

A Textbook of

ENGLISH

Language

Grade 9



== Balochistan Textbook Board, Quetta. ==

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Unit No.	Unit Title	Reading and thinking skills	Writing Skills
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3	Our World and Pollution	<ul style="list-style-type: none"> Analyze pattern of text Comprehension questions 	<ul style="list-style-type: none"> Writing an essay on general topic with the help of outlining
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11	Sports and Health	<ul style="list-style-type: none"> Comprehension questions 	<ul style="list-style-type: none"> Expressing cause and effect
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1 UNIT

HAZRAT ABU BAKR SIDDIQUE (ﷺ)

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- skim and scan text to answer the questions.
- deduce meaning of difficult words from context.
- use dictionary.
- illustrate the use of tenses learnt earlier.
- illustrate the use of punctuation marks.
- proof read and edit the given text.
- ask and respond questions of social nature.

Pre-reading

- Who was the first Khalifah of Islam?
- What title was he awarded by Hazrat Muhammad-ur-Rasool Ullah Khatam- un- Nabiyeen (ﷺ)?

Hazrat Abu Bakr Siddique (ﷺ) was born in 573 AD in Makkah. His real name was Abdullah. Abu Bakr was his **patronymic** name. He was a pious man and led a pure life. Even before embracing Islam he stayed away from the corrupt practices of pre-Islamic era.

He was respected due to his **courteous** and pious character. He became a very close companion of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) because of his sound character and virtue.

When Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) received the first **revelation**, he narrated the whole .



Do you know!

- AD means Anno Domini. It is used to show that a date is a particular number of years after the birth of Christ.

experience to Hazrat Abu Bakr Siddique (رضي الله عنه).

Hazrat Abu Bakr Siddique (رضي الله عنه) responded positively and embraced Islam. He was the first free male adult to embrace Islam. His sincerity and devotion to Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (صلى الله عليه وعلى آله وصحبه وسلم) was the main drive behind the decision.

Hazrat Abu Bakr Siddique (رضي الله عنه) was an honest and prominent **merchant** of Makkah. He was known for his fair dealings and sound moral character. His moral character, honesty and good manners attracted many people towards Islam. Hazrat Usman Bin Affan (رضي الله عنه), Abdur Rahman Bin Auf (رضي الله عنه), Talha Bin Ubaid (رضي الله عنه), Saad Bin Abi Waqas (رضي الله عنه) and Zubair Bin Awam (رضي الله عنه) embraced Islam because of his preaching.

After embracing Islam, Hazrat Abu Bakr Siddique (رضي الله عنه) **dedicated** his entire life and property for the promotion of Islam. When Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (صلى الله عليه وعلى آله وصحبه وسلم) started preaching the message of Islam by **condemning** the idol worshipping and evil practices, he had to face **fierce** opposition from the Quraysh. During all such hardships Hazrat Abu Bakr Siddique (رضي الله عنه) stood by Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen's (صلى الله عليه وعلى آله وصحبه وسلم) side. Even when Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (صلى الله عليه وعلى آله وصحبه وسلم) was compelled to migrate to Madina due to **atrocities** of Quraish, Hazrat Abu Bakr Siddique (رضي الله عنه) accompanied him on the **hazardous** journey without any hesitation or fear. When Quraish of Makkah started persecuting the slaves for embracing Islam, Hazrat Abu Bakr Siddique (رضي الله عنه) gave proof of his **generosity**. He bought and set free many slaves including Hazrat Bilal (رضي الله عنه). When Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (صلى الله عليه وعلى آله وصحبه وسلم) **narrated** his journey of Mairaj, Hazrat Abu Bakr Siddique (رضي الله عنه) was the first one to believe it. Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (صلى الله عليه وعلى آله وصحبه وسلم) honoured him with the title of Al-Siddique (the truthful).



He rendered valuable services in all the battles. He was incharge of the right wing of the troops in the battle of Badr. In the battle of Uhad, he acted as a shield to save Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). When Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) started raising funds for the Tabuk expedition, Hazrat Abu Bakr Siddique (رضي الله عنه) placed all his belongings at the **disposal** of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). Upon this Hazrat Umar (رضي الله عنه) remarked "No one can **surpass** Abu Bakr Siddique (رضي الله عنه) in serving the cause of Islam."

After the **conquest** of Makah, Abu Bakr Siddique (رضي الله عنه) was appointed as Ameer-ul-Hajj and three hundred Muslims performed Hajj under his guidance. He was the most trusted companion of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). On the Rasool-ullah's (ﷺ) direction, he also led the daily prayers during the last days of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen's (ﷺ) life. He is also one of the ten companions of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) who were assured by Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) of a place in heaven, known as Ashrah- Mubasharah. After the demise of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ), he was **unanimously** elected to be the first Khaliphah of the Muslims and continued to perform meritorious services for the promotion of Islam. He rendered his services as a Khaliphah for twenty seven months only.

On resuming office, in his inaugural address, Hazrat Abu Bakr Siddique (رضي الله عنه) said that he was not the best among them, and needed their advice and help. He held that to tell a truth to a person commissioned to the rule was faithful allegiance, and to conceal it was treason. He declared that in the sight, the strong and the weak were to be alike and he would render justice to all without fear or favour. He laid down the following criterion for the obedience of the people.

"As I obey Allah and His Nabi Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ), obey me; if I neglect the laws of Allah and Rasool-ullah (ﷺ), I have no more right to your obedience."

He died in 634 A.D and according to his last will; he was buried by the side of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen's (ﷺ) grave in Madina.

Reading and thinking skills:

Comprehension

Activities:

I. Answer the following questions.

- i) Write the salient features of Hazrat Abu Bakr Siddique's (رضي الله عنه) personality.
- ii) Why did Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) award him the title of "Al-Siddique?"
- iii) What was the response of Hazrat Abu Bakr Siddique (رضي الله عنه), when Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) narrated his journey of Mairaj to him?
- iv) Highlight the services of Hazrat Abu Bakr Siddique (رضي الله عنه) for the promotion of Islam.
- v) Discuss the role of Hazrat Abu Bakr Siddique (رضي الله عنه) as a close companion of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ).
- vi) For how long did he render his services as a Caliph?
- vii) When did he die and where was he buried?

2. Re-read the lesson and choose the correct option to complete the following sentences.

- i) Hazrat Abu Bakr Siddique (رضي الله عنه) was born in AD in Makkah.
(a) 570 (b) 571 (c) 572 (d) 573
- ii) He was known for his fair and sound character.
(a) attitude (b) behaviour (c) dealings (d) thoughts

iii) When Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) received the first he narrated the whole experience to Hazrat Abu Bakr Siddique (رضي الله عنه).

- (a) information (b) message (c) news (d) revelation

iv) Hazrat Abu Bakr Siddique (رضي الله عنه) was the trusted companion of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ)

- (a) great (b) more (c) most (d) much

v) He is also one of the companions of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ), who were assured by the last Nabi Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) of a place in heaven, known as Ashrah - Mubasharah.

- (a) five (b) nine (c) six (d) ten

3. Match the items of column (A) with those of column (B).

Column (A)	Column (B)
<ul style="list-style-type: none"> • Abdullah • buried in • Abu Bakr • incharge of troops • prominent merchant 	<ul style="list-style-type: none"> • Makkah • in the battle of Badr • real name • patronymic name • Madina

4. Complete the following sentences by choosing the correct word given in brackets. One is done for you.

Example:

- Hazrat Abu Bakr Siddique (رضي الله عنه) a pious and simple life. (led, followed)
- Hazrat Abu Bakr Siddique (رضي الله عنه) led a pious and simple life.

- i) Hazrat Abu Bakr Siddique(رضي الله عنه) responded to Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen's (صلى الله عليه وآله وسلم) call and immediately _____ Islam. (embraced, accepted)
- ii) He _____ and set free many slaves including Hazrat Bilal(رضي الله عنه). (bought, sold)
- iii) He _____ valuable services in all the battles. (rendered, offered)
- iv) He was _____ due to his humble and pious character. (respected, awarded)
- v) He _____ his entire life and property for the promotion of Islam. (dedicated, proposed)

5. Read the paragraph No.5 and deduce the meanings of the given words from context.

Words	Meaning
dedicated	_____
fierce	_____
condemned	_____
generosity	_____

Words	Meaning
narrated	_____
hazardous	_____
atrocities	_____
conquest	_____

Use of Dictionary

- to choose appropriate word definition.
- to identify parts of speech.
- to recognize abbreviations.
- to identify pronunciation.

Appropriate word definition

Word definition means meaning / meanings of a particular word.

Parts of speech

One of the traditional categories of words intended to reflect their function in a grammatical context.

Abbreviations

A shortened form of word or phrase.

Pronunciation

The standard way in which a word is made to sound or pronounced.

U Important words to learn: Essential Improver Advanced

U /ju:/ (plural **U's** or **Us**)
► **noun** **LETTER** 1 (ALSO **u** (plural **u's**)) [C] the 21st letter of the English alphabet **COLLEGE** 2 [U] US WRITTEN ABBREVIATION FOR **university**: She goes to Kansas **U/Sydney U**.
► **adjective, noun** [C] UK (US **G**) used to refer to a film that is considered suitable for children of any age

the UAE /ðə.juː.ɛɪ/ **noun** [S] ABBREVIATION FOR the United Arab Emirates

U-bend /ˈjuː.bend/ **noun** [C] a U-shaped piece of pipe, especially one fixed under a toilet or sink, which holds water in its lower part and prevents unpleasant gases from getting out

über-, uber- /ˈuː.bə/ @ /-bə/ **prefix** HUMOROUS used before nouns to mean 'extreme' or 'extremely good/successful': über-model, Giselle @ über-billionaire

ubiquitous /juːˈbɪk.wɪ.təs/ @ /-wə.təs/ **adjective** FORMAL OR HUMOROUS seeming to be in all places; Leather is very much in fashion this season, as of course is the ubiquitous denim. @ The Swedes are not alone in finding their language under pressure from the ubiquitous spread of English. @ The radio, that most ubiquitous of consumer-electronic appliances, is about to enter a new age. • **ubiquitously** /juːˈbɪk.wɪ.tə.sli/ @ /-wə.tə-/ **adverb**

ubiquity /juːˈbɪk.wɪ.ti/ @ /-wə.ti/ **noun** [U] FORMAL when something or someone seems to be everywhere: the ubiquity of fast-food outlets

U-boat /ˈjuː.baʊt/ @ /-baʊt/ **noun** [C] a German SUBMARINE, used especially in World Wars I and II

udder /ˈʌ.də/ @ /-də/ **noun** [C] the organ of a cow, sheep or other animal, that produces milk and hangs like a bag between the legs

udon /uː.dʌn/ @ /-dʌn/ **plural noun** thick NOODLES (= long strips made from flour or rice) used in Japanese cooking

UFO /juː.ɛf.əʊ/ @ /-oʊ/ **noun** [C] ABBREVIATION FOR unidentified flying object: an object seen in the sky which is thought to be a spacecraft from another planet: Several UFO sightings have been reported.

ugh /ʊx, ɜ:/ **exclamation** used to express a strong feeling of DISGUST (= disapproval and dislike) at something very unpleasant: Ugh, I've got something horrible on the bottom of my shoe!

ugly /ˈʌɡ.li/ **adjective** NOT ATTRACTIVE 1 unpleasant to look at; not attractive: I find a lot of modern architecture very ugly. @ Yesterday in town I saw the ugliest baby I've ever seen in my life. @ I feel really fat and ugly today. @ He

uh-huh /ˈʌ.hʌ, ˈʌ.hə/ **exclamation** INFORMAL a written representation of the sound that people sometimes make in order to agree with or show understanding of something that has just been said: "Did you hear what I just said?" "Uh-huh." @ "You know that strange guy we saw yesterday?" "Uh-huh." @ "I'll be back a little late because I'm going via town." "Uh-huh."

uh-oh /ˈʌ.əʊ/ @ /-oʊ/ **exclamation** INFORMAL a written representation of the sound that people make when they discover that they have made a mistake or done something wrong: Uh-oh, I think I just locked my keys in the car.

UHT /juː.ɛrtʃˈti/ **adjective** [BEFORE NOUN] UK ABBREVIATION FOR ultra heat treated: describes milk that has been heated to a very high temperature so that it will last for a long time if it is kept in a container that has not been opened, or a product made from this: UHT milk/cream • **UHT noun** [U] a pint of UHT

uh-uh /ˈʌ.ʌ/ **exclamation** MAINLY US INFORMAL a written representation of the sound that people sometimes make to give a negative answer: "You didn't have time to go to the store?" "Uh-uh, no chance."

the UK /ðə.juːˈkeɪ/ **noun** [S] ABBREVIATION FOR the United Kingdom: the country of Great Britain and Northern Ireland: When were you last in the UK then? • UK /juːˈkeɪ/ **adjective** [BEFORE NOUN] the UK ambassador to Sweden

Common mistake: UK
Remember: you usually use **the** before any country that has 'State', 'Republic', 'Kingdom' or 'Isles' in its name.
Don't say 'UK' or 'United Kingdom', say **the UK** or **the United Kingdom**.
I first visited UK in 2001.

ukelele, ukulele /juː.kəˈleɪ.li/ **noun** [C] a small guitar or BANJO with four strings: George Formby made the ukelele famous in his films in the 1940s.

ulcer /ˈʌl.sə/ @ /-sə/ **noun** [C] a break in the skin or on the surface of an organ inside the body, which does not HEAL naturally: a mouth/stomach ulcer • **ulcerous** /ˈʌl.sər.əs/ @ /-sə-/ **adjective**

ulcerated /ˈʌl.sər.ɪ.tɪd/ @ /-sə.ɪ.tɪd/ **adjective** describes skin which is covered in ULCERS: She had lain in bed for so long that her shoulder blades had become ulcerated. • **ulceration** /ˈʌl.sər.ɪˈfən/ @ /-səˈrɪ-/ **noun** [U]

ulna /ˈʌl.nə/ **noun** [C] SPECIALIZED the long thin bone in your FOREARM (= lower part of the arm) that is connected to the inside of your elbow @ Compare radius

Pronunciation
Part of speech
Abbreviation
Meaning/definition

Activity

1. Consult the dictionary and write your answers as directed.

Words	Meanings	Part of speech	Pronunciation
pure	<hr/>	<hr/>	<hr/>
energy	<hr/>	<hr/>	<hr/>
classify	<hr/>	<hr/>	<hr/>
behind	<hr/>	<hr/>	<hr/>
entire	<hr/>	<hr/>	<hr/>
expedition	<hr/>	<hr/>	<hr/>

2. Write the complete words of the following abbreviations by using the dictionary.

Abbreviation	Explanation
USB	<hr/>
UNO	<hr/>
UNICEF	<hr/>
WHO	<hr/>
UK	<hr/>

Grammar

Read the following sentences by recalling the use of present perfect and past perfect tenses.

Present Perfect Tense	Past Perfect Tense
<ul style="list-style-type: none">• Hamza has got the first position.• Why have you broken the glass?• The rain has stopped.• Have you completed your home work?	<ul style="list-style-type: none">• I had invited my friends to the party.• She had prepared the test well in time.• Teacher had announced the result.• Had she posted the letter?

Activity

Write down five sentences in present perfect tense and change them into past perfect tense.

Writing Skills

1- Punctuation Marks

- | | |
|---------------------------|----------------------------|
| 1- Full Stop (.) | 2- Comma (,) |
| 3- Semi colon (;) | 4- Colon (:) |
| 5- Question mark (?) | 6- Exclamation mark (!) |
| 7- Capital letters (A, B) | 8- Quotation marks (" ") |
| 9- Apostrophe (') | 10- Hyphen and dash (-, -) |
| 11- Parenthesis () | 12- Ellipses (...) |

Information!

- **Punctuation** is used to create sense, clarity and stress in sentences.

Activity

2- Punctuate the following paragraph.

Rainbow:

my heart leaps up when i behold a rainbow in the sky wrote william wordsworth the famous english poet and most of us share his feelings when we are lucky enough to see a rainbow there is an old saying that a pot of gold

is buried at the end of the rainbow but have you ever tried to reach a rainbow's end of course it's impossible because a rainbow is really just the result of the raindrops refracting and reflecting light from our sun there are seven colours in the rainbow red orange yellow green blue indigo and violet

Activity

3- Proof read and edit the given text by correcting the errors of:

- i) Subjects / verb agreement.
- ii) Correct word form.
- iii) Punctuation and spellings.

The True Believer

In every test of oppression, Abu Bakr Siddique (رضي الله عنه) give firm prove of their firm faith. He do not expect any material gain from his support of Islam. His protection of converts save them from the mischievous acts of the Quraish and provide them with a shelter to worship Allah in relative peace.

Activity

4- Write a paragraph on "friendship" and ask your class fellow to check the following errors. (this writing activity should be done in pairs)

- i) Errors of subject / verb agreement.
- ii) Errors of correct word form.
- iii) Errors of punctuation and spellings.

Oral Communication

Making plans for the weekend.

- Arsalan: What are you doing this weekend?
- Zahid: Nothing special. What are you doing?
- Arsalan: I am thinking of taking a tour to Hanna Lake.
- Zahid: That sounds like a great idea.
- Arsalan: Would you be interested in joining me?
- Zahid: Sure, I would love too. When would you be leaving?
- Arsalan: I think, we could leave around 8 o'clock on Sunday morning.
- Zahid: Yes, it is great. We will have enough time to enjoy.
- Arsalan: Of course, you are right. See you on Sunday morning.
- Zahid: Ok, I will be at your home at 7.30 a.m.
- Arsalan: All right, good bye.

Activity

Construct and perform dialogues in pairs regarding your weekend plans.

2 UNIT

DRUG ADDICTION

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- use context to infer missing words.
- locate appropriate synonyms and antonyms in a thesaurus.
- identify and use degrees of comparison of adverbs.
- use adverbial phrases.
- write a unified paragraph.

Pre-reading

- Describe the given picture.
- Have you ever seen drug addicts? If yes, tell where and what was their condition?
- What are the harmful effects of using drugs or narcotics?

Drug addiction is one of the most **horrifying** evils of any society. It **hampers** the development of a country, in general, and destroys the future of the youth, in particular. The drug addicts use drugs to cut themselves out of contact with others and to forget the realities of life. They want to run away from their responsibilities and escape from the difficulties and challenges of life. The commonly used drugs or narcotics are heroin, opium, cocaine, marijuana.

It is a fact that the drug addicts lose their mental and physical balance, and if they take much of them, they push themselves to death. Drug addicts cannot work regularly at any place and in any capacity. They need money for drugs all the time, but they are not in the position to earn it honestly. Therefore, when they cannot earn enough to get more drugs, they sell their property, cheat others, turn to stealing or start begging. They even join the **gangs** of thieves or criminals and become constant threat to people and burden on society.

You must have seen the drug addicts begging in the streets and on roads in a **wretched** condition. Quite often young people, grown frightfully thin with sunken eyes, hollow cheeks, and torn clothes, are found extending their hands to passing vehicles for money for the sake of a few puffs of powder-filled cigarettes. Sometimes these unfortunate people die on footpaths or in hospital surroundings, unattended and unwept.

It has also been observed that young boys or girls are tempted to take drugs either by their friends or by keeping bad company. Some of them also fall prey to this evil to show themselves different from others or as followers of fashion. Slowly and gradually they become addicted to drugs and when they realize their mistake, it is too late. In this way a considerable number of youth is being **handicapped** and losing the capability of playing effective role in nation building.

Drug addiction has become a serious **menace** and it is our collective responsibility to take concrete steps for its prevention. It is also our duty to help those who have fallen victims to this social evil. We need to promote awareness among the people in order to save them as well as others from the **clutches** of drugs. Particularly, the juveniles who are our future, ought to be protected against the use of drugs and avoid company of bad people.

The most important measure to be taken in this regard is the rehabilitation and recovery of drug addicts. Rehabilitation centres are the best places for the recovery and treatment of drug addicts. In this regard, the



role of family members and friends of a drug addict is of **immense** importance. Most of the time, these people feel **embarrassment** to discuss this problem with doctors or other people. It results in delay; and recovery of the patient becomes more difficult. It is also observed that if a patient is not admitted in time to a rehabilitation centre, his treatment and recovery becomes almost impossible, resulting in the death of patient.

The role of parents and teachers can never be ignored in this regard. They should not only educate their children about the negative impact of drugs but also keep an eye on the company their children keep and the daily activities they indulge in.

Reading and thinking skills:

Comprehension

Activity

I. Answer the following questions.

- i) What are commonly used drugs or narcotics?
- ii) Why do the drug addicts use drugs or narcotics?
- iii) How do the drugs or narcotics affect the health of drug addicts?
- iv) What serious problems are created in the society by using drugs?
- v) Describe the condition and appearance of drug addicts?
- vi) What should the parents and teachers do to prevent drug addiction?
- vii) What major steps can be taken to control drug addiction?

2. Re-read the lesson and complete the following sentences by choosing the correct option.

- i) Drug addiction _____ the development of a country.
(a) accelerates (b) controls
(c) hampers (d) vanishes
- ii) Drug addicts cannot work _____ at any place.
(a) often (b) regularly
(c) slowly (d) sometimes
- iii) Drug addiction has become a _____ menace.
(a) minor (b) political (c) rapid (d) serious
- iv) There are _____ centres for the recovery and treatment of drug addicts.
(a) drug (b) medicine
(c) medical (d) rehabilitation
- v) The role of family members and friends of a drug addict is of _____ importance.
(a) immense (b) less (c) little (d) positive

3. Match the meanings of the phrases used in the lesson.

Column (A)

- gangs of thieves
- clutches of drugs
- immense importance
- important measures
- serious menace

Column (B)

- great importance
- great threat
- involved in taking drugs
- group of thieves
- necessary steps

Critical thinking

What is your personal opinion about drug addicts?

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

Words	Synonyms	Antonyms
frightfully		
wretched		
sunken		
prevent		
rehabilitation		
indulge		
criminal		
responsibility		
unattended		
victim		

2. Read the paragraph and infer the missing words.

If we want to make Pakistan _____ and strong, we should be economically _____, industrially _____, socially _____ and spiritually firm. It is possible only, if we work _____ and honestly for the _____ of our country.

Infer

It means to get an idea / meaning on the basis of reasoning or according to the context.

Degrees of comparison of adverbs

There are three degrees of comparison of adverbs.

i) Positive degree of Adverbs

In the positive form, an adverb does not make a comparison.

Examples:

My cousin runs fast.

Grandmother speaks slowly.

ii) Comparative degree of Adverbs

The comparative adverb is formed by adding 'er' to one syllable adverbs or the word 'more' or 'less' before longer adverbs.

Example:

My cousin runs faster than my brother.

Grandmother speaks more softly than her daughter.

iii) Superlative degree of Adverbs

The superlative adverb is formed by adding 'est' to one-syllable adverbs or the word 'most' or 'least' before longer adverbs.

Example:

My cousin ran fastest in the school annual games.

Grandmother speaks most softly in a large group.

Degrees of comparison of adverbs

Positive	Comparative	Superlative
expensive	more expensive	most expensive
well	better	best
badly	worse	worst
quickly	more quickly	most quickly
fairly	less fairly	least fairly
carefully	more carefully	most carefully

Activities

1. Complete the following sentences by choosing the correct degrees of adverb.

- i) My elder brother plays football _____ than me. (well, better)
- ii) He sings _____. (well, best)
- iii) You work _____ than me. (quickly, more quickly)
- iv) He listened to me _____. (more carefully, carefully)
- v) I solved the sum _____. (easy, easily)
- vi) The player hit the ball _____. (forcefully, forceful)

2. Use the following degrees of adverb in your own sentences.

- i) more carefully ii) most carefully
- iii) less expensive iv) least expensive
- v) less fairly vi) least fairly
- vii) better viii) best
- ix) worse x) worst

Adverbial phrases

An adverbial phrase is a group of words that does the work of an adverb.

Read the following examples carefully.

- i) Hamza ran quickly. (Adverb)
- ii) Hamza ran with great speed. (Adverbial Phrase)

Other Examples

- i) He answered me rudely. (Adverb)
- ii) He answered me in a very rude manner. (Adverbial Phrase)
- iii) The arrow fell here. (Adverb)
- iv) The arrow fell on this spot. (Adverbial Phrase)
- v) She is sleeping now. (Adverb)
- vi) She is sleeping at this very moment. (Adverbial Phrase)

Activity

Change the following sentences by using adverbial phrases.

- i) He fought bravely.

ii) My uncle is watching TV now.

iii) He recites the Holy Quran beautifully.

iv) My teacher has called me recently.

v) My father drives carefully.

vi) I am sitting here.

vii) He answered me rudely.

viii) She attempted the paper carefully.

Writing Skills

Unified paragraph

A unified paragraph contains one main idea and all the information in it relates to that main idea. The main idea is usually written in the first sentence, called topic - sentence. The following sentences support the topic sentence by further explaining and giving details.

Example:

(Topic sentence)
(Supporting details)

The problem that the world faces today is the rapid growth of population. Until about 800 AD, the world population stayed below 200 million. Since then it has risen dramatically. The rise has been greatest in the 20th century. The population has recently risen to about seven billion; it is three times as large as it was in 1960. Experts predict that by 2020, there will be about ten billion people, causing serious problems of hunger, over crowding and environmental pollution.

Activity

Write a unified paragraph on 'Importance of Education.'

3 UNIT

OUR WORLD AND POLLUTION

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- identify and differentiate between simple, compound and complex sentences.
- recognize the rules for using indefinite pronouns.
- use pronoun - antecedent relationship.
- use outlining for writing an essay.
- seek and offer advice.

Pre-reading

- What is pollution?
- What are the different types of pollution?
- What are the effects of pollution on environment?



The word 'pollute' means to make something dirty or destroy the purity of something. Generally pollution **denotes** the presence of harmful materials, chemicals and gases etc, in our atmosphere. It has become a great problem which is destroying the purity of the air, **fertility** of the land, the life giving freshness of the rivers and the seas. It is posing a serious threat to the survival of all living **organisms** on Earth. It is undeniable fact that almost all of

our big cities are polluted with garbage, smoke and harmful vapours. The atmosphere gets dangerously polluted due to burning of oil, gases and chemicals in large quantity. Actually the burning of chemicals in the form of fuel or energy **emits** carbon dioxide and other gases in large quantities which cause atmospheric pollution. The air we breathe gets impure and we can easily fall ill. Carbon dioxide **severely** damages the ozone layer. As a result the disturbed ozone layer does not stop harmful ultra violet rays from reaching the earth. This makes the earth hotter and causes storms, floods and drought.

We can see the garbage in our streets and **localities** which create **unhygienic** conditions. Apart from it, tons of garbage and industrial wastes are **dumped** underground or thrown in streams, canals, rivers and seas. This creates insanitation and severely affects the marine life by polluting the water. Moreover all kinds of pollution are causing health problems such as cholera, typhoid, asthma, skin cancer, etc.

Plastic bags adversely affect our environment. A large percentage of plastic bags are used in our daily routine which can affect land, **waterways**, sanitary system and the oceans. Furthermore, these plastic bags release toxic chemicals into the surroundings and cause serious harm to the human beings. Efforts are being made to reduce its **consumption** and promotion of plastic recycling.

The piercing sounds of different kinds of machinery, flying aero planes and traffic cause noise pollution. In the cities and industrial areas especially,



we feel the disturbing effects of sound of moving vehicles, horns and machines. The noisy crowds in bazaars and busy public places add to the noise pollution which damages our hearing ability. The reckless use of amplifiers for music also **shatters** the peaceful atmosphere.

We need to take immediate steps to control the various types of pollution. Population growth should be checked. Carbon dioxide and other gases should not be emitted in huge, disturbing quantities. For this, vehicles giving out too much smoke and carbon particles should be taken off the roads. Garbage and industrial wastes should not be thrown into rivers or seas. Government ought to take strict measures to control pollution by banning those factories which are becoming cause of mass scale pollution. Moreover, plants and trees should be grown **abundantly** and cutting of trees should be stopped and declared as a crime.

Being responsible citizens we ought to formulate new principles of morality, which would revive our relationship with environment and modern technology. We have to establish and maintain a beneficial relationship with the rest of the nature, so that we could not only **preserve** nature, but also make the best use of science and technology.



Reading and thinking skills:

Comprehension

Activities

1. Answer the following questions.

- i) Define "Pollution".
- ii) How is the atmosphere being polluted?
- iii) What is affecting ozone layer?
- iv) What are the reasons of water pollution?
- v) What do you know about noise pollution?
- vi) What can we do to control atmospheric pollution?

2. Re-read the lesson and choose the correct option to complete the following sentences.

- i) The word 'pollute' means to make something _____ or destroy the purity of something.
(a) clean (b) dirty (c) heavy (d) noisy
- ii) The atmosphere gets dangerously polluted due to _____ oil, gases and chemicals.
(a) burning (b) buying (c) storing (d) wasting
- iii) The burning of fuel or energy emits _____ and other gases.
(a) carbon dioxide (b) hydrogen (c) nitrogen (d) oxygen
- iv) Garbage in our streets and localities create _____ condition.
(a) hygienic (b) peaceful (c) suitable (d) unhygienic
- v) The piercing sounds of different kinds of machinery causes _____ pollution.
(a) air (b) land (c) noise (d) water

3. Write down the meanings of the following words and use them in your sentences.

Words	Meanings	Sentences
• dumped	_____	_____
• emit	_____	_____
• insanitation	_____	_____
• preserve	_____	_____
• piercing	_____	_____

Critical thinking

What immediate steps can be taken to control noise pollution?

Grammar

Simple, Compound and Complex sentences

1. Simple sentence:

A sentence consisting of only one clause with a single subject and predicate is called simple sentence.

- i) He has a big garden.
- ii) I will give you a book.

2. Compound sentence:

A compound sentence is made up of two or more simple sentences (also called independent clauses). Actually it connects two

independent clauses by coordinate conjunctions, punctuation or both. Coordinate conjunctions include words like, and, but, or, so, still, yet, for, otherwise.

- i) He has a garden and it is very big.
- ii) I will give you a book but you have to return it.

3. Complex sentence:

A complex sentence contains one independent clause and one or more dependant clauses. Dependent clauses begin with subordinate conjunctions like when or a relative pronoun like who or that.

- i) He has a garden which is very big.

↓ ↓
independent clause dependent clause

- ii) Because the garden is very big, he cannot water it today.

↓ ↓
dependent clause independent clause

- iii) The baby, although he was well fed, cried loudly.

↓
dependent clause

Activity

(A) Write down three examples for each sentence type.

Simple sentences:

- i) _____
- ii) _____
- iii) _____

Compound Sentences:

- i) _____
- ii) _____
- iii) _____

Complex sentences:

- i) _____
- ii) _____
- iii) _____

Indefinite pronouns

A pronoun that refers to an unspecified person or thing is called **indefinite pronoun**.

Examples:

one, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, several, some, somebody and someone.

Sentences

- i) One should take care of one's health.
- ii) Everyone loves his country.
- iii) One of the cakes is fresh.
- iv) Does anybody have a pen?
- v) Nobody was willing to help him.
- vi) Many people were waiting for the bus.
- vii) Someone has stolen his book.

Activity

Use the following Indefinite pronouns in your sentences.

nobody: _____

everybody: _____

several: _____

many: _____

everything: _____

few: _____

someone: _____

none: _____

some: _____

Pronoun-antecedent agreement

An antecedent is a word for which a pronoun / referent stands. All pronouns have antecedents and pronouns must agree with their antecedents in number and person.

Examples

- i) He grabbed the ball and threw it in the air.

↓ ↓
(antecedent) (pronoun/referent)

- ii) Mustafa was a doctor. He helped the patients.

↓ ↓

- iii) Both do a good job in their office.

(antecedent) (pronoun/referent)

Activity

Complete the given sentences by using pronoun-antecedent agreement.

- i) Pollution and _____ effects are quite harmful.
- ii) Every girl sang _____ favourite song.
- iii) We read a book on the child and _____ growth.
- iv) Islam is the religion which gives the lesson of equality to _____ followers.
- v) They were looking for a boy who had lost _____ bag.
- vi) I have a cat that plays with _____ tail.
- vii) Everyone should realize _____ responsibilities.
- viii) We should keep _____ houses and street clean.

Activity

Write an essay on Quaid-e-Azam Muhammad Ali Jinnah with the help of the given outline.

Outlining format for writing an essay on Quaid-e-Azam

- i) Introduction
- ii) Brief biography
- iii) His services for the Muslims of the Subcontinent.
- iv) Charismatic personality
- v) Combined all good qualities of head and heart.
- vi) What we owe to him.

Outlining

It is used for summarizing the important points of a text or to develop an initial plan for a piece of writing. The details are listed from general to specific

Guideline

- Clearly define the topic in your mind.
- Think for points.
- Classify them.

Oral Communication

Expressions for seeking and offering advice.

Seeking advice	Offering advice
<p>1. What do you think I should do?</p> <ul style="list-style-type: none">• I don't know whether to join computer classes or English language classes.• What do you think I should do? <p>2. Can I ask your advice about something?</p> <ul style="list-style-type: none">• Can I ask your advice about something.• Actually I am worried about my brother. He is gaining too much weight. <p>3. Do you think I should ...?</p> <ul style="list-style-type: none">• Amjad needs my English copy for two days.• Do you think I should give it to him.	<p>1. You should</p> <ul style="list-style-type: none">• You should join English language classes. <p>2. If I were you</p> <ul style="list-style-type: none">• If I were you I would ask him to go on dieting and take exercise daily. <p>3. The best thing is to</p> <ul style="list-style-type: none">• The best thing is to ask teacher.

Activity

Role-play:

Conduct a role play activity by using the expressions for seeking and offering advice in the form of dialogues.

4 UNIT

MEDIA AND ITS ROLE

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- understand the text and answer the comprehension questions.
- locate synonyms and antonyms in thesaurus.
- identify three kinds of catalogue cards i.e. author card, title card, subject card.
- use adjective phrases and clauses.
- use of collective, countable and uncountable, material and abstract nouns.
- express personal ideas.
- translate passage from English to Urdu.

Pre-reading

- What are the sources of collecting information?
- Do you watch television, read newspapers or use internet?
- What are the advantages of these things?

Media holds immense importance in today's life. Its main function is to provide up-to-date news, collected from all parts of the world. In a broader sense, media can be described as the main source of providing information and entertainment, that is television, radio, newspapers and internet.

Media can be divided into two types. The first one is electronic media which includes radio, Television and internet while the second one is print media, which includes newspapers and magazines.

Nobody can **shut** his/her eyes to the presentations showed on the TV screen, neither can close his/her ears to the listening of repeated news and items of information continuously poured out by the radio and played on TV sets. There are loud reactions



and talks about the important news and issues. At all kind of public places; like markets, offices, restaurants, buses and train stations, people are mainly interested in news and comments. Hence, media keeps us informed about the latest news.

The media provides us information on all incidents and developments in the political life of our country and of all other countries. We learn about the decisions and policies of our government and of foreign governments. We learn and understand the changing rainbow of the relations between different states. Best of all, the common people become aware of the **proceedings** of the assemblies, decisions of courts and visits of our leaders to other countries and their leader's visits to ours.

The TV and newspapers form public opinion and give voice to it. The leading articles in the daily newspapers are written by some of the ablest men in the country and they influence the thoughts and feelings of the masses. People may show down their **grievances** and express their views about any governmental measures. TV performs the same function as the newspapers do but it is faster and more convincing than newspapers. It is a fact that both promote awareness, education and culture. The TV telecasts educational and cultural programs while newspapers and magazines publish articles to raise our intellectual level. Magazines and newspapers also provide regional, national and international news. They have special pages for news on sports, business and commerce news. They publish stock market reports. They also contain advertisements that attract the attention of the reader.

Today internet provides us easy access to the whole world, turning our world into a global village. We can easily get all kind of information, the latest scientific and social reports and modern scientific discoveries with just a click of the mouse. The regular and **extensive** supply of news brings all the countries of the world into intimate contacts and enables one country to learn by the experiences of another country.

The media can teach and train the new generation about their social, educational and moral values. Unfortunately, the same media has its darker side, too. Sometimes it can harm the viewers seriously by showing the **undesirable** and immoral ways of life. They should avoid the presentation of crimes, the charms of evils and cheating on TV channels and in newspaper columns. In this connection, the role of journalists cannot be ignored. They should always be on the side of truth, **virtue**, modesty and justice. Their influence on the people is always great; therefore, this influence must be **exerted** for the cause of good.

PEMRA (Pakistan Electronic Media Regulatory Authority) has been established to keep a watch on the electronic media. Its function is to ensure that particular religious, social, moral, ideological and political limits are observed while broadcasting any news or programme.



The impact of media should be moral and positive and it must be used to provide factual information in a credible manner. Media in all countries need to join hands to tell others what is useful, **beneficial** and profitable for the common people. Let them decide together not to mislead, misinform and harm the interest of the general public.

Reading and thinking skills

Comprehension

Activities

1. Answer the following questions.

- i) Highlight the importance of media in our lives.
- ii) What is the difference between print and electronic media?
- iii) How do media keep us informed about different developments?
- iv) How can media be used for the promotion of education?
- v) How has internet brought revolution in our lives?
- vi) Why is electronic media faster than the print media?
- vii) Highlight the positive role of media.
- viii) Highlight the negative role of media.

2. Re-read the lesson and choose the correct options to complete the following sentences.

- i) Media holds importance in today's life.
(a) immense (b) large (c) no (d) positive
- ii) People may ventilate their and express their views about any governmental measures.
(a) grievances (b) hopes (c) opinions (d) wishes
- iii) Media can teach and train the new about their social, educational and moral values.
(a) adults (b) children (c) generation (d) youth

- iv) Electronic media includes radio, and internet.
 (a) books (b) magazines
 (c) newspapers (d) television
- v) Print media includes and magazines.
 (a) internet (b) newspapers
 (c) radio (d) television

3. Write 'T' for true and 'F' for the false statements.

- i) Media can be described as the main source of providing help and entertainment. ()
- ii) The TV and newspapers form public opinion and give voice to it. ()
- iii) Internet does not provide easy access to whole world. ()
- iv) Magazines and newspapers only provide local news. ()
- v) Journalists should be on the side of truth, virtue, modesty and justice. ()

4. Find out the appropriate meanings of the following words with the help of dictionary and use them in your sentences.

Words	Meanings	Sentences
• extensive	_____	_____
• grievances	_____	_____
• proceedings	_____	_____
• shut	_____	_____
• undesirable	_____	_____

Activity

Use thesaurus to locate synonyms and antonyms of the following words.

essential - fertile - gradually - frequently -
seldom - necessary - start - credible -
immense - extend

Do you remember?

Thesaurus:- It is a book that provides synonyms and sometimes antonyms for a particular word.

Translation

Translation is a skill. Every language has its own rules and requirements. It is wrong to do word for word translation. It kills the very spirit and mood of the text.

Some tips for correct translation are:

- Read the text carefully and understand the main theme.
- Choose appropriate vocabulary, according to the text.
- Idioms and phrases are not literally translated.
- Translated text must have the same flow and coherence as the real text.
- Focus on the theme in order to convey the same sense.

Model Translation

You must have seen drug addicts begging in streets and roads in wretched condition. Quite often young people, grown frightfully thin with hollow cheeks, lifeless eyes and torn clothes, are found extending their hands to passing vehicles for money to have some puffs of powder filled cigarette. Sometimes these unfortunate people die on footpaths or in hospital surroundings, unattended or unwept.

آپ نے سڑکوں کے کنارے قابل رحم حالت میں نشے کے عادی افراد بھیک مانگتے ضرور دیکھے ہوں گے۔ اکثر و بیشتر بچے پرانے کپڑوں میں ملبوس خوفناک حد تک لاغر اور پتکے گالوں والے یہ نوجوان جن کی آنکھوں میں زندگی کی کوئی رقیق نہیں ہوتی ہرگز رتی گاڑی کے آگے پیسوں کیلئے ہاتھ پھیلاتے نظر آتے ہیں تاکہ ان پیسوں سے وہ پاؤڈر سے بھری سگریٹ کے چند کش لگا سکیں۔ کبھی یہ بد قسمت لوگ فٹ پاتھ پر یا ہسپتال کے ارد گرد ہی دم توڑ جاتے ہیں جہاں انہیں دیکھنے اور رونے والا کوئی نہیں ہوتا۔

Activity

Translate the following paragraph into Urdu.

The media provides us information on all incidents and developments in the political life of our country and of all other countries. We learn about the decisions and policies of our government and of other governments. We learn and understand the changing rainbow of the relations between different states. Best of all, the common people become aware of the proceedings of the assemblies, decisions of courts and visits of our leaders to other countries and their leader's visits to ours.

Grammar

Adjective Phrases and Clauses

Adjective Phrase

An adjective phrase is a group of words that acts like an adjective, like, a boy with blue eyes, a load of great weight.

Adjective Clause

An adjective clause is a dependent clause. It tells about noun or pronoun and is introduced by who, that, which, when, etc.

Examples

Adjective phrases

- I met a doctor with two clinics.
- They can tell about the time of the train's departure.
- The people want to elect leaders to make the country developed.
- We visited a country being ruled by a cruel King.

Adjective clauses

- I met a doctor who had two clinics.
- They can tell about the time when the train departs.
- The people want to elect leaders who can make the country developed.
- We visited a country which was being ruled by a cruel King.

Activities

1- Underline the adjective phrases in the following sentences.

- i) Hamza was a man of great wealth.
- ii) Akbar lived in a house built of tiles.
- iii) I like to see a face with a smile on it.
- iv) He wore a turban made of silk.

2- Underline the adjective clauses in the following sentences.

- i) The car, whose axel is broken, cannot run.
- ii) I have heard the jokes that he always makes.
- iii) Don't you think we need wise rulers who do justice.
- iv) Mr. Imran is the person who has great sympathy for others.
- v) We do not like the person who has no feelings for others.

Use of collective, countable, uncountable, material and abstract nouns.

Our army is gallant and competent.



collective noun

The cup is fragile. Handle with care.



countable noun

The tea is hot.



uncountable noun

Cotton dress is cheap.



material noun

Islam gives the lesson of peace and tranquility.



abstract nouns

Activity

1- Identify the type of the following nouns and use them in your sentences.

gravy,	committee,	faith,	wood,
rupees,	money,	furniture,	stationary

Activity

2- Correct the following sentences keeping in mind that uncountable nouns are used in a singular form.

- i) These bad news will disturb them.
- ii) They bought new furniture for their house.
- iii) This factory has received the latest equipments from abroad.
- iv) The sceneries of Kaghan are worth seeing.
- v) She got more informations today.
- vi) We caught a lot of fishes from the lake.
- vii) Our office was supplied with new stationaries.
- viii) The entire machineries was damaged by the flood.
- ix) He was busy in doing his home works.
- x) The police should control the traffics.

Library Skills

Card Catalogue

In every library there is a card catalogue or a computer catalogue. A card catalogue lists all of the books the library contains.

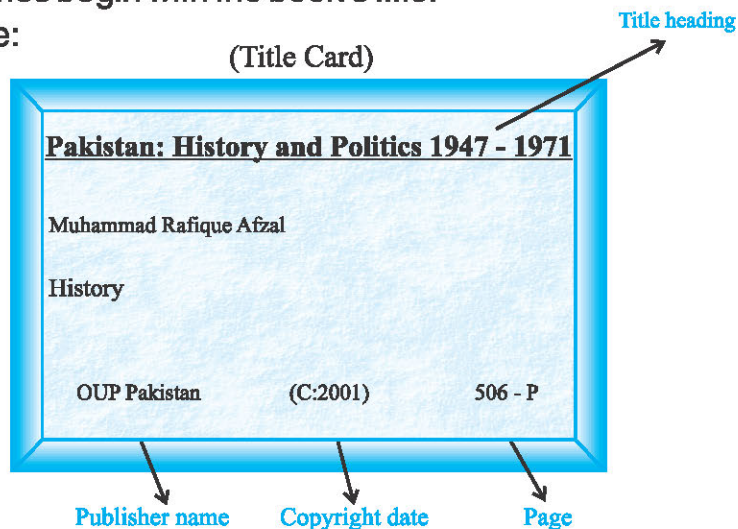
Catalogue Entries

A library catalogue contains three kinds of entries.

I- Title Entries

Title entries begin with the book's title.

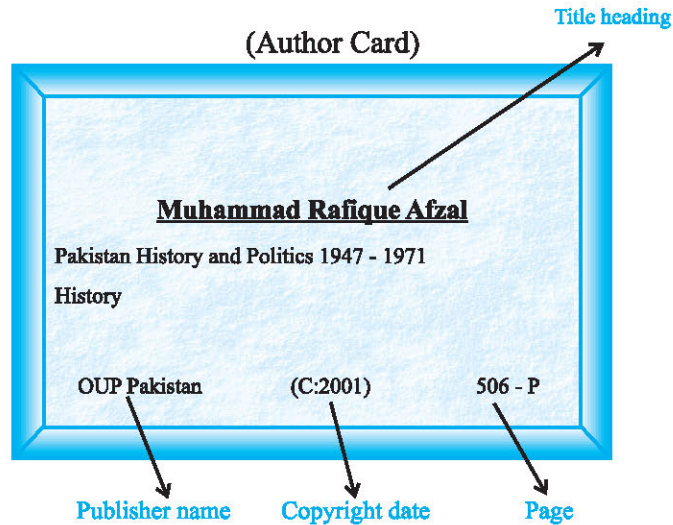
Example:



2- Author Entries

Author entries begin with the name of the book's author.

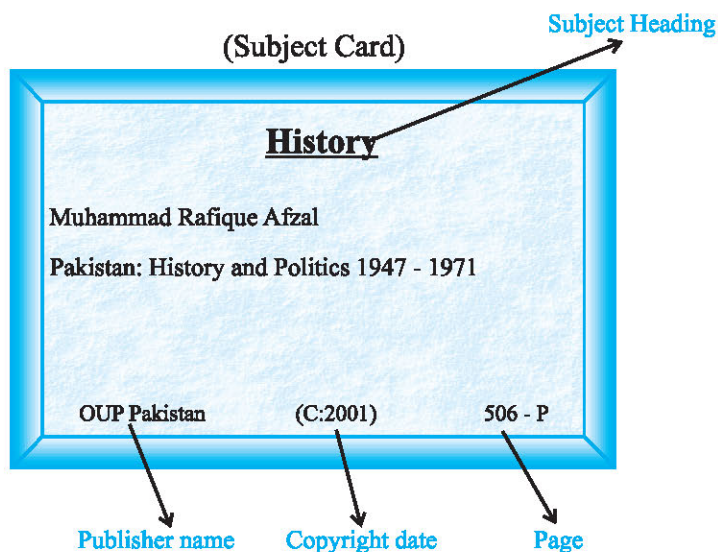
Example:



3- Subject /entries

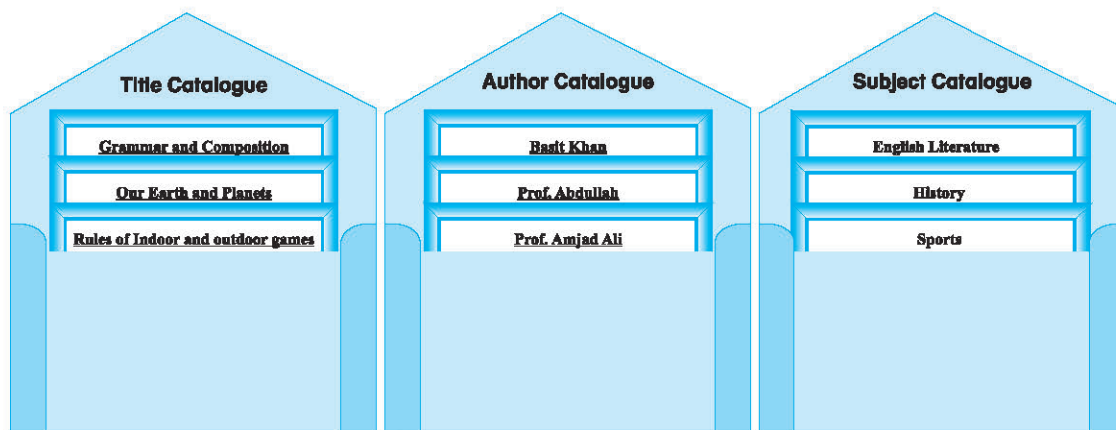
Subject entries begin with the subject of the book.

Example:



Activity

Go to the library and find a book with the help of title, author and subject catalogues..



Writing Skills

Write a paragraph on 'T.V and newspapers as a source of information', by focusing on order of importance (most important to least important).

Oral Communication

Expressions for expressing personal ideas.

1. I think (that) . . .

I think that we should spend more money on education.

2. I believe (that) . . .

I believe that physical punishment is wrong.

3. In my opinion, . . .

In my opinion, Government should ensure the equal implementation of law.

4. As for as I am concerned, . . .

As for as I am concerned, the things are going in right direction.

Activities

Role - play:

i) Use the expressions for expressing personal ideas in the form of a dialogue.

ii) Divide the class into two groups and conduct a group discussion on negative and positive role of media.

Revision (Unit 1-4)

1. Correct the following sentences.

- 1- Hazrat Abu Bakr Siddique (ؓ) was born in Madina.
- 2- Drug addicts are always in good condition.
- 3- Burning of chemicals in the form of fuel or energy emit oxygen.
- 4- There are four types of media.
- 5- Print media is faster than electronic media.

2. Match the words in column A with words of close meaning in column B.

Column A	Column B
rendered	hollow as a result of disease, shrunk
condemned	to continue
wretched	rid of, throw away
sunken	not to be good or honest
unhygienic	performed
dumped	to express strong disapproval
immoral	miserable
proceed	not clean

3. Fill in the blanks.

- 1- Hazrat Abu Bakr Siddique (ؓ) was the _____ Khaliphah of the Muslims.
- 2- Drug addiction has become a serious _____.
- 3- Carbon dioxide damages the _____ layer.
- 4- PEMRA has been established to keep a watch on _____ media.
- 5- Land pollution destroys the _____ of the land.

4. Fill in the blanks with appropriate nouns, adjectives and adverbs.

well, strength, slowly, delicious, best, confidence, strong, confident, great, careful

- i) She cooks _____. (use adjective)
- ii) Sana writes _____. (use adverb)
- iii) He is a _____ man. (use adjective)
- v) She is a _____ driver. (use adjective)
- vi) Hamza speaks _____. (use adverb)
- vii) Honesty is the _____ policy. (use adjective)

5. Tick (✓) the correct meaning of the word.

1- courteous:

- (a) careless
- (b) careful
- (c) rude
- (d) showing respect for other

2- hampers:

- (a) building
- (b) enhances
- (c) improves
- (d) stops

3- unhygienic:

- (a) neat and clean
- (b) not promoting health / cleanliness
- (c) promoting cleanliness
- (d) promoting cooperation

4- extensive:

- (a) brief
- (b) quick
- (c) short
- (d) thorough

5- preserve:

- (a) to improve
- (b) to protect from harm
- (c) to punish
- (d) to waste

6. Replace adjectives with adjective phrases in given sentences.

- i) A grey cloud spread over the sky.

- ii) He had a bald head.
- iii) He bought a black coat.
- iv) A valuable ring was found yesterday.
- v) He is a professional footballer.

6. Replace the given adjectives by adjective phrases. One is done for you.

Adjectives

Adjective phrases

A golden crown

A crown made of gold.

A white elephant

A deserted village

The longest day

A red flower

7. Write a unified paragraph on 'Union is strength.'

[illegible]

5 UNIT

THE RAINY DAY (Poem)

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- write summary of the poem.
- use the pronunciation key to pronounce the words with developing accuracy.
- use prepositional phrases.
- recognize words that vary in meaning according to their connotation.
- recognize and use omission marks or ellipses to signify the omission or deletion of words in sentences.
- recognize the silent letters in words and pronounce them with developing accuracy.
- fill in forms legibly following instructions and supplying correct information.

Pre-reading

- Why can't we be happy all the time?
- How should we tackle the problems in life?

The day is cold, and dark, and **dreary**;
It rains, and the wind is never **weary**;
The vine still clings to the **mouldering** wall,
But at every gust the dead leaves fall,
And the day is dark and dreary.



My life is cold, and dark, and dreary;
It rains, and the wind is never weary;
My thoughts still cling to the mouldering past,
But the hopes of youth fall thick in the blast,
And the days are dark and dreary.

Be still, sad heart, and cease **repining**;
Behind the clouds is the sun still shining;
Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.



(by: Henry Wadsworth Longfellow)

Reading and thinking skills:

Comprehension

Activities

1: Answer the following questions.

- i) What kind of day is the poet talking about?
- ii) How does he describe his life?
- iii) Why is the poet discontented?
- iv) How should we face the problems?
- v) What is the role of optimism in one's life?

2: Match the words with their appropriate meanings.

Column (A)

- dreary
- weary
- mouldering
- cease
- repining

Column (B)

- to decay
- to stop
- feeling discontent
- dark
- tired

Critical thinking

What is the main theme of the poem?

Activity

Develop a mind map to summarize the poem.

Writing Skills

Paraphrase

Paraphrasing means to express what somebody has said or written, by using different words, especially in order to make it easier to understand, without leaving out important points. A stanza takes the shape of prose while phrasing it.

Activity

Paraphrase the following stanza.

Be still, sad heart, and cease repining;
Behind the clouds is the sun still shining;

Thy fate is the common fate of all,
Into each life some rain must fall,
Some days must be dark and dreary.

Grammar

An Ellipsis

An ellipsis (plural ellipses) is punctuation mark consisting of three dots. We use ellipsis to indicate that words have been omitted in a text. Ellipsis saves space or remove material which is less relevant. They are useful in getting right to the point without delay or distraction.

Example:

Read the following paragraph.

“The quantity and variety of reading material available to us are really enormous. There are books of all kinds, books discussing topic matters, books on health and hygiene, books on great personalities and books on general knowledge. There are also literary books including drama, poetry and prose fiction. In short, books are the source of information and knowledge.”

- **Now see how the ellipses are used in the above paragraph.**

“The quantity and variety of reading material available to us are really enormous . . . In short, books are the source of information and knowledge.”

Activity

Use ellipses in the following paragraph.

Story tellers from around the world sometimes begin a story by saying, “Once upon a time there was a King, there was an old man or there was a princess.” This tells the reader that the story takes place in a different world, a world of magic and imaginations, where anything can happen. Frogs turn into people, horses can fly, people can disappear and animals can talk.

Connotation

The attitude and feelings associated with a word as opposed to its literal meaning. Example: 'Chair' has connotation of power.

Denotation

The literal or dictionary meaning of a word is called denotation. Example: The denotative meaning of the word chair is, "a piece of furniture for one person to sit in, with a back, a seat and four legs."

Examples:

- i) Ahmed likes to save money while shopping.

Bilal: "He is thrifty."

Asad: "He is stingy."

Both underlined words refer to saving money, but they have different connotations. 'Thrifty' suggests that Ahmed is smart and knows how to find bargains. 'Stingy' depicts Ahmed as greedy and lacking generosity.

Activities

- (a) Write the denotation and connotation of the given words.

Word	Denotations	Connotation
challenging		
steadfast		
childlike		
slender		
new		

- (b) Make five sentences showing denotation and connotation of words of your choice.

Use of Dictionary

Pronunciation Key

Consonants

p	pen	/pen/	s	so	/səʊ/
b	bad	/bæd/	z	zoo	/zu:/
t	tea	/ti:/	ʃ	shoe	/ʃu:/
d	did	/dɪd/	ʒ	vision	/ˈvɪʒn/
k	cat	/kæt/	h	hat	/hæt/
g	got	/ɡɒt/	m	man	/mæn/
tʃ	chain	/tʃeɪn/	n	no	/nəʊ/
dʒ	jam	/dʒæm/	ŋ	sing	/sɪŋ/
f	fall	/fɔ:l/	l	leg	/leg/
v	van	/væn/	r	red	/red/
θ	thin	/θɪn/	j	yes	/jes/
ð	this	/ðɪs/	w	wet	/wet/

Vowels and diphthongs

i:	see	/si:/	ʌ	cup	/kʌp/
ɪ	happy	/ˈhæpi/	ɜ:	bird	/bɜ:d/
ɪ	sit	/sɪt/	ə	about	/əˈbaʊt/
e	ten	/ten/	eɪ	say	/seɪ/
æ	cat	/kæt/	əʊ	go	/ɡəʊ/
ɑ:	father	/ˈfɑ:ðə(r)/	aɪ	five	/faɪv/
ɒ	got	/ɡɒt/	aʊ	now	/naʊ/
ɔ:	saw	/sɔ:/	ɔɪ	boy	/bɔɪ/
ʊ	put	/pʊt/	ɪə	near	/nɪə(r)/
u	actual	/ˈæktʃuəl/	eə	hair	/heə(r)/
u:	too	/tu:/	ʊə	pure	/pjʊə(r)/

Activity

Use the pronunciation key to pronounce the following words.

immense - entertainment - information - include - continuously -
proceeding - intellectual - generation - religious - profitable - beneficial -
influence

Silent letter words

There are some words which have silent letter / letters, while writing a word they are spelled but not pronounced.

Examples:

Silent 'b'	Silent 'e'	Silent 'g'	Silent 'h'	Silent 't'
debt, doubt, undoubtedly	made, hope, gave	sign, feign, sight	honour, heir, hour	listen, hustle, whistle

Activity

Find out the words having the given silent letters from the dictionary, write and pronounce them aloud.

Silent Letters	Words
b	_____
e	_____
g	_____
h	_____
t	_____

Prepositional Phrases

A prepositional phrase begins with a preposition and ends with a noun, pronoun, gerund or clause, which is object of the preposition.

For example:

- at home, with me, by saying, about what we need,
Prepositional Phrase
- i) We drove to the store.
- ↓
Preposition

↓
Object of the preposition
- ii) After several minutes we found the key for the door.
- ↓
Prepositional Phrase

↓
Prepositional Phrase
- iii) The flocks of tiny swallows flew over the trees near the lake.
- ↓
Prepositional Phrase

↙
Prepositional Phrase

↘
Prepositional Phrase

Activities

1- Complete the following sentences by choosing the suitable prepositional phrases, given in the box.

in the wrong direction, on coal energy, on honesty and hard work, under a tree, out of their village, about what we need

- i) The cat is sitting _____.
- ii) We told the shopkeeper _____.
- iii) They moved _____.
- iv) Do not move _____.
- v) Our Government should work _____.
- vi) Our success depends _____.

2- Make five sentences by using prepositional phrases in them.

Writing Skills

Summary

It is a short piece of writing, describing the main points (not details) of an oral or written text. Before we start writing summary, we need to read the text carefully, make rough notes, compare it with the original text and finally write the summary by using appropriate words and structures.

Activity

Write the summary of the poem 'The Rainy Day.'

Activity

Fill in form legibly, following instructions and supplying correct information.

SCHOOL ADMISSION FORM

Date: _____

Male: ☐

Female: ☐

Photographs of
Student

1. Class: _____

2. Name (Block Letters): _____

3. Father's Name (Block Letters): _____

4. Date of Birth: -

5. Date of Birth in Words: _____

6. Father's / Guardian's Occupation: _____

7. Postal Address: _____

8. Father's / Guardian's Phone No. _____

9. Home Address: _____

10. Contact No. _____

11. Email address: _____

12. Nationality: _____

13. District: _____

14. Province: _____

15. Name of the last school attended: _____

16. Reason of leaving that school: _____

Note:

- 4 photographs (should be attached with form)
- Leaving certificate (Original)
- 2 copies of national identity card (Father's/Guardian's)
- 1 photo copy of Local/Domicile

Office Secretary

Parents' / Guardian's Signature

6 UNIT

(Story) THE BIRD AND THE ELEPHANT

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- answer the comprehension questions.
- recognize the rules of and change the narration of statements, requests / orders and questions.
- identify and demonstrate use of relative pronouns.
- write comparisons and contrast essay.
- ask and express preferences.

Pre-reading

- Describe the given picture.

In the middle of a jungle stood a tall but thin tree. At its top, a tiny bird had made a nest for her family of three little chicks. They enjoyed peace and quiet there.

One day, an elephant passed by. He had walked a long way and he was feeling hot and tired. His thick skin **itched** in the **prickly heat**.

So, he **leaned against** the tree and began scratching his back. The tree started to **crack** and to move to and fro. The **swaying** of the tree frightened the little birds. They drew closer to their mother for protection. The bird stuck her beak out of the nest and said: "Hey, you!



There are other trees in this jungle. Why are you shaking this one? Stop this nonsense at once! You've frightened my chicks. If you don't stop, they'll soon fall out of the nest."

The elephant said nothing. He just looked at the bird and **flapped** his big ears in the wind. Then he left.

The next day he returned to the same spot to scratch his back against the same tree. Once again the little ones hid under their mother's wings. Now the mother was really very angry.

"Stop shaking our tree", she screamed, "or else I'll teach you a lesson!" "What can you do to a giant like me?" laughed the elephant. So saying, he caught hold of the tree with his trunk and tusks. He pushed it and pulled it with all his strength. The tree **creaked** and shook dangerously as if it would break. The little chicks cried in panic.

In a flash, the mother bird flew into one of the elephant's ears; she **tickled it** with her feet. The elephant stopped dead in his tracks. He could not understand what was happening to him. He shook his head, rubbed his ears against the tree, and ran here and there, and then he rolled on the ground to get rid of the strange sensation he felt. But all in vain. He still felt that irritating sensation inside his ear.

Finally he begged the bird to leave him alone and in return he promised that he would never again scratch his back against her tree.

The bird flew out of the elephant's ear and went back to her nest. She never saw that elephant again.



Reading and thinking skills:

Comprehension

Activities

1. Answer the following questions.

- i) How many birds lived in the nest?
- ii) Why did the elephant feel hot?
- iii) Why were the little birds frightened?
- iv) What made the elephant stop dead in his tracks?
- v) Why did the bird leave the elephant's ear?

2. Choose the correct answer from the given options to complete the sentences.

- i) The little birds drew close to their mother because they:
 - (a) were thirsty
 - (b) were hungry
 - (c) felt cold
 - (d) felt insecure
- ii) The mother bird flew into one of the elephant's ears to:
 - (a) whisper something to him
 - (b) teach him a lesson
 - (c) tell secret
 - (d) caress him
- iii) The elephant begged the mother bird to leave him alone because he:
 - (a) did not want to hurt her
 - (b) was tired of the joke
 - (c) could not defend himself
 - (d) wanted her to go and look after her babies
- iv) She never saw that elephant again because:
 - (a) she did not invite him
 - (b) he had learnt a good lesson
 - (c) he was a giant
 - (d) he didn't like the jungle
- v) The expression 'to and fro' means:
 - (a) backwards and forwards
 - (b) to return
 - (c) to go away
 - (d) to stop

3. Match the meanings of the following phrases.

Column (A)	Column (B)
<ul style="list-style-type: none">cried in panicleanedirritatingprickly heatstopped dead	<ul style="list-style-type: none">without any movementextreme heatcried due to fear or painannoyance / annoying feelingsto rely for support against something

Critical thinking

What is the main theme of the story?

Grammar

Direct and Indirect Speech

Direct speech:

When we quote the actual words of the speaker, it is called direct speech. His / her actual words are quoted in inverted commas.

Examples:

- “Stop shaking our tree”, she screamed.
- Ali said, “I am very busy.”
- The teacher said, “I will check your copies.”

Indirect speech:

When we report what someone said without quoting his actual / exact words, it is called indirect speech. Here we don't use inverted commas.

- She asked to stop shaking their tree.
- Ali said that he was very busy.
- The teacher said that he would check our copies.

Activity

Change the following sentences into indirect speech.

- He said, “My master is writing letters.”
- Ali said, “I am happy.”

3. She said, "I have passed the examination."
4. Abdullah said, "I bought a new pen."
5. You said, "You played football."
6. Shazia said to her mother, "You did not buy new shoes for me."
7. I said to him, "You are not sincere to me."
8. They said to us, "We helped you in solving your problems."
9. Mother said to her son, "It is raining outside."
10. Mujtaba said to his brother, "We shall go for a picnic on Sunday."

Rules for changing the narration of questions, orders and requests

1. For questions:

While changing into indirect speech we use asked, inquired, whether or if.

Read the following examples:

- He said to me, "What are you doing."
He asked to me what I was doing.
- "Where do you live?" asked the stranger.
The stranger enquired where I lived.
- He said, "Will you listen to such a man?"
He asked them whether they would listen to such a man.
- She said, "Do you play football."
She asked me if I played football.
- He said to me, "Where do you live?"
He asked me where I lived.

Information!

- In indirect speech 'wh' questions like, who, where, when etc. are not changed.
- Questions with helping verbs like do, does, is, are, was etc. are replaced with if/whether.

2. For orders and requests

In reporting orders and requests, the indirect speech is introduced by some verb expressing order or request, and the imperative mood is changed into the infinitive.

Read the following examples:

- Ali said to Abdullah, "Go away."
Ali ordered Abdullah to go away.

- He said to him, "Please wait till I return."
He requested him to wait till he returned.
- "Call the first witness", said the judge.
The judge ordered them to call the first witness.

Information!

Expressions used for order and requests.
requested, ordered, commanded, shouted, urged.

Activities

1. Change the narration of the following sentences by following the rules of changing the narration of questions, orders and requests.

- He said to me, "What is your name?"
- Abdullah said to me, "How old are you?"
- He said to me, "Give me a book, please."
- The teacher said to the student, "Show me your note books."
- She said, "Will you help me?"
- Sana said to me, "When did you arrive in Quetta?"
- The teacher said to Saad, "Why were you absent."
- The gardener said, "Do not pluck the flowers."

2. Change the narration of the following sentences.

- Ali said, "I am sick."
- The teacher said, "They are my students."
- She said, "It is raining."
- Father said to me, "Your English is good."
- She said, "Hina is a good student."
- The judge said, "Call the first witness."
- Shazia said to Saira, "Please help me."
- The policeman said to us, "Where are you going?"

Relative Pronouns

Activity

Read the following extract and identify the relative pronouns.

The following day which was cloudy and rainy unfortunately, we went to a museum where they have some dinosaur skeletons that local people have found in the area. The horrible weather never improved all day so we visited a superb seafood restaurant later in the afternoon and had an early dinner. The waiters who were all dressed in traditional fisherman's clothes, were very friendly and told us about the history of the restaurant whose name was Moon Restaurant.

Do you remember?

Who, which, that, where, whose, when all are relative pronouns.

Writing Skills

Write an essay showing comparison and contrast between modern and old means of transportation by using the connectives of comparison and contrast.

Connectives of Comparison

instead of
where as
otherwise
on the other hand

Connectives of Contrast

in the same way
similarly
likewise
like

Oral Communication

(Ask & express preferences) Two sisters at shopping centre.

Saira: Listen, I want to buy some new bed sheets for the home.

Bano: Yes, sure.

Saira: Perhaps we could buy this pair? I like floral patterns.

Bano: I prefer this one with the geometric design. I think it looks attractive.

Saira: I suppose you are right. Geometric design in lighter shades will be nice for the summer.

Bano: Personally I prefer darker shades, but if you like lighter shades then it is okay.

Saira: I am glad we found something that we both like.

Bano: Please pack these bed sheets and get the bill ready.

Shopkeeper: Okay.

Activity

Role Play:

Construct dialogues using expressions of preferences and perform in pairs.

7 UNIT

PATRIOTISM

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- answer the comprehension questions.
- identify and recognize the function of the anaphoric and cataphoric references.
- illustrate the use of prepositions of position, time, movement and direction.
- use conditional sentences (type - I)
- identify, change the form of, and use present and past perfect continuous tenses.
- write a précis.

Pre-reading

- What does our country demand from us?
- What do we call to a person who loves his country?
- How can we play our role in the development of our country?

Patriotism means “love of country and willingness to defend it”. It is a noble sentiment and a national virtue which motivates a man to do whatever he can for the **solidarity** and development of his country and a commitment to serve it in all conditions.

Patriotism is a great binding force which brings the people of a country closer to one another. It makes them have common aims and promotes the feelings of sacrifice. True patriotism makes the armed forces of a country do their duty with great devotion. It is because of patriotism that the soldiers are ready to sacrifice their lives for the country. They defend the country from external and internal enemies. It makes them ready to fight, however strong the enemies may be. In the same way, patriotic civilians do not like activities which may be harmful to the nation or to the country. They



detest bribery, corruption and dishonest dealings.

Patriots like to work for the progress and glory of their country. They try to make their country powerful and rich by doing their duties in the best possible way. The labourers in a factory try to produce more and more. The businessmen try to sell things at proper prices, the teachers teach in the best possible ways and the students study devotedly and realize their responsibilities.

A true patriot loves his country **passionately** and proves his love by rendering valuable services with dedication and sincerity for the prosperity of his country and nation. His distinctive mark is that he never prefers his personal interests to national interests.

Patriotism strengthens our ties and promotes the feelings of cooperation, brotherhood and unity. It also makes us behave patiently and sensibly with our country men. We all should be patriotic in our feelings and thoughts, aims and actions everywhere all the time. However, in our zest for patriotism we should not think that we are superior to all other nations or countries. Instead we should promote good relations with the other nations or countries for peaceful co-existence.



Reading and thinking skills:

Comprehension

Activities

1. Answer the following questions.

- i) What is the importance of patriotism to the citizens of a country?
- ii) What makes soldiers ready to die for their country?
- iii) How does the feeling of patriotism influence the people?
- iv) How can a labourer be a patriot?
- v) What are the responsibilities of a patriotic student?
- vi) How can a teacher show patriotism in teaching?

2. Re-read the lesson and complete the following sentences by choosing the correct option.

- i) Patriotism means love of country and willingness to _____ it.
(a) admire (b) appreciate
(c) defend (d) love
- ii) Patriotism is a great _____ force.
(a) attracting (b) binding
(c) external (d) physical
- iii) Patriotic civilians do not like activities which may be _____ to the nation or to the country.
(a) against (b) good
(c) harmful (d) true
- iv) Patriots like to work for the progress and _____ of their country.
(a) glory (b) happiness
(c) height (d) peak
- v) We should promote relations with other nations or countries for _____ co-existence.
(a) helpful (b) peaceful
(c) peace (d) powerful

Activity

Use a thesaurus and locate synonyms and antonyms of the following words.

patriot - more - common - honest - harmful - possible - proper - superior - united - commitment







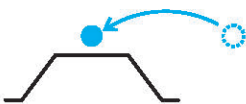

Prepositions





Preposition is a word placed before a noun or pronoun to show its relation with another person or thing.

Information!

- Use of preposition depends on practice. However some common points can be useful.

Prepositions of position and movement

Position		Movement	
Static	Static (Negative)	Approach	Depart
at  (He is waiting at the station)	away (from)  (The school is two km away)	to  He is going to school.	away (from)  She is running away from fire.
on  (I saw the jug on the table)	off  (The town is five km off)	on to  (i) She fainted and fell on to the floor. (ii) The teacher stepped on to the stage.	off  (He is falling off the wall)

	Position		Movement	
	Static	Static (Negative)	Approach	Depart
Volume	in  (He is standing in corner of the room)	out of  (Mr. Ali is out of town this week)	into  (He jumps into the lake)	out of  (He is getting out of the car)

Prepositions of time

In: (used for months, year, seasons, etc.)

At: (used for time, special occasions)

On: (used for days of the week, date, special holidays)

Examples:

- i) In January, in 1991, in spring
- ii) at 8 o'clock, at Eid
- iii) on Tuesday, on 14th August, on Iqbal day

Activity

Use suitable prepositions to complete the following sentences.

1. Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) has been a beacon _____ light for us.
2. The dog was sleeping _____ the tree.
3. He will meet us _____ Monday.
4. Islamabad is _____ the North of Pakistan.
5. The book is _____ the table.
6. She is coming _____ room.

7. We have a lot of holidays _____ the session.
8. He is going _____ library.
9. Ayesha's family has migrated _____ Quetta to Karachi.
10. Who is knocking _____ the door?

Cataphoric and Anaphoric Reference

Cataphoric reference	Anaphoric reference
<p>An expression that co-refers with a later expression in the discourse is called cataphoric reference. <u>A fat boy</u>, Ali was playing in the ground. Example:</p> <p>2. If <u>they</u> are late again, <u>the players</u> will be probably reprimanded by the coach.</p> <p>cataphoric reference (because it refers to 'the players' which is mentioned later)</p>	<p>An expression that co-refers with an earlier expression is called anaphoric reference. She bought a dress and every body liked <u>it</u>. Example:</p> <p>1. He bought an <u>apple</u> and ate <u>it</u>.</p> <p>anaphoric reference (because 'it' refers to apple which is mentioned earlier)</p>

Activity

Pick out cataphoric and anaphoric references from the following sentences and write in respective column.

1. Our team captain, Mujtaba is the best player of our team.
2. The little girl, Saba, is playing with doll.
3. The monkey took the banana and ate it.
4. Our first Khaliphah, Hazrat Abu Bakr Siddique (رضي الله عنه) was a close companion of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (صلى الله عليه وآله وسلم).
5. Hamza, gave me an interesting story book and I read it thrice.
6. These are beautiful flowers and I like them.

Cataphoric Reference	Anaphoric Reference
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Conditional Sentences Type-I

Real situation in the present or future.

If Clause	Main Clause
<p>If + Present Tense (definite / continuous / perfect)</p>	<ul style="list-style-type: none"> Future Tense If Ahmed gets the job, <u>he will move to Quetta</u>. Can / may / might / must / should + infinite If you have finished your home work, <u>you may go out with your friends</u>. Present Simple If you mix blue and yellow, <u>you get green</u>. Imperative If you miss the train, <u>take the bus</u>.

Use of comma

- We use comma when conditional sentence starts with 'if clause'.
Example: If you eat a lot of sweets, you will gain weight.
- We do not use comma if the conditional sentence starts with the main clause.
Example: You will gain weight if you eat a lot of sweets.

Activity

Complete the following sentences with the given clues.

- i) If father comes home early, we _____ (go to bazaar).
- ii) She will not come if you _____ her. (do not invite)
- iii) The bird _____ (fly) away if you open the cage.
- iv) If mother _____ (bake) a cake, we will be happy.
- v) He will succeed if he _____ hard. (work)
- vi) If I _____ (have) enough money, I will go on picnic.
- vii) If Hamza finds your pen, he _____ it to you. (return)
- viii) If it _____ I will not go to the playground. (rain)
- ix) If the moon appears tonight, we _____ Eid tomorrow. (celebrate)
- x) We will help the poor if we _____ money. (have)

Present Perfect Continuous Tense

Use

1. Actions that started in past and continue in present.
2. Actions that have recently stopped.

Structure

Subject + has/have + been + (v+ing) + object

Examples:

- She has been cooking food.
- They have been working hard.
- I have been taking exercise.

Interrogative Sentences

Structure

Has/have + subject + been (v+ing) + object

- Have you been working hard?
- Has she been washing clothes?
- Have you been practicing English?

Negative Sentences

Structure:

Subject + has/have + not + been + (v+ing) + object

- She has not been working hard.
- I have not been feeling well.
- You have not been speaking English.

Activity

Change the following sentences into interrogative and negative sentences.

- i) Saad has been helping the poor people.

Interrogative: _____.

Negative: _____.

- ii) You have been working hard to get 1st position.

Interrogative: _____.

Negative: _____.

- iii) She has been teaching to her brother and sisters.

Interrogative: _____.

Negative: _____.

- iv) We have been cooperating with one another.

Interrogative: _____.

Negative: _____.

- v) The teachers have been teaching the students.

Interrogative: _____.

Negative: _____.

Past Perfect Continuous Tense

This tense is used to express a certain action which had been going on in the past. Most of the times this tense is used before another action in the past.

Structure:

Subject + had been + (v+ing) + object

Examples:

- She had been cooking food for two hours.
- When I went to his home, he had been sleeping.
- I had been helping him since 2005.
- They had been working hard.

Interrogative Sentences

Structure:

Had + subject + been + (v+ing) + object

- Had she been cooking food for two hours?
- Had they been working hard since 8 o'clock?
- Had you been taking exercise?

Negative Sentences

Structure:

Subject + had + not + been + (v+ing) + object

- She had not been cooking food for two hours.
- They had not been working hard since 8 o'clock.
- We had not been disturbing him.

Since and For

- **Since** is used for Point of time. (Since Friday, since 1991, since morning, since 5 o'clock, etc.)
- **For** is used for period of time or duration. (For two hours, for ten days, for five years, etc.)

Activities

I. Change the following sentences into interrogative and negative sentences.

- i) They had been watering the plants for one hour.

Interrogative: _____.

Negative: _____.

- ii) We had been living in Karachi since 1999.

Interrogative: _____.

Negative: _____.

- iii) They had been trying to fix the car for three hours.

Interrogative: _____.

Negative: _____.

- iv) Rabia had been washing clothes.

Interrogative: _____.

Negative: _____.

- v) I had been helping my neighbours

Interrogative: _____.

Negative: _____.

2. Change the following sentences into past perfect continuous tense.

- i) I have been doing my homework on time.
- ii) He has been washing his car.
- iii) You have been reciting the Holy Quran.
- iv) We have been attending his lectures.
- v) It has been raining.
- vi) They have not been playing football.
- vii) Have you been offering your prayers?
- viii) Has he been helping his neighbours?
- ix) We have not been telling lies.
- x) Have you been struggling hard to get 1st position?

3. Use 'since' or 'for' in the following sentences.

- i) She had been cooking food _____ morning.

- ii) They had been living in Karachi _____ ten years.
- iii) I had been attending English language classes _____ two years.
- iv) The students had been preparing for their exams _____ March.
- v) Media had been promoting education _____ its inception.

4. Correct the following sentences.

Incorrect: I had being reading newspaper since morning.

Correct: _____

Incorrect: You had not been waste your time for two years.

Correct: _____

Incorrect: Had she had been speaking truth?

Correct: _____

Incorrect: He had been serving as a doctor since ten years.

Correct: _____

Incorrect: They had been practicing their English for 2010.

Correct: _____

Writing Skills

Précis

A précis means summarizing. It is the gist or main theme of a passage expressed in as few words as possible.

Difference between paraphrasing and précis

A paraphrase should reproduce not only the substance of a passage, but also its details. Therefore, it will be at least as long as, and probably longer than original one. But a précis must be much shorter than the original, for it is meant to express only the main theme and remove all unimportant details.

Example:

One great defect of our civilization is that it does not know what to do with its knowledge. Science, as we have seen, has given us powers fit for the gods, yet we use them like small children.

For example, we do not know how to manage our machines. Machines were made to be man's servants; yet he has grown so dependent on them that they are in a fair way to become his masters. Already most men spend most of their lives looking after and waiting upon machines. And the machines are very stern masters. They must be fed with coal, and given petrol to drink, and oil to wash with, and must be kept at the right temperature. And if they do not get their meals when they expect them, they grow sulky and refuse to work, or burst with rage, and blow up, and spread ruin and destruction all round them. So we have to wait upon them very attentively and do all that we can to keep them in a good temper. Already we find it difficult either to work or play without the machines, and a time may come when they will rule us altogether, just as we rule the animals.

Précis

Human beings do not know what to do with their knowledge. Science has given them superhuman powers, which they do not use properly. For example, we are unable to manage their machines. Machines should be fed promptly and waited upon attentively; otherwise they refuse to work or cause destruction. They already find it difficult to do without machines. In the course of time they may rule over them altogether.

Activity

Write down the précis of the given paragraph.

It is very easy to acquire bad habits, such as eating too many sweets or too much food, drinking too much cold drinks of any kind. The more we do such a thing, the more we like doing it. If we do not continue to do it, we feel unhappy. This is called the force of habit, and the force of habit should be fought against.

Things which may be very good when only done from time to time, tend to become very harmful when done too often and too much. The wise man always remembers that this is true about himself and always checks any bad habit. He says to himself, "I am now becoming idle", and then adds, "I will get myself out of this bad habit at once."

8 UNIT

NURSING: A NOBLE PROFESSION

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- comprehend the text and answer the questions.
- use transitive and intransitive verbs..
- use active voice and passive voice in speech / writing.
- illustrate use and functions of all modal verbs.
- translate the given passage from English into Urdu.
- expressions for agreeing and disagreeing.

Pre-reading

- What do you want to be?
- What is the importance of medical profession?
- What are the duties of nurses?

Nursing is a noble profession which requires strong **commitment**, sense of sacrifice, love for humanity and a great deal of tolerance. A nurse is a person whose job is to take care of the sick and injured people in a hospital. It is observed that both males and females work as



professional nurses but females are in the majority. This profession is more suitable for females because they are more sensitive, caring and tolerant.

Nursing is an old and sacred profession. Its history is as ancient as that of human civilization. The role of a nurse has always been prominent, sometimes as a great nurse “Florence Nightingale” who was known as a “lady with the lamp” and sometimes as “mother Teresa,” who devoted her whole life to this holy profession and got the noble prize for her services.



Florence Nightingale



Mother Teresa

Today a nurse gets proper education and training before entering into this profession. During her training, she is taught how to give medicines and food to patients, how to know about their problems and how to serve them in the best possible ways. She has to be very punctual and active in her work.

When a woman becomes a nurse, she enters a very noble profession, which requires great commitment and **dedication**. She has to reach her place of duty in time and has to administer medicine to patients at fixed hours. She also tries to provide maximum comfort and relief to patients.

A nurse is a link between the patient and the doctor. She tells the doctor about the condition of the patient and gets advice on medicines or directions from the doctor about the food and the treatment to be given to the patients. In this way her role becomes central in hospital.

Nurses play a vital role in time of war. They not only serve the **wounded** soldiers but also look after the wounded civilians during wars. They also have a great role in the wake of **disasters**, like floods, earthquakes, storms, etc.

They look after and provide first aid to the injured people. Sometimes they have to work outside in extreme heat and cold, in the forests, deserts or in the mountains to provide all possible medical treatment and assistance to victims of disasters.

A nurse earns her living in a respectable way. Her motherly and sisterly role should be duly recognized and acknowledged. As the population is increasing rapidly, we do need nurses in larger number. For this, better and more nursing educational institutions must be set up. We should teach the best ways and techniques to our nurses for looking after patients and the suffering population.



Reading and thinking skills:

Comprehension

Activities

I- Answer the following questions.

- Why is nursing a suitable profession for women?
- What qualities should a nurse possess?
- Why is proper education and training essential for nurses?
- How does a nurse prove to be a link between a patient and a doctor?
- Highlight the major responsibilities of nurses.
- What are the major problems faced by nurses?
- Why do we require nurses in a large number?

2. Re-read the lesson and complete the following sentences by choosing the correct option.

- i) A nurse is a _____ between a patient and a doctor.
(a) bond (b) hurdle
(c) link (d) problem
- ii) As the population is increasing _____, we do need nurses in large number.
(a) dangerously (b) gradually
(c) rapidly (d) slowly
- iii) Nurses play a _____ role in time of war.
(a) little (b) minor
(c) negative (d) vital
- iv) We must _____ the hard work of nurses.
(a) appreciate (b) condemn
(c) criticize (d) stop
- v) Nurses look after and provide _____ aid to the injured.
(a) first (b) second (c) third (d) fourth

Critical thinking

Read paragraph No.3 and write the main idea.

Grammar

Activity

Translate the following paragraph into Urdu.

Nursing is a noble profession which requires strong commitment, sense of sacrifice, love for humanity and a great deal of tolerance. A nurse is a person whose job is to take care of the sick and injured people in a hospital. It is observed that both males and females work as professional nurses but females are in the majority. This profession is more suitable for females because they are more sensitive, caring and tolerant.

Transitive and Intransitive Verbs

Transitive verb

An action or linking verb whose meaning is incomplete without a direct object e.g. 'The children broke' is an incomplete sentence unless we add a direct object like "the child broke a plate".

Intransitive verb

An intransitive verb is an action verb, which does not require a direct object e.g. The boy laughed.

Categorize the following sentences according to the transitive and intransitive verbs and write in front of them. First two are done for you.

1. The boy cut his hand with knife. (Transitive verb)
2. I looked down from my window. (Intransitive verb)
3. The boy kicked the football. (_____)
4. The baby sleeps at 2 o'clock. (_____)
5. The clock strikes. (_____)
6. He is drinking a glass of juice. (_____)
7. The dogs are barking. (_____)
8. The sun shines brightly. (_____)
9. The policeman blew his whistle. (_____)

Active and Passive Voice

Active Voice

Active voice refers to a sentence in which the subject performs an action, indicated by the verb e.g. Ali threw the ball.

Passive voice

Passive voice refers to a sentence in which the subject receives the action of the verb e.g. The ball was thrown by Ali.

Formation

Active Voice

Active Voice

I

like

cheese cake.

Passive voice

Passive Voice

Cheese cake

is

liked by

me .

Activities

1. Change the following sentences into passive voice.

- i) Nurses help the sick people.
- ii) Doctor has directed the nurse.
- iii) My mother cooked delicious food.
- iv) He was selling shoes.
- v) I am doing my homework.
- vi) They were plucking the flowers.
- vii) She reads the newspaper daily.
- viii) The watchman locked the gate at 6 o'clock.
- ix) The pupils are boiling water for the experiment.
- x) They make leather bags for exports to foreign countries.

2. Change the following sentences into active voice.

- i) English is spoken in many parts of the world by people.
- ii) Food was cooked by mother.
- iii) The patient is being treated by the doctor.
- iv) Mangoes have been eaten by him.
- v) An essay was being written by her.
- vi) Saad has typed the letter.
- vii) The plants were being watered by the gardener.
- viii) We offer our prayers daily.
- ix) Our teachers teach us devotedly.
- x) They invited me to the party.

Use and function of all modal verbs

Can

Use/Function	Examples
1. Ability to do something in the present (substitute form: to be able to)	I can speak English.
2. Permission to do something in the present (substitute form: to be allowed to)	Can I go to the supermarket?
3. Request	Can you wait a moment, please?
4. Offer	I can lend you my car till tomorrow.
5. Suggestion	Can we visit grandfather at the weekend?
6. Possibility	It can get very hot in Sibi.

Could

Use/Function	Examples
1. Ability to do something in the past (substitute form: to be able to)	I could speak English.
2. Permission to do something in the past (substitute form: to be allowed to)	Could I go to market?
3. Polite question	Could I go to market, please?
4. Polite request	Could you wait a moment, please?
5. Polite offer	I could lend you my car till tomorrow.

May

Use/Function	Examples
1. Possibility	It may rain today.
2. Permission to do something in the present (substitute form: to be allowed to)	May I go to market?
3. Polite suggestion	May I help you?

Might	
Use/Function	Examples
1. Possibility (less possible than may)	If it might rain today. Might I help you?
2. Hesitant offer	

Must	
Use/Function	Examples
1. Force, necessity	I must go to the supermarket today. You must be tired. You must take your breakfast daily.
2. Possibility	
3. Advice, recommendation	

Must not / may not	
Use/Function	Examples
1. Prohibition (must is little stronger than may)	You must not work on father's computer. You may not work on father's computer.

Need not	
Use/Function	Examples
1. Something which is not necessary.	I need not go to supermarket, we are going to restaurant tonight.

Should / ought to	
Use/Function	Examples
1. Advice 2. Obligation	You should drive carefully in bad weather. You ought to switch off the lights when you leave the room.

Shall	
Use/Function	Examples
1. Suggestion	Shall I carry your bag?

Will	
Function	Examples
1. Wish, request, demand, order (less polite than would)	Will you please shut the door?
2. Prediction, assumption	I think it will rain on Friday.
3. Promise	I will be punctual.
4. Spontaneous decision	Can somebody drive me to the bus stop? ____ I will.
5. Habit	She is strange, she will sit for hours without talking.

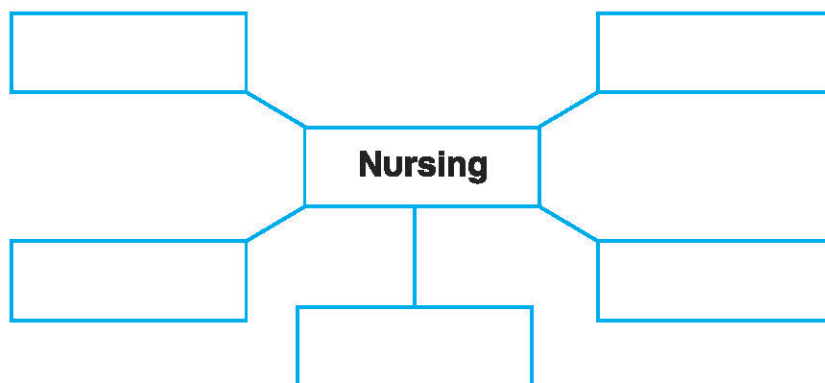
Would	
Use/Function	Examples
1. Wish, request (more polite than will)	Would you please shut the door?
2. Habits in the past.	Sometimes he would bring me some flowers.

Activity

Use the following modal verbs in your own sentences.
ought to - must - should - may - could - will - would - must not
can - might

Writing Skills

Summarize the lesson by making mind map.



Oral Communication

A holiday plan.

Hassan: Hello! Jawad.

Jawad: Hi, Hassan, how are you?

Hassan: I am fine and you?

Jawad: Fine thanks.

Hassan: I have planned to go on vacations this week with my family.

Jawad: Oh really! where do you want to go?

Hassan: I would like to go to Islamabad. What do you think about spending time in Islamabad? Have you ever been to Islamabad?

Jawad: Yes, I have. Personally I think it is a fantastic place. You'll definitely love it. Do you want to go there by train or by plane?

Hassan: By train.

Jawad: You can't be serious! It is very tiring and train doesn't go to Islamabad. It's last stop is Rawalpindi. Travelling by plane is a little bit expensive but safe and fast.

Hassan: Well, I'll think about it. What about staying at a hotel or renting a room? What is your opinion about it?

Jawad: I think hotel is better.

Hassan: Yes, I agree with you, then I can buy our tickets from the travel agency.

Jawad: I don't think so. Buying ticket from the internet is very fast and cheap, isn't it?

Hassan: Sure it is. Thank you very much my friend for your help. See you soon.

Jawad: You are welcome and I hope you will have a great time there.

Activity

(Role play)

Perform the dialogue in pairs about your holiday plan.

Revision (Unit 5-8)

Activities

1. Write 'T' for true and 'F' for the false statements.

- 1- The elephant's thick skin did not itch in the prickly heat.
- 2- Patriotism strengthens our ties and promotes the feelings of cooperation.
- 3- The elephant begged the bird to leave him.
- 4- Nursing is more suitable profession for males.
- 5- A nurse is a link between the patient and the attendant.

2. Use any five modal verbs in your sentences.

3. Change the following sentences into present perfect continuous tense.

- i) Patriotic people had worked for the progress and glory of their country.
- ii) Nurses had looked after the patients.
- iii) My mother had cooked rice.
- iv) You had completed your work.
- v) Modern means of transport had brought comforts to our life.

4. Complete the following first conditional sentences.

- i) If he works hard, _____.
- ii) If you knock at the door, _____.
- iii) If we speak truth, _____.
- iv) If they travel by aero plane, _____.
- v) If I don't come on time, _____.
- vi) _____, she will not succeed.
- vii) _____, I will get sick.
- viii) _____, they will succeed.

- ix) _____, he will go to doctor.
- x) _____, you will be fit and healthy.

5. Change the following active voice into passive and passive into active voice sentences.

- i) Most children love animals.
- ii) The child eats a piece of cake.
- iii) The white cat is fed by Sana.
- iv) Beautiful pictures are admired by the people.
- v) She has written a wonderful story.
- vi) The speech is being delivered by a student.
- vii) I am checking the papers.
- viii) They arranged a party.
- ix) The students were encouraged by the teacher.
- x) She was delivering a speech.

6. Translate the following paragraph into Urdu.

Patriotism strengthens our ties and promotes the feelings of cooperation, brotherhood and unity. It also makes us behave patiently and sensibly with our countrymen. We all should be patriotic in our feelings and thoughts, aims and actions everywhere all the time. However, in our zest for patriotism we should not think that we are superior to all other nations or countries.

9 UNIT

DISCIPLINE

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- recognize and use comma to separate a non-defining relative clause.
- form adjectives from nouns and verbs.
- use rules of capitalization wherever applicable.
- use conditional sentences. (type - 2)
- prepare and ask relevant questions for an interview.

Pre-reading

- At what time does your school start and do you reach on time?
- If you do not wear uniform, will you be allowed to enter the class room? If not, why?
- What is the importance of rules and regulations in our life?



When we wish to act together in the society, we have to agree upon certain rules of conduct; and the **enforcement** of obedience to such rules is called discipline.

Discipline results in suitable behaviour which requires training and self realization. This training enables a man regulate and control his thoughts and actions to lead a balanced life.

Parents and teachers play a vital role in making their children disciplined. They are the ones who are the role models for children. They

have been entrusted with the task of training and **inculcating** good ideas in the young ones. Home is the first place where children are trained to learn discipline. We are **observant** of the fact that when the mother, father and elders control the children and ask them to behave well, they discipline them. They tell the children to obey Allah, respect their elders, perform their duties and do not tell lies. All such pieces of advice are given to make them or their lives disciplined. It is necessary for the elders to show the best possible discipline in their behaviour and work to make others disciplined. If the children do not act on the advice and directions of their elders, they lead an indisciplined life, which brings various **unforeseen** problems for them.

The second place of learning and improving discipline is school. Students are trained to attend their classes at the right time and to behave respectfully towards their teachers. They learn to avoid fighting, abusing, wasting time and shouting at others. They are taught to obey proper rules of **conduct**. This is the reason why regular and punctual students always behave well. They are well aware of their responsibilities and give respect to their teachers and elders.

The very essence of discipline is 'obedience'. We may say that the first lesson a child has to learn is the lesson of obedience. Then he / she must be taught how to behave, how to develop good habits and how to avoid wrong doing.

Armed forces, police, boy scouts and girl guides are the best examples of discipline. Games or sports are also played in **accordance with** certain rules and regulations and players have to obey these rules and regulations. If a player violates any rule, he is **penalized**.

Discipline can take a person to great heights in life. It is discipline which makes a student study when he would rather be playing; it is discipline which makes a doctor forego sleep and help the patients to treat them and it is discipline that keeps us all working towards our goals instead of being **distracted** by easier options. Actually discipline is what makes the difference between successful life and **merely** following aimlessly and being at the mercy of circumstances. All of us should change indiscipline into discipline and disorder into order in our personal lives and in society, so that obedience, **harmony** and peace are promoted.

Reading and thinking skills:

Comprehension

Activities

1- Answer the following questions.

- i) What do we have to do to act together in the society?
- ii) Highlight the role of parents and teachers in making children disciplined.
- iii) Why is it necessary to observe rules and regulations every where?
- iv) What is the very essence of discipline?
- v) What problems can be faced by an indisciplined person?
- vi) Tell some positive aspects of a disciplined society.

2. Complete the following sentences by choosing the correct word given in the brackets.

- i) Discipline results in _____ behaviour which requires training and self realization. (comfortable – suitable)
- ii) Home is the first place where children are _____ to learn discipline. (trained – punished)
- iii) Games or sports are also played in _____ with certain rules and regulations. (comparison – accordance)
- iv) Discipline can take a person to great _____ in life. (heights – problems)
- v) The first lesson a child has to learn is the _____ of obedience. (essay – lesson)

3. Tick the correct meaning of the given words.

i) **enforcement:**

- (a) commitment
(c) guidance

- (b) encouragement
(d) implementation

ii) **inculcate:**

- (a) to teach by repeated instructions

- (b) to teach by beating

- (c) to teach at home
(d) to teach at college
- iii) **merely:**
(a) carefully (b) silently
(c) partially (d) wholly, entirely
- iv) **harmony:**
(a) difference (b) intelligence
(c) uniformity (d) usually

Critical thinking

How can 'discipline' play a constructive role in the life of students?

Writing Skills

- **Why discipline is important in school? Write your personal opinion.**

Grammar

Use of comma (,) in non-defining relative clauses

Non-defining relative clauses are much more common in written English. A non-defining relative clause is separated from its noun by a comma (because it is not the necessary part of the meaning of the noun). If the sentence continues after the clause, there is another comma. The relative pronouns (who / which etc.) can never be omitted.

Examples:

- Lahore, which is the most beautiful city of Pakistan, is an ideal business place.
- Quaid-e-Azam, who founded Pakistan, was a prominent lawyer.
- Professor Abdullah, who teaches English, is an excellent person.
- Allama Iqbal, who has died, was a great poet.
- The tour guide, who spoke five languages, was very knowledgeable.

Activity

Put comma in the following sentences, wherever necessary.

- i) Corolla cars which are expensive are popular throughout the world.
- ii) Your pen which you gave me yesterday is in my bag.
- iii) Mr. Jalal who speaks very fast is our principal.
- iv) An oil rig in Indian ocean which is located about 200 miles from these islands exploded mysteriously.
- v) Shahid Afridi who speaks Urdu and Pushtu is a good cricket player.

Activity

Write five non-defining relative clauses by putting comma wherever necessary.

Formation of adjectives from nouns and verbs.

Activity

Form adjectives from the following nouns and use them in your sentences.

Nouns	Adjectives	Sentences
prosperity	_____	_____
courage	_____	_____
fool	_____	_____
difference	_____	_____
defense	_____	_____
strength	_____	_____
peace	_____	_____

Activity

Form adjectives from the given verbs and use them in your sentences.

Verb	Adjectives	Sentences
enjoy	_____	_____
help	_____	_____
obey	_____	_____
play	_____	_____
talk	_____	_____

Capitalization

Activity

Recall the rules of capitalization and use the capital letters in the following sentences. (where applicable).

1. he spent his day visiting historical places in lahore.
2. I have a friend whose name is naveed.
3. she is from quetta.
4. He reads the dawn newspaper.
5. He said, "give me your pen."
6. Napoleon was a french leader.
7. I recite the holy quran daily.

Conditional Sentences Type 2

These sentences are used for untrue or imaginary situations in present. The following structure is followed in conditional sentences Type 2.

If clause: were (for singular or plural both)

Past Indefinite tense

Result clause: Would + 1st form of the verb.

Examples:

- If she were rich, she would travel all over the world. (unreal)
- If I were a doctor, I would treat the patients.
- If it rained today, we would enjoy a lot. (unreal; because we know there are no clouds)
- What would you do if you were the Prime Minister of Nepal?
- If I had a helicopter, I would travel around the country.
- If he were still living with his parents, he would be able to save more money.
- If I were you, I would not argue with my boss. (to give advice)

Activity

Complete the following sentences by using second conditional sentences.

- If I were a millionaire, I _____.
- _____, I would go to a doctor.
- If I were Abdul Sattar Edhi, I _____.
- If she got the noble prize, she _____.
- If Abdullah were my brother, I _____.
- They _____ if they invited them.
- She would succeed if _____.
- If you did not work hard, you _____.
- If my friend were eight feet tall, he _____.
- If _____, I would not go to the playground.

Oral Communication

Conversation between an interviewer and interviewee

Interviewer

The one who takes an interview.

Interviewee

The one who gives / appears in an interview.

Interviewee: May I come in sir?

Interviewer: Yes, please. Have a seat Mr. Akbar.

Interviewer: You are applying for the post of public relation officer, aren't you?

Interviewee: Yes, sir.

Interviewer: Could you tell me a little about your educational background?

Interviewee: Sir, I have master degree in sociology.

Interviewer: Can you tell me about your job?

Interviewee: I'm a receptionist in a developing company.

Interviewer: Could you tell me what your duties are?

Interviewee: I receive guests and in-coming calls.

Interviewer: I would like to know whether you know your responsibilities, if you are accepted here.

Interviewee: As far as I know, a public relations officer is responsible for building a good relationship not only between the company and its employees, but also among employees and between the company and customers or colleagues.

Interviewer: How would you describe your relationship with your present company?

Interviewee: Our relationship is very good. We communicate well.

Interviewer: So, I would like to know why are you leaving your job.

Interviewee: I want to get a more challenging job which is relevant to my educational background.

Interviewer: I wonder if you could tell me something about what kind of person you are.

Interviewee: I am diligent, sociable and a good communicator.

Interviewer: What would you say about your weaknesses?

Interviewee: Some people say I am perfectionist.

Interviewer: What is your goal for the future?

Interviewee: Working for a well developed company like this company.

Interviewer: Ok, Mr. Akbar. Thank you. You'll be informed about the result of this interview later.

Interviewee: Thank you very much, sir.

Role-play:

Activity

Ask a student to act as an interviewer and second student to as an interviewee and conduct an interview. (Perform this activity in pairs)



THE MAN OF LIFE UPRIGHT (Poem)

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- answer the comprehension questions.
- paraphrase the stanzas.
- classify adjectives into different types and change and use degrees of adjective
- write summary of the poem.
- give personal response with justification.

Pre-reading

- What are the characteristics of a good man?
- How can one face the challenges of the world with determination and zeal?
- What is the role of patience, wisdom and honesty in one's life?

The man of life upright
Whose guiltless heart is free,
From all dishonest deeds,
Or thoughts of vanity:

That man needs neither towers
Nor armour for defence,
Nor secret vaults to fly
From thunder's violence:

The man whose silent days
In harmless joys are spent,
Whom hopes cannot delude
Nor sorrow discontent:

He only can behold
With unaffrighted eyes
The sorrows of the deep
And terror of the skies:

Thus scorning all the cares
That fate or fortune brings,
He makes the heaven his book
His wisdom heavenly things:

Good thoughts his only friends,
His wealth a well-spent age,
The earth his sober inn,
And quiet pilgrimage.

By: Thomas Campion

Reading and thinking skills:

Comprehension

Activity

Answer the following questions.

- i) Write the qualities of the man of life upright.
- ii) How can we spend a happy life?
- iii) How should we behave at the time of sorrows?
- iv) What is the importance of hope in one's life?
- v) How can good and sound character influence others?

Critical thinking

- i) Give your personal response about the poem with justification.
- ii) Write main idea of the poem.

Grammar

Vocabulary

Activity

Use the dictionary and find out the meanings of the given words.

Words

deeds

vanity

delude

discontent

armour

Meaning

Activity

Read the following sentences and write the “type of adjective” in the given spaces. First one is done for you.

Sentences		Adjective Used:
i)	He is an honest man	<u>Adjective of Quality</u>
ii)	I ate some rice.	_____
iii)	Most boys like cricket.	_____
iv)	Fetch me three or four flowers.	_____
v)	He sat in the third row.	_____
vi)	He likes Iranian carpets.	_____
vii)	These mangoes are sour.	_____
viii)	Dog is a faithful animal.	_____

Degrees of Adjectives:

Activity

Write the comparative and superlative degrees of the following adjectives.

Positive	Comparative degree	Superlative degree
clever	_____	_____
difficult	_____	_____
industrious	_____	_____
kind	_____	_____
courageous	_____	_____
young	_____	_____
confident	_____	_____
angry	_____	_____
fast	_____	_____
important	_____	_____

Writing Skills

Paraphrase the following stanza.

The man of life upright
Whose guiltless heart is free,
From all dishonest deeds,
Or thoughts of vanity:

Activity

Write the summary of the poem, 'The man of life upright.'

Summary

[illegible]

11 UNIT

SPORTS AND HEALTH

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- illustrate the use of gerund.
- recognize varying position of adverbs in sentences.
- use conditional sentences, type-3.
- to express personal feelings and emotions.

Pre-reading

- What is your favourite game?
- When and where do you play your favourite game?
- Why playing games is essential for health?



Health is a great blessing of Allah and playing sports is one of the best ways to maintain health. A healthy man can make the best use of his abilities and capabilities. He is always fresh, active and ready to compete. On the

other hand, an unhealthy man is always sad, gloomy and lacks self confidence.

One must take an active part and interest in sports in order to keep himself healthy because sports ensure good health and build fine physique. If someone is bodily fit, he feels capable of enduring **hardships** of life by keeping his chin up. The great advantage of sports is that it combines exercise with thrill, excitement and sensation. Hockey, football, cricket, tennis, badminton, volley ball, wrestling and swimming, etc, not only give exercise to our muscles but also provide a good deal of excitement and entertainment. Besides, the competitive element of sports and games are a source of **thrill** as well. Not only the players but also the **spectators** feel engrossed in a game because of its suspense and unexpected turns.

Taking part in sports benefits not only the body but also the mind. Almost every game requires a certain degree of skill to play which is a mental quality. Vigor alone is not enough in games; your mental approach, skill and determination counts a lot. Sports are also the best way of passing your free time. Apart from studies one has to play certain games or sports of his interest to entertain and refresh him, as it is said, "All work and no play make Jack a dull boy."

Sports also develop and encourage the spirit of healthy competition. The competitive instinct is natural in man. Sports have a wide scope for the competitive instinct. Matches, tournaments and contests are held to test the skills, stamina and endurance of various participants. Medals and other awards are also distributed to encourage the players. This healthy spirit of **rivalry** and competition constantly leads to improvement in the performance and previous records are constantly excelled or surpassed.

We should play games in the true spirit of the games and should be prepared for victory as well as for defeat. They enable us to face the challenges of the world with positive attitude and keep us physically and mentally fit.

Comprehension

Activities

1. Answer the following questions.

- i) Why should we take active part in games and sports?
- ii) How do sports benefit one's mind?
- iii) "All work and no play make Jack a dull boy." Explain.
- iv) What are the outcomes of healthy spirit of rivalry and competition?
- v) Why do we need a healthy body along with the healthy mind?
- vi) How should we react in the wake of defeat or victory?

2. Re-read the lesson and choose the correct option to complete the following sentences.

- i) A healthy man is always _____ active and ready to compete.
(a) dim (b) fresh (c) happy (d) sad
- ii) Taking part in sports benefits not only the _____ but also the mind.
(a) body (b) hands (c) legs (d) shoulders
- iii) Sports also develop and encourage the spirit of _____ competition.
(a) dangerous (b) healthy (c) powerful (d) tough
- iv) Medals and other _____ are also distributed to encourage the players.
(a) awards (b) documents
(c) gifts (d) souvenirs
- v) The healthy spirit of _____ and competition constantly leads to improvement in the performance.
(a) friendship (b) match (c) rivalry (d) rules

3. Write 'T' for true and 'F' for the false statements.

- i) A healthy man can make the best use of his abilities and capabilities.
()
- ii) An unhealthy man is always happy and confident. ()
- iii) Taking part in sports benefits not only the body but also the heart.
()
- iv) Sports also develop and encourage the spirit of healthy competition.
()
- v) We should play games in the true spirit of the games. ()

4. Match the meanings of the following words.

Words	Meanings
<ul style="list-style-type: none">• constantly	<ul style="list-style-type: none">• the state of being opponent
<ul style="list-style-type: none">• hardships	<ul style="list-style-type: none">• observer
<ul style="list-style-type: none">• rivalry	<ul style="list-style-type: none">• to excite, excitement
<ul style="list-style-type: none">• spectators	<ul style="list-style-type: none">• permanently
<ul style="list-style-type: none">• thrill	<ul style="list-style-type: none">• problems

Critical thinking

Give your opinion about importance of sports in one's life.

Writing Skills

Write down the causes and consequences of poor health.

Grammar

Gerund:

A gerund is that form of a verb which ends in 'ing' and acts as a noun. It may be used as a subject or object of a verb.

Examples:

As a subject:

- Swimming is excellent exercise.
- Drinking too much tea can make you sick.
- Smoking is injurious to health.

As an object:

- He dislikes doing homework.
- He proposed meeting in a restaurant.
- I am worried about missing my bus.

More examples of gerund.

Gerund	Examples
eating	Eating apples without washing them will make you ill.
thinking	Thinking rationally is a realistic assessment of the situation.
backbiting	Backbiting is not a good habit.

Activities

1. Use gerunds in the following sentences.

1. We spent the whole day in _____. (play)
2. The miser hates _____ money. (spend)
3. _____ is a good hobby. (paint)
4. _____ questions is easier than answering. (ask)
5. He likes _____. (sing)

2. Make ten sentences of your choice by using gerunds.

Conditional Sentences Type 3

Third conditional sentences are used for untrue / imaginary situations in the past.

Structure:

If clause: Past Perfect Tense

Result clause: Would + have + past participle

Examples:

- If I had seen him yesterday, I would have invited him to party.
(Imaginary because I did not see him yesterday)
- If she had asked me, I would have given her money.
- If you had worked hard, you would have passed the exam.

Activities

I. Complete the following sentences.

- If it _____ (rain) yesterday, I would not have come.
- If you had come in time, you _____ (not miss the train.)
- If they _____ (invite) me, I would have _____
(attend) the party.
- If she _____ (cook) well, everyone would _____
(eat.)
- If it had snowed, we _____ (enjoy.)
- If you had informed me, I would have _____ you. (help)
- If Awas had _____ (work) hard, he would have
_____. (succeed)
- If she had taken umbrella, she would not have _____ wet.
(get)

2. Write five third conditional sentences of your own.

i) _____

ii) _____

iii) _____

iv) _____

v) _____

Position of Adverbs in sentences

Adverbs of manner and their position

Adverbs of manner like, heavily, slowly, well, carefully, etc. are generally placed after the verb.

- Example:**
- i) It is raining heavily.
 - ii) She walks slowly.

Adverbs of frequency

Frequency adverbs like always, often, never, rarely, sometimes, usually, generally, etc. are usually placed between the subject and the verb.

- Example:**
- i) His wife always cooks.
 - ii) Sometimes they play football.

If the verb is am / are / is / was, frequency adverbs are used after the verb; as

- i) I am never late for school.
- ii) He is always at home on Sundays.

In the case of auxiliaries "have to" or "used to", frequency adverbs are used before them.

Example:

- i) I often have to go to school on foot.
- ii) I always used to agree with him.

Activity

Insert the given adverbs in their normal position in the following sentences..

- i) Women play an important role in the development of a society. (always)
- ii) I have to get up early. (sometimes)
- iii) My teacher speaks English. (well)
- iv) He has seen a wolf. (never)
- v) The train is going. (slowly)
- vi) He drives. (carefully)
- vii) He writes. (well)
- viii) I am sorry. (terribly)

Oral Communication

Express personal feelings and emotions.

Ali: What is your favourite game?

Mustafa: I like cricket. I watch cricket matches on T.V.

Ali: Which one is your favourite team?

Mustafa: The Australian team.

Ali: Yes, that is my favourite team as well. They are the best. Their team players are quite fit and energetic.

Mustafa: Do you think they will win the coming world cup?

Ali: I hope so, but I think Pakistani and Sri Lankan teams will give them tough time.

Mustafa: Of-course and don't forget about English and Indian teams. Their players are also very competitive.

Ali: I don't think so. Their players are out of form and they won't be able to compete with Pakistani and Australian teams.

Mustafa: Right now we can't predict, let the time come.

Ali: You are right. As people say, "cricket is by chance." Any team that picks up the chances would win.

Mustafa: You are right. Let's go to class, the bell is ringing.

Activity

Arrange a group discussion on 'importance of games in one's life.'

12 UNIT

THE OLD MAN AND HIS GRANDSON

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- translate the paragraph into Urdu.
- apply rules for use of articles in speech and writing.
- analyze and understand common prefixes and suffixes.
- recognize and use hyphen to indicate the division of word at the end of line.
- use summary skills to write summary.
- write precis of the passage.

Pre-reading

- Who is the oldest person in your home?
- How do you spend time with him / her?
- How should we treat elderly and old people?

Once there lived a very old man with his son, daughter-in-law and grandson in a town. He was almost deaf. His back was slightly **bent**, his eyesight was weak and his knees shook when he walked. Sometimes he had a running nose and he coughed very badly. When he had these fits of coughing he often **spilled** his soup or water on the tablecloth.

The son and the daughter-in-law found it **disgusting** when the old man made a **mess** of his food. As the old man was doing this too frequently, they could not stand it any longer. Finally they ordered him to sit in a corner behind the kitchen stove. There they served him his food on a small **earthen plate**. Henceforth, the old man did not even get enough food to satisfy his hunger. He sat there feeling very sad and lonely. He looked at the table where the others were enjoying their tasty meal. Tears rolled down his cheeks. Often he wished for death.

One day, his hands shook so much that he could not even hold his

plate. It crashed on the floor and broke into many pieces. The daughter-in-law **scolded** him. He **sighed** but said nothing. Then the daughter-in-law bought him a cheap wooden bowl. Now he had to eat from that.

Some weeks later, just before dinner, the grandson was sitting on the floor. He was busy sticking bits and pieces of wood together.

The couple were very **curious**.

"What are you doing son?" asked the father.

"I'm making a bowl," the boy replied.

"What is it for?" asked the mother.

"It's for you and father. When I grow up, you will be able to eat from this bowl."

For a long time his parents looked at each other, **embarrassed** and worried. They felt very **guilty**. Then they burst into tears. At once, they rushed to the old man. They begged to be forgiven for their cruel treatment of him. Soon they led him back to the table.

From then onwards, the old man always shared their table. Even when he spilled his food, he never heard another word about it.

Reading and thinking skills:

Comprehension

Activities

1. Answer the following questions.

- i) Describe the physical condition of the old man.
- ii) Why did his son and daughter-in-law send the old man to eat in the kitchen?
- iii) Why did the old man feel sad and lonely?
- iv) What happened to the earthen plate?
- v) Why the son and daughter-in-law regret what they had done to the poor old man?

2. Re-read the lesson and complete the following sentences by choosing the correct option.

- i) There are _____ people in the story.
(a) five (b) two (c) three (d) four

- ii) The old man often _____ his soup or water on the table cloth.
 (a) poured (b) spread
 (c) spilled (d) threw
- iii) The old man was _____ to sit in the kitchen.
 (a) asked (b) advised
 (c) ordered (d) requested
- iv) He was first given his food on an _____ plate.
 (a) glass (b) earthen
 (c) china (d) metal
- v) The boy was trying to make a _____ bowl:
 (a) glass (b) steel (c) tin (d) wooden

3. Match the meanings of the following phrases.

Column (A)	Column (B)
<ul style="list-style-type: none"> • burst into tears • cruel treatment • earthen plate • made a mess • slightly bent 	<ul style="list-style-type: none"> • created disorder • plate made of clay • little curved • harsh treatment • started crying

Critical thinking

How should we treat elderly and old people living in our homes?

Grammar

Translate the following paragraph into Urdu.

The son and the daughter-in-law found it disgusting when the old man made a **mess** of his food. As the old man was doing this too frequently, they could not stand it any longer. Finally they ordered him to sit in a corner behind the kitchen stove. There they served him his food on a small earthen plate. Henceforth, the old man did not even get enough food to satisfy his hunger. He sat there feeling very sad and lonely. He looked at the table where the others were enjoying their tasty meal. Tears rolled down his cheeks. Often he wished for death.

Articles

Activity

Fill in the blank by putting 'a', 'an' or 'the.'

- i) He is not _____ honorable man.
- ii) _____ reindeer is a native animal of _____ Norway.
- iii) Alladin had _____ wonderful lamp.
- iv) He returned after _____ hour.
- v) I first met him _____ year ago.
- vi) Yesterday, I met _____ European tourist.
- vii) _____ Indus river irrigates different areas of Pakistan.
- viii) English is _____ easy language.
- ix) Islamabad is _____ costly place to live in.
- x) _____ Sun shines brightly.

Information!

- The words hour, honest and heir begin with vowel sound, so 'an' is used before them.
- The words university and union begin with consonant sound 'yu', so 'a' is used before them.

Prefixes and Suffixes

A Prefix is a word part that is added before a word. 'Pre' means before. For example, the prefix Un- added to the word fair (unfair) Changes the word's meaning to 'unfair.'

A Suffix is a word part that is added after a word. Sometimes a suffix will tell you what part of speech a word is. For example, many adverbs end in the suffix -ly.

Examples

Root words	Prefix	New words
freeze	anti	antifreeze
operate	co	cooperate
active	in	inactive
hale	ex	exhale
most	fore	foremost

Root words	Suffix	New words
agree	able	agreeable
child	ish	childish
care	less	careless
learn	ed	learned
improve	ment	improvement

Activity

Make words by using the given prefixes and suffixes.

Prefixes

inter-

im-

astro-

micro-

post-

pre-

re-

Suffixes

Words

-ful

-ness

-ly

-ion

-ish

-ily

--ess

The Hyphen

We use hyphen to divide a word at the end of a line. We always divide a word between its syllable and in such a way that the reader will not be confused about its meaning or pronunciation. It is used at the end of line not at the beginning of the line.

Remember!

- We do not divide a word of one syllable hence hyphen is not used e.g. sports.
- Prefixes and suffixes make natural division, like in-active, care-less

For example:

1. Abdur Rahman said, "he would not work under such miserable condition. (miserable)
2. A student must know the structures and vocabulary for better understanding of English.
3.

Incorrect	Correct
lib-rary	li-brary
su-pport	sup-port
an-tifreeze	anti-freeze
mother-in-l-aw	mother-in-law

Activities

1. If the following words are used at the end of a line, where will you use hyphen to divide the words.

Readjust - important - intelligent - remarkable - suitable - paragraph - biography - dictionary

2. Write down the precis of the given paragraph.

Teaching is the noblest of professions. A teacher has a sacred duty to perform. His responsibility is to mould the character of the young children. Apart from developing their intellect, he can inculcate in them qualities of good citizenship, remaining neat and clean, talking decently and sitting properly. These qualities are not easy to be cultivated, only he who himself leads a life of simplicity, purity and discipline can successfully cultivate these habits in his pupils.

A teacher may grow old in age but not in spirit. His contact with youth keeps him happy and cheerful. There are moments when he is disturbed by domestic worries but the delightful company of innocent children makes him overcome his despair mood.

13 UNIT

HOPE IS THE THING WITH FEATHERS (Poem)

Student Learning Outcomes

On the completion of this unit, the students will be able to:

- use textual aids such as table of contents, glossary etc. to comprehend the text.
- paraphrase the stanza.
- examine and interpret transitional devices that show comparison, contrast, reason, concession, condition and emphasis.
- recognize and use dash (-) as a separator to indicate that a sentence has been broken off, or to indicate new direction of thought.

Pre-reading

- What is hope?
- Can we see it?
- What is the role of hope in one's life?

Hope is the thing with feathers
That **perches** in the soul,
And sings the tune without the words,
And never stops at all,

And sweetest in the **gale** is heard;
And sore must be the storm
That could **abash** the little bird
That kept so many warm.

I've heard it in the **chillest** land,
And on the strangest sea;
Yet, never, in **extremity**,
It asked a **crumb** of me.

(by: Emily Dickinson)

Reading and thinking skills:

Comprehension

Answer the following questions.

1. Where does the hope perch?
2. What symbolizes hope in this poem?
3. When does hope provide comfort?
4. What does hope demand in return?

Critical thinking

- i) What is your personal opinion about the poem? Discuss in groups.
- ii) How has the poetess compared hope with a bird? Discuss in pairs and share your answer with your class fellows.

Activities

1. Consult the glossary given at the end of your book and find out the meanings of the given words.

Words	Meanings
perches	_____
gale	_____
abash	_____
extremity	_____
crumb	_____

2. Check the table of contents and point out the serial number and page number of the poem in this book.

3. Read the poem and write all the words which represent hope.

First stanza:

Second stanza:

Third stanza:

Writing Skills

- Write down the summary of the poem.
- Paraphrase the following stanza.
Hope is the thing with feathers
That perches in the soul,
And sings the tune without the words,
And never stops at all,
- What is the main theme of the poem?

Grammar

Transitional devices that show contrast:

Words: but - however - in contrast -
on the other hand - otherwise

Examples:

- Saima secured an 'A' on her essay, but Shazia got a 'B'.
- We wanted to leave at 8:00. However Hamza arrived too late.
- Women usually enjoy shopping. In contrast, men often dislike it.

Transitional devices that show the reason:

Words: because - because of - caused by - due to - therefore

Examples:

- She did not attend the function because she was sick.
- He missed the train because of heavy rain.
- His failure was caused by laziness.

Transitional devices

Transitional devices link sentences and paragraphs together smoothly so that there are no abrupt jumps or breaks between ideas.

Transitional devices that show comparison:

Words: as - as if - like - similarly - in comparison

Examples:

- i) Bilal is as proud as king.
- ii) He gives orders as if he were my boss.
- iii) Like his father, Usman has an attractive personality.

Transitional devices that show concession:

Words: though - despite - despite the fact - of course - still

Examples:

- i) Though the book is difficult to read, it is very interesting.
- ii) Despite Ajmal's skill at tennis, he lost the mach.
- iii) Despite the fact that Ajmal is good at tennis, he lost the mach.

Transitional devices that show condition:

Words: if - unless - or

Examples:

- i) She will help him if he asks.
- ii) I will wait unless the rain stops.
- iii) You must work hard or you will fail in exams.

Transitional devices that show emphasis:

Words: in fact - actually - in particular - in general - in other words

Examples:

- i) The book store sells cards. In fact, they have the best cards around.
- ii) Bilal is actually the first person I have known who has been to Africa.
- iii) He was late to class again. In other words, he did not wake up on time.

Activity

Use the following transitional devices in your own sentences.

on the other hand, therefore, similarly, unless, in particular, otherwise, despite, in fact, because, but, or.

Punctuation

Dash (-): Dash is used as a separator, to indicate that a sentence has been broken off, or to indicate a new direction of thought.

Examples:

- 1- I wish you would—oh, never mind.
- 2- Because of computers, our world—and the way we describe it—has changed greatly.
- 3- He seemed very upset about—I never knew that.
- 4- Well, you see—I—I've—I'm just not sure.
- 5- He was a fine fellow—in his opinion.

Activity

Make sentences by using dash (-) in your sentences.

Oral Communication

Group discussion

- Form groups and discuss the given topic.
'Hope is the best guardian in this world.' Do you agree or not? Support your answer / opinion with logic and reasoning.

Revision (Unit 9-13)

I. Write 'T' for the true and 'F' for the false statements.

1. If a player violates any rules, he is appreciated.
2. Taking part in sports benefits mind only.
3. The old man was a weak man.
4. The man having good character is always proud.
5. Hope is the name of a bird.

2. Change the narration of the following sentences.

- i) She said, "I have the latest computer."
- ii) The teacher said, "Keep quiet."
- iii) Ali said, "It is raining."
- iv) He said, "You are a good student."
- v) Mother said, "I am washing the dishes."
- vi) Abdullah said, "I want to be a responsible citizen."

3. Write the missing degrees of the following adjectives.

Positive	Comparative	Superlative
_____	taller	_____
_____	_____	hottest
confident	_____	_____
_____	more courageous	_____
large	_____	_____
_____	_____	_____
_____	better	_____
bad	_____	_____
_____	less	_____

4. Tick the correct meaning of given words.

- 1- Penalized:
(a) appreciated (b) encouraged (c) punished
- 2- Vanity:
(a) useless (b) pride (c) property
- 3- Instinct:
(a) a natural behaviour (b) quality
(c) habit
- 4- Downtrodden:
(a) broken into pieces (b) downwards
(c) oppressed
- 5- Depict:
(a) to explain (b) to show (c) to write

5. Change the following conditional sentences type-I into type-2 conditionals.

- 1- If he invites me, I will go to the party.
- 2- We all will eat if my mother cooks food.
- 3- If it rains, he will not go to the play ground.
- 4- She will get first position if she works hard.
- 5- If you practice, you will improve your writing.

6. Make words with the following prefixes and suffixes.

anti , less , ment , in , able , co

7. Form adjectives from the given nouns and use them in your sentences.

Nouns	Adjectives	Sentences
i) vigor	_____	_____
ii) disaster	_____	_____
iii) fruit	_____	_____
iv) doubt	_____	_____
v) health	_____	_____

Glossary

Words	Meanings	Words	Meanings
abash	hit/destroy	conduct	disapproval
abundantly	plentifully / in great amount	conquest	behaviour
accompany	to go along with	consume	victory
acknowledge	admit	contribution	use up
addict	in the habit of drinking or taking drugs	courteous	share
appreciate	admire		showing respect for others
approaches	comes closer	creak	to make a long sharp sound
ascension	the act of going / moving up	credible	believable
asset	any portion of someone's property	criterion	a standard/ test by which individuals are compared or judged
atmosphere	surroundings/the gaseous surroundings	cruelties	atrocities
	envelope surrounding the earth	crumb	a small piece of food, especially of bread or cake, that has fallen off a longer piece.
awareness	having knowledge		
behold	watch, see	cultivate	grow
benefactor	patron/ supporter	curious	eager to know
beneficial	useful	dedication	commitment
bent	to become curved	deeds	actions
boon	favour/gift	delude	deceive, cheat
capacity	the ability or power to contain	denotes	indicates
cease	to stop	depict	to show / reflect
chaos	disorder	determination	resolution / will power
chillest	coldest	detests	dislikes
circumstances	situation / position	disaster	destruction
clings	to hold very tightly	disciple	follower
clutches	grasp/possession	discontent	dissatisfaction
comfortable	giving relief / free from pain	disposal	the power to use something/someone
commitment	promise/agreement to do something in future	disgusting	causing dislike
companion	friend / person, you spend lot of time with him	distracted	to divert the attention
		dominate	to have a control over
compel	to force	downtrodden	oppressed/persecuted
condemn	to express strong	dreary	grievous, dark, cheerless
		dual	double/having two components
		dump	rubbish heap

Words	Meanings	Words	Meanings
earthen	made of mud or clay	hazardous	risky/dangerous
efficient	competent	horrifying	frightening
eliminate	finish / remove	ignore	refuse to take notice
embarrassed	ashamed	immediate	taking place without delay / at once
embarrassment	discomfort / shame		great / vast
emits	ejects	immense	essential
encourage	hearten	imperative	related to empire
endure	bear, tolerate	imperialistic	put into prison
enforcement	implementation	imprison	to teach by repeated instructions
engross	absorb / grip	inculcate	liberty/freedom
entertainment	recreation		lower
essence	spirit / nature	independence	a temporary rest house
exerted	put forth strength / hard work	inferior	a natural behaviour
		inn	essential
expedition	an organized journey for a specific purpose	instinct	very close relation
	thorough	integral	a feeling on the skin
extensive	the furthest point	intimate	that causes to scratch
extremity	stumble	itch	to rest or rely, for support or comfort
falter	the condition of being fertile	lean	areas
fertility	aggressive		danger / threat
	to form	localities	wholly, entirely
fierce	luck/fate	menace	praise worthy
formulate	moved loosely back and forth	merely	disorder
fortune	strong wind	meritorious	distress / unhappiness
flapped	group of bad people	mess	to decay or rot
	useless material / matter	misery	to give an account
		mouldering	careful to notice
		narrate	displease
generosity	the trait of being willing to donate	observant	chance (luck)
	dismal	offend	living things
glooming	great admiration	opportunity	take part
glory	cause of complaint	organisms	lovingly
grievance	responsible for a dishonest act	participate	mother or ancestor
guilty	sinless, innocent	passionately	name derived from the name of father
	stops	patronymic	punished
guiltless	some thing that hinders		(of a bird) to land and stay on a branch, etc.
hampers	difficulties	penalized	show of working
handicap	uniformity / agreement with action	perch	punishing
hardships		performance	
harmony		persecuting	

Words	Meanings	Words	Meanings
pilgrimage	a holy journey	stressed upon	to emphasize
pious	religious, virtuous	surpass	be better than others
preserve	to protect from harm or injury	swaying	a swinging motion
prestigious	reputable / distinguished	tedious	tiresome
progressive	going forward / thriving	tempt	to persuade
prominent	well known	thrill	to excite/excitement
prosperity	flourishing/well being	tickle	to touch / hit repeatedly
prickly heat	extreme heat	tyrant	villain/cruel
rehabilitation	resettlement	unaffrighted	not afraid of, fearless
repining	feeling discontent	unanimously	collectively
revelation	disclosing some thing	undesirable	unwanted
rivalry	the state of being rivals/opponents	unforeseen	unexpected
sacrifice	to give up some thing that is valuable to you in order to help the other	unhygienic	not promoting health or cleanliness
scorn	disregard	uplift	to raise something
scolded	harshly	upright	just, honest
severely	to rebuke / to use	vanity	false pride
shatters	harsh words	vaults	under ground rooms for personal security
shut	breaks something into pieces	victim	suffer
sighed	stop	victory	success
sober	respiration of air when	vigor	strength, energy
solidarity	grieved	vine	the climbing plant that produces grapes
spectator	serious	virtue	goodness
spilled	a bond of unity	water ways	a body of water, such as river, channel or canal, that is navigable
	observer/ who observes an event	weary	tired
	to spread out	willingness	readiness
		wounded	injured
		wretched	miserable

Teacher's Guide

Teaching is a noble profession which requires great deal of commitment and high standard of morality. A teacher's role in shaping the lives of students cannot be ignored. The actions and thoughts of students reflect the training and guidance received by them from their teachers. Hence, the teacher must also be aware of his role and responsibilities.

In the present era, no one can deny the importance of the English language. Our students do need to use this language for communicating with others. In this regard, the role of the teachers is undeniable. Our teachers should encourage the students to speak English in their classes and they have to take the initiative by speaking to them in English.

Many teachers in Pakistan only rely on the textbook for teaching. This creates monotony and the students lose interest. Teaching becomes dull and boring. For better teaching - learning process, a teacher must consult other reference books and be well prepared before entering the class.

An effective teacher has to use different techniques to make his/her students understand by being innovative. Apart from the teaching guide line given below, a teacher can also design a variety of interactive activities to stimulate the interest of students and ensure their involvement in the learning process with the positive outcome of building up their knowledge rather than being passive learners.

Translation

Translation is a skill. Every language has its own rules and requirements. It is wrong to do word for word translation. It kills the very spirit and mood of the text.

Some tips for correct translation

- Read the text carefully and understand the main theme.
- Choose appropriate vocabulary, according to the text.
- Idioms and phrases are not literally translated.
- Translated text must have the same flow and coherence as the real text.
- Focus on the theme in order to convey the same sense.

Model Translation

"You must have seen drug addicts begging in the streets and roads in wretched condition. Quite often young people, grown frightfully thin with sunken eyes, lifeless eyes and torn clothes, are found extending their hands to passing

vehicles for money to have some puffs of powder filled cigarette. Sometimes these unfortunate people die on footpaths or in hospital surroundings, unattended or unwept.”

آپ نے سڑکوں کے کنارے قابل رحم حالت میں نشے کے عادی افراد ضرور دیکھے ہوں گے۔ اکثر و بیشتر پٹے پرانے کپڑوں میں ملبوس خونخوار حد تک لاغر اور پچکے گالوں والے یہ نوجوان جن کی آنکھوں میں زندگی کی کوئی رمت نہیں ہوتی ہر گز رتی گاڑی کے آگے ہاتھ پھیلاتے نظر آتے ہیں تاکہ ان پیسوں سے وہ پاؤڈر سے بھری سگریٹ کے چند کش لگا سکیں۔ کبھی یہ بد قسمت لوگ فٹ پاتھ یا ہسپتال کے ارد گرد ہی دم توڑ جاتے ہیں جہاں انہیں دیکھنے اور رونے والا کوئی نہیں ہوتا۔

Unit-1

- Conduct a pre reading activity. Ask students what they know about Hazrat Abu Bakr Siddique (ؓ). After that ask students to do the reading of the text aloud, one by one and explain the meanings of the difficult words. The teacher should ensure that the words are properly and correctly pronounced while reading. In the mean while the teacher must circulate among them to ensure that they are reading properly and attentively.
- Help the students deduce the meanings of the difficult words.
- Ask them to use dictionary to find parts of speech of the given words.
- Ask students to compare both the given tenses.
- Revise some of the major rules of punctuation and ask the students to punctuate the given paragraph.
- Ask students to practise oral communication.
- Do the activity of proof reading.

Unit-2

- First of all ask some warm up questions about drugs and narcotics. (As given in the pre-reading of unit 2.)
- Ask the students to do the silent reading of first two paragraphs and then ask them some questions about the same text to check their reading comprehension.
- After this ask them to do the reading of the whole unit and do the comprehension questions. You can also explain the meanings of the difficult words.
- Help them in finding the synonyms and antonyms of the given words.
- Help students in inferring the missing words of a given paragraph.
- Define adverbs and explain their types with examples.

- Explain degrees of comparison with the help of examples.
- Explain adverbial phrases and clauses by giving them examples. Encourage them to make sentences.
- Explain paragraph writing with the help of the given paragraph and ask them to write a paragraph on the given topic.

Unit-3

- Ask students to describe the given picture.
- Explain the different types of pollution, their causes and effects on the living organisms.
- Ask them to do silent reading of the text and deduce meanings of the difficult words.
- After reading the text ask them to attempt answering the comprehension questions.
- Ask them to recall the information given in the text and solve question no 3.
- Explain simple, compound and complex sentences along with examples. After this ask them to do the given activities.
- Explain indefinite pronouns and ask them to use in their own sentences.
- Explain pronoun antecedent relationship with the help of examples.
- Explain outlining by giving them examples.
- Ask students to do dialogues in pairs.

Unit-4

- First of all ask some general questions about media.
- Define media and explain its types, role and importance in society.
- Explain positive and negative impact of media on our youth with particular emphasis on the positive role.
- Ask the students to read the unit. Explain the meanings of the difficult words, so that they could do the comprehension questions.
- Illustrate the use of dictionary by finding out the meaning and pronunciation of the difficult words.
- Explain adjective phrases and clauses with the help of examples.
- Tell students about card catalogue and illustrate its types. Then ask them to make different cards.

Unit-5 (Poem)

- Ask some usual questions about life and problems.
- Ask students to recite the poem with rhythm.
- Tell them the meanings of the difficult words.

- Ask them to tell you the main theme of the poem. You need to guide them in grasping the basic theme.
- Guide students how to fill in the given form.
- Help students in recognizing the words that vary according to their connotation.
- Do the pronunciation practice with the students.

Unit-6

- Conduct a pre-reading activity to assess their previous knowledge.
- Explain the importance of sympathy, love and taking care of others. Encourage them to ask questions, if they have any.
- Ask students to do skimming and scanning to find out the answers to the comprehension questions.
- Encourage them to deduce the meanings of the difficult words.
- Give a brief touch to abstract nouns. Ask them to do the questions based on abstract nouns.
- Give them practice in making adjectives from nouns and verbs.
- Explain anaphoric and cataphoric references.
- Practice present perfect tense..
- Ask them to use different relative pronouns in sentences.

Unit-7

- Conduct a pre-reading activity by asking some questions about patriotism.
- Define patriotism, its significance and highlight the role of patriots in the development of a country. The teacher should tell them about misdirected patriotism.
- Ask them to skim the text in order to answer the comprehension questions.
- Use prior knowledge of preposition and encourage student to do the given activity.
- Explain cataphoric and anaphoric references and help them in doing the given activity.
- Explain the first conditional sentences by giving them enough examples and then ask them to make their own sentences. Tell them to do the questions of conditional sentences given in the exercise.
- Explain the past perfect continuous tense by giving some examples.
- Tell them the correct use of “since” and “for” by using them in sentences. After that ask them to do the questions related to this structure.

Unit-8

- Ask the students to describe the given picture.
- Tell them about different professions and ask them what they would want to be. And why?
- Use scanning and skimming techniques to find out the answers to the comprehension questions. Encourage them to find out the meanings of the difficult words as well.
- Recall the previous knowledge of capitalization and ask them to do the given activity.
- Explain active and passive voice by giving different examples.
- Teach modal verbs to the students by using them in sentences. Ask them to use these verbs in their own sentences.
- Ask students to punctuate the given paragraph by recalling the rules of punctuation.

Unit-9

- Conduct a pre-reading activity by asking general questions about the importance of observing rules and regulations.
- Explain the importance of discipline at the collective and individual levels.
- Ask students to do silent reading of the text and use dictionary to find out the meanings of the difficult words. After this, they can do the comprehension questions.
- Explain the second conditional sentences by giving the students adequate examples and practice.
- Ask them to do the questions based on second conditional sentences, given in the exercise.
- Explain use of comma to separate non-defining relative clauses.

Unit 10

- Ask some questions about the importance of good character. Encourage the students to describe share the characteristics of an ideal and virtuous man.
- Ask the students to recite the poem and find out the meanings of the difficult words.
- Ask some questions about the main theme of the poem.
- Explain different types of adjectives with the help of examples.
- Explain the degrees of adjectives and ask your students to use them in their own sentences. You can ask one student to use the positive degree,

the next one to use comparative degree and third student to use superlative degree of an adjective.

- Define “summary” and “paraphrasing,” and ask students to do the questions of writing summary of the poem and paraphrasing of the stanza given in exercise.

Unit- I I

- Conduct a pre-reading activity by asking students some questions about their favorite games and sports. Ask them why and where they play.
- Explain the importance of games in maintaining physical and mental health.
- Ask students to go through the text. Meanings of the difficult words are to be explained. Ask them to do the comprehension questions.
- Encourage the students to find out the meanings and grammatical status of the given words with the help of dictionary.
- Explain active and passive voice structures with examples. Ask students to do the question given in the exercise.
- Ask students to recall their previous knowledge of relative clauses and practice relative clauses, given in the exercise.
- Illustrate the use of gerund with the help of examples.
- Punctuation rules. Explain the rules for using hyphen (-) and ask students to punctuate the given sentences.

Unit I2

- Conduct a pre-reading activity.
- Tell students the importance of respect, cooperation and due place of old people in homes.
- Ask the students to go through the text and answer the comprehension questions.
- Explain the rules for using the articles. Tell them about indefinite and definite articles. First for ‘a’ and ‘an’, then definite article ‘the’.
- Explain prefixes and suffixes by telling your students about their position (where to be added) then give them examples and ask them to do the related question given in the exercise.
- Help them in recognizing the use of hyphen.
- Ask them to translate the given paragraph into Urdu.

Unit 13

- First of all pre-reading questions. Then ask any one of the students to recite the poem aloud.
- Help students in questing the meaning of the difficult words and ask question about the main theme of the poem.
- Ask students to do comprehension questions.
- Explain transitional devices with the help of examples. Then ask them to use these transitional devices in their sentences.
- Explain the use of dash (-) with the help of examples and ask students to make sentences by using dash (-) in them.
- Guide the students to answer the questions in writing activity.
- Use summary skills to locate the particular information from the book.
- Divide the class into different groups and ask them to discuss the given topic.

The teacher should always focus on an effective teaching-learning process by ensuring the active participation of all the students. They should be motivated to recall their previous knowledge, learn the new information and make evaluations, where-ever needed. Then teacher will be able to achieve the desired objectives, which is the ultimate goal in teaching.