are you sure, sir?” he asked. Mr. Aziz could not understand why everyone was asking this as the porter had also asked the same question. He failed to work out what was bothering these people. Anyway, they put their luggage in the van, and they also got in.

5. On the way, Mr. Aziz told the driver that they had rented the house for ten days. The driver told him that the people of that area believed that the house was haunted. Mr. Aziz laughed and said that he did not believe in such stories. When they reached the house, they quickly unloaded their baggage, paid the driver, and went in. They did not find anything strange about the house; in fact, they liked it as it was big and airy, with a nice view of the fields and the village. There were three bedrooms in it. Mr. and Mrs. Aziz took one room, Mr. and Mrs. Karim took the other, and the children took the third room, which was the biggest room of all. They unpacked their belongings and after a light lunch they went out and looked around the garden. In the evening, they had an early dinner, and everyone went to bed, as they were all very tired.

6. The next morning, everyone got up early. After breakfast, they went out into the fields, where they met some people from the village. When they told these people where they were living, the villagers were shocked. Some of them even told them to leave before the ghosts harmed them in some way. They just laughed and told the people that there was no such thing as ghosts. The villagers shrugged and said, “May Allah protect you.” And so, the days passed; they enjoyed the

clean air of the village and fresh vegetables from the fields. They all felt relaxed and did not want to go back. A week passed, and then strange things started to happen.

7. On the seventh night, Mr. Karim was sleeping very peacefully. Suddenly, he felt that someone was pulling his blanket. He thought it was a cat, so he pulled his blanket up and started to sleep. Again, the same thing happened. This time he pulled the blanket up and held it tightly under his head and feet. When he did this, someone started pulling his bed. Now, he began to be afraid and could not understand what was happening. After a while, everything was normal, but he could not sleep the whole night.

8. The next morning, he told the whole story to his brother and his wife. But nobody believed him. They said it was nothing. He was just trying to fool them. He tried to convince them, but they just laughed it off.

9. In the evening, they all decided to go for a walk in the fields where people were working. The children enjoyed the cool breeze of the evening. They all had fresh cucumbers, washed in cold water. On their return to the house, Mr. Karim said that he did not want to go back yet. He wanted to go for a long walk. So, everyone went back, while Mr. Karim went for a walk.

10. While he was walking, Mr. Karim was thinking about the incident of the previous night. He was deep in thought when he felt some one walking behind him. He looked back but did not see anyone. It was getting dark. Mr. Karim had a strange feeling. He quickly moved to the other side and started walking back towards the house. But then, a strange thing happened; the head jumped and blocked his way. He quickly changed his route again and went to the other side. But, the head jumped on the other side! Mr. Karim just did not know what to do. He was too scared to think! As he was alone, and no one was there to see him, he just closed his eyes and started running towards the house.

After a while, breathing heavily, he stopped and opened his eyes. He looked back along the path. There was nothing. He began to walk as fast as his legs could carry him and reached the house.

11. Once inside, he quickly shut the door. He leaned against the closed door for a while to catch his breath and then slowly went inside where the rest of the family were relaxing and chatting, having tea and biscuits. When they saw Mr. Karim with a frightened look on his face, they asked him if everything was alright. He sat down and then narrated the whole story to them. Once again, they all made fun of him, and did not believe him. They said that he was allowing the village gossip to dominate his thoughts and was imagining that there were ghosts.

12. On the last night of their visit, after all the children had gone to bed, Mr. and Mrs. Aziz, and Mr. and Mrs. Karim were sitting at the dining table, talking about their visit to the village, when a hair-raising occurrence stunned them. An empty chair, opposite Mr. Karim's chair and beside Mr. Aziz's chair, was pulled out and it went in a bit as if someone had sat on the chair and pulled the chair inwards. They could not see anyone. Except for the movement of the chair, there was no other indication of anyone's presence. All of them just stared at each other; they could not utter a single word and they all started screaming.

13. Actually, Mr. Karim woke up next moment screaming from the sleep. He saw Mrs. Karim besides his bed. "Wake up, Mr. Karim. You better hurry. We are supposed to be leaving now for our long awaited trip." Mr. Karim was taken a back. He astonishingly said, "Are we not there already.....the place of horror and horror." Mr. Karim has been sleeping all night and they be waiting for him to wake up and accompany them for the trip. It became clear now that all those horrific experience were the part of his all dram only, Mr. Karim thanked Mrs. Karim to wake him of from his bed dream.

Exercise 1

Work individually and answer the following questions in your notebook. After completing the exercise, compare your answers with your partner.

1. How many families were going on the trip?
2. How many ghost stories are mentioned in the text?
3. Did any of the children experience something strange?

Exercise 2

Work in pairs. Read the text and find the words in the given paragraphs that have the meanings given below. Write your answers in the answer column. The first one has been done as an example.

Paragraph	Meaning	Ans.
1	something for which one has waited for a long time	long-awaited
2	an enclosed section in a railway carriage	
5	take something for a limited time, by paying for it	
5	having presence of ghosts	
10	killed for food	
10	frightened	
11	conversation that may not be true	
11	have power or influence over something	
11	form a mental picture	

Note for teachers: Upon completion of each exercise, elicit responses and ask students to check their work.

Exercise 3

Work individually. Read the text and provide one-word answers in the given blanks.

- a) What was the name of the station where they got off? _____
- b) Upon hearing the address, the first person who was surprised? _____
- c) Who was the second person who was surprised? _____
- d) For how many days was the trip planned? _____
- e) How many bedrooms were there in the house? _____
- f) Who had the first strange experience? _____
- g) Who had the second strange experience? _____
- h) What happened in the end of the story? _____

Exercise 4

Work individually. Read the text and complete the following sentences by matching items in columns A and B. Write your answers in the Ans. column.

No.	Column A	Ans.	Column B
1.	On hearing where they were staying		a) and fresh vegetables from the fields.
2.	When the driver told Mr Aziz that the house was haunted		b) and had a nice view of the village and the fields.
3.	The house was big and airy		c) and quickly left for the station.
4.	When the people in the village asked them to leave the house		d) and did not want to go back.
5.	They enjoyed the clean air of the village		e) two people asked whether they were sure
6.	They all felt happy and relaxed		f) they laughed and said that there was no such things as ghosts.
7.	Nothing happened for a few days		g) then strange things started happening.
8.	On the last morning they got out of bed very early		h) Mr. Aziz said that he did not believe such stories.

Exercise 5

The following sentences give wrong information. Work in pairs, read the story, and write the correct sentences in the space provided below each statement.

1. Mr. and Mrs. Karim and their children planned the holiday.

2. Mr. and Mrs. Aziz and their children decided to join them.

3. They planned a 3-month trip.

4. They travelled by bus and reached a village called Patni.

5. They hired a taxi to reach the house.

6. Mr. Aziz told the driver that they had bought the house.

7. He told him that the house was old but Mr. Aziz did not believe him.

8. When they reached the house, nobody liked it.

9. The children got the cleanest room.

10. After dinner they went to bed quite late, as they were tired.

11. After two days they went into the fields.

12. They met some people and they told them to sell the house before they were harmed.

13. Strange things started to happen on the fifth day.

14. First Mr. Karim, then Mrs. Karim, and finally they all had strange experiences.

Exercise 6

Work individually. Combine the points from Exercise 5 and write a summary of the story in your notebook. You can add other points. Also, write an alternative ending of the story.

Exercise 7

Work in groups of five. Think of a good dream and develop a short roleplay. Decide who is going to do or say what. Every group will have 3-4 minutes to perform their roleplay in front of the class.



Note for teachers: Divide the class in groups of five. Ask them to think of a ghost story. Tell them to develop the dialogues and the scene. They should decide the role and dialogues of each member. Give them 10 – 15 minutes to prepare and then ask them to come and perform in front of the class.

Presentation Evaluation

Exercise 1

Work individually and prepare a presentation on 'The Impact of Fake News on People's Lives'. Remember to follow the presentation guidelines in Unit 4.3. You will have to give the presentation to the class, and it will be evaluated.

Exercise 2

Evaluate the presentations of your colleagues. Use the following rubric to evaluate the presentations. Tick the appropriate column for each item.

Items	excellent	good	fair	satisfactory	poor
Clear introduction of topic					
Ideas clearly presented					
Thoughts and ideas well organised					
Sufficient supporting details					
Effective communication style					
Appropriate body language					
Eye contact with the audience					
Interaction with the audience					
Proper conclusion					

Note for teachers: Tell the students to refer to Unit 4, section 4.2 and follow the guidelines for preparing their presentation. Tell them to use a pencil for evaluating each presentation.

Revision of Number of Nouns

Nouns are either countable or uncountable. Those that are countable are either singular (one) or plural (more than one) in number.

Generally, the plural is formed by adding 's': chairs, days, flowers.

Nouns ending in **s, ch, sh, x** usually take 'es': buses, churches, dishes, boxes

Nouns ending in 'y' change in two ways:

- In nouns having a consonant before 'y', the 'y' changes into 'ies': cherries, babies
- In nouns having a vowel before 'y' only 's' is added: monkeys, keys

Nouns ending in 'o' can take 's' or 'es': radios, pianos, or mangoes, buffaloes

Nouns ending in 'f' or 'fe' change in two ways:

- in some 'f' or 'fe' changes to 'ves': leaves, thieves, knives.
- while some just take 's': beliefs, roofs, chiefs.

Some are the same in singular and plural: deer, sheep, hair.

Some are used only in the plural: police, scissors, scales, trousers, jeans, spectacles.

In some cases, there is no fixed rule: children, oxen, teeth, feet, men, women, mice.

In most compound nouns 's' is added at the end: check-ups, doorbells, stepfathers.

In some compound nouns the 's' is added to the first part: brothers-in-law.

Exercise 1

Form plurals of the following singular nouns. After completing, compare your answers with your partner.

S. No.	Singular Noun	Plural Noun	S. No.	Singular Noun	Plural Noun
1.	story		11	secretary of state	
2	Hair		12	news	
3	child		13	hoof	
4	Leaf		14	theory	
5	son in law		15	trousers	
6	tooth		16	hair	
7	woman		17	essay	
8	thief		18	valley	
9	portfolio		19	tooth	
10	studio		20	chimney	

Exercise 2

Fill in the blanks with appropriate plural forms of the given nouns. After completing, compare your answers with your partner.

- I saw three big _____ (ox) near the _____ (cliff).
- There were many _____ (police) near those _____ (house).
- Please buy some _____ (potato) and _____ (tomato).
- Farmer Abdul Raheem has three _____ (sheep) and four _____ (deer) on his farm.
- Mrs. Jahanzaib had to go for _____ (check-up) every week.
- Raja is more than six _____ (foot) tall, but he is afraid of _____ (mouse).
- The little _____ (calf) lost their _____ (mother).
- There are three _____ (bank) in the four _____ (city) close to my village.
- We need more _____ (knife) and _____ (fork).
- My sister has lost three of her _____ (tooth).

Exercise 3

Work in pairs. Write down the plural of the given nouns. Then, form sentences using both the singular and plural nouns in your own sentences. An example is given below.

Example radio My grandfather has one very old **radio**.
 radios There are several types of **radios** in this shop.

No.	Word	Sentences
1.	Leaf	
2.	Dish	
3.	Father-in-law	
4.	Train	
5.	Boy	
6.	Witch	
7.	Thief	
8.	Donkey	
9.	Hair	
10.	Child	

Note for teachers: After each exercise, elicit responses and ask students to check their work.

Modal Verbs (request and advice)**Modal Verbs for Formal and Informal Requests****Formal Request**

May, Would, and Could are used in formal, polite requests.

May *I borrow your pen, please?*

Could *you help me for a minute, please?*

Would *you explain that again, please? I didn't understand.*

Informal Request

Will and can are used in informal, casual requests.

Will *you please answer the phone?*

I'm working.

Can *you hold my books for me? My hands are full.*

Exercise 4

Work in pairs. Orally discuss and change the following statements into requests by using modal verbs. After discussing, write the request sentences in your notebooks.

1. Shut the door, as it is windy today.
2. Send me an email and I'll follow it up.
3. Help me finish this assignment.
4. Pass the salt and pepper.
5. Repeat what you just said.
6. Help me find my leather jacket.
7. Clear the table so that I can put my computer there.
8. Show me how to do fix this problem.
9. Help her in whatever way you can.
10. Move this chair in the corner.

Advice

The modal verbs for advice are *should*, *ought to*, and *had better*. These can be used in positive and negative sentences.

For example:

Positive Sentence	Negative Sentence	Interrogative Sentence
You should study harder to get better results.	You shouldn't call her while she is busy with chores.	I have a problem. Should I call my parents or my friend?
You ought to wear a warm jacket, it's really cold outside.	("ought to" is not usually used in the negative form)	("ought to" is not common in question form)
You had better slow down. You are driving too fast!	You had better not forget to finish your homework.	("had better" is not usually used in question form)

The phrase "**had better**" is a bit stronger. It includes the idea of a warning: something terrible will happen if you do not follow my advice.

Exercise 5

Work in pairs. Orally discuss and change the following statements into advice by using modal verbs. After discussing, write the advice sentences in your notebooks.

1. Listen to your mother.
2. Give good reason for your absence.
3. Break traffic rules.
4. Fulfil the promise you made to your mother.
5. Finish your task on time or you'll be in trouble.
6. Discuss this matter on the dinner table.
7. Remain seated until the seatbelt sign is turned off.
8. Complete these chores by tomorrow.
9. Talk when others are speaking.
10. Follow the instructions carefully.

Exercise 6

Write requests or advice for the following situations.

- a) You need a pen, and your sister has one.
- b) You are spending too much money on buying unnecessary clothes.
- c) Your friend is leading an unhealthy lifestyle.
- d) You want a half-day leave from your Principal as there is an emergency in your family.
- e) Your brother is going to the stadium to watch a cricket match and you want to go with him.
- f) My friend was telling me a secret about her family.
- g) What does your mother say if you spend too much time playing games rather than studying?
- h) The phone rings while you are cooking in the kitchen. Your father is near the telephone.
- i) It's hot, and you are thirsty.
- j) You're studying for an exam, but your brother listens to loud music.

Letter to Editor (Revision)

Letters to the editor usually convey information or highlight some concern of public interest or which affects a large community, in general. These letters are a great way to increase awareness about problems, advocate a cause, or convey information.

Exercise 1

The format of letters to the editor is given below in a jumbled order. Work individually and put the following statements in the right order. Write 1 for the first thing that should be written, 2 for the second item, and so on, in the blanks provided. After completing, compare your answers with your partner. Make corrections where needed.

- a. Begin by addressing the person, i.e., Dear Sir/ Madam. _____
- b. Keep it brief. _____
- c. Then, write the name of the newspaper. _____
- d. Sign the letter. _____
- e. Begin by writing the date on the left side. _____
- f. Come directly to the main point. _____
- g. State your opinion about what should be done. _____
- h. Under the date write 'The Editor'. _____
- i. Explain why the topic is important, with evidence. _____
- j. Add the name of the city. _____

Exercise 2

Work in pairs. First, one of you should write a letter to the Editor on one of the following issues while the other should write on the second issue. After writing, exchange letters with each other and check whether all the 10 steps mentioned in Exercise 1 are covered in the right order.

- a. Stagnant Water on Roads and Streets
- b. Unannounced Load-Shedding

Note for teachers: A sample of letters to editors is given on page 18 & 19 in English Book I for grade IX. Refer and revise the format. Make sure that the students know what they need to do in Exercise 1. Once the students have compared their answers with each other, elicit responses, and ask them to check their work.

Note: For acquiring additional language skills. Not to be formally assessed.

Maintaining a Daily Schedule

Success in life depends a lot on how we manage and use our time. Maintaining a daily schedule can help us in achieving many of our targets in everyday life.

Exercise 1

Make a list of things you do on a daily basis (eat, sleep, play, study, mobile usage, computer games, going to school, doing household chores, etc.). Write exactly what you do.

Next, add the amount of time you devote to each activity (sleep 8 hours, breakfast 20 minutes, travel to and from school 25+25=50 minutes, etc.)

After you have done this, compare your list with your partner. Make changes to your list, as needed, by adding or subtracting some activities or making changes in the amount of time.

Exercise 2

Now, make a list of things you should do on a daily basis, but you don't. Add the approximate time required for each of these activities. Again, compare your list with your partner and make any changes needed.

Exercise 3

Prioritize things in both the lists, i.e., write 1 for the most important thing in each list, 2 for the second most important, and so on. Now, develop a third list by taking the most important things from each list and develop your normal, daily working day schedule by filling the following table.

Time	Activity	Total time
7:00 – 7:30 am	Get up, wash, change, have breakfast, get ready for school	30 mins
7:30 – 1:00 pm	Go to school	5 hrs 30 mins
1:00 – 2:30 pm	Get back from school, change, have lunch	

Note for teachers: Explain to the students what needs to be done in each exercise. Walk around and ensure that all students are doing the exercises.

Note: For having fun with language. Not to be formally assessed.

Game (Name, place, animal, thing)

Enjoy this interesting game. It is called 'Name, place, animal, thing'. All you need is a clean piece of paper.

Work in groups of three. Take a piece of paper and draw five lines on it, and put the headings as shown below.

Next, the teacher will call out an alphabet. Write that alphabet in the given column and start writing the name of a person in the name column, name of a village/ town/ city/ country in the place column, name of a bird/ animal in the animal column, and name of any object in the thing column, all beginning with the alphabet announced by the teacher. Limited time will be provided for writing these items and then the teacher will move on to the next alphabet. Once the game is over, the student with the most correct items will be declared as the winner.

<i>alphabet</i>	<i>Name</i>	<i>Place</i>	<i>Animal</i>	<i>Thing</i>

Note for teachers: Prepare chits of paper with one alphabet written on each chit, i.e., you will have 26 chits, one with each letter of the alphabet written on it. When the students have drawn the columns on the paper, start the game by picking up one chit and calling out the alphabet. Give the students 2 minutes and move on to the next alphabet. Speed is important to create a fast tempo. At the end, quickly check what the students have written and declare the winner.

What will I learn?**6.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and using contextual clues.
- Skim texts to
 - have a general idea of the text.
 - infer themes/ main idea
- Read silently to find main idea and supporting details and to interact with the text:
 - make simple inferences using context of the text and prior knowledge.
 - deduce meaning of difficult words from context
- Use critical thinking skills to respond orally and in writing to the text read to
- Relate what is read to own feelings and experiences
- Read a poem and give orally and in writing
 - theme and its development
 - personal response with justification
 - paraphrase/summary

6.2 Oral Communication

- Use the simple conventions to communicate in public speaking

6.3 Language Practice

- Identify and use transitional devices that show order and reason
- Recognize the rules of and change the narration of selected sentence types: questions

6.4 Writing

- Write an expository essay of at least four paragraphs on a given topic based on given guidelines

6.5 Study Skills

- SWOT Analysis

6.6 Fun

- Adventure Game

Pre-reading

Work in pairs and discuss the following questions

1. Who do you like the most among your family members?
2. Why do you like him/ her?
3. How can we earn more respect from people?

Reading text**Speak Gently**

David Bates (1809 - 1870)

Speak gently; it is better far
To rule by love than fear.
Speak gently; let no harsh words mar
The good we may do here.

1

Speak gently to the little child.
Its love be sure to gain;
Teach it in accents soft and mild,
It may not long remain.

2

Speak gently to the aged one;
Grieve not the care-worn heart;
Whose sands of life are nearly run;
Let such in peace depart.

3

Speak gently; 'tis a little thing
Dropped in the heart's deep well;
The good, the joy that it may bring,
Eternity shall tell

4

Note for teachers: Divide the students in pairs and ask them to discuss the three pre-reading questions for about 3-4 minutes. Next, elicit responses from some students. Read the poem loudly and ask the students to follow the poem as you read it. After that, ask them to individually read the poem silently and then, in pairs, discuss the key points in each stanza.

Exercise 1

Answer the following questions and then share your answers with your partner.

- The main idea of the poem is to speak gently with
a) children b) young people c) all people d) old people
- By speaking gently, we attract people's
a) attention b) love c) care d) help
- Speaking gently is something
a) big b) difficult c) small d) impossible
- We shall have good results of speaking kindly in the
a) shortly b) world c) deeply d) keenly
- We should speak kindly to the old people because they will leave the world
a) after a long time b) shortly c) deeply d) none of these

Exercise 2

Work in pairs and underline the following words in the poem. Next, choose the suitable meaning from the box below and write it against the words.

unending time/ forever	tone of voice	tired	spoil	cause unhappiness	rude or rough	softly and kindly	old
------------------------------	---------------------	-------	-------	----------------------	---------------------	-------------------------	-----

S.No	Word	Meanings
1.	gently	
2.	harsh	
3.	mar	
4.	accents	
5.	aged	
6.	grieve	
7.	careworn	
8.	eternity	

Note for teachers: With all the exercises, once the students have completed their work and shared with their partners, elicit responses and ask the students to check their work.

Exercise 3

Read the text and match sentences in column A with column B. Write the answers in column C. Compare your answers with your partner.

S. No.	A	B	C
1.	Speak gently to everyone	so as not cause them unhappiness	
2.	Speak gently so as not to	its impact on people's lives	
3.	Speak gently to little children and	small but important	
4.	Speak gently to old people	wipe out all the good work done	
5.	Speak gently as it is something	to win people's love	
6.	Speak gently as only time will show	teach them in a soft manner	

Exercise 4

Work in pairs and find out the reasons why the poet asks us to speak gently. First, discuss the reasons orally and then write the answers in your notebook.

- We should speak gently to everyone because _____.
- We should not speak in a harsh manner because _____.
- We should teach children in a soft manner because _____.
- We should not cause unhappiness to older people because _____.
- Speaking gently is a small but important thing because _____.

Exercise 5

Work in pairs and list down two things for each verse that the poet mentions people should do and what would be the result of doing each thing.

Verse 1: a) _____.

b) _____.

Verse 2: a) _____.

b) _____.

Verse 3: a) _____.

b) _____.

Verse 4: a) _____.

b) _____.

Exercise 6

Based on answers in Exercises 3, 4, and 5, write the summary of the poem. Look at the summary writing tips in Unit 3.1 and 3.4.

Exercise 7

Work in groups of three. Discuss and list some of the small things that one can say or do to make people happy and some small things that one may say or do that can hurt people.

S. No.	Things related to happiness	Things related to hurt
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Exercise 8

Select any three things from each of the section, i.e., happiness and hurting, and discuss what you can do to provide happiness and to avoid things that hurt people. Each one of you will have to speak in front of the class stating one thing that you will do to give happiness and one thing that you will do to avoid hurting people.

Public Speaking

Many people find speaking in public very difficult. However, following some simple steps can help you in overcoming this fear.

Tip-1	Think about the topic, decide what your focus will be and quickly jot down some points related to it.
Tip-2	Ask yourself some Wh-questions to find your focus, quickly choose the area of focus and delete all unrelated questions.
Tip-3	Decide what points you would like to include, and how you would like to begin and end
Tip-4	You may add a brief story, or joke, or some recent event related to the topic.
Tip-5	Use of cue cards; jot down all your key points on a separate cue card, make sure that you number them.

Exercise 1

Describe something that you own which is very important to you. Follow the steps given above. Some Wh-questions for finding your focus are as follows. However, add as many more Wh-questions as you can.

1. Where did you get it from?
2. How long have you had it?
3. Who gave it to you?
4. When did you purchase it?
5. Why did you purchase it?
6. Why is it important to you?

Exercise 2

You are asked to speak about the importance of a clean environment. Prepare a three-minute speech, following the rules above.

Note for teachers: Discuss all the points related to public speaking, mentioned above, with the class. Tell them what cue cards are, that they have numbers on them, and that only key words should be written on them, not whole sentences. Give them about 10 minutes to prepare each speech. Call up half the students to deliver their speech at the end of Exercise 1 and the remaining half at the end of Exercise 2. Make sure that they use cue cards while delivering their speech. Do not comment on each speech. When all the students have delivered, give some general comments. Do the same for speech 2.

Transitional devices showing order and reason

Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. They link sentences and paragraphs together so that there are no abrupt jumps or breaks.

There are several kinds of transitional devices. Here we will discuss two categories.

Showing Order

first, second (etc.), finally, next, then, after, before, as soon as, in the end, after that, meanwhile, later on, etc.

Showing Reason

because, as, for, since, due to, owing to, etc.

Exercise 1

Work individually and underline the words showing order in passage 1 and connectors of reason in passage 2 given below. Discuss your answers with your partner.

Saturday was a great day! First, I met my friends at the sports centre. Then, we had lunch at Chez Café. Next, we went to a museum and saw some amazing dinosaurs. After that we went to see a fantastic science fiction film. As soon as the film ended, we all went home.

Bilal was an hour late because he had missed the train. I did not bother him as he was worried. I offered him lunch since it was lunch time, but he refused. Owing to staff shortage at the office, everyone was very busy due to which nobody was able to ensure that he had had his lunch.

Note for teachers: Once the students have done each exercise and compared their answers with their partners, elicit responses from them and ask them to check their work.

Exercise 2

Work individually and complete the passage with the words showing order. Discuss your answers with your partner.

Yesterday was my birthday, and it didn't start well. I went to the park to meet my friends, but they weren't there. So, I decided to look for them. _____, I went to the shopping centre opposite the park, but they weren't there. _____, I looked for them in the library, but they weren't there. _____, I tried the sports centre and the restaurant near the park, but my friends weren't there. _____, I went home, and my friends were there, with a birthday cake, ice cream, music, and games. It was a surprise party for me! _____, I had a great birthday.

Exercise 3

Work individually and fill in the blanks with the most suitable words showing order from the brackets. An example has been done. Discuss your answers with your partner.

1. My sister was in the dentist's office for ten minutes. _____, I sat in the waiting room with an old magazine in my hands. (First, **Meanwhile**, Later)
2. An hour passed, but there was no sign of Mujahid. _____, we decided to go home. (Until, Before, Finally)
3. We bumped into Salim during our trip to Keenjhar Lake. A few weeks _____, we met him again (after, then, later)
4. She had finished her lunch _____ I had even started. (later than, before, after)
5. They went to a nearby restaurant for breakfast, _____, they drove off towards the River Indus. (after that, afterwards, meanwhile)
6. The football coach announced to play with Sindh_____, and _____with Baluchistan. (first-then, later-after, lastly-eventually)
7. As we are all hungry, we will go to the park _____taking lunch. (before, after, first)

Exercise 4

The following statements describe the process of frying an egg, but the steps are all mixed up. Work with your partner and select the appropriate words for each blank to describe the process of frying an egg. After filling the blanks, write these steps in the correct order, in the form of a paragraph, in your notebooks.

Next

Step three

After that

In the end

First

Finally

Step two

Then

Step one

1. _____, cook for a while.
2. _____, put some oil in it.
3. _____, break the egg.
4. _____, take a frying pan.
5. _____, sprinkle salt and pepper over it.
6. _____, eat it with bread.
7. _____, put it on the stove.
8. _____, put the fried egg on the plate.
9. _____, put it in the heated oil.

Note for teachers: Once the students have discussed and completed the task, ask them to rewrite the sentences in the correct order in their notebooks. Elicit responses, give the correct response, and ask students to check their work.

Revision of Direct/ Indirect Questions

You have already learnt in earlier classes about the two types of questions: 'Yes/ No' questions and Wh-questions. When changing 'Yes/ No' type of questions from direct to indirect speech **if** or **whether** is added.

Example:

Direct: Rehana said, "Can **you** fetch **me** some water?"

Indirect: Rehana asked **if I** could fetch **her** some water.

Direct: Parvez said, "Are you from Australia?"

Indirect: Parvez asked **whether I** was from Australia.

However, when changing the Wh-questions from direct to indirect speech, the 'Wh' word used in the direct speech is used in the indirect speech. Moreover, the person who is being asked the question is either mentioned directly or there is an indirect reference.

Example:

Direct: Mother said, "**How** is the chicken?"

Indirect: Mother asked **me how** the chicken was.

Direct: Haseeb said, "**When** will we go to the stadium, Tahir?"

Indirect: Haseeb asked Tahir **when** they would go to the stadium.

Exercise 5

Work in pairs, orally discuss and change the following from direct to indirect speech. After discussing, write the correct responses in your notebook.

1. Ali's friend said, "Can you spare me your book for a week?"
2. She said to him, "Do you sell seafood?"
3. "Have you visited Mohatta palace in Karachi, Charles?" said Behram.
4. Rehan said to his sister, "Was your friend's birthday on Friday or Saturday?"
5. The doctor said to his patient, "Are you taking medicine regularly?"
6. "Can we take photographs here?" the students asked the caretaker.
7. Ashok said, "Is there a petrol pump nearby, Sunil?"
8. Mother said, "Do they know the date of our visit?"

Exercise 6

Work in pairs, orally discuss and change the following from direct to indirect speech. After discussing, write the correct responses in your notebook.

1. "When will your results be announced?" said Jason
2. "What time will the match start, Zaheer?" said Zaman.
3. "The old woman asked, "Where is the nearest hospital?"
4. The climber said, "How quickly can we climb this hill?"
5. "What is the price of this article?" the customer asked the shopkeeper.
6. "Why are you angry with me, Zahida?" said Sabiha.
7. The policeman said, "Whose car is this?"
8. The old man said, "Children, who broke this windowpane?"

Exercise 7

When Faiz returned from the interview, his friends wanted to know the details. He reported what the interviewer had asked him. Work individually and write what Faiz said to his friends. The first one has been done as an example.

1. "What is your name?"

The interviewer asked me what my name was.

2. "What is your qualification?"

She asked me

3. "Do you know how to type?"

4. "Can you use the computer?"

5. "How good is your English?"

6. "Have you worked anywhere else before?"

7. "Why do you want to work in this factory?"

8. "Where do you live?"

9. "How far is this factory from your house?"

10. "Is there any question that you want to ask?"

Exercise 8

Work individually and rewrite the passage in the form of reported speech.

Nadeem went to his boss and said, "Will I get a promotion this year?" His boss replied that he would. Nadeem said, "When will I get it?" His boss said that he would, but on one condition. "What is that?" said Nadeem. The boss replied, "Can you answer some questions?" Nadeem said, "If I answer correctly will I get the promotion?" The boss confirmed it and said, "Should I ask you three easy questions or one difficult question?"

"Can you give me some time to think?" said Nadeem. The boss gave him two minutes to decide. "Is the difficult question very difficult?" asked Nadeem. The boss replied that it would depend on what you think is difficult. Nadeem said, "What if I cannot answer?" Then he further asked, "Will I get another chance?" The boss replied in the negative.

Nadeem thought for a minute and agreed to be asked one difficult question. The boss said, "Are you sure?" Nadeem said, "Do I have a choice?" The boss said that he could try the three easy questions. Nadeem said that he would like to answer the difficult question. So, the boss said, "What came first, day or night?" Nadeem thought for a minute and replied that day came first. The boss said, "How do you know?" Nadeem said, "Have I not answered one question as per our agreement?" The boss was pleased with his quick thinking and gave him immediate promotion.

Expository Essay

An expository essay explains a topic logically and in a straightforward manner. It presents a fair and balanced analysis of a subject based on facts, with no references to the writer's opinions or emotions.

Look at the following essay and observe how it is organised. The **Introductory Paragraph** is general, and the last sentence (called the **thesis statement**) contains all the ideas that will be covered in the essay. The three **paragraphs**, cover the three points covered in the last sentence of the introductory paragraph (for paragraph writing see Unit 1, section 1.4). Finally, the Concluding Paragraph begins with a concluding phrase and sums up all the key points.

Sample Essay: "The Hazards of Movie Going"	
Introductory paragraph	Watching a movie in a theatre is fun. But many people enjoy watching movies sitting at home. They avoid going to the theatre for several reasons. These include problems in getting to and inside the theatre, the theatre seating, and the behaviour of some movie-goers.
First paragraph with supporting details	One reason why people prefer watching movies on the TV rather than going to the theatre is the time required in reaching and getting inside the theatre. First of all, there is the long drive. It takes many people almost an hour or more to reach the theatre. Then, there are the long queues in which one has to wait. And, if the movie is good, by the time one's turn comes the theatre is full and they have to go back.

Second paragraph with supporting details	Even if one manages to get a ticket, there is the problem of getting a good, comfortable seat. The seats in many theatres are very narrow and hard. At times, there are springs sticking out from torn seat covers. Often, the seats tilt this way or that way, making one wonder whether it is safe to sit on them. The most annoying thing is getting a seat from which one cannot see without sitting up straight for two hours, because of a tall person sitting in front.
Third paragraph with supporting details	Furthermore, there are numerous other problems one has to face because of the way that many movie goers behave. Many of them often create a noisy environment, particularly while watching racing cars or karate movies. Some consider it their duty to loudly pass comments on the movie, or whistle and express their feelings, or to discuss their ideas and opinions with their friends or family. Moreover, some of the movie-goers' little kids race up and down the aisles, constantly disturbing everyone.
Concluding paragraph	In short, while watching movies in a theatre is fun because of the large screen and the good sound effects, the related problems are too many. The problems involved in getting to the theatre, the discomfort of seating, and putting up with some of the people is too demanding for some people. Seeing movies on TV channels, in the comfort of their living rooms, is therefore considered a better option by many people, rather than going to theatre.

Exercise 1

Work in pairs. Read paragraph one and underline the three ideas that show what will be covered in the essay. Then, read the three body paragraphs and underline the topic sentence in each. See how each topic sentence relates to each idea in the last sentence of the introductory paragraph. Then, first underline the **controlling ideas** and then the **supporting details** of each idea. Finally, underline the **signalling phrase** in the concluding paragraph. Then, compare the introductory and concluding paragraphs and see how similar and different they are.

Exercise 2

Work in pairs. One of you should write an expository essay on one and the other one on the second topic from the two topics given below. Remember to use techniques learnt earlier for collecting thoughts and ideas before you start writing. Then, follow the points discussed above for writing an essay. After writing the essay, exchange your essays and read each other's work to see whether the essay has been written according to the rules.

1. Acquiring a New Skill
2. Importance of Sports

Note for teachers: Discuss with the class the key factors related to essay writing mentioned earlier. Explain what goes in an introductory, body, and concluding paragraphs. Also, revise the points regarding writing an effective paragraph, as discussed in Unit 1.4. Make sure that the students understand what they have to do in Exercise 1.

Note: For acquiring additional language skills. Not to be formally assessed.

SWOC Analysis

SWOC Analysis is a technique used for assessing capabilities and capacities. SWOC stands for Strengths, Weaknesses, Opportunities, and Challenges. It can be a useful tool for assessing one's own capabilities or limitations. It can also help in assessing the potential of an institution, programme, or activity.

Exercise 1

Read the questions given in the grid below and write your responses.

Strengths What do you do well? Response:	Weaknesses What could you improve? Response:
What advantages do you have over others? Response:	What are the elements that are hindering you? Response:
Opportunities What are the things or resources that are easily available to you? Response:	Challenges What are the elements that can harm you in any way? Response:
What are the things or resources that you can easily obtain? Response:	What are the dangers that you face in your external environment? Response:

Exercise 2

Write down your strengths, weaknesses, opportunities, and challenges with regard to learning the English Language.

Note for teachers: Discuss with the class what a SWOC analysis is and explain it to them before asking them to do the exercises.

Note: For having fun with language. Not to be formally assessed.

Adventure Game

Imagine that you are stranded on a deserted island while travelling. There is food and water on the island but nothing else.

You can have eight items from the items listed in the box below. Work in groups of four and choose the eight items that you think may be most useful. Rank these items in order of usefulness, from most useful to least useful. Discuss why these items are important. After the allotted time, you will have to come and state your choice and reasons for selecting them, in front of the class.



A box of matches, A magnifying glass, An axe,
 An atlas, A towel, A watch, A saucepan,
 20 meters of nylon rope, A knife & fork,
 A transistor radio with batteries,
 A pencil & paper, A nylon tent,
 A camera & five rolls of film,
 A blanket, Ointment for cuts & burns,
 A bottle of energy drink, Some metal-knitting needles.

Note for teachers: Divide the class in groups of four. Tell them that after 10 or 15 minutes each group will come up and present their eight items, with each group member stating the reasons for two of their choices.

What will I learn?**7.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and using contextual clues.
- Skim texts to
 - have a general idea of the text.
 - infer themes/ main idea
- Read silently to find main idea and supporting details and to interact with the text:
 - make simple inferences using context of the text and prior knowledge.
 - deduce meaning of difficult words from context
- Use critical thinking skills to respond orally and in writing to the text read to
 - relate what is read to own feelings and experiences

7.2 Oral Communication

- Use polite form to negotiate and develop consensus

7.3 Language Practice

- Revise the use of prepositions of movement and direction
- Revise the use of conditional sentences.
- Revise the rules of type 3 conditional sentences.

7.4 Writing

- Write a persuasive essay of at least four paragraphs, on a given topic based on the given guidelines:

7.5 Study Skills

- Diary Writing

7.6 Fun

- Word Association

Pre-reading

1. How many of you have travelled?
2. Where have you been?
3. Read this quotation and state what you understand by it: ***“The world is a book, and those who do not travel read only one page.”*** ~ Saint Augustine

Reading text**My Travel Diary: Journey to the Gorakh Hills Station**

1. Travelling is a way of reconnecting with nature and, most importantly, with ourselves. My trip to the Gorakh Hills Station was one such experience. Knowing my love for travel, my parents broke the news two days before my birthday that the celebration would be held at the Gorakh Hills Station. It is situated at an elevation of 5,690 ft. from the sea level and is the highest summit and a holiday resort in Sindh. I'm sure you will enjoy reading my travel accounts of Gorakh Hills and appreciate how awesome they are.

2. We started the journey at break of dawn, in an air-conditioned bus. A group of 14 tourists welcomed us, and a glance made me realize that there were about four teenagers, which meant that the trip was likely to be fun. I took a seat near the window, and our long-awaited trip started from Karachi. The guide explained the journey and the route we would be taking. He also distributed flyers that had details about the resort. After crossing the Toll Plaza on the Motorway, I turned on my Wi-Fi (Wireless Fidelity) to search for the route to our final destination. I checked the route on my mobile, and the GPS (Geographic Positioning System) showed that the area that we were crossing was Nooriabad, and that we had travelled 83 kms. Looking out of the window, I could see newly constructed housing schemes and smoke coming out from the factory chimneys.

Note for teachers: Ask the students the pre-reading questions and elicit responses. Encourage students to speak in English. Reframe the sentences uttered by them in any other language in English and ask them to repeat in English. Make sure that you include shy and weak students in the discussion. After a brief discussion, ask the students to read the passage and do Exercise 1.

3. After travelling a little more, we crossed Jamshoro. On my right, I could see some glimpses of the mighty Indus; some fishermen were laying nets to catch fish for the day. On the mobile application, I could see that the city of Hyderabad was right across the river. The guide announced on the public address system that we would take a small detour and go to the Almanzar Hotel on Kotri Barrage for a quick cup of steaming hot tea and parathas. The barrage was a colossal bridge-like structure, constructed over the mighty river. I quickly made friends during the break and was sure that the rest of my trip would be exciting.

4. On our next leg of the trip, we took the Indus Highway, which runs along the right bank of the river Indus. Cash crops are grown in this region. I could spot bullocks as well as tractors being used for farming. The bus rumbled on and soon the guide announced that we would be reaching Sehwan in a while, where we would be breaking our journey for a quick visit to the shrine of Lal Shahbaz Qalandar, a highly revered Sufi saint. This visit was an incredible experience, as people from all walks of life come to the saint's shrine to pay homage. It is commonly believed that a visit to this shrine can provide healing for all types of illnesses. The spiritual atmosphere, the aromatic fragrance of incense and red roses, and the colourful spreads took me to another world.

5. Our final destination was, of course, the Gorakh Hills, which was a good four hours from Sehwan. On leaving Sehwan, we were served lunch, in nicely packed lunch boxes, on the bus. The lunch comprised spicy fish caught from the Manchar Lake, which was situated close to Sehwan. We washed it down with fresh, refreshing sugar cane juice, supplied in disposable glasses. The tour operator had arranged the lunch from Sehwan.

6. The guide and the driver warned us in advance that the comfort of the bus drive would soon be over. At the foot of the Gorakh Hills we were transferred to a jeep for a steep, uphill drive to reach the summit. The steep zigzag 4-kilometer ride made my mother and a few elders sick, but we were well prepared to handle the problem. On reaching the peak, I felt that I was on top of the world, surrounded by steep slopes and rugged beauty. However, as luck would have it, all rooms were occupied, and we had to rent tents for our night stay. My family fixed our tent on a small flat piece of land overlooking Baluchistan in the west. This location was a perfect vantage point for watching the sunset.

7. After a light dinner, when I stepped out of the tent, with a steaming cup of tea in my hand, I found myself under a canopy of stars, under which we lit the bonfire. We were all in a very good mood and had great fun indulging in activities such as *Baetbazi*, Chinese whisper, sharing funny stories, and all sorts of childish games that we could think of. The sparkling golden hues of the fire, the crackling of the wood, the bright stars above, and the warmth of friends gathered around the fire made time come to a standstill.

8. Waking up early in the morning, I wasn't aware that the best was yet to come. As I stepped out, I witnessed a sunrise that was one that one would witness in a painting or a movie; and the clouds were gradually descending all around us. It was spellbinding to see floating clouds, which I could touch, to smell the fragrances of different herbs, which tranquilized my senses, and to hear the distant bleating of sheep grazing around. I was still admiring the beauty when I heard people singing 'Happy Birthday' behind me. Turning around, I saw that my parents and friends were carrying a huge cake with candles on it! Things had been planned to the last detail; a beautiful rug had been spread out for the cake cutting ceremony. I was deeply touched by my parents' love and meticulous arrangements. The cake cutting was followed by *halwa puri* for all. However, all good things have to come to an end. Soon after breakfast, we packed our belongings and said goodbye to the most awe-inspiring holiday resort of Sindh.

9. On our way back, we took a different route and travelled from the Dadu-Moro Bridge. The guide announced that, from there, we would cross the river Indus to go to the other bank to continue our journey. The landscape here was greener as compared to the right bank. On the way, we stopped at Hala to buy some souvenirs from roadside shops. We also glimpsed the historical city of Matiari in the distance. Earlier, the guide had announced that we were passing close to Bhit Shah, where the shrine of one of the world's greatest poets, Hazrat Shah Abdul Latif Bhitai (رحمة الله عليه), is located. Finally, we crossed through the city of Hyderabad and reached the Motorway on which we had travelled the day before from Karachi.

10. This journey gifted me with new friends, abundant excitement, and fun. Overall, it was a once-in-a-lifetime experience. How true was Ibn-e-Batuta when he said that travel leaves you speechless, and then turns you into a storyteller.

Exercise 1

After reading the text, select the best option for the following statements.

1. Their final destination was

a) Jamshoro

b) Sehwan

c) Gorakh Hills

d) Hyderabad

2. Starting their journey from Karachi, they reached the Gorakh Hills

a) in four hours

b) in less than four hours

c) before sunset

d) after sunset

3. The trip lasted for

a) one day

b) two days

c) three days

d) four days

Exercise 2

Work in pairs. First, look at the words in Box A. Then, read paragraphs 1 – 5, underline the words given in Column A in the text. Then, find their meanings in Column B and write the answers in Column C. Do the same with Box B, paragraphs 6 – 10

BOX A: Paragraphs 1 – 5			
S. No.	Column A Word	Column B Meaning	Column C Answer
1.	summit	a) deeply respected	
2.	resort	b) a substance which when burnt gives out a sweet smell	
3.	awesome	c) extremely large	
4.	glimpses	d) having a pleasant smell	
5.	detour	e) pay respect publicly	
6.	colossal	f) highly impressive	
7.	revered	g) highest point of something	
8.	incredible	h) a brief view	
9.	pay homage	i) almost impossible to believe	
10.	aromatic	j) a place that people go to for holidays	
11.	incense	k) take a roundabout route	
BOX B: Paragraphs 6 – 10			
S. No.	Column A Word	Column B Meaning	Column C Answer
12.	rugged	l) slowly	
13.	vantage	m) holding one's attention completely	
14.	canopy	n) breath taking	
15.	standstill	p) coming downwards	
16.	gradually	q) a place providing a good view	
17.	descending	r) showing attention to detail	
18.	spellbinding	s) a covering over something	
19.	tranquilized	t) a thing kept as a reminder of something/ someone	
20.	meticulous	u) rough, natural	
21.	awe-inspiring	v) have a calming or sedative effect	
22.	souvenirs	w) having no movement	

Exercise 3

Below is a brief summary of the places mentioned along the route. Read the text and fill in the blanks with the names of these places. After completing the exercise, compare your answers with your partner.

The journey began from _____. After crossing the toll plaza got on the _____. First crossed _____ and then _____. Could see some glimpses of the river _____ on the right. According to the GPS _____ was across the river. Went to a hotel on _____. After that got on the _____, which was on the right bank of the river Indus. The next stop was _____. Had lunch on the bus that comprised spicy fish caught from the _____. finally reached the _____.

On the way back, took the _____ bridge route. Stopped at _____ to buy souvenirs. Glimpsed _____ in the distance. Passed close by _____. Finally, crossed _____, got on the _____ and reached _____.

Exercise 4

The statements given below very briefly describe the main points of each paragraph. Work with a partner and find out the paragraphs that have the following key points. Write the paragraph number in the space provided.

- | | |
|--------------------------------------|-------|
| a. Travel to the top | _____ |
| b. Stopover for breakfast | _____ |
| c. Activities at night | _____ |
| d. Birthday trip to the Gorakh Hills | _____ |
| e. Morning scenes and event | _____ |
| f. Shrine description | _____ |
| g. Good memories | _____ |
| h. Start of the journey | _____ |
| i. Places on the trip back home | _____ |
| j. Lunch on the bus | _____ |

Read the text again and circle the right option. After completing the exercise, compare your answers with your partner.

1. The Gorakh Hills are the highest place in _____.
 - a) Pakistan
 - b) Baluchistan
 - c) Sehwan
 - d) Sindh
2. The guide explained the route and gave _____ to everyone.
 - a) lunch
 - b) breakfast
 - c) flyers
 - d) directions
3. Asif used his mobile phone to look for _____.
 - a) the route
 - b) information
 - c) instructions
 - d) new places
4. The text states that many people visit the shrine of Lal Shahbaz Qalandar to seek _____.
 - a) fulfilment of wishes
 - b) material benefits
 - c) blessings
 - d) healing
5. For lunch they had _____.
 - a) fish and chips
 - b) sugarcane juice and rolls
 - c) fish and sugarcane juice
 - d) sandwiches and sugarcane juice
6. At night they could hear the sounds of _____.
 - a) dogs barking
 - b) wolves howling
 - c) water flowing
 - d) many animals
7. There was more greenery on _____ of the river.
 - a) the right side
 - b) the left side
 - c) the bank
 - d) both sides
8. according to Ibn-e-Batuta, _____ makes one a good storyteller.
 - a) reading
 - b) listening to good stories
 - c) not speaking
 - d) travelling

Exercise 6

Work in pairs and write three sentences about the following. After completing, exchange your work with another pair and read each other's work.

1. Gorakh Hills station

2. Shrine of Lal Shahbaz Qalandar

3. After dinner activities

4. Spell-binding experiences

5. Birthday breakfast

Exercise 7

Answer the following questions.

1. Which two great saints are mentioned in the text?
2. Why did Asif's parents decide to take him to the Gorakh Hills for his birthday?
3. Why is Gorakh Hills a good place for a holiday?
4. What was served for lunch and where was it served?
5. Why did they have to leave the bus and take the jeep to reach the top?
6. Why did Asif and his family have to sleep in a tent?
7. What did Asif appreciate deeply about his parents?
8. How was the return route different from the up journey route?

Exercise 8

Work in groups of three and describe a place that you would like to go for a holiday and why do you want to go there? While discussing, jot down the main points and decide who is going to say what, as all three of you will have to come and share your choice with the class.

You can use any of the clustering, points collecting, or mind mapping technique to gather your points.

Note for teachers: Divide the class in groups of three. Tell them to first agree on the place they want to go for a holiday, not a place of religious significance. Encourage them to use any of the brainstorming techniques that they have learnt, to collect their points. Set the time and at the end of the given time ask each group to come up and present.

Polite Form to Negotiate and Develop Consensus

Sometimes, people have different opinions or ideas about certain things. In such cases, they need to negotiate with each other to come to some agreement.

Some useful phrases for negotiating and developing consensus

Let's see	Let's discuss this	I have a different idea
I think/ don't think	This sounds good	I agree with you
In my opinion	We can sort this out	I like this idea

Exercise 1

Work in pairs and practice the following dialogue. First one of you takes the role of the client and the other that of the travel agent. Then, reverse roles and practice again.

Travel Agent: How was your trip?

Client: It was a disaster. You charged me a high price and provided low services.

Travel Agent: Sir, you, yourself, chose the package and the facilities.

Client: Yes, I did, but the package stated one thing and provided something else. I'm here to get my money back.

Travel Agent: Please accept my apologies for any inconvenience.

Client: I am not here for apologies. I want my money back.

Travel Agent: Let me see how I can help you.

Client: You did not even provide a good resort as mentioned in the prime package.

Travel Agent: Well, the company can return you half of the price that you paid. How about that?

Client: This sounds great to me. Thank you.

Exercise 2

Situation: You are siblings. Your parents have given you some money to buy a dress, a bag, and a pair of footwear. You need to agree on how much money to spend on each item and why.

Work in pairs and come to a consensus. You can use some of the phrases given in the box above.

Exercise 3

Situation: The Principal has given your class permission to go for an outing /trip. Some of the students want to go to the beach, some to Makli, others to the Hub dam, while others want to go to Ranikot.

Work in groups of four and come to a consensus. You can use some of the phrases given in the box above.

Note for teachers: Divide the students in pairs for Exercises 1 and 2. After that, divide them in groups of four and ask them to do Exercise 3. Walk around to ensure that all the students are participating in the activity. Guide and assist students needing support.

Revision of Prepositions (movement and direction)**Exercise 1**

Work individually, choose the correct option from the prepositions of movement and direction given in parenthesis. After completing, compare your answers with your partner.

1. Let's go for a walk _____ (*across/under/by*) the river.
2. I'm going _____ (*to/past/around*) the shop to buy some grocery.
3. We sailed _____ (*over/under/around*) the bay today.
4. Let's walk _____ (*under/over/through*) the forest.
5. I'm going _____ (*over/into/to*) Paris in May.
6. We walked all _____ (*around/under/to*) the city centre but couldn't find the store.
7. He put the open book _____ (*at/on/in*) the desk and asked the child to read.
8. The lion walked in a circle _____ (*across/around/into*) the baby giraffe before attacking it.
9. The train passed _____ (*onto/into/through*) nine tunnels on the way to Peshawar.
10. His dog is always trying to escape _____ (*from/on/past*) the backyard.

Exercise 2

Work individually, choose the right option to complete the sentences. After completing, compare your answers with your partner.

1. Be careful when you walk ____ the street. You may encounter stray dogs there.
a) Through b) above c) across d) up
2. The car is going _____ the tunnel to reach the station.
a) Around b) below c) at d) through
3. A flock of birds is flying _____ the trees under the blue sky.
a) over b) through c) onto d) on
4. She walked ____ the kitchen and put her packages on the table.
a) in b) into c) onto d) on
5. River Kunhar flows _____ the lake.
a) towards b) over c) up d) on
6. While waiting for my train, I took a walk _____ the station.
a) on b) around c) onto d) in
7. A formation of twelve airplanes flew _____ our houses.
a) up b) down c) over d) past
8. The door was locked, so I shoved the letter _____ the door.
a) Around b) under c) on d) into
9. The poachers go _____ the forest to hunt animals for their hide.
a) on b) through c) in d) over
10. I slipped as I stepped _____ the platform.
a) into b) onto c) around d) across

Note for teachers: Upon completion of each exercise, elicit responses from the class, say which response is correct, and ask all the students to correct their work.

Compound Prepositions

Compound prepositions are composed of two or more prepositions to function as one preposition. Compound prepositions must not be joined together as they are two separate words that function as one word.

Example:

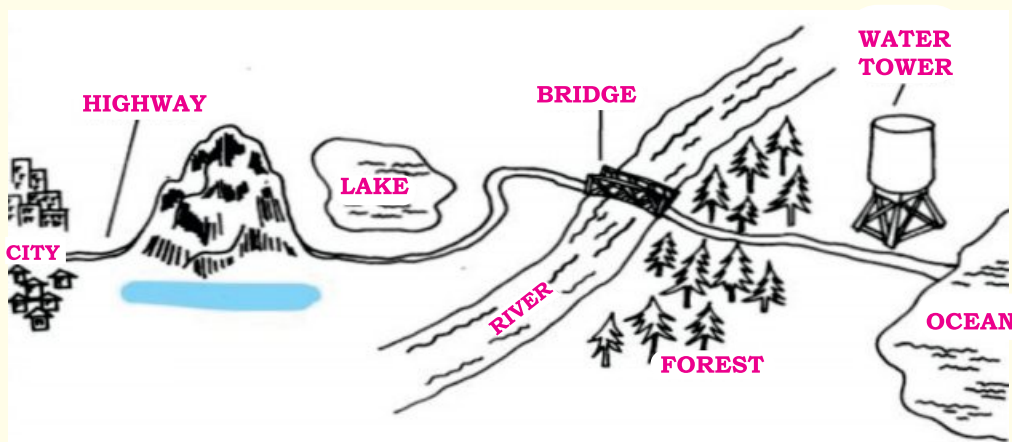
- **According to** his mother, he often talked in his sleep.
- We waste a lot of time arguing **instead of** agreeing.
- They continued with their search and rescue mission **in spite of** the bad weather.
- They had to paint their office **in addition to** their usual work.

Some Compound Prepositions		
according to	in favour of	due to
as to	in front of	next to
opposite to	on account of	in between
away from	on behalf of	in case of
aside from	in addition to	along with
because of	in case of	apart from
close to	in return for	out of
depending on	in spite of	instead of

Exercise 3

Work individually. Use an appropriate compound preposition from the list given above to complete the sentences below. After completing, compare your answer with your partner and make corrections where necessary.

1. He can't perform any more _____ his failing health.
2. The villagers had to carry pails of water _____ their work in the fields.
3. Sameer was never _____ his parents going to the city.
4. This theory is wrong _____ his philosophy.
5. The match was delayed _____ rain.
6. This dog has been sitting _____ me for one hour.
7. I gave him a new book _____ the one I lost.
8. We will inform you later, _____ the situation.
9. The van stopped _____ the hospital.
10. You will have to leave your position _____ any change in the plan.



Exercise 4

Look at the picture above and fill the blanks in the following passage with one of the prepositions given in the box. Each preposition may be used only once.

according to	down	through	in spite of	around
past	on top of	up	in	to
into	out of	over	due to	on
				at
				from

One hot summer morning, _____ the intense heat, we decided to take a trip _____ the city and go _____ the ocean. We got _____ the car and drove _____ the highway, which went _____ one side of the mountain and came _____ the other side. Then the highway went _____ a part of the lake and _____ the bridge. After that we drove _____ the forest and _____ the big water tower. We arrived _____ the beach by noon _____ the heavy traffic.

_____ the map, the water that flowed _____ the river came _____ the melted glaciers. One of my friends also told me that natives preferred to live _____ the mountain as they felt safe there.

Type 3 Conditional Sentences

There are three main types of conditional tenses. Look at the table below.

Type 1	Present action leading to future results	If the team plays well, they will get into the finals.	If ... present simple verb ... will/can/ might + verb
Type 2	Past action leading to present results	If I worked harder, I could get better results.	If ... past simple verb ... would/ could/ might + verb
Type 3	Past action leading to past results	If he had listened to his parents, he would have got the job.	If ... past perfect verb ... would have/ could have/ might have + verb

The Type 3 conditional is used when talking about something that was not done, which led to results about which nothing can be done now.

If I had studied more, I would have passed my exams. (but I didn't, and so I failed and nothing can be done about it)

Exercise 5

Work with your partner. Orally discuss the following Type 1 Conditional Sentences exercise by using the words provided. Then, do it in your notebook. You may refer to the table given at the beginning of this Unit as and when needed.

1. We _____ all our wildlife if we _____ not careful. (destroy/ be)
2. If we _____ all sorts of chemicals into rivers, we _____ them. (dump/ pollute)
3. If we _____ trees at the present speed, we _____ our oxygen supply. (cut/ endanger)
4. If the global temperature _____, the sea levels _____ (increase/ rise).
5. We'll _____ our own existence if we _____ waste at the present rate. (threaten/ produce)
6. The traffic flow _____ better if everyone _____ the traffic rules. (be/ follow)
7. If I _____ you some of the chocolates, I _____ very few left for the party. (give/ have)
8. You _____ better marks next time if you _____ less time on video games. (get/ spend)
9. If you _____ so loudly during the match you _____ our neighbours. (shout/ disturb)
10. We _____ the Eiffel Tower if we _____ to Paris. (visit/ go)

Note for teachers: Before asking the students to do the Conditional Sentences exercises, explain the points given in the table. Remind them that they can refer to the table given in Unit 2.3, if needed, for the three forms of verbs. After they have completed each exercise, elicit responses, make corrections where needed, and ask the students to correct their work.

Exercise 6

Work with your partner. Orally discuss the following Type 2 Conditional Sentences exercise by using the words provided. Then, do it in your notebook. You may refer to the table given at the beginning of this section as and when needed.

1. If you _____ dark glasses, you _____ your eyes. (wear/ protect)
2. It _____ impossible to enter the building if the porter _____ us. (be/ stop)
3. I _____ this work for you if time _____. (do/ permit)
4. If I _____ a lottery I _____ a new computer. (win/ buy)
5. He _____ leave if he _____ cold. (take/ catch)
6. If the police _____ hard enough they _____ the thief to prison. (try/ send)
7. My friend _____ you a concession if you _____ the oven from him. (get/ purchase)
8. If I _____ you, I _____ for the job. (be/ apply)
9. If the doctor _____ him he _____ to work. (allow/ go)
10. It _____ me a lot of pleasure if they _____ the gift. (give/ accept)

Exercise 7

Work with your partner. Orally discuss the following Type 3 Conditional Sentences exercise by using the words provided. Then, do it in your notebook. You may refer to the table given at the beginning of this section as and when needed.

1. If the flight _____ on time, my boss _____ to the meeting. (arrive/ come)
2. They _____ all the food if I _____ it on the table. (eat/ keep)
3. If the driver _____ at the turning, the old woman _____ the road easily. (stop/ cross)
4. If you _____ your umbrella, you _____ getting wet in the rain. (take/ avoid)
5. I _____ the storm if I _____ more cautious. (escape/ be)
6. The people _____ if they _____ that there was no food. (leave/ know)
7. The child _____ the punishment if the scars _____. (forget/ disappear)
8. If their new player _____ as expected they _____ the match. (perform/ win)
9. There _____ no fight if the police _____ in time. (be/ arrive)
10. If he _____ the question the teacher _____ him some marks. (attempt/ give)

Exercise 8

Sheeba won the provincial folk songs competition and was interviewed by a reporter. She mainly responded by using the type 3 conditional sentences. The pair verbs used in each response are given below in a jumbled order. Complete her responses in the following dialogue. After you have completed, compare your answers with your partner and make corrections where needed. The first one has been done as an example.

be/ perform
make/ encourage

select/ think
fail/ be

lose/ cry

Reporter: Congratulations, Ms Sheeba. You have won!

Sheeba: Thank you. If I ***had stopped*** practicing, I ***would have lost***.

Reporter: What if you had lost?

Sheeba: If I _____, I _____.

Reporter: How would your parents have felt?

Sheeba: If _____, my parents _____ very disappointed.

Reporter: What about your friends?

Sheeba: Some _____ fun of me while a few _____ me to try again.

Reporter: What could you have differently to make sure you won?

Sheeba: I _____ a different song if _____ about it.

Reporter: Anything else that you would like to say?

Sheeba: My self-esteem _____ badly affected if I _____ badly.

Reporter: Any message that you would like to give to others?

Sheeba: Work hard, prepare well, and you will succeed one day. Don't ever give up.

Reporter: Thank you.

Sheeba: Thank you.

Persuasive Essay

In persuasive writing, the intention of the writer is to convince the reader to believe in an idea, or opinion, or action. Writers usually use the following appeals to persuade their audience. These persuasive appeals are widely used in persuasive essays.

Appeal	Purpose	Example
Logic	Logic appeals to the mind. It persuades the reader intellectually.	According to a survey in 2010, people who eat junk food are more prone to diseases.
Emotion	Emotion appeals to the heart. It persuades the reader emotionally.	If we help the poor, they will not suffer.
Ethics and Credibility	This persuades the reader that the writer can be trusted due to his/her noble character or ethical ways	As a dentist, I see this problem a lot. I recommend using sensitive toothpaste.

Exercise 1

Work in pairs and identify the appeal to persuasion in the following passages.

S.No	Sentences	Approach
1.	Thousands of poor little children suffer a harsh, painful death every day without food or aid due to political instability.	
2.	A 45% decrease in the mortality rate has been witnessed after the vaccination drive against Corona Virus.	
3.	As a doctor, I can tell you that this course of treatment will likely generate the best results.	
4.	If we don't move soon, we're all going to die! Can't you see how dangerous it would be to stay?"	
5.	I have written a lot on this topic and presented my work at a number of international conferences.	
6.	Many people are lying under the open sky since the earthquake two weeks ago hoping that someone would help them	
7.	This claim has been verified by research in 75 countries, over a period of seven years.	
8.	The writer of this article is a world renowned pharmacist, who has been working this field for over twenty years.	

Format of a persuasive essay

INTRODUCTION	Paragraph 1	Hook General statements/ Background Thesis Statement/ Main idea Statement
	Paragraph 2	Support 1 (first reason) Supporting details/ Explanation, examples, etc.
BODY	Paragraph 3	Support 2 (second reason) Supporting details/ Explanation, examples, etc.
	Paragraph 4	Opposite Viewpoint Counterargument 1 with Explanation / examples Counterargument 2 with Explanation / examples
CONCLUSION	Paragraph 5	Repeat your thesis statement in different words Suggestion / Opinion / Prediction for the future

Exercise 2

Work in pairs. Brainstorm and write a persuasive essay on one of the following topics. Follow the steps given below.

- Select the points you want to write about
- Use various forms of “Appeals” discussed above to persuade the readers
- State the opposite viewpoints but also counter them through the “Appeals”
- Write the concluding paragraph by reinforcing your argument and stating why it is important that your viewpoint is accepted

Write on one of the following topics, as guided by your teacher.

1. Girls should be educated
2. Sports and games should be made compulsory for all students
3. Students should be encouraged to speak in English in the School
4. Students should be guided and supported to grow some vegetables at home
5. Knowledge about diseases and vaccinations should be made a part of the Curriculum

Note for teachers: Divide all students in pairs. Ask each pair to call out a number from one to five. Tell them to remember their number. Ask all number one pairs to write on topic 1, all number two pairs to write on topic 2, and so on. But, before asking them to write, explain the parts of an essay given above and the four bullet points given in the exercise.

Note: For acquiring additional language skills. Not to be formally assessed.

Diary Writing

Diary writing in English is a good habit. It makes you think, and it develops your writing skills. It also improves your vocabulary as you search for English words to express your thoughts. But, more than anything else, it helps you keep a record of those parts of your life that you would like to read about later in your life.

Here are some guidelines that can help you in diary writing.

1. Think about what you are going to write, i.e., the topic for the day
2. Open your diary – it can be a new or old diary or a notebook
3. Write the day and date at the top
4. Leave a line
5. Write the time when you start writing
6. Leave a line
7. You can begin by writing Dear diary, – this will set the tone of your writing, as if you are talking to someone, or sharing your thoughts/ feelings/ ideas/ etc. with someone
8. Use the first person and a narrative style of writing
9. Write whatever comes to your mind – nobody is going to read or check your work
10. No matter what you write, do it with feeling, do it with passion
11. Write freely – do not worry about grammar or spelling correctness, just let your thoughts flow
12. Do not worry about the length of your passage, just end when you feel like ending
13. More than anything else, enjoy writing your diary; do not consider it a burden
14. Write your name at the end

MAKE DIARY WRITING A HABIT AND YOU WILL BEGIN TO LOVE IT.**Activity**

Begin diary writing in a notebook set aside for the purpose. Follow the guidelines provided above.

If you wish to share what you have written, you can do so. You may request your teacher to allow you some time if you want to share your diary passage with the class. You may decide to share it with a friend, or just not share it with anyone.



Note for teachers: Ask the students to keep a separate notebook for diary writing. Explain the diary writing guidelines given above. Give them 15 minutes and ask them to write in their diary. They can write about anything that they want.

Tell the students that besides doing diary writing in class they can also do it at home, whenever they feel like it. At times, give them about 10 minutes to do diary writing in class. Also, ask them if they want to share what they have written with the class and give them the time to do so.

Note: For having fun with language. Not to be formally assessed.

Word Association

Word Association is a vocabulary game. It is an enjoyable game since it does not require an extensive vocabulary. This is how the game will be played.

1. The class will be divided into three or four equal groups.
2. Each group has to select a name for itself, based on any flower.
3. The teacher will draw columns on the blackboard with the name of each group written at the top.
4. All the students in the group will have a number, starting from one.
5. The teacher will randomly call a number and all the students with that number will come up in front.
6. The teacher will say the name of an animal, and all the students in the front will quickly have to say the name of an animal, one by one.
7. All those who give the right response, within time, their group gets one point.
8. The teacher will write down the points on the blackboard.
9. The game will continue with the teacher calling out other numbers and asking for specific vocabulary words, e.g., names of more animals, birds, more birds, flowers, furniture, vegetables, fruits, crockery, kitchen items, etc.
10. When all the students have had a chance, the team that gets the most points wins.

Note for teachers: Speed of answering is very important in this game. You should have a list prepared about what vocabulary you are going to ask the students. If there is a tie between two groups, you can ask for more difficult vocabulary, or you can declare more than one group as winners.

What will I learn?**8.1 Reading Comprehension**

- Use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and using contextual clues.
- Skim texts to
 - have a general idea of the text.
 - infer themes/ main idea
- Read silently to find main idea and supporting details and to interact with the text:
 - make simple inferences using context of the text and prior knowledge.
 - deduce meaning of difficult words from context
- Organize information using various organizational patterns: compare and contrast, and cause and effect

8.2 Oral Communication

- Use the simple conventions to communicate in debates

8.3 Language Practice

- Spot errors in context with respect to use of relative pronouns (that, who, whom, whose, which)
- Recognize the rules of and change the narration of selected sentence types: requests and orders

8.4 Writing

- Write an argumentative essay of at least four paragraphs, on a given topic based on the given guidelines

8.5 Study Skills

- How to study effectively

8.6 Fun

- Poem

Pre-reading

1. How often do we hear about fatal road accidents, i.e., accidents in which people die?
2. Have you heard or read about a fatal road accident recently?
3. How can people protect their lives and limbs while riding a bike or travelling in a car?

Reading text**Safety Measures That Can Save Your Life**

Hardly any day goes by when one does not hear of a fatal road accident. Several factors lead to these accidents. In some of these accidents one gets away with minor injuries and losses, while others can be fatal, or they may lead to permanent disability. One of the key reasons for this is over-speeding; the other is the disregard for traffic rules. Both these factors are the responsibility of the traffic police. But, two measures if undertaken by people, can help save their life and protect them from disability. These two measures are wearing helmets and fastening seat belts; the former relates to motorbike riders and the latter to those travelling in various other types of vehicles.

Box 1

Riding a two-wheeler can be thrilling and fun, but it comes with a certain amount of risk; particularly when you are not wearing a helmet. A motorcycle helmet is a crucial safety accessory not only for the riders but also for pillion riders. However, people often tend to skip wearing these protective headgears, leading to dangerous accidents. You are much less likely to suffer a serious head injury in a crash when wearing a helmet than by not wearing it while riding a motorcycle. Moreover, you can be fined by the police if you do not wear a helmet while riding a motorbike.



Box 2

There are, proportionately, more accidents and subsequent injuries while riding a motorbike than while travelling in a car or other such vehicles. The size and structure of the motorcycle make it vulnerable to losing balance, particularly when indulging in high-speed and disregarding other traffic rules. Hence, the first thing that you need to understand when riding a motorbike is that wearing a helmet is crucial. Helmets minimise the risks of head injuries, the most common cause of death and disability in case of a crash. A helmet is an important safety gear that can save you from a life and limb threatening head injury.

Box 3

Head injuries are the most widespread cause of death in motorcycle accidents. Moreover, traumatic brain injury can result in permanent disability. In either case, your life, and the lives of every member of your family, will change forever. Death or serious injury can be prevented with a motorcycle helmet as it absorbs the impact of a crash or fall. Non-helmeted motorcyclists are three times more likely to sustain head injuries in a crash as compared to those wearing a firmly strapped helmet.

Box 4

Helmet laws are constituted to save the lives of motorbike riders. Those who abide by the laws, not only save their own lives but also protect their families from unnecessary harm and suffering. Following the laws of wearing helmets is challenging. You have probably heard that people do not wear helmets because their hairstyle gets messed up. Some say that helmets make them feel uncomfortable, that they cannot put up with the heat. Others complain that helmets cause too much sweating, and this irritates them. Some, however, have no specific reason for not wearing helmets except that they are sure that they will not get injured.

Box 5

If you have ridden a motorbike, you know that this can be tough on the eyes. The sharp wind, strong sun rays, and dust particles can lead to severe discomfort and inconvenience, hindering your vision and resulting in untoward incidents. Moreover, extended exposure to such damaging factors can lead to major eye issues that can ultimately affect your health. Furthermore, winter brings in an additional set of challenges for bikers. The piercing cold wind not only causes discomfort but also distracts the vision. Additionally, wearing a helmet while riding in winter can save you from the cold wind, thereby preventing your ride from becoming uncomfortable and risky.

Box 6

Considering all these factors, wearing a helmet is very beneficial for saving riders from fatal and disabling head injuries, and adding to their comfort while riding. Not wearing a helmet means increasing the risks of fatality and disability due to head injury, and harmful impact on your eyes. Wearing a helmet helps you in avoiding fines; more than that, it ensures maximum safety in case of a crash. Protect yourself, save your family from undue suffering. Wear a helmet the minute you start your motorbike ride.



Box A

An important practice that can save your life: don't drive anywhere until your seatbelt is fastened. Choosing to wear a seat belt is as simple as choosing between life and death. Which one would you prefer? Let's look at the choices. If you are not wearing your seat belt, you can easily change seats and quickly slide out of the car. That seems to make life easy for you. But you are also more likely to die or suffer serious injuries. If you are wearing a seat belt, you have to stay in your seat; that may be somewhat cumbersome. But you are much more likely to walk away unharmed from a car accident. Choosing between ease and comfort and severe hardships and pain, is that a tough choice?

Box B

Think about this. When you're driving in a car, you may be going down the road at considerable speed. If for some reason, somebody ahead of you applies brakes suddenly, it is very likely that the driver of your car will not have time to stop. What will happen? The car that you are travelling in will crash into the vehicle in front. While the brakes or crash can make the car stop suddenly, the same does not apply to your body. The car brakes will stop the car, but your body is still travelling at the speed of your car. What can control your body's speed and stop it from going through the windshield? The thing that can save you from serious injury or even death, by applying brakes to your body, is your seat belt.

Box C

Some people think that seat belts are not necessary. They think that seat belts cramp their style or that seat belts are uncomfortable. The question here is, what is more uncomfortable, wearing a seat belt or flying through a car windshield? Being safely anchored in your seat or skidding across the road and getting seriously injured, or breaking a limb or two, or even dying? Just think about it. Wearing a seat belt requires little effort but it protects you from a lot of harm, can even save you from death. Consider what you and your family will suffer in case you are badly injured or, God forbid, you die just because you did not fasten your seat belt. Most people are likely to agree that fastening your seat belt is definitely a better and safer option.

Box D

Not wearing seat belts also has serious financial implications. The highest bill is likely to be your medical bill, both immediate medical expenses and long term expenses, depending on the type and seriousness of your injuries. Also, let us not forget the financial loss due to limitations that your injuries may impose on your earning ability, both long term and short term. Moreover, even if you are lucky and do not meet any accident, you may still end up paying a fine if you are travelling in a car and do not have a seat belt on. The police can fine the driver, particularly on a motorway, if you or your co-traveller are not wearing the seat belt.

Box E

Wearing a seat belt does not make you invincible. You can still get hurt or killed while wearing your seat belt. But wearing seat belts minimises your chances of getting killed or seriously injured; it has proven to be safer than driving without them. You are much less likely to be killed in a car wreck if you are wearing a seat belt. You are much less likely to get seriously injured if you are wearing one. You are likely to have lesser financial burden. So why not take the safer route? Why not go the way that has been proven to result in lesser injuries and fewer deaths?

Seat belts save lives, and that's a fact. The click of a seat belt is an insurance that safeguards your safety and survival. You can lose your life and limb, or waste your time and money, or both, by not wearing your seat belt. Every time that you get into a car, you can make a choice. Do you want to be safe and sound by wearing your seatbelt, or do you want to be a bit more comfortable by not wearing your seat belt? The choice between living safely or exposing yourself to harm is definitely yours.

Read the text and circle the right answer for filling the blanks. After completing, discuss your choices with your partner.

1. The text is about the importance of _____.
 - a) traffic rules
 - b) civic sense
 - c) helmets and seat belts
 - d) driving safely
2. Among other things, helmets can save us from _____.
 - a) body injury
 - b) head injury
 - c) knee injury
 - d) foot injury
3. Wearing or not wearing a seat belt can be a matter of _____.
 - a) life and death
 - b) personal defeat
 - c) no concern
 - d) little importance

1. Read the text and underline the words given in column A, in Boxes 1-6. The meanings of all these words are given in column B in a jumbled manner. Find the correct meaning and write the corresponding letter in column C.

No.	Column A	Column B	Column C
1.	fatal	a) additional thing	
2.	measures	b) not paying attention to	
3.	crucial	c) facing possible harm	
4.	accessory	d) causing death	
5.	pillion	e) unexpected	
6.	proportionately	f) very important	
7.	vulnerable	g) doing something for pleasure	
8.	indulging	h) when compared in numbers	
9.	disregarding	i) steps or actions taken for a purpose	
10.	untoward	j) a passenger on a motorbike	

II. Read the text and underline the words given in column A, in Boxes A-F. The meanings of all these words are given in column B in a jumbled manner. Find the correct meaning and write the corresponding letter in column C.

No.	Column A	Column B	Column C
11.	option	k) sliding	
12.	cumbersome	l) totally secure or safe	
13.	tough	m) choice	
14.	anchored	n) putting at risk	
15.	skidding	p) difficult	
16.	implications	q) something clear but not clearly stated	
17.	limitations	r) protects	
18.	invincible	s) firmly held in place	
19.	safeguards	t) inability to perform	
20.	exposing	u) unnecessarily slowing	

Exercise 3

The titles in the following table represent one box each. Read each box and select which title represents which box and write the box number in the given column.

S. No.	Title	Box No.
1.	Avoiding head injuries	
2.	Does wearing a seat belt guarantee no harm?	
3.	Helmet: summary	
4.	Brakes for saving your body	
5.	Seat belts: summary	
6.	Fun and safety in motorbike riding	
7.	Comfort or harm, what is a better choice?	
8.	Challenges voiced against wearing helmets	
9.	Is wearing a seat belt an option?	
10.	Why wear helmets?	
11.	Cost in terms of money	
12.	Helmets and eye protection	

Circle the right option.

1. Two _____ that if undertaken by people can protect them.
a) decisions b) measures
c) policies d) commitments
2. Both riders and _____ riders should wear helmets.
a) companion b) passenger
c) pillion d) traveller
3. Not wearing a helmet increases the chances of _____.
a) damages b) accidents
c) loss d) severe injuries
4. Brain injury in a motorbike accident can lead to permanent _____.
a) forgetfulness b) disability
c) problems d) ill health
5. Those not wearing helmets are _____ times more likely to suffer from head injuries.
a) ten b) five
c) two d) three
6. Wearing a seat belt is like choosing between _____.
a) comfort and pain b) ease and unease
c) safety and security d) life and death
7. Fastening your seat belt can save you from getting _____.
a) under the car b) thrown out
c) crushed d) head injury
8. Putting on your seat belt requires _____.
a) a little effort b) a lot of effort
c) a little patience d) a lot of patience
9. If you wear seat belt you will _____.
a) always be safe b) never be safe
c) never be in trouble d) mostly be safe
10. Every time you get into your car you make a _____.
a) choice b) decision
c) promise d) mistake

Exercise 5

Read the text and answer the following questions in your notebook. After completing, compare your answers with your partner and make corrections where needed.

- What two important safety measures can save people's lives?
- Why is a helmet an important safety gear?
- How can not wearing a helmet change the life of bike riders and their families forever?
- What happens when a car stops suddenly?
- How is the click of a seat belt button an insurance?

Exercise 6

Work in pairs. Complete the statements given in column A with their respective parts in column B and write the alphabet of the respective part in the answer column.

No.	Column A	Column B	Ans.
1.	Wearing a helmet can provide	a) a motorbike ride comfortable and safe	
2.	Wind, sun rays, and dust particles can	b) you can end up paying a fine	
3.	Long term exposure to eye damaging factors can	c) depending on how serious the injuries are	
4.	In winter, the cold winds can cause	d) result in major eye related health issues	
5.	Wearing a helmet in winter can make	e) can also affect one's earning capability	
6.	Wearing a seat belt can save you	f) hinder vision leading to unexpected problems	
7.	Not wearing a seat belt can lead to	g) high medical expenses due to injuries	
8.	Medical expenses can be long term or short term	h) discomfort and also affect the vision	
9.	Injuries resulting from not wearing seat belts	i) multiple benefits to the rider	
10.	Breaking the law by not wearing the seat belt	j) from unnecessary expenses	

Exercise 7

Work in pairs, read the boxes indicated, and write the reasons in each case.

HELMETS (Boxes 1, 2, & 4)	
Reasons why people should wear helmets	Reasons why people don't wear helmets
SEAT BELTS (Boxes A, C, & E)	
Reasons why people should wear seat belts	Reasons why people don't wear seat belts

Exercise 8

Work in groups of five. Develop a role play based on the following situations. Each group will come up and present their role play in front of the class.

1. Panel discussion related to helmets
2. Panel discussion related to seat belts
3. Reporter asking people questions related to helmets
4. Reporter asking people questions related to seat belts

Steps to follow in preparing the role play:**Panel Discussion**

- Select the moderator – the person who will ask the panellists the questions
- Discuss and decide how you will carry out the panel discussion
- Prepare a set of questions that the moderator will ask
- Discuss the answers that each of the panellist will give
- Practice your role play

Reporter

- Select the reporter – the person who will ask the questions
- Discuss and decide how the reporter will ask people the questions
- Prepare a set of questions that the reporter will ask
- Discuss the answers that each of the person asked the question will give
- Practice your role play

Note for teachers: Divide the class in groups of five. Ask each group to prepare a role play by allotting each group one situation. If there are more than twenty students, two groups can be asked to prepare role plays based on the same situation.

Debate

A debate is a discussion about an issue in which two sides are involved: one supporting the motion, the other opposing it. Both sides have to follow the agreed rules. The judges declare the winning side.

Here is what you will need to do for the debate.

General Points

- There should be two groups for each topic – one in favour of the topic and one against
- Each group will select one team leader
- Both the leaders will have to speak twice – once to start the topic and then to conclude their points after all the speakers have spoken.
- The leaders will also need to note all the points made by all the speakers of the opposing team to respond to them at the end

Preparing for the Debate

- Discuss and collect points in favour/ against the motion – 10 minutes
- Decide the order in which each person will speak and what points they will cover
- The teacher will be the Judge
- Both the judge and the audience will take notes
- The class will be asked their viewpoints at the end of the debate

Debate Procedure

- The leader in favour of the motion will come up and speak first
- The leader opposing the motion will come up and speak next
- Participants from both the groups will come up and speak turn by turn – one for and one against the motion
- There will be a short break after all the speakers have spoken, to prepare the rebuttal
- Both groups will discuss amongst themselves how to refute the points made by the other side
- The leader of the group opposing the motion will speak first
- The leader of the group in favour will speak last
- At end of the debate the teacher will ask the class for questions and opinions
- The teacher will comment on the performance of both the groups and then announce the winner

Debate Etiquettes

Do's	Don'ts
- Use decent language - Give logical arguments - Be polite and remember to say thank you	- Do not address the judge - Do not interrupt the speakers - Do not talk loudly or shout

Exercise

Work in groups of four to six. Understand the rules and procedures that you need to follow by going through the table given above. Each group of 8-12 students will prepare a debate on one of the following topics, as assigned by the teacher. Half the students in each group of 8-12 will prepare points in favour and half against the topic.

Topics

1. We have a better life than our ancestors
2. Village life is better than city life
3. Mobile phones are a source of problems

Note for teachers: Divide the class in groups of 8-12 students. Further, sub-divide each group into groups of 4-6 students. Discuss what is a debate and how this will be conducted. Go over the table with the students and ensure that they understand the entire process. Allocate one topic to each group. If there are more than 36 students in the class, you can increase the group size, or form another group and give them a new topic. Make sure that the topic is debatable.

Revision: Relative Pronouns

The relative pronouns are '*who*, *whom*, *whose*, *which*, and *that*'. The relative pronouns go after the noun and the pronouns at the beginning of the relative clause. Generally, *who* refers to people and *that* and *which* refer to things.

Here are some examples:

- ❖ Ali respects my brother, **who** is senior to him.
- ❖ He is the one **whom** I met yesterday.
- ❖ There are children **whose** parents never come to school.
- ❖ The house, **which** is next to my school, looks spooky.
- ❖ This is the pen **that** I gifted you.

Exercise 1

Fill the following blanks by choosing the right option. After completing your work, compare it with your partner and make corrections where necessary.

1. The festival _____ lasted all day, ended with a banquet.
a. that b. who c. which d. what
2. I am looking for someone _____ can watch my dog while I go on vacation.
a. which b. who c. whom d. that
3. The police needed details _____ could help identify the robber.
a. who b. whatever c. that d. what
4. I'd like to take you to a café _____ serves excellent coffee.
a. that b. what c. which d. who
5. This is the house _____ Jamil built.
a. which b. where c. that d. whom
6. I cannot say goodbye to one _____ personality I have always liked.
a. whose b. that c. which d. whom

7. I saw the shoes _____ you bought last week on sale for less this week.
a. where b. that c. who d. whom
8. We met our friend _____ father passed away last month suddenly.
a. whose b. who c. when d. that
9. This is the person _____ we met last week.
a. where b. whom c. who d. that
10. I have a watch _____ is ten years old.
a. whose b. whom c. whom d. which

Exercise 2

Fill the following blanks with '*that, which, who, whose, and whom*'. After completing your work, compare it with your partner and make corrections where necessary.

1. A pencil is something _____ every student needs.
2. Pizza is a popular food _____ was first made in Italy.
3. Mr. Liaquat _____ house is next to our house is an engineer.
4. I bought a cell phone _____ has 5G internet access.
5. Mosquitoes are insects _____ like to bite people.
6. Albert Einstein was a scientist _____ made many important discoveries.
7. My uncle _____ we met last night helps us with our homework.
8. A helicopter is a machine _____ can fly.
9. Shah Inayat Shaheed is a famous Sufi saint _____ has millions of followers.
10. A blanket is something _____ people use in winter.

Exercise 3

Work in pairs. Combine the following sentences using relative pronouns. Write the combined sentences in your notebook.

1. Shahid gave a long and tedious speech. He won the prize.
2. A chain of stores wants to open new stores across the province. It does business all over Pakistan.
3. Social network sites will change business. They are trendy.
4. Scientists are working on stem cells. Stem cells will revolutionize medicine.
5. Last week, Rizwan interviewed Sana. She is my neighbour.
6. Yesterday I met a talented man. He works in a circus.
7. Bano signed autographs at tower records yesterday. She is a famous musician.
8. John F. Kennedy was assassinated in 1963. He was the president of the USA.
9. The prime minister will inaugurate a new hospital. It is on 6th street.
10. He sat on the wooden chair. The chair was broken.

Note for teachers: After the students have completed each exercise, elicit responses from them and ask them to correct their work.

Direct and Indirect Speech: Commands and Requests revision

Normally, 'to' is used as a joining clause before the reported command or request, and the reported verb is changed according to the mood of the sentence (e.g., told, ordered, asked, requested, advised). In direct speech, often the person addressed is not clearly mentioned; however, it is generally clear who is being addressed. In such cases, while changing sentences from direct to indirect speech the person addressed often needs to be mentioned.

Example:

Direct: The man said, "Please bring me a chair."

Indirect: The man requested his son to bring him a chair.

Exercise 4

Change the following orders into indirect speech. Compare your answers with your partner, after completing. Make corrections where needed. You can use words like tell, ask, order/ command.

1. The teacher said to the students, "Do not talk during the assembly."
2. Mother said to her son, "Work hard or else you will fail."
3. The guard said to us, "Stand in the queue and wait for your turn."
4. She said to her maid, "Bring me a glass of water."
5. The officer said to the peon, "Let the visitor come in."
6. "Stay indoors during the storm," the government authorities advised the people.

Exercise 5

Change the following requests into indirect speech. Compare your answers with your partner, after completing. Make corrections where needed. You can use words like tell, ask, request.

1. "Try to speak gently when talking to old people," the manager said to his staff.
2. "Please turn out the lights, team, when you leave the room," said the organizer.
3. "Give me a glass of water, Yusuf," said grandfather.
4. "Sana, please put this plate on the table," said Mrs. Sultan.
5. "Make sure that the children are in bed by eight o'clock," said father.
6. The doctor said to the patient, "Take your medicines on time."

Exercise 6

Change the following into indirect speech. Compare your answers with your partner, after completing. Make corrections where needed.

1. "Go away and never come back again," said his boss.
2. The principal said to the naughty student, "Come after school hours."
3. "Please be seated," said the announcer.
4. "Never say no when someone asks for help," the preacher said in his speech.
5. "Be quiet, please, children," said the mother.
6. "Aunt Sakina, please tell me where to find the keys," said Maqbool.
7. "Please shut the window," said the little girl to her sister.
8. "Water the plants before you go," said my father to the gardener.
9. "Soldiers, march quickly to the exit," said the commander.
10. The clerk said to the man, "Do not disturb me."

Exercise 7

Work in pairs and change the following dialogue into indirect speech.

- Teacher** Hurry up, class, we are getting late.
- Tahira** Uzma, put these books in the cupboard and tidy up the desk.
- Aliya** Put up that picture on the wall, Shazia, and Umaima, give me the brush.
- Laila** Saima, take the dustbin out and empty it while you are there.
- Anjum** Just leave everything and start putting the chairs in order.
- Anila** Shehla, blow up the balloons and put them on the string.
- Teacher** Get out of the classroom before the guests come.
- Farah** Pick up all the extra things before going out.
- Teacher** Wait outside until all the guests are seated.

Argumentative Essay

In an argumentative essay, one has to look for information on a topic, develop and evaluate, evidence and establish a position on the issue under consideration.

Counter-arguments should be discussed in an objective tone, and unprofessional or aggressive language should be avoided. The essay should objectively explain why the opposition is wrong and why your position is better.

Format of an argumentative essay

INTRODUCTION	Paragraph 1	Hook General statements/ Background Thesis Statement/ Main idea Statement
	Paragraph 2	Argument Support 1 (first reason) Supporting details/ Explanation, examples, etc.
BODY	Paragraph 3	Argument Support 2 (second reason) Supporting details/ Explanation, examples, etc.
	Paragraph 4	Opposite Viewpoint Counterargument 1 with Explanation / example Counterargument 2 with Explanation / example
CONCLUSION	Paragraph 5	Repeat your thesis statement in different words Suggestion / Opinion / Prediction for the future

Some Transitional Devices that can be used in an argumentative essay are given below.

Although {summary of idea}, {your refutation}

It {may/could/might} be {argued / asserted / claimed / contended / maintained / said} that... However,...

One / Some {claim, etc.} that... However, . It is sometimes claimed / etc.

It {is / has been} {argued, etc.} that ... However, ...

Exercise 1

Work in pairs, brainstorm and write an argumentative essay on one of the following topics. Follow the steps given below.

- Select the points you want to write about
- Argue in favour of your topic in two to three paragraphs
- State the opposite viewpoint but also state why you do not agree with that viewpoint
- Write the concluding paragraph by reinforcing your argument and stating what the results would be if your argument is not accepted

Write on one of the following topics, as guided by your teacher.

1. Wearing uniforms should not be compulsory in schools
2. All the students should be promoted to the next class without exams
3. Teachers should punish students who do not do their work properly
4. Students should not be allowed to bring mobile phones to school
5. Gardening should be made a compulsory subject in all schools

Exercise 2

Now, work individually and write an argumentative essay on any one of the above topics but not the one on which you have already written.

Note for teachers: Divide all students in pairs. Ask each pair to call out a number from one to five. Tell them to remember their number. Ask all number one pairs to write on topic 1, all number two pairs to write on topic 2, and so on. But, before asking them to write, explain the parts of an essay given above and the four bullet points given in the exercise.

Note: For acquiring additional language skills. Not to be formally assessed.

How to Study Effectively

Most students have never been taught how to get the most out of their time while studying. They often have some misunderstandings due to which they are not able to use their time effectively.

Exercise 1

Write down the problems you have with regard to your studies.

Next, get in groups of three and compare your problems. From all the problems identified, pick five that all of you think are the most important. Share your list with the class.

Exercise 2

The following table contains statements related to three key areas related to misunderstanding about studying. They are all jumbled up. Work in pairs and identify which statement is related to which one of the three areas and write the corresponding number in the given column. Two have been done as examples.

1. How much to study and when to stop
2. What to do after stopping studies upon reaching the peak
3. How to do revision in an effective manner

No.	Statements	Area No.
1.	Average peak is 5 hours, yours could be a little less or more.	
2.	After studying up to the maximum point, you must not sit idle and worry but do something different.	
3.	When studying, you learn quite fast until you reach your peak. After that, the forgetting starts.	
4.	Revision is about ensuring that what you have learnt is accessible.	

5.	Don't sit around and rest after finishing studying, because the mind does not work like the body.	9
6.	The peak differs with every individual, with the type of work, even in the same person from week to week.	
7.	The mind keeps working even when you are asleep it works. Something that was evading you will suddenly become clear when you wake up.	
8.	The more time you spend in studying the more you learn. Wrong.	1
9.	Only go over stuff you know and organise it in your mind.	
10.	For the mind, rest comes from doing something different. The mind gets its relaxation from variety.	
11.	It is important to bear the principle of peak in mind.	
12.	While revising, don't learn new material. It will only lie in the way and interfere with the material you know well.	
13.	For renewing physical energy, the body needs to rest.	
14.	You know you have reached your peak when you begin to feel fatigued, you find yourself reading the same stuff without taking anything in. Stop.	
15.	Revision is about tidying up loose ends, putting the stuff you know in order.	
16.	Fatigue is natural; by pushing yourself you can only get exhausted.	
17.	When you study 20 hours or more, you will remember very little; probably as much as you would learn in an hour or two.	
18.	'Let's sleep over it' is a famous saying, because the mind will work and find the answer while your body is resting.	

Exercise 3

Work in pairs. Put the statements related to each area in their proper order and write them in your notebooks as follows.

How much to study and when to stop

Total points 8 under this heading _____

What to do after stopping studies upon reaching the peak

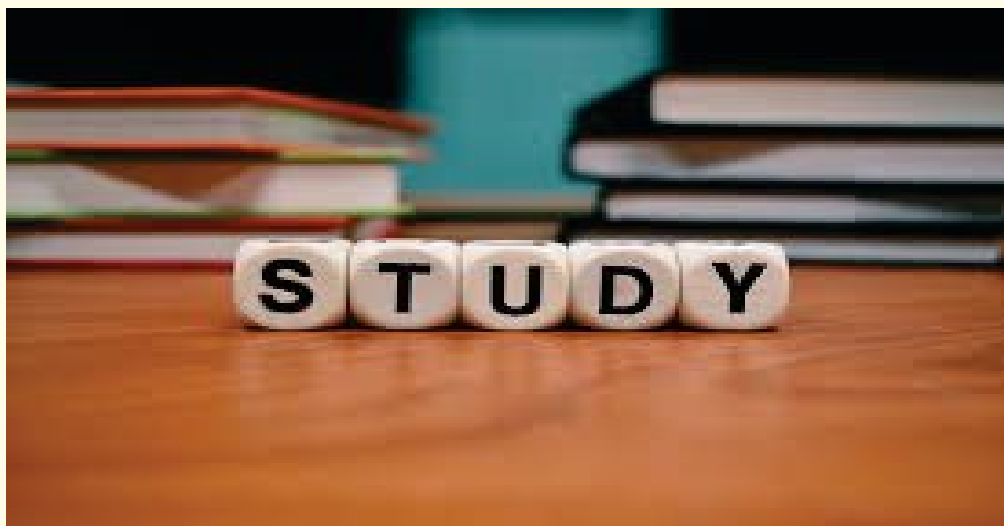
Total points 6 under this heading _____

How to do revision in an effective manner

Total points 4 under this heading _____

Exercise 4

Work in groups of three. Discuss which option you liked the most and why. Share your choice and the reason why you liked it the most, with the class. Each one of you may have a different choice and/ or a different reason.



Note for teachers: After every exercise, elicit answers before moving to the next exercise.

Note: For having fun with language. Not to be formally assessed.

Poem

Let's have fun with this meaningful poem. Work in groups of four. Follow these steps:

- ❖ The teacher reads out the poem a loud, line by line, and the whole class repeats each line.
- ❖ Each group acts out four verses, as assigned by the teacher. Remember, you have to read and act out.
- ❖ One student comes up and reads and acts the first verse, one the second verse, and so on.
- ❖ Then, the second group comes and does the same with the next four verses.
- ❖ In your groups, decide who will recite which verse, and how each one of you can best act out your part. Practise your parts within your group.



The Blind Men and the Elephant

J. G. Saxe

It was six men of Indostan,
To learning much inclined,
Who went to see the elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The second, feeling of the tusk,
Cried: 'Ho! What have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an elephant
Is very like a spear!'

The fourth reached out his eager hand,
And felt about the knee:
'What most this wondrous beast is like
Is mighty plain,' quoth he;
'Tis clear enough the elephant
Is very like a tree!'

The sixth no sooner had begun
About the beast to grope,
Then, seizing on the swinging tail,
That fell within his scope,
'I see,' quoth he, 'the elephant
Is very like a rope!'

The first approached the elephant,
And, happening to fall
Against his broad and sturdy side,
At once began to bawl:
'God bless me! But the elephant
Is very like a wall!'

The third approached the animal
And, happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
'I see,' quoth he, 'the elephant
Is very like a snake!'

The fifth who chanced to touch the ear,
Said: 'Even the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an elephant
Is very like a fan!'

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right
And all were in the wrong!

Note for teachers: Divide the class in groups of four. While the students are preparing, walk around the class and assist them in any way needed. After they have acted out the poem, discuss what they have learnt from the poem.



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تو نشانِ عزمِ عالی شان ارضِ پاکِستان
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