

## UNIT 7      LIFE SKILLS

### What will I learn?

#### 7.1      **Reading**

- Use pre-reading strategies to predict the content of a text from the key words by using prior knowledge, asking questions and using contextual clues
- Skim Text to have a general idea of the text
- Deduce the meaning of difficult words from context
- Scan for facts and opinions
- Make simple inferences using the context of the text
- Locate examples to support an opinion e.g. a personal anecdote, quotations, examples and analogy etc.
- Relate what is read to own feelings and experiences
- Make connections between their own lives and the characters

#### 7.2      **Listening and Speaking**

- Demonstrate the use of simple conventions of public speaking

#### 7.3      **Language Practice**

- Use the knowledge of literal & figurative meaning, grammar, gender, and syntax to translate sentences from English to Urdu/Sindhi
- Understand that most phrases and idioms cannot be translated literally from one language to another
- Recognize common prefixes; use that knowledge to determine the meaning of unfamiliar words

#### 7.4      **Writing**

- Write a compare and contrast essay of at least four paragraphs, on a given topic, showing comparison and contrast between things, events, situations, places, actions, ideas or problems
- Write an informal email to a friend/class fellow asking/requesting for something that you need

#### 7.5      **Study Skills**

- Enhancing vocabulary by identifying additional rhyming words
- Creatively use words to write a short poem

#### 7.6      **Fun**

- Finding words within words

## UNIT 7.1 READING COMPREHENSION

### Pre-reading

- Work in groups of 3 -4.
- Discuss together the following points and be ready to explain to your classmates what ideas you came up with.
- What is success?
- What are the qualities of a successful person?
- How do you think you could become successful?



**Note for Teachers:** Tell the students that they have 5 minutes to discuss the questions given in the pre-reading task. Ask each group to share one point.

## UNIT 7.1 READING COMPREHENSION

### Reading Text

#### The Secret of Success

A long time ago there lived a king who was in search of the secret of success. He thought if he could find out the answers to three questions, he would discover the secret and never fail. He thought and thought for many days but the answers evaded him. So, he called all his ministers and asked them these three questions:

1. What is the most important time to start something?
2. What is the most important work to do?
3. Who is the most important person?

But, none of them could come up with a satisfactory answer.

Next, he called all his courtiers and asked them the same questions. They discussed and debated for long but none of their answers satisfied the king.

He then called the wise and learned men of his country to his court. He discussed the problem with them for many days. They too were unable to satisfy the king, because they could not see eye to eye with each other, and ended up arguing amongst themselves. They came up with many different answers but none of the answers provided any meaningful solution.

The king then asked his ministers to announce that whoever answers these questions, would get a reward of 5000 gold coins. Many people came and talked to the king but their answers did not satisfy the king.

At some distance from the capital, there was a jungle. The king had heard that in the jungle there lived an old wise man who was considered a saint. He lived all alone. His fame had spread far and wide as someone who would solve everyone's problem. The king decided to consult the wise old saint. But the problem was he only mixed with the poor and needy. He did not mix with the rich and wealthy. Since the saint did not like meeting wealthy people, the king started thinking as how to approach him.

## UNIT 7.1 READING COMPREHENSION

The king pondered and thought deeply about a way to meet the saint. Soon he came up with a plan. He dressed himself in rags and set out to see the wise old saint. Since he wanted to appear poor and destitute, he asked his servants to remain behind. Alone, he headed straight for the saint's hut.

When the king arrived at the hut, the saint was digging the ground in front of his hut. He was old and weak, and as he worked he was breathing hard. He tired quickly and stopped frequently to rest. The king approached him and addressed him directly. "Sir, I have come a long way to ask you the answers to three important questions." The king continued, "My first question is: What is the most important time to start some work? My second question is what is the most important work to do? And third, who is the most important person?" Humbly the king continued, "Would you kindly help me by telling the answers to these questions?"

The saint paid no attention to the king and continued digging. The king waited for a few moments and then said, "Sir, you look tired. Let me dig the ground for you."

The saint thanked him and gave him the spade, and the king started digging. After some time the king repeated the questions and requested the answers. But all that the saint said to the king was, "Let me dig now." The king did not give him the spade, and kept digging. He remained calm and did not lose patience. The hope that he would find the answers to his questions, kept him motivated and determined. When evening fell and the light began to fade, he stopped digging and turned to the saint. He said, "Could you please let me have the answers to my questions now?"

The saint remained silent and pointed to one side. The king glanced in that direction and saw that a bearded man with a dagger in his hand was running towards them. When he reached them, he fell down and fainted. The king straightaway picked up the bearded stranger and carried him into the hut and laid him down on the ground. The king noticed that the man was injured, so he immediately took steps to stop the bleeding and, with the help of the saint, he bandaged his wounds. The bearded man fell into a deep restful sleep.

## UNIT 7.1 READING COMPREHENSION

By now, night had fallen and it was very dark. The king was too tired to return home. The saint invited him to stay the night and the king accepted the saint's hospitality. The saint prepared some simple food and provided the king with a bedding of hay to sleep on.

At break of day, the king awoke. He found that the bearded man too was awake. The king said, "How do you feel now?" The bearded man replied, "I am better now thanks to Your Majesty. Forgive me, I came to kill you because you had had my brother killed. I became your bitter enemy out of grief. I was hiding and waiting for your return. As you did not return, I came out of my hiding place, that's when your servants saw me. They immediately recognized me. They wounded me seriously but I escaped. Had you not cared for me I would have died. I thank you. Now, count on me as one of your most faithful servants." Saying this he saluted the king and left.

When the bearded man had departed, the king again asked the saint for the answers to his questions. The saint replied. "Your questions have already been answered. First, the most important time was when you wanted to help me. The most important work was the digging of the ground. And I was the most important person for you. Had it not been so, you would have returned and been killed. "

The saint continued, "The second time, the most important man was the bearded man. The most important work was dressing his wound. Had it not been so you would not have won a faithful servant. You are very fortunate."

So, this is the moral of the lesson: The most important time for doing anything is the present. The most important work is what we are doing now. And the most important person is the one whom we are with at the moment.

### While reading

#### Exercise 1

The king asked the following people the three questions. However, the order in which these people were asked is jumbled up. Read the text and put them in the right order, by writing the number in the blank space. One has been done as an example for you.

## UNIT 7.1 READING COMPREHENSION

- a. Common people \_\_\_\_\_
- b. Ministers \_\_\_\_\_
- c. Saint \_\_\_\_\_
- d. Scholars and wise-man \_\_\_\_\_
- e. King himself 1
- f. Courtiers \_\_\_\_\_

### Exercise 2

- 1) Did the king find his answers?
- 2) Who gave him the answers?

### Vocabulary

### Exercise 3

Read the text. Find the following words / phrases and underline them.

discover	evaded	disappointed	consult	pondered
destitute	frequently	determined	glanced	straight away
hospitality	break of day	bitter	grief	count on me
departed				

Work with your partner and guess the meanings of these words. Then check the meanings given in the glossary at the end of the book to see if you have guessed correctly.

### Exercise 4

Work in pairs and see how many of the given words in exercise 3 you can use in your own sentences. The pair who will make the most correct sentences will be the winner.

### Exercise 5

The following are statements about the story 'The Secret of Success'. Read them and write (T) if the statement is true and (F) if the statement is false, in the blanks provided. The first one has been done as an example for you.

- a. The King wanted to find answers to 5 questions. F



## UNIT 7.1 READING COMPREHENSION

- b. The answers were important for him to be able to control his army. \_\_\_\_
- c. The king was looking for the answers in order to succeed in life. \_\_\_\_
- d. The king was happy with the answers that the group of learned men found. \_\_\_\_
- e. The saint was living in the jungle with his family. \_\_\_\_
- f. The king accepted the saint's invitation to visit him in the jungle. \_\_\_\_
- g. The bearded man wanted to kill the king. \_\_\_\_
- h. The bearded man had been injured by the king's servants. \_\_\_\_
- i. The saint asked the king to look after the bearded man. \_\_\_\_
- j. The bearded man became the king's loyal citizen. \_\_\_\_

### Post Reading

#### Exercise 6

Work with a partner, and tick (✓) the right answer.

1. Which one of the following statements best summarizes the story?
  - a) The present has all the answers.
  - b) The present is not what matters.
  - c) The present is the most important time.
  - d) The present gives you the most joy.
2. The saint who lived in the jungle was a very :
  - a) rich man
  - b) poor man
  - c) severe man
  - d) wise man
3. The king went to see the saint :
  - a) all alone
  - b) with all his soldiers
  - c) along with his family
  - d) with all his courtiers

## UNIT 7.1 READING COMPREHENSION

4. Who warned the king that the bearded man was coming?
  - a) his soldiers
  - b) the saint
  - c) his servants
  - d) his minister
5. After the bearded man left the saint told the king that :
  - a) he would not answer his questions
  - b) his questions were too difficult
  - c) the bearded man had answered his questions
  - d) all his questions had been answered

### Exercise 7

Read the text and complete the following sentences. Write the completed sentences in your notebook.

- a. The king wanted to find the answers to the three questions because .....
- b. The wise and learned men were unable to give the answers because .....
- c. The king dressed himself in rags to meet the saint because .....
- d. The king told his servants not to go with him because .....
- e. The king realized the saint's tired easily because .....
- f. Although the saint did not answer his questions the king waited because .....
- g. The bearded man was running towards the king because .....
- h. The bearded man fainted when he reached the king because .....
- i. The king agreed to stay the night in the saint's hut because .....
- j. The bearded man became the king's loyal servant because .....

### Exercise 8

Work with a group of 3-4 classmates and discuss whether the 'secret of success' is applicable to all people. Follow these steps:

1. Decide which one of you will write the points discussed by the group



## UNIT 7.1 READING COMPREHENSION

2. Select the person who will present the group's ideas or thoughts to the class.
3. Discuss if the 'secret of success' applies to people in general or if it only applied to the king.
4. Give reasons for your point of view
5. The writer should write down the reasons.
6. Select the points that you want the presenter from your group to share with the class

**Note for Teachers:** Divide the class into groups of three or four students. Tell them to decide amongst themselves which one of them will write the main points and which one of them will present on behalf of the group. Give them 10 minutes to discuss. Then ask one member from each group to come up and share their point of view. i.e. tell the class whether the secret of success applies to everyone or it applied only to the king. They should give reasons for their point of view.

## UNIT 7.2 LISTENING AND SPEAKING

*Focus: Demonstrating the use of simple conventions of public speaking*

### Exercise 1

Work in groups of six and prepare a two-minute speech on the following topics by following the steps given below:

- |                         |                            |
|-------------------------|----------------------------|
| 1. Water problem        | 7. 14 <sup>th</sup> August |
| 2. Electricity shortage | 8. Literacy day            |
| 3. Sewerage system      | 9. Plantation              |
| 4. Waste disposal       | 10. Wild Life Protection   |
| 5. Education system     |                            |
| 6. Health Facilities    |                            |

### Step 1 (15 minutes)

Discuss one topic at a time. Follow these steps:

- Brainstorm for ideas – remember you have only two minutes to speak
- Identify the focus – decide which aspect you want to cover
- Organize your ideas – think which point will come first, second, and so on
- For each point that you pick, have supporting details – how will you explain your point (examples, quotes, facts and figures, etc.)

### Step 2

Prepare six chits, each one having one of the topics. Each member of the group should pick up one chit and prepare a two-minute speech, based on the discussion you had. You may add other points.

**Note for Teachers:** Nominate, or ask the students to nominate, one student in each group who should be responsible for ensuring that all steps are completed within the allocated time, each topic is discussed, and all the students in the group participate in the discussion.

Tell the students that they may pick one point or five; what is important is that they should explain each point in a clear manner.

Explain to the students what cue cards are; these are small cards on which only the main points, not whole sentences, are written. These should be numbered in the order that they are to be used, so that they do not get mixed up.

## UNIT 7.2 LISTENING AND SPEAKING

### Step 3

Each member of the group should deliver a speech within the group. All other members should listen and provide positive feedback and suggest ways in which the speaker could improve. This is what you should do while delivering your speech:

- Introduce yourself
- Introduce the topic
- Tell your group members briefly what you are going to talk about
- State point 1, explain, give examples, reasons, etc.
- State point 2, explain, give examples, reasons, etc.
- State point 3, explain, give examples, reasons, etc.
- Conclude your topic by briefly restating your main points
- Try and give an idea, suggestion, your viewpoint, etc. as the last statement

### Some points to remember while speaking

- Maintain eye contact with the audience
- Use appropriate gestures, but do so naturally; don't overdo
- Don't read from a paper; you may have cue cards with some points
- Use appropriate tone, pauses, and stresses, as this allows the listeners to understand your point better

### Exercise 2

Working in the same groups of six, prepare a two-minute speech that you can deliver in the school assembly. Follow all the steps and directions as given in Exercise 1.

Here are the topics for the Assembly talk

1. Cheating
2. Regularity and punctuality
3. Discipline
4. Cleanliness
5. Games and sports
6. Team work

## UNIT 7.3 LANGUAGE PRACTICE

### Translation

Translating from one language to another requires special skills. One cannot translate word for word, as words take different meanings in different contexts, even in the same language. Look at the following examples and translate them into Urdu/Sindhi.

I will go to Murree in **spring**.

There is a **spring** of hot water at Manghopir, in Karachi.

Since a **spring** is broken, this clock is not working.

With a **spring**, the runner crossed the winning line.

### Exercise 1

Translate the following sentences into Urdu/ Sindhi. Write the translated sentences in your notebook. After completing, share your work with your partner. Make any changes needed and rewrite the sentences.

1. The train left the station at 7 o'clock.
2. I can train you to become a good cricketer.
3. There is plenty of light in this room.
4. Please, light all the candles on the cake.
5. Jamal offered to book our seats on the bus.
6. Have you seen my new book?
7. The principal asked the students to state their reasons for being late.
8. The state should ensure that all people follow the rules.
9. This is exactly my point that we should leave early.
10. Don't point at people when you are speaking about them.
11. My brother got the first rank in his final tests.
12. The rank of a soldier depends on many factors.

Another point to remember while translating is that in figurative language the meaning of the words or expressions used is different from the literal meaning.

**Note for Teachers:** Explain to the students that even words with the same spelling and pronunciation in English have different meanings, depending on the context in which they are used. Discuss the different meanings of the word **spring** in the examples given. Ask the students to translate each of the given examples. Tell the students that when translating they should see what meaning is coming out in the sentence and then translate accordingly.

### UNIT 7.3 LANGUAGE PRACTICE

Translate literally the following two sentences into Urdu/ Sindhi.

- a) She has a sweet tooth.
- b) This news is music to my ears.

The actual meaning of these sentences is as follows. Now, translate these two sentences:

- a) She loves sweet things.
- b) I am very pleased to hear this news.

#### Exercise 2

Work in pairs and translate the following sentences into Urdu/ Sindhi, such that you bring out their real meaning.

1. The sun peaked happily from behind the clouds.
2. The trees danced back and forth in the wind.
3. It was time to go home but the bell refused to ring.
4. The angry sky roared and threw lightening around.
5. The delicious smell of pudding pulled me to the kitchen.
6. I can see that news travels quickly.
7. I wish you weren't always such a chicken.
8. The kids at that school are all brains.
9. You are my guardian angel.
10. I've been on cloud nine all day.

#### Exercise 3

This is a translation competition between groups. Here are the steps:

- Your teacher will divide you into groups of four.
- Each group will select 10 sentences from the story 'The Secret of Success' and write them on a piece of paper.
- Once all the groups have written, the teacher will collect all the papers and redistribute them to the other groups.
- These groups will translate them into Urdu/ Sindhi.
- After the translation has been done, one member from each group will come up, read the sentence and its translation.
- If the translation is correct, the group gets a point.
- The group(s) with the most points will win.

**Note for Teachers:** Divide the class into groups of four. Draw columns on the board according to the number of groups. Ask each group to select a name for their group based on some game (cricket, baseball, badminton, etc.). Write the name of each group in each column on the board. Start the game. Mark the points in the column, 1 or 0, in every column; 1 if the translation is correct and 0 if it is wrong.

## UNIT 7.3 LANGUAGE PRACTICE

### Prefixes Continued

We sometimes add a pair or group of alphabets at the beginning of a word to add something to the meaning of a word. As discussed in Unit 4.3, these are called prefixes.

#### Exercise 4

- A. Fill the blanks in the following exercise by using the prefix 'un' with the appropriate given words.

happy      friendly      wise      healthy      grateful

1. An \_\_\_\_\_ person often falls sick.
2. Saba is very \_\_\_\_\_ and does not like meeting people.
3. People who are \_\_\_\_\_ never thank others for helping them.
4. Badar was very \_\_\_\_\_ because he lost his favourite watch.
5. My uncle took an \_\_\_\_\_ decision due to which he suffered a big loss.

- B. Fill the blanks in the following exercise by using the prefix 'in' with the appropriate given words.

correct      sufficient      active      attentive      complete

1. This small boy is very \_\_\_\_\_ and does not take part in any work.
2. The judge was upset with the prisoner for giving an \_\_\_\_\_ statement to the court.
3. Don't leave your work \_\_\_\_\_ or the boss will be angry.
4. Sajid is very \_\_\_\_\_ in class; hence, he often fails in the tests.
5. This amount of money is \_\_\_\_\_ if you want to buy a new computer.

**Note for Teachers:** Remind the students that the 'if' clause will be in the past tense and the main clause will have the modal (would, could, might) along with the verb.

### UNIT 7.3 LANGUAGE PRACTICE

C. Fill the blanks in the following exercise by using the prefix 'dis' with the appropriate given words.

satisfied      obedient      honest      loyal      agree

1. We sometimes \_\_\_\_\_ even with our very close friends.
2. We cannot trust \_\_\_\_\_ people as they can cheat us.
3. A \_\_\_\_\_ child can cause many problems for the whole family.
4. Our teacher was \_\_\_\_\_ with our performance in the competition.
5. We should never be \_\_\_\_\_ to our country.



## UNIT 7.4 WRITING

### Compare and Contrast Essay: Further Practice

#### Exercise 1

Work with a partner and revisit the tips on writing a compare and contrast essay given in Unit 3.4. Also read the sample essay to refresh your memory.

Next, write a compare and contrast essay on any one of the following topics:

- Reading story books and reading course books
- What happens when a school has a good principal or a bad one

Follow the steps given in Unit 3.4, Exercise-4.

#### Exercise 2

Work individually, and write a compare and contrast essay on the remaining topic from the two given above. Follow all the steps given in Unit 3.4.

Once you and your partner have completed your essay exchange your work with each other. Read each other's work and provide critical feedback.

### Informal emails: Further Practice

#### Exercise 3

Work with your partner and read the sample emails in Unit 3.4. Discuss how a letter is different from an email. Note the differences in your notebook.

#### Exercise 4

Work in pairs and write an informal email to a class fellow, on a piece of paper, on any one of the following

1. Requesting for help with some school work that you are finding difficult
2. Suggesting that you something together during your free time

**Note for Teacher:** Ask the students to refer to Exercise 4 in Unit 3.4, read the steps for writing a compare and contrast essay once again, and follow these steps for writing a compare and contrast essay.

## UNIT 7.4 WRITING

Follow the format given in the emails in Unit 3.4.

Once you have completed, edit your work for correct spellings, grammar, and punctuation. Also check to see that it is an informal email and not a letter.

Next, exchange your email with another pair. Read each other's work and write a response to the other pair's email. Give back the response to the pair who gave it to you.

Read the response you have received. Edit it for correct spellings, grammar, and punctuation and then write both, the email you wrote and the response you received, in your notebook.

### Exercise 5

Work individually and write an email to your partner, again on a piece of paper, on the remaining topic in Exercise 4. Then follow the same steps with your partner as given in exercise 4:

- Write your email and edit it
- Exchange your email with your partner and write the response
- Return the response
- Read and edit the response
- Write in your notebooks

**Note for Teachers:** After the students have done Exercise 3 and discussed the format of emails, in pairs, ask the students what they think are the differences between an email and a letter. Make sure that all the students have understood the difference between an email and a letter to a friend. Also emphasise the importance of having short and to the point subject lines.

## UNIT 7.5 STUDY SKILLS

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

### Creative Writing

#### Exercise 1

First, read the poem given below, silently.

#### About Ben Adhem

(James, Henry Leigh Hunt)

Abou Ben Adhem (May his tribe increase)  
Awoke one night from a deep dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An Angel writing in a book of gold.

Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
“What writest thou?” The vision raised its head,  
And, with a look made of all sweet accord,  
Answered, “The names of those who love the Lord.”

“And is mine one?” said Abou. “Nay, not so,”  
Replied the Angel. Abou spoke more low,  
But cheerily still, and said, “I pray thee, then,  
Write me as one that loves his fellow men.”

The angel wrote, and vanish’d. The next night  
It came again with a great wakening light,  
And show’d the names whom love of God had bless’d,  
And lo! Ben Adhem’s name led all the rest.

Now, in groups of four, recite the poem with one student reading one verse each.

**Note for Teachers:** Divide the class into groups of four and ask them to recite the poem in their respective group, with one student reading one verse each. Remind them to recite softly so as not to disturb others.

Encourage students to ask you how a word is pronounced, if they have any difficulty in pronouncing it.

## UNIT 7.5 STUDY SKILLS

### Exercise 2

Find the rhyming words from the poem and fill them in the first two columns in the following table.

Then, think of two other words that rhyme with the words from the poem and write them in the next two columns.

The first one has been done as an example.

**Remember, rhyming words may have different spellings but similar sounds.**

S.No.	Rhyming Words from the Poem		Additional Rhyming Words	
1.	<i>increase</i>	<i>peace</i>	<i>cheese</i>	<i>geese</i>
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

### Exercise 3

Work with a partner and using words from the additional rhyming words, your list and your partner's list, write a short poem, having at least eight lines.

**Note for Teachers:** Walk around the class and guide students on how they can write simple poems. For example: My brother and I loved the geese.  
We always fed them bread and cheese.

## UNIT 7.6 FUN

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

### Odd one out

Work in pairs and do the following exercise:

Find the odd one out. From each word given in capital letters, many new words can be formed. Out of the six words given, one is wrong, i.e. it contains a letter that is either extra or it is not there in the main word. Circle the word that is wrong. Add two more words (4 letters or more). The pair that finishes first will be the winner.

**1. INDISCREET**

credit    erect    street    cried    steer    trees

**2. CONSISTENTLY**

silent    style    scent    costly    sister    scones

**3. PARADISE**

praise    draper    parade    pride    spire    spider

**4. FORTNIGHT**

fright    throng    thing    tonight    tight    nought

**5. ENDEAVOUR**

rounder    drove    devour    vendor    endure    round

**6. DISREPUTABLE**

bleat    petal    brute    stable    steep    tablet

**7. CREATURE**

cruet    trace    curate    truce    centre    create

**8. IMPERTINENT**

temper    inert    intent    mitten    repent    invent

**9. ADMINISTRATION**

strain    station    mansion    strong    rations    storm

**10. SEPARATE**

spear    spare    pears    trade    steep    repeat

**Note for Teachers:** Explain to the students that one word out of the six given under each heading is wrong because it either contains a letter that is not there in the main word or it is given only once while one of the given word uses it twice.