

**TEST EDITION**

**FOR NON-FORMAL LEARNERS**

# **ENGLISH**

## **TEXT BOOK**



**PACKAGE D**  
**CLASS VI – VII**

**DIRECTORATE OF LITERACY & NON-FORMAL EDUCATION**  
**DIRECTORATE OF CURRICULUM ASSESSMENT AND RESEARCH**  
**SCHOOL EDUCATION AND LITERACY DEPARTMENT GOVERNMENT OF SINDH**





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The teaching learning material of this subject is developed by considering the learning needs of the learners of Non-Formal Education Schools/Centers.

The approved Non-Formal Education curriculum of Alternate Learning Pathway Elementary serves the guiding principle for the development of this teaching and learning material (Textbook and Teacher Guide). In this regard, the Directorate of Literacy & Non-Formal Education will welcome your suggestions and feedback for the further improvement of the material in future.

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## Message

In Pakistan, especially Sindh large population is deprived of knowledge and skills of reading & writing. The literacy rate is hardly 60% in recent era. Government of Sindh, School Education & Literacy Department strives to boost basic literacy rate 85% till 2030.

Government of Sindh, School Education & Literacy Department, DCAR, UNICEF, JICA and renowned experts of different subjects have developed Non-Formal Education Curricula of various subjects. In first phase, primary level curricula were developed and during 2022, Middle level curricula have been developed.

In the light of these curricula, class-6 to 8 textbooks of different subjects and teachers' guides have been prepared to assist both girls and boys that they complete the course of Middle level education in 18 months accelerated period in Sindh. These classes have been divided in Package "D" & "E". Those students, who have not completed his/her education in formal way and is now in upper age, they can complete their education through Accelerated Learning Pathways of 18 months and get equivalency certificate of Middle level (Grade 8). Hope that many out of school children will take benefit from this.

Best wishes

**Ghulam Akbar Laghari**

Secretary

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## Foreword

After 18th constitutional amendments, provinces have the mandate to frame Curriculum. In this context, Directorate of Literacy & Non-Formal Education, School Education & Literacy Department, Govt. of Sindh in 2015 developed curricula of different subjects as Package A, B & C in collaboration with Japan International Cooperation Agency (JICA) & Directorate of Curriculum, Assessment and Research Sindh, Jamshoro. On the basis of developed curricula, textbooks and teacher's guides were developed and implemented.

The subject Experts, educational scholars and team teachers worked enthusiastically and made content effective, interesting and result-oriented.

Keeping in view, it was felt that the curriculum of middle level is also necessary, for that Directorate of Literacy & Non-Formal Education, in collaboration with Japan International Cooperation Agency (JICA) & UNICEF has prepared middle level curricula, textbooks and teacher's guide.

For Class VI & VII (Package-D) & class-VIII (Package-E). In preparing Package-D, it has maintained the language competencies, standards, benchmarks, and the Students' Learning Outcomes (SLOs), themes and sub-themes and these are fully kept considerations.

Simple to complex and known to unknown approach is implied in SLOs, texts and exercises. To achieve SLOs, various Selected Response Questions, Constructed Response Questions are given. In Teacher's Guide, overview of lesson, effective teaching methodology, teaching aids are identified for guidance of teachers. In activities/ exercises brain storming techniques, delivery of lesson and comprehension are valued more.

Hope that you will go through these textbooks critically and provide suggestions and recommendations for further improvement.

Regards

**Dr. Aftab Ahmed Shaikh**

Director

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## UNIT 1

## Ethics: Justice

**Pre-reading**

- 1-Do you enjoy reading stories?
- 2-What kind of stories do you like?
- 3-Why do you like these kind of stories?
- 4-Look at the picture below. What do you think the story you are about to read ?

**Reading Text****The Farmer and the Rich Man**

A poor farmer owned a small piece of land. He earned his living by growing crops. Very often he could not grow crops well because of lack of enough water for the plants. He saved some money and bought a well from a rich man so that he could water his land. The farmer paid the price happily and went home. When the farmer came to draw water from the well next day, the rich man did not allow him to do so. He said, *“You have bought only the well and not the water next day. So, you cannot draw any water from the well.”*

The farmer was shocked. He did not know what to do. He went home and told his wife what had happened. After a while, his wife said, *“Why don’t you go to the king’s court to seek help ?*



I have heard that he is very kind and just.” The farmer liked the idea and went to the king’s court. “What is your problem?”, asked the king. The farmer told him the whole story. The king called one of his wise ministers and said, “Go with this poor farmer and solve his problem.” The minister went with the poor man. He asked the rich man, “Did this man buy the well from you?” “Yes” said the rich man. “Did he pay the full price?”, asked the minister. “Yes, he did” replied the rich man. “So, why don’t you allow him to draw water from the well?” asked the minister. The rich man repeated what he had told the farmer, “He bought only the well and not the water in it. So, he cannot draw any water from the well.” The minister said to him, “You say that you have sold the well and not the water to the farmer. You have to move all the water or pay rent to the farmer to keep the water in the well.” The rich man realised that the king’s minister had given a very just decision. Now he had no choice but to accept what he said. He turned to the farmer and said, “Since you have bought the well you can use all the water you want.” Thus, the farmer got justice. The minister, through his wisdom, made sure that justice was done.



## Exercise 1

**Choose the correct word(s) to fill the following blanks.**

- There are \_\_\_\_\_ characters in the story.  
a) two b) three c) four d) five
- In the story, the issue was about getting \_\_\_\_\_.  
a) plants b) water c) well d) money
- The farmer’s \_\_\_\_\_ told him to go and seek help from the king.  
a) son b) friend c) brother d) wife
- The poor man got \_\_\_\_\_.  
a) land b) justice c) good crops d) all his money

## Exercise 2

Read the following dialogues and find out who said these words.

No.	Statements/ Questions	Speaker
1.	"You have bought only the well and not the water."	
2.	"Why don't you go to the king's court to seek help?"	
3.	"What is your problem?"	
4.	"So, you cannot draw any water from the well."	
5.	"I have heard that he is very kind and just."	
6.	"So, why don't you allow him to draw water from the well "	
7.	"Go with this poor farmer and solve his problem."	
8.	"Since you have bought the well you can use all the water you want."	
9.	"Did this man buy the well from you?"	
10.	"I am sorry."	

## Exercise 3

There are five characters in the story. ? Following box contains the quality of each of the characters..  
Pick the phrase that you think describes each character and complete the following sentences.

A wise person  
A simple and trusting person  
A cheat  
Very intelligent  
Kind and just

- The farmer was \_\_\_\_\_.
- The rich man was \_\_\_\_\_.
- The farmer's wife was \_\_\_\_\_.
- The king was \_\_\_\_\_.
- The minister was \_\_\_\_\_.



## Exercise 4

Match the statement in Column “A” with the statement of Column “B” to complete it.

No.	Column A	Column B
1.	A poor farmer bought a well from a rich man	a) or pay rent to the farmer to keep it in the well.
2.	When the farmer went to draw water from the well	b) he was not allowing the farmer to draw water.
3.	The rich man said that	c) what he had told the farmer.
4.	The farmer went to the king’s court who	d) to use the water from the well.
5.	The minister went and asked the rich man why	e) the rich man did not allow him.
6.	The rich man repeated	f) to water his land.
7.	The minister told him to move all the water	g) asked one of his wise minister to help the poor farmer.
8.	The rich man had to allow the farmer	h) he had bought only the well and not the water.

## Exercise 5

Work in pairs. Discuss the following questions. Write the answers in your notebooks.

1. How did the rich man cheat the poor man?
2. Why did the farmer’s wife ask him to go to the king?
3. What did the king do when he heard the farmer’s problem?
4. How did the minister solve the problem?
5. What did the rich man do when he realised that he had no choice?

## 1.2 Writing

### Informal Letters

Here are some steps to follow when writing a letter to a friend or a family member.

1	Address and Date	C-446, Block Z, New Darya, Karachi, July 14, 2022
2	Salutation	Dear Saba,
3	Ask about your friend's about their health and tell them how you are	Hope you and your family are fine and we are all fine here.
4	Body (2 or more paragraphs)	<p>We are having our summer holidays these days. The weather is very hot. So, we have planned to go to the seaside next weekend. My cousins have come from Thar and I am sure we will all have a good time.</p> <p>My father has also promised to take us to Qasbi's Mazar. Since my cousins have come to Karachi for the first time they want to see all the places here. We will also go shopping one day.</p>
5	Regards	Tell me how the weather is in Gwadar these days. How are you planning to spend your holidays? Please convey my regards to your parents, Bhaijan and Bajl. Give my love to your little sister.
6	Conclusion Salutation	Yours sincerely, Fariba

### Exercise 1

The following parts of the letter are given in a jumbled order. Work in pairs and number the parts in the right order.

Then, write the complete letter in your notebooks.

Dear Afroz,

How are you and your family?  
Last time when I wrote to you,  
you had flu. I hope you have  
recovered from it. I am fine and  
everyone in my family is also  
fine.

I have bought a new set of  
books, new pencils and a  
pen. I have also bought two  
new uniforms. I haven't  
bought new shoes because  
my old shoes are still good.  
I bought a new school bag  
last year and will use it this  
year too.

The holidays are over and school  
has started. The new term has  
begun. Yesterday was my first  
day in class. My class teacher's  
name is Kulsoom. I am sure that  
I am going to enjoy studying in  
her class. I have already made  
friends with some new students.

In your next letter, tell me about  
your school life. Give my regards  
to your parents and bhaijaan.  
Give my love to your little  
brother and baby sister.

Yours sincerely,  
Naseem.

A24, Block Q,  
Nazimabad, Karachi  
March 29, 2022

## Exercise 2

Write a letter to your cousin who has gone to live in another city/ village. Tell your cousin about the wedding of a family member in the city/ village where you are staying. You can tell them how you missed them at the wedding, who came to the wedding, what did you wear, what food was served, how did the bride/ groom look like, etc.



### 1.3: Language Convention Comparative and Superlative Degrees of Adjectives.

An **adjective** describes a noun.

For example: A boy – a tall boy, a girl – a nice girl.

Adjectives have three degrees: positive, comparative, and superlative.

The **positive** degree is used when describing one thing, event, person, etc.

Example: He is a tall boy.

She is a nice girl.

The **comparative** degree is used when comparing two unequal things, events, persons, etc.

Example: He is taller than his brother.

She is nicer than her friend.

The **superlative** degree is used when comparing three or more things, events, persons, etc.

Example: He is the tallest boy in his family.

She is the nicest girl amongst her friends.

In many cases, comparatives are formed by using 'er' or 'r' and superlatives by adding 'est' (taller/ tallest).

When words end in 'y' (happy), 'y' changes into 'i' before adding 'er' or 'est' (happier/ happiest).

In some words the last letter is used twice before adding 'er' or 'est' (hotter/ hottest).

## Exercise 1

Work in pairs. Fill the correct degree of the adjectives in the following table.

No.	Positive	Comparative	Superlative
1.	deep	deeper	
2.	big		biggest
3.		easier	easiest
4.			cheapest
5.	large		
6.		busier	
7.	late		
8.	slow		
9.			brightest
10.		smaller	
11.		higher	
12.			heaviest

## Exercise 2

Fill the following blanks with the comparative or superlative degree of the words given.

1. Karachi is the \_\_\_\_\_ city in Pakistan. (big)
2. Seas are \_\_\_\_\_ than rivers. (deep)
3. Today was a \_\_\_\_\_ day than yesterday. (busy)
4. Asia is the \_\_\_\_\_ continent. (large)
5. Silver is \_\_\_\_\_ than gold. (cheap)

### Exercise 3

Look at the following pictures and write the appropriate degree of adjectives in the space given under each picture. First has been done as an example.

1. tall



tall



taller



tallest

2. small



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

3. fast



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

4. heavy



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

5. slow



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

6. bright



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Exercise 4

Write one sentence for each of the set of pictures given in exercise 3. The first one has been done as an example.

1. A horse is tall, but a camel is taller and a giraffe is the tallest.
2. A mouse is small \_\_\_\_\_.
3. A truck \_\_\_\_\_.
4. \_\_\_\_\_.
5. \_\_\_\_\_.
6. \_\_\_\_\_.

## Use of Comma

The comma is used for many purposes. One use is to separate items when there are more than two items.

Example I have a pencil, a sharpener, an eraser and a pen.

## Exercise 5

Put the commas, where necessary, in the following sentences. Do not add commas when only two items are mentioned.

1. We had biscuits fruits chips and drinks at my friend's house.
2. Zubair bought a jacket a coat a shirt a pair of shoes and some socks.
3. I want to go to the zoo to see elephants lions monkeys zebras deer and peacocks.
4. Zakia bought a dress and a pair of shoes.
5. Saima saw trees shrubs flowers birds and many children in the park.
6. Their mother asked them to wash the dishes glasses plates spoons and knives
7. The teacher told the students to bring their notebooks and colour pencils to class.
8. My father gave me money to buy mangoes dates peaches apricots plums and melons.

## 1.4: Speaking & Listening: Common word & phrases in conversation.

In many conversations that we have with people, we normally use certain common words and phrases. Here are some common phrases



No.	Statements	Words/ Phrases
1.	When we meet someone, we usually say	a) "Hello how are you".
2.	When someone gives us a gift, we usually say	b) "Thank you".
3.	When someone passes in their exams, we usually say	c) "Congratulations".
4.	When we step on someone's toes, we usually say	d) "I'm sorry".
5.	When someone goes on a holiday, we usually say	e) "Have a safe journey".
6.	When someone goes for an interview, we usually say	f) "Good luck".
7.	When someone is sick, we usually say	g) "Get well soon".
8.	When someone comes back from a holiday, we usually say	h) "Welcome back".
9.	When we offer to help someone, we usually say	i) "Can I help you?"
10.	When we don't understand what someone is saying, we usually say	j) "I beg your pardon".

## Exercise 1

Work in pairs. One of you will be Student A and other will be Student B. Role-play the following dialogues by using phrases you were learnt.

### Part I

- Student A: I have just come back from a holiday.  
Student B: \_\_\_\_\_.
- Student A: You stepped on the old man's toe.  
Student B: \_\_\_\_\_.
- Student A: I'm going on a holiday to Skardu.  
Student B: \_\_\_\_\_.
- Student A: This is Uncle Saeed, beta.  
Student B: \_\_\_\_\_.
- Student A: I'm going for an interview for admission in the college.  
Student B: \_\_\_\_\_.

### Part II

- Student B: You have not understood what I just said.  
Student A: \_\_\_\_\_.
- Student B: My sister has passed her exams with A grade in all subjects.  
Student A: \_\_\_\_\_.
- Student B: This box is too heavy for me to lift.  
Student A: \_\_\_\_\_.
- Student B: Here is a small gift for you.  
Student A: \_\_\_\_\_.
- Student B: I have a bad cold and fever.  
Student A: \_\_\_\_\_.

## UNIT 2

## Contributions of Notable Personalities of Pakistan

**Pre-reading**

1. Have you ever helped anyone?
2. What have you done?
3. Do you know any person who does work for the needy?

**Reading Text****Abdul Sattar Edhi**

Abdul Sattar Edhi was the founder and head of the Edhi Foundation in Pakistan. He was known as the 'Angel of Mercy' and is respected by all the people in the world.

He was born on January 1, 1928. From an early age, his mother taught him love for human beings. When she gave him one paisa for his meals, she would also give him one paisa more to feed a beggar or a poor person. When he was eleven, his mother was paralyzed. Taking care of his mother during her illness, made him realize the problems that the old, mentally ill, and challenged

people faced.

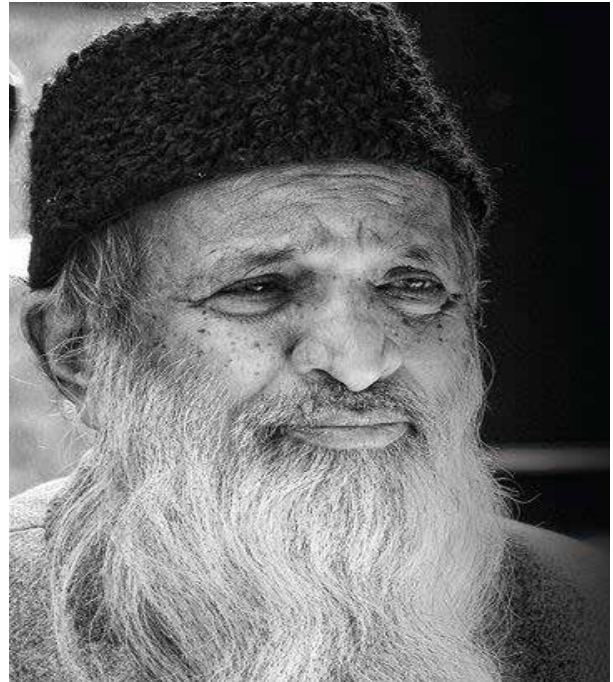
Abdul Sattar Edhi created the Edhi Foundation with an initial sum of five thousand rupees, with donations that he received from people. Edhi opened his first clinic in 1951, in Karachi. He once said "I was penniless and begged for donations on the street. I bought this 8-by-8 room to start my work.

The Edhi Foundation now runs the world's largest ambulance service and offers 24-hour emergency services. It also runs free nursing homes, orphanages, clinics, women's shelters, and centres for drug addicts and mentally ill individuals. Edhi Foundation has provided relief in many other countries during emergencies.

Abdul Sattar Edhi won respect from rich and poor alike. He spent all his life in helping the poor, regardless of their background. He did all kinds of social work in the Edhi Foundation, from raising orphans to burial of unclaimed dead bodies. "My mission is to love human beings," he said in an interview.

He led a simple life. He slept in a windowless room, next to the office of his foundation. He had just two simple dresses.

Abdul Sattar Edhi died on July 8, 2016, at the age of 88. He was a noble soul who dedicated his life to the service of humankind. His legacy is still continued by Edhi Foundation.



## Exercise 1

Read the text and fill the following blanks.

- The founder of the Edhi Foundation was \_\_\_\_\_.
- The Edhi Foundation has the largest \_\_\_\_\_ service.
- Edhi spent his life in helping the \_\_\_\_\_ people.
- He led a very \_\_\_\_\_ life.

## Exercise 2

Work in pairs. Match the words with the meaning.

No.	Words	Meaning
1.	Paralysed	a) without any money
2.	Mentally ill	b) having great qualities
3.	Challenged	c) loss of ability to move some parts of the body
4.	Penniless	d) served selflessly
5.	Noble	e) not being able to do everything
6.	Dedicated	f) people unable to think or behave in a normal way

## Exercise 3

Number all the paragraphs in the text.

Work in pairs. Read the text and find out which of the following can be the title of which paragraph.

The first one has been done as an example.

- Edhi and his work 5
- Edhi's death a great loss \_\_\_\_\_
- Introduction of Abdul Sattar Edhi \_\_\_\_\_
- Start of the Edhi Foundation \_\_\_\_\_
- Edhi's simple life \_\_\_\_\_
- Edhi's birth and early life \_\_\_\_\_
- Work of the Edhi Foundation \_\_\_\_\_

## Exercise 4

Work in pairs and put a tick (✓) in the blanks provided, if the statement is true and a cross (X) if it is not.

- 1) Abdul Sattar Edhi was respected by all the people. \_\_\_\_
- 2) Edhi opened his first clinic in Lahore. \_\_\_\_
- 3) He created the Edhi Foundation with Rs. 80,000. \_\_\_\_
- 4) When he started his work, he begged for donations. \_\_\_\_
- 5) Edhi's Foundation provides emergency help only in Pakistan. \_\_\_\_
- 6) He helped poor people from all kinds of background. \_\_\_\_
- 7) He led a very wealthy kind of life. \_\_\_\_
- 8) He made a big difference in the lives of millions of Pakistanis. \_\_\_\_

## Exercise 5

Work in pairs. Read the text and complete the sentences by matching statements in Column A with the correct statement in Column B.

No.	Column A	Column B
1.	Edhi's mother taught him love for human beings	a) when he was 88 years old.
2.	His mother was paralysed	b) when there is an emergency.
3.	Edhi realized how poor people suffer	c) when Edhi was eleven years old.
4.	The Edhi Foundation helps people across the world	d) when he had to take care of his ill mother.
5.	Edhi died on July 8, 2016,	e) when he was a small boy.

## Exercise 6

Read the text and write the answers to the following questions in your notebooks.

1. Why was Abdul Sattar Edhi called the 'Angel of Mercy'?
2. How did his mother teach him love for human beings?
3. What services Edhi Foundation provide?
4. What kind of life did he lead?

## 2.2: Writing: Informal letters.

### Exercise 1

You have learnt how to write informal letters to family and friends in Unit 1.2. write a letter to your friend, telling him/her, how your village / city was affected by the rain. Ask the issues that they face in the area because of rain.

### Exercise 2

Read the letter you received and write a reply on another piece of paper. Give that paper to the student with whom you exchanged your letter.

## 2.3: Language Convention: Use of Do.

**Do** or **Does** is used both as main verb and as helping verb to form negative and interrogative sentences. Example: I **do** my work every day. (**do** is used as main verb in this example)

In the following sentences **do** is used as helping verb, as other verbs are also present (*watch, like, go*)

Examples:

I **do** not *watch* cartoons.

**Do** you *like* potato chips?

**Do** you *go* shopping every Sunday?



- a) We use **do** with  
(I / We / You / They or plural nouns)
- b) We use **does** with  
(He / She / It or singular nouns)

## Exercise 1

Identify if **do** or **does** is a main verb or a helping verb in the following sentences. An example has been done.

No.	Sentence	Helping verb or main verb
1.	I do not draw a picture.	<b>Helping verb</b>
2.	I do my homework at night.	
3.	He does his job honestly.	
4.	My parents do their work on time.	
5.	Do you do anything on Sunday?	
6.	She does not cut wood for a living.	
7.	Do you swim in summer?	
8.	They do not play video games.	

## Exercise 2

Insert do or does in the following sentences.

- Where \_\_\_\_\_ you play cricket?  
I \_\_\_\_\_ not play cricket.
- \_\_\_\_\_ Anwar like eggs?  
No, Anwar \_\_\_\_\_ not like eggs.
- \_\_\_\_\_ you help your mother at home?  
Yes, I \_\_\_\_\_.
- \_\_\_\_\_ Habiba do her home chores?  
Yes, she \_\_\_\_\_.
- \_\_\_\_\_ they speak Balochi?  
Yes, they \_\_\_\_\_.

## Exercise 3

Work in pairs. Underline do/ does if it is used as main verb and circle it where it is a helping verb. Then answer the following questions using do / does as main or helping verb.

Ibrahim: What do you do after school?

Satar: \_\_\_\_\_

Ibrahim: What does your brother do after school?

Satar: \_\_\_\_\_

Ibrahim: What does your father do?

Satar: \_\_\_\_\_

Ibrahim: Do you take tea with your breakfast?

Satar: \_\_\_\_\_

Ibrahim: Do you remain awake till late night?

Satar: \_\_\_\_\_

## Collective Nouns

Collective nouns are words that describe groups of animals, people, or things. Some common collective nouns are given in the table below.

Common Collective Nouns		
For People	For Animals	For Things
A band of musicians	A colony of ants	A bunch of flowers
A crowd of people	A flock of birds	A fleet of ships
A gang of thieves	A herd of sheep	A galaxy of stars
A panel of experts	A pack of wolves	A pack of cards
A team of players	A school of fish	A range of mountains

### Exercise 4

Work in pairs. Discuss and write sentences using the following collective nouns. Do not use any of the sentences given above. An example has been done.

Collective Noun	Sentences
Colony	There was a colony of ants under the tree
Team	
Flock	
Galaxy	
Herd	
Crowd	
Bunch	
Gang	
Range	

### Exercise 5

Find the collective nouns of the following group and use them in your sentences.

- |            |           |          |
|------------|-----------|----------|
| 1) Cattle  | 2) Books  | 3) Girls |
| 4) Workers | 5) Judges |          |

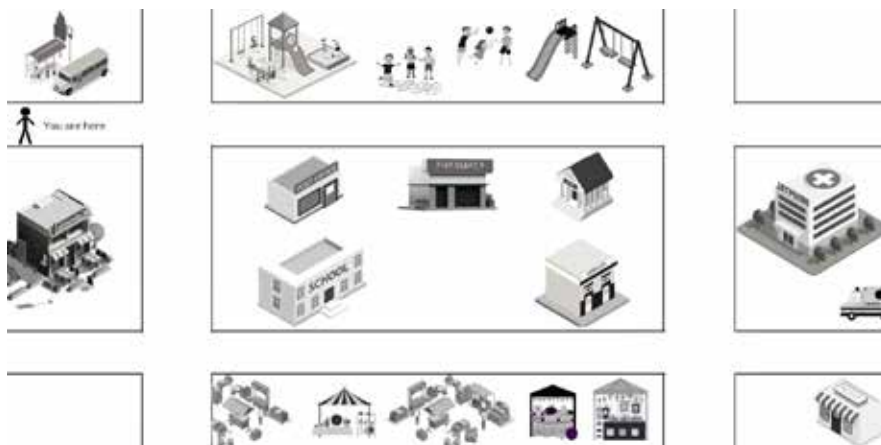
## 2.4: Speaking & Listening

### Getting Around Town

Phrases to help with finding your way around town.



Hi I think I'm lost!	How do I get to .....?	Is it far?
What's the best way to ...?	Where is the .....?	Excuse me can you tell me where.....is?
Is there a ..... near here?		
Hello I'm looking for ....the hospital /police station /bank.		
Turn back./Go back.	Turn left/right	Go along ...
Cross ...	Take the first/second road on the left/right	
It's on the left/right.	straight on	opposite to
near , next to	between	



### Exercise 1

Look at the map and ask the direction by using the phrases. Practice these phrases in dialogue form.

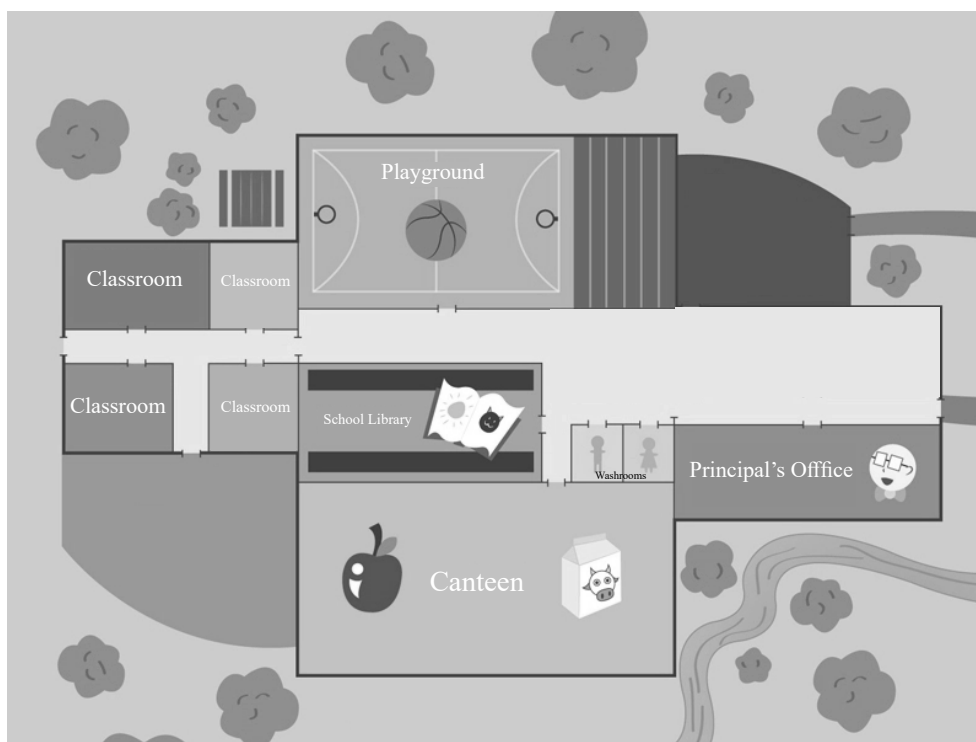
Traveller	How can I get to the library?
Local Person	Go down East Street. Turn left on Middle Lane. The library is at the corner of the block. It will be on your left side.
Traveller	Is there a garage near here?
Local Person	_____
Traveller,	I love cricket. Is there a playground nearby?
Local Person	Yes, there is. To get to the stadium _____
Traveller	If I am ill and I have to go to the hospital, where is this?
Local Person	_____
Traveller	What is the best way to go to the mobile phone shop?
Local Person	_____
	_____



## Exercise 2:

Work in pairs. Imagine one of you is a new student in school. You want to know where the following places are:

school library                      principal's office                      classroom                      canteen  
washrooms                      playground



One of you can be the new student and one the old student. You will have to roleplay in front of your class.

New student Can you please tell me \_\_\_\_\_ ?

Old student \_\_\_\_\_ .

New student \_\_\_\_\_ ?

Old student \_\_\_\_\_ .

New student \_\_\_\_\_ ?

Old student \_\_\_\_\_ .

New student \_\_\_\_\_ ?

Old student \_\_\_\_\_ .

New student \_\_\_\_\_ ?

Old student \_\_\_\_\_ .

New student Thank you.

Old student You are welcome.

## UNIT 3

## Environmental Education Plantation

## Pre-reading

Look at the pictures. Tick (✓) the odd one out.



What is different in the picture you tick?  
 What is common in other pictures?  
 Guess the topic that you are going to read.

**Save the world, plant a tree**

Save the world, plant a tree,  
 For each one chopped, plant three,  
 Responsibility starts with you,  
 You actions, the things you do  
 We are one and the same,  
 Killing a tree gave no man fame,  
 They are alive- they breathe,  
 They feel pain- they writhe  
 Save the world, plant a tree,  
 For each one chopped, plant three,  
 Go green, stop global warming!  
 This is not a poem- a warning,  
 Trees are our friends,  
 Lets not treat them as fiends,  
 It's in a deplorable state, her health  
 Show a little compassion for Mother Earth  
 (Isunge-mwangase)



**Exercise 1**

Read the poem and find the rhyming word of the following words. Add one more rhyming in the given column.

S. NO.	WORDS	RHYMING WORD FROM POEM	OTHER RHYMING WORD
1	Tree		
2	Same		
3	Breathe		
4	Warming		
5	Friends		

**Exercise 2**

Work in pairs. Read the poem. First discuss in pairs and answers the following question. Write the answers in your notebooks.

1. What does the poet say about trees in this poem?
2. How are trees are our friends?
3. Why does the poet call the trees alive?
4. What can we reduce by planting more trees?
5. What is the main theme of the poem?
6. Write our three responsibilities to save environment?
7. How are trees beneficial for us?

**Exercise 3****TRUE / FALSE**







Read the statements and mark (✓) true or False.

S.NO	Statement	True	False
1	Planting trees can protect our earth.		
2	Cutting a tree is good action		
3	Trees are like a living being.		
4	Tree does not feel pain like human being.		
5	Tree create more global warming.		
6	Trees are friends for all on the earth.		
7	If we plant tree, we will remain healthy.		

**Exercise 4:**

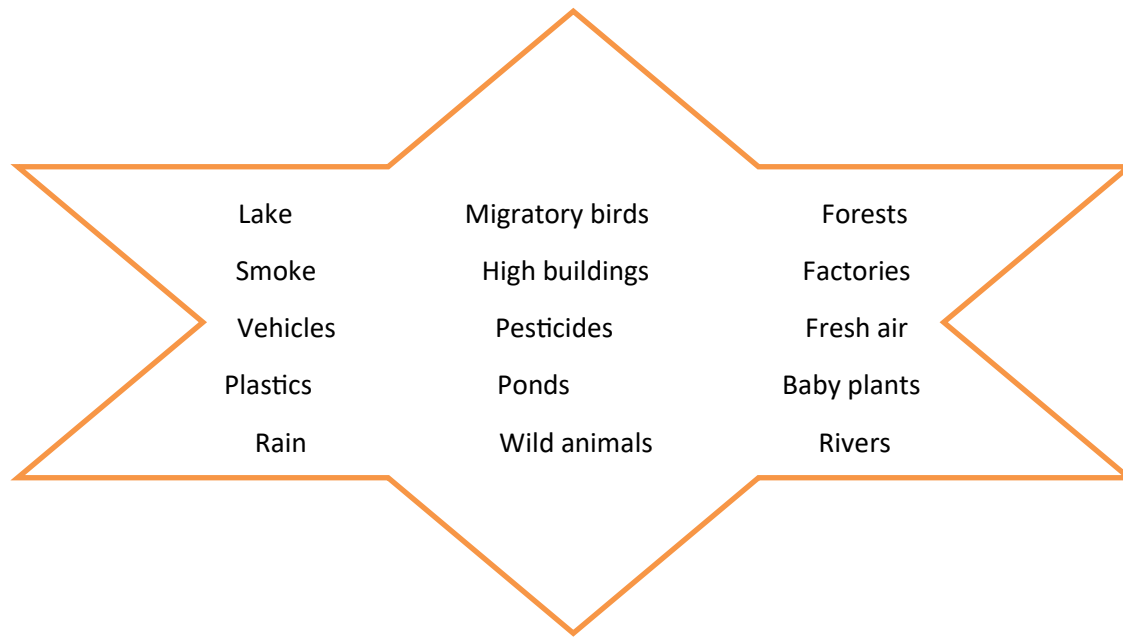
Work in pairs. Look at the pictures. Write what you would do or not do to save the environment. Use the phrases given in box. Write complete sentences in your notebook. First one is done for you.

save the river	play in the park	water the plant	kill them	smoke bike
throw trash	take care birds	pluck flowers	let them dry	grow trees
	ride bicycle	chop down		

	I would <u>grow more trees</u> but I wouldn't <u>chop them down</u>
	I would _____ but I wouldn't - _____.
	I would _____ but I wouldn't _____.
	I would _____ but wouldn't _____.
	I would _____ but wouldn't _____.
	I would _____ but wouldn't _____

## Exercise 5

Read the words in the star below. Some words mean to save environment and some mean to destroy environment. Separate them and write under the right column.

**Good for environment**


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**Bad for environment**


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**Exercise 6**

Complete the following summary of the given poem in your own words.

The poem is about planting trees to save the earth. If we would cut one tree, we should grow three tree. Trees are living ones, they breathe and have sorrows. These are our best friends on earth because

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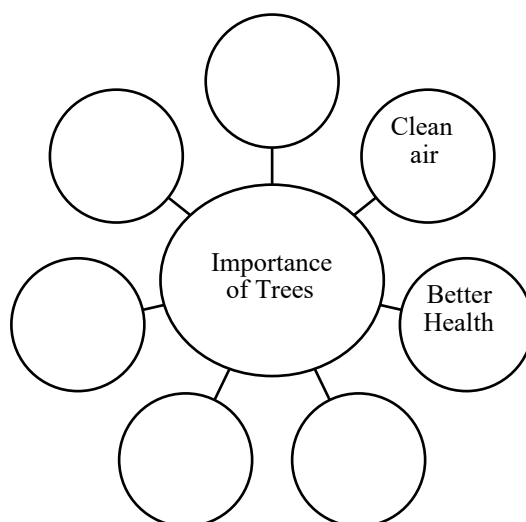


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## 3.2: Writing: Paragraph writing

### Exercise 1

Work in groups. Brainstorm on the topic “Importance of Trees”. Add as many points as you can think of, in addition to the two points already given. Follow the brainstorming pattern given below. Draw it in your notebooks and



### Exercise 2

Work individually and write a paragraph on "Importance of Trees" in your notebook, based on the pattern in Exercise 1 above.

- Write the topic on the top of your writing.
- Begin by writing the key point.
- Write the point in the centre, as your first sentence.
- Then add all other points related to the main point, "Importance of Trees."
- Write atleast one sentence about each point.
- Finally, write the concluding sentence.

### Exercise 3

Work in pairs. Do the brainstorming on the topic “**Good Health Habits**”. Then, individually, write a paragraph in your notebooks on this topic by following the key points.

## 3.3: Language Convention

### Base word, prefixes and suffixes.

A word to which prefixes and suffixes are added is called a root or base word. When we add letters to the beginning of roots or base words, they are called *prefixes*. Prefixes change the meaning of base word.

For example;

Prefix	Base word	New word
Un	Happy	Unhappy
Re	Arrange	Rearrange

When letters are added to the end of roots or base words, they are called suffixes. Suffixes change the meaning of base word.

For example;

Base word	Suffix	New word
Friend	ship	Friendship
Teach	er	Teacher

### Common Prefixes

Prefix	Meaning	Example
Dis	not, opposite of	dis + satisfied = dissatisfied
mis	wrongly	mis + spell = misspell
un	not	un + acceptable = unacceptable
re	again	re + election = reelection
inter	between	inter + related = interrelated
pre	before	pre + paid = prepaid
non	not	non + sense = nonsense
auto	self	auto+mobil e= automobile
sub	under	sub + merge = submerge
anti	against, opposing	anti + bacterial = antibacterial
il-, im-, ir-	not, without	Il+legal= illegal, im+practical= impractical, ir+responsible=irresponsible

## Common Suffixes

Suffix	Meaning	Example
-able, -ible	can be done	comfort +able = comfortable
-al	having the characteristics of	person +al= personal
-en	made of	gold+en= golden
-er, -or	one who	work+er= Worker Act+or=Actor
-est	superlative	Great+est=Greatest
-ful	full of	Care+ful =Careful
-less	without	Fear+less=Fearless
-ly	adverb ending	Quick+ly=Quickly
-ment	action or process	Enjoy+ment=Enjoyment
-ness	state of, condition of	Kind+ness=Kindness

### Exercise 1

Make new words by adding the following prefixes with the appropriate words given in the box.

grow stop literacy approve fair match save regular

un\_\_\_\_\_ re\_\_\_\_\_ non\_\_\_\_\_

dis\_\_\_\_\_ mis\_\_\_\_\_

auto\_\_\_\_\_ ir\_\_\_\_\_ il\_\_\_\_\_

### Exercise 2

Make new words by adding the following suffixes with the appropriate words given in the box.

Move - remark - wonder - true - self  
create - good - short - slow

\_\_\_\_\_ness \_\_\_\_\_ment \_\_\_\_\_est

\_\_\_\_\_able \_\_\_\_\_ful \_\_\_\_\_ly

\_\_\_\_\_less \_\_\_\_\_en \_\_\_\_\_or



**Exercise 3**

Look at the following words. Break the words into prefix-base word and suffix.

WORD	PREFIX	BASE	SUFFIX
Unhelpful			
Remarkable			
Abnormal			
Dissatisfaction			
Autographical			
Inappropriateness			
Nonfictional			
Unemployment			

**Exercise 4**

Work in pairs. Make sentences by using any five words from exercise 3. Write these sentences in your notebook.

### 3.4: Speaking & Listening



#### Exercise 1

Work in pairs. Tell the following story by roleplay as tree and river. You can use gestures, mimic acting etc while telling story.

One day a tree saw a river. The river was crying. The tree asked the river why it was crying. It wiped its tears and said,

“My dear friend, I am going to die very soon. Look at me. There is no water left in me. People dump in waste and garbage. The waste is blocking me. The fish and other water animals are dying. The birds have left to stay. I can’t live any more in this condition”.

But friend, you look sad. What’s the matter?” The tree said,

“Dear river, I’m not fortunate either. I am also in the same state as you are. People cut me down without any mercy. Besides, there is no water for me too!” Boy and the girl discussed the matter. They said we’ll campaign on newspapers, T.V programs, awareness walks, and write up to the Government for redress of their sorrow and inhuman behavior”.

#### Exercise 2

Work in groups. Discuss and State to your partner what will you do to save the river and water from the problems for which they are in dying situations.

## UNIT 4

## Media/ Technology Digital Literacy

**Pre-reading**

Do you use social media?

How much time do you spend on social media?

What is your purpose of using social media?

**Reading Text****USING SOCIAL MEDIA**

The use of social media is very common nowadays. Almost everybody is on social media, whether young or old, male or female, rich or poor. People use social media to share pictures and posts, connect with others, chat, get information, watch videos, and play games. However, like everything else, social media has its benefits and drawbacks. Therefore, we should know how to use social media positively and safely.

For students, social media can be a very useful educational source. There are many pages on Facebook and many videos on YouTube where we can learn any subject at every level. Students don't need to spend money on fees or go to tuition centers for learning. They can easily learn everything on their mobiles.

Many apps, like Zoom, are used for online classes where students can participate in live classes from their homes. There are also various groups on WhatsApp and Facebook where students can discuss the topics of their interest with experts in these fields and other students worldwide. Besides education, students can also learn different skills through the tutorials available on YouTube and Instagram.

Social media is very helpful in getting the latest information and immediate updates on news. Before social media, people had to wait for the newspaper to update them on the latest happenings. But, apps like Twitter provide the latest updates immediately. We can get instant information about weather forecasts, cricket scores, prices of things, situations in our country, security conditions, and many other issues through these apps.

### PRECAUTION

- Use these precautions while using social media.  
If you have social media account, protect it with a strong password that is not easy to guess.
- Don't share personal information and pictures on social media, which may be misused.
- Don't interact with strangers. Talk or chat with people whom you know personally. Don't click on any suspicious link or visit any unsafe website.
- Check your mobile regularly for any virus or app which may be dangerous.
- Immediately share with your parents or siblings if someone is harassing or bullying you online or forcing or convincing you to do anything unethical and illegal.

Social Media can be an excellent resource for earning. Millions of people worldwide use Facebook and Instagram to advertise their products. Home-based or online businesses use these apps to interact with customers and to get online orders. In addition, WhatsApp groups inform customers about the latest products.

Students use their academic and professional skills to earn a decent income through freelance online jobs. Many youngsters also create interesting videos and post them on YouTube and TikTok. They earn money from these videos if they are viewed and liked. Moreover, people have their own YouTube channels to showcase their talent and earn money.

Social media provides many opportunities for learning and earning, but there are also some risks. Therefore, online security is very important to protect ourselves.

Social media is very popular, but we must use it wisely and positively. Using a mobile or computer for a long period affects our health, makes us lazy and harms our education. We should also not watch indecent videos or play games that are full of violence. Avoid sharing fake news, unauthentic information, abusive posts, rumours, untrue stories, or inappropriate posts.

## Exercise 1

Answer the following questions

1. Why do most people use social media?
2. How can students benefit from social media?
3. How did people get news updates before social media?
4. How does prolong use of social media may affect us?
5. What care should we take while posting or sharing on social media?
6. What should we do if we face online harassment or bullying?

## Exercise 2

The text discusses many social media apps and their uses. Write the app's name in first column and its uses in the second column.

Name of app	Uses

## Exercise 3

On social media, there are things we should do and others we should not do. Write 'Do' or 'Don't' in front of each statement.

No	Statement	Do/Don't
1	We should spend too much time on social media.	
2	We should use social media for education.	
3	We should interact with strangers on social media.	
4	We should share rumours and fake news on social media.	
5	We should learn skills on social media.	

## Exercise 4

Text suggest precautions to protect yourself on social media. Write these precaution Tick (✓) the one's that you use or cross (X) if you don't.

PRECAUTION	✓	X
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		

## Exercise 5

Work in pairs and suggest plans in the following situations.

(a) Asad belongs to Tharparkar . He wants to start an online business of traditional Thari embroidery. Suggest to him how he can advertise and sell his products using social media apps.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

(b) Savera belongs to a remote area. She doesn't have the opportunity to attend regular school. Suggest how she can get education through social media apps.

- i. \_\_\_\_\_
- ii. \_\_\_\_\_
- iii. \_\_\_\_\_

## 4.2: Writing

### Short informal messages

A message is a short piece of writing to convey something or request someone. Messages can be written

for many purposes. When writing short informal messages on WhatsApp, emails or messenger, follow these rules:

- Be brief but very clear.
- Come straight to the point.
- State clearly what you want the person to do and by when.
- If you want a reply, clearly state so.
- Put your name at the end.
- Check your message for spelling and grammar errors.
- Always read your message before sending it.

**Look at the following two messages.**

**Long Message**

Dear Naila,

I was extremely happy to know that you have received the best student of the year award in your school. It is a dream for many students, but very few get this award. I felt very happy when your sister told me about it. Many, many good wishes and congratulations. I wish I could come and congratulate you personally but, as you know, because of Corona, this is not possible. I hope that I will be able to come soon and meet you.

Best wishes.

Zehra.

**Short Message**

Naila, happy to know that you have received the best student award. Congratulations.

Can't come now because of Corona. Hope to see you soon. Zehra

**Exercise 1**

Work in pairs. Read the following long message. Change it into a short message as shown in the example above, and write it in your notebook.

Dear Fareed,

Remember, I told you when we met last time that my brother will get married in April? Well, he is getting married next Saturday. I invite you to his wedding, which will be held on Saturday, the 14th of April. I know you are a very busy person, but I hope you will be able to attend the wedding. I am really looking forward to seeing you on that day. Please do come. My whole family will be happy to see you. I am sure you will have a good time.

Warm wishes.

Adeeb.

**Exercise 2**

Write a short message on the topics given below by following the rules and the sample given at the beginning.

1. Convey wishes to your friend/ cousin on any happy occasion.
2. Request your class-fellows to attend a meeting to discuss the annual sports day at school.
3. Tell your brother/ sister to inform your parents that you will be coming back late from school.

### 4.3:Language Convention

#### Using Comparison Clues to Deduce Meaning

Sometimes we see a difficult word in a sentence but do not use dictionary or ask someone around to explain the meaning. We can guess the meaning of the word from the clues present in the sentence. Example: Ahmed amuses me with his funny stories but Arslan makes us bored with his unfunny stories.

In this sentence the clue 'bored' in comparison to 'amuse' helps us to understand that the meaning of underlined word 'amuse' is to 'entertain' or 'make happy'.

#### Exercise 1

Guess the meaning of the underlined word from clues given in the sentence and write it in the column of meaning.

No.	Sentence	Meaning
1.	We want to give him a <u>unique</u> gift as he doesn't like common gifts.	
2.	The fresh food became <u>stale</u> after two days.	
3.	He bought a cheap mobile as couldn't afford <u>expensive</u> mobile.	
4.	She <u>concealed</u> her answer while our answer was open.	
5.	He felt himself very <u>tiny</u> on that big mountain	



**Exercise 2**

Work in pairs. Read the story and guess the meaning of the **underlined & bold** words. Write the guessed meaning in your notebook and compare your answers with your partner.

**FOX AND GRAPES**

One day, a fox became very famished as he had not eaten for two days. So, he went on a quest for some food. He searched everywhere but couldn't find something edible.

Finally, as his stomach rumbled, he arrived at a farmer's wall. At the top of the wall, he saw, not small, but enormous juicy grapes he'd ever seen. The fox had to jump high in the air to reach the grapes. He opened his mouth to catch the grapes as he hopped, but he missed. He tried repetitively but kept failing.

Finally, the fox decided to abandon and go home. While he walked away, he muttered, "I'm sure the grapes were sour anyway."

**Exercise 3**

A synonym has the same or closer meaning as another word. In the table below, underlined words of Exercise 2 are given. Match the words with their synonym in the table below and write the answers in the answer column.

No.	Word	Synonym	Answer.
1.	famished	a) eatable	
2.	quest	b) big	
3.	edible	c) jumped	
4.	rumbled	d) hungry	
5.	enormous	e) mumbled	
6.	hopped	f) made a sound	
7.	qbandon	g) not sweet	
8.	muttered	h) search	
9.	sour	i) leave	

**Colons (:) :**

A colon (:) is often used in writing when giving a list of things.

Examples: a) There are many historical places in Sindh, such as: Bhambore, Mohenjo Daro, Makli, Chaukundi and Rani Fort.

b) I have bought the following items: a pair of shoes, one bag, two pairs of socks and some story books.

**Exercise 4**

In the following sentences, the colon (:) is missing. Write these sentences in your notebook by adding the colons. After completing, compare your work with your partner.

1. I study five subjects in one day Maths, Science, Islamiat and Urdu.
2. My friend loves to play many games hockey, football, cricket and badminton.
3. The climbers took the following things oxygen tanks, rope, torches, batteries, food and tents.
4. Their plan is as follows leave for Multan, go to Lahore, visit Sialkot and return on Sunday.
5. My father told us to follow these rules in life tell the truth, work hard, and not be greedy.
6. The girl wanted money to buy bread, rice, sugar, oil and milk.

**Exercise 5**

Work in pairs. Write 5 -7 sentences in which you provide a list of items. Remember to use the colon.

## 4.4: Speaking & Listening



### Exercise 1

Work in pairs. Using the following reasons to convince your friend to stop spending too much time on mobile games. Present it in dialogue form in front of the class.

- Wastes time
- Harms health
- Affects education
- Causes laziness
- Makes a person unsocial

### Exercise 2

Work in pairs Present points in a dialogue form to motivate youngsters to use social media for positive purposes.

## UNIT 5

## Education is power

**Pre-reading**

1-Why is it important to get education?

2-Why do you want to get education?

3-What would you want to be in your future, why and how?

**Reading Text****Changing agents**

Sana lives in a far-off village of Sindh. She and her friends want to go to school but there is no school for girls in the village. They see boys from their village going to the boys' school. Sana and her friends pray that a girls' school also opens soon. Sana's uncle is a gatekeeper in the boys' school. Sana often asks him what activities are done in school and how students learn there. She tells him that she and her friends also want to get education. One day her uncle comes home very happy. He tells Sana that an education centre is opening nearly two kilometres away from their home. He also offers that if Sana and her friends want, he can get them admitted there. Sana happily runs to her friends and shares this news with them. The parents of her friends Salma, Najma and Razia immediately agree but parents of Farida and Uzma do not agree on girls going to the centre at such a distance. Sana asks her parents to talk to them and tell them the importance of education. Finally, everyone agrees. Uncle takes the girls to the centre and gets them admitted.

All the friends start going to the centre every day. They form a group and walk to the centre together. Soon they start enjoying and learning becomes very interesting. Slowly they start reading and writing letters, words, and sentences. They learn mathematics and calculations. Teacher tells them good stories and helps them learn good habits. She teaches them about helping others. Sana and her friends make a goal to help villagers. They share good things they learn at the centre with the villagers and tell them how to live better lives. The villagers like these girls for their hard work. Villagers also start sending their daughters to the centre and Sana and her friends help them in their studies. Slowly, the attitude of Sana and her friends starts bringing change in the behaviour of people. The villagers also start taking care of hygiene and cleanliness for themselves, their homes and food.

One day a team comes to Sana's centre and shares that small businesses can also be done from home. Sana and her friend decide to start businesses with their parents. With the help of parents, Najma starts selling vegetables from home, Uzma and Salma made pickles and give it to their brothers to take to shop. Razia and Farida think of selling eggs, so they start taking care of chickens to improve their wellbeing. Sana reads on how to make good fodder for cattle so that they can get more milk. She also learns how to make butter, yogurt and even cheese hygienically. Initially their business is limited to the village, but with the help of their families, it spreads to nearby villages and towns. Prosperity knocks at their doors and they start living a comfortable life. Sana and her friends are thankful to education because of which their living conditions have improved but the village has started changing. Now their lives are much better than before. Sana and her friends become change agents for the village. It is rightly said that education can transform lives.

## Exercise 1

Answer the following questions.

1. Why is Sana not admitted in school?
2. Why is uncle happy to inform about opening of education centre in the village?
3. Why are Farida and Uzma's parents worried in the beginning?
4. Why does the writer use the word 'change agent' for Sana and her friends?
5. If you were in place of Sana, what would you do to get education?
6. What do you do for your personal hygiene?

## Exercise 2

Read the text and match the sentences in column A with B:

S. No.	Column A
1	Uncle tells Sana that an education centre is
2	The parents of Salma, Najma and Razia
3	The attitude of Sana and her friends
4	They decide to start businesses with their parents.
5	Prosperity knocks at their doors
6	Sana and her friends become

Column B
to bring prosperity in their households
and they start living a comfortable life.
opening nearly two kilometres away from their home.
a change agent for the village.
starts bringing change in the behaviour of people.
immediately agree.

### Exercise 3

Write **True** or **False** in front of each sentence.

S. No.	Statement	True/ False
1	There is only a boys' school in the village.	
2	Sana's father gets the girls admitted in an education centre .	
3	Farida's parents immediately agree.	
4	They take a long time starting to enjoy learning.	
5	Uncle gives them the idea of starting business with their mothers.	
6	Najma starts selling vegetables from home.	
7	Sana learns new ways of hygienically making butter, yogurt, and cheese.	
8	Their businesses remain within their own villages.	

### Exercise 4

There are few ideas of small business that Sana and her friends in the story. Work in pairs/groups and make a list of possible business that you and your community can do.

A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

## 5.2: Writing: Paragraph writing.

### Exercise A

Write a short paragraph on the following themes using the given cues.

**Theme: My Family**

**Cues:**

- Number of people and relations
- Head of the family
- Family members' activities/ professions
- Relationship and feeling between the members
- Family values

## Theme: My Favourite Sport

- Name of sport
- How is the sport played and where?
- Who do I play the sport with?
- Why do I like the sport?
- What lessons have I learned from my favorite sport?

### 5.3: Language Convention. Synonyms, Noun, Adjectives.

#### Read the text

Once upon a time, there was a pony. Everyone in the jungle liked the pony as it was very friendly and helpful towards all other animals. There was only one animal in the jungle who did not like the pony. This was a bunny. The bunny hated the pony because the bunny was not as tall as the pony. The bunny always wanted to harm the pony and considered the pony its enemy.

One day the bunny announced that it will hold a party for all the animals. The bunny invited everyone except the pony. Everyone went to the party and left the pony behind. The pony felt sad and alone. The pony kept wandering here and there waiting for the party to finish and for everyone to come back. The pony kept walking for a very long time and after some time, it realized that it got lost and didn't know its way back home. The pony got worried. The pony saw a puppy nearby and asked which place this was. The puppy informed the pony that this was the city. The pony got worried. It was missing its family. The pony started crying. A predator saw the pony and set a trap for the pony. The pony's leg got stuck in the rope of the trap and it got caught. Back at home, everyone started looking for the pony after the party. The bunny felt bad about the pony. The bunny didn't want the pony to disappear and thought that it was his mistake that made everyone worried about the pony. The bunny went off to look for the pony. The bunny sniffed its way to the city and saw the pony tied by the rope. The bunny used his small size and speed to make his way quickly to the pony. The bunny then used its sharp teeth to cut the rope and set the pony free. The pony and bunny returned back to the jungle.

Everyone was happy to see them both return safely. The bunny realized that God has made everyone special, and everyone has special talents and powers with which they can help others. The bunny learned its lesson and it said sorry to the pony. The bunny and pony became best friends. Moral of the story is that one should not get jealous of anyone else and always be grateful to God for His blessings.

## Exercise 1

The words in column A are selected from the story above. Match the words in Column A with the synonym in column B.

Column A		Column B
Friendly		Searching
Looking for		Glad
Grateful		Pleasant
Happy		Concerned
Quickly		Unhappy
Sad		Rapidly
Worried		Thankful

## Exercise 2

Use the synonyms from column B from the exercise in sentences.

Word	Sentence
Searching	
Glad	
Pleasant	
Concerned	
Unhappy	
Rapidly	
Thankful	

## Exercise 3

From the story, find at least 5 nouns ending with 'y' and replace 'y' with 'ies' to convert them from singular to plural. An example is given below.

Singular	Plural
Story	Stories



In English, a noun that is the same whether it is referring to masculine gender or feminine gender is called **Common Gender Noun**. For example: Cat, baby, teacher etc.

### Exercise 4

Now look around yourself, think, and list down 5 common gender nouns from environment.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Exercise 5

#### Adjective:

Use 'adjectives' from Box A and write them under the noun in **Box B**. One adjective can be written for multiple noun. An example is given.

Box A			
Young	Dark	Warm	Big
Nice	Simple	Fast	Difficult
Smart	Tall	Ancient	Green
High	Quick	Cheap	Cold
Bright	Large	Strong	Small

Box B			
Game	Student	Country	Book
	Tall		
Building	Park	Man	Weather
Tall		Tall	

## 5.4 Speaking & listening

### Exercise 1

Work in pairs. Look at the picture below and discuss the scenario with your partner. You can use the following description hints:

- What place do you see?
- How many people are there?
- Who are these people?
- What are these people doing?
- What is happening in the picture?



2. Make two statements orally about the themes in the picture. An example is given.

- Example: We must take care of people around us.

3. Think about speech points to make others agree with your ideas. Present your ideas to the group or whole class

## UNIT 6

## Healthy Lifestyle

**Pre-reading**

1. Why do people generally fall sick?
2. What should we do so that we do not fall sick?
3. Do you do any exercise everyday?

## Reading text

### Good health

Most of us know that good health is important. We also know that even if we have a lot of money but we do not have good health, we cannot enjoy that money. This is because if we are sick we may not be able to get out of bed or go out with friends. We may not be able to have the food we enjoy. Hence, in order to enjoy life and be happy, good health is very important.

Exercise, balanced diet, and cleanliness are all very important for maintaining good health. Regular exercise keeps our body healthy. We should participate in games and sports on a regular basis. We should not prefer using a bike or van or bus to travel, even for short distances, when we can easily walk and get good exercise. We should have daily routine some type of exercises.



A balanced diet is also important. This includes having fresh vegetables, fruits, nuts, eggs, lentils, and some kind of meat or fish. Dairy products, like milk, yoghurt, and butter are also very good for health. Fast foods and deeply fried items are not good for health.

Cleanliness is also very important. A lot of diseases are caused by germs. By maintaining cleanliness, we can protect ourselves from germs. Cleanliness includes having a clean body, clean clothes, a clean house, and clean surroundings. If cleanliness is properly maintained, the germs that cause many illnesses will not attack us.



Adopting healthy habits can help in maintaining good health. Positive thinking also contributes to a healthy lifestyle. It's vital to remember that, healthy body has a healthy mind.

## Exercise 1

Put a tick (✓) in the blanks provided, if you think the statement is correct, and a cross (X) if you think it is incorrect.

- a) The main idea of the text is that doctors can keep us healthy \_\_\_\_
- b) The more wealth we have the better our health will be. \_\_\_\_
- c) It is up to us to maintain our health. \_\_\_\_
- d) According to the text, a healthy lifestyle includes three things. \_\_\_\_
- e) Students can succeed only through the use of computers. \_\_\_\_

## Exercise 2

Read the text and fill the following blanks. After completing, compare your answers with your partner and make corrections where needed.

1. In order to \_\_\_\_\_ life and be happy, good health is very important.
2. Three things are important for good health: \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
3. A \_\_\_\_\_ diet is very important for good health.
4. We also need \_\_\_\_\_ exercise to keep our body healthy.
5. Students need to remember that a healthy \_\_\_\_\_ has a healthy \_\_\_\_\_.
6. It is important to maintain a clean body, clean \_\_\_\_\_, clean \_\_\_\_\_ and clean \_\_\_\_\_.
7. Cleanliness can help keep away \_\_\_\_\_ that cause illnesses.

## Exercise 3

Work in pairs. Write down a paragraph in your notebook about five unhealthy habits that many young people have today. You may follow the pattern given below.

Young people today have many unhealthy habits that can lead to severe health problems. One such habit is ..... Another one is ..... Yet another one is ..... Many young people also have bad eating habits. They like to have ..... These unhealthy habits can affect their health, which can badly affect their studies.

## Exercise 4

Work in pairs. Read the text and discuss the following questions. Write the answers in your notebook.

1. Why is good health important?
2. What is the impact of cleanliness?
3. What should we do in order to be healthy?
4. What things are included in a balanced diet?
5. What are the different types of exercise?

## Exercise 5

Work in groups of three and write down at least 7 things that you should do for maintaining good health (example, brush teeth) and 7 things you should not do (example, sleep late). You can write more than 7 points. The group that will have the most points will be the winner.

Maintaining Good Health		
No.	Should do	Should not do
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

## 6.2: Writing: Story writing

Stories usually have a beginning, a middle and an end. In stories with morals, the moral is usually stated at the end of a story.

## Exercise 1

Work with a partner. The following statements give the beginning, middle, and end of a story. But the statements in each section are in a jumbled order. Put them in order in each section. Write the number of each statement in the Ans. column. The first one has been done as an example.

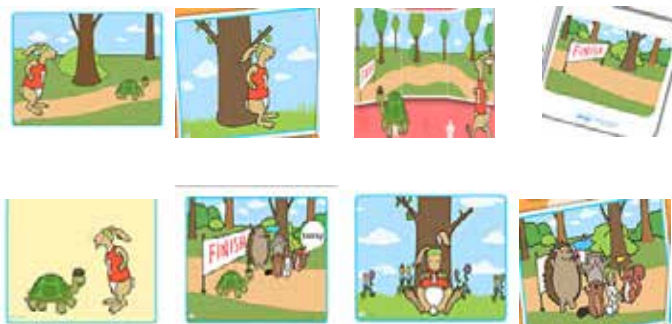
No.	Statements	Ans.
<b>Beginning</b>		
1.	The mother dog always told her pups never to go near or play around it.	
2.	On the farm, there was a well.	
3.	One of the pups wanted to know why they weren't allowed to go near the well.	
4.	A mother dog and her pups lived on a farm.	1
<b>Middle: Paragraph 1</b>		
1.	He thought it was another dog.	
2.	This made the little pup angry, so he decided to fight it.	
3.	One day, he went to the well and climbed up the wall to look inside.	
4.	When he turned his head or opened his mouth, the other dog did the same.	
5.	In the well, he saw his reflection in the water.	
6.	But the dog in the well was doing exactly what he was doing.	
<b>Middle: Paragraph 2</b>		
1.	There was only water all around him.	
2.	He barked and barked until the farmer came and rescued him.	
3.	The little pup jumped into the well, only to find there was no dog.	
4.	The well was deep and he could not jump out.	
5.	He became afraid and began to bark loudly.	
<b>End and Moral</b>		
1.	He ran to his mother and promised that he would never go to the well again.	
2.	Moral: Always listen to what your parents say and obey them.	
3.	The pup had learnt his lesson and decided not to disobey his parents ever again.	
4.	The pup was happy when he came out of the well.	

## Exercise 2

Write the story in the correct order in your notebooks. Give a title to the story.

### Exercise 3

Look at the pictures and arrange them in order by giving numbers. Write a story based on these pictures and give it a title.



## 6.3: Language Convention

### Past Perfect Tense

The past perfect tense is used to describe something that happened before a particular thing happened in the past. In the past perfect tense, we use *had* + a past participle form of the verb.

Examples: I *had finished* my work before you *called*.

The workers *had gone* by the time he *reached* there.

She *had started* cleaning the house before the guests *arrived*.

### Exercise 1

The following is a list of two actions that different people did yesterday. Decide which will be in the simple past tense and which in the past participle form (*had* + past participle). Write the complete sentences in your notebook. The first has been done, as an example.

1. Shehla had washed the dishes before it started raining.

No.	Person	Action	Link word	Action
1.	Shehla	wash the dishes	before	it start raining
2.	Nabeel	visit his friend	after	he complete his work
3.	The driver	open the car door	after	the car stop
4.	My parents	leave	by the time	my friends come
5.	Tahira	iron the clothes	before	she go to bed
6.	The plumber	come	because	my mother call him
7.	His father	scold him	as	he fail in his exams
8.	Her sister	finish her work	when	her mother call her

### Exercise 2

Based on exercise 1, write five sentences using the past perfect sentences. You will have to use different persons and different actions.



## Exclamation Mark

An exclamation mark (!) is used at the end of a sentence that expresses sudden or strong emotions, surprise, or excitement. It is also used after exclamatory words, like Hurrah, Alas, Wow, etc.

**Examples** Alas! The old gardener is dead.  
Great! The results are in our favour.  
What a beautiful scene!



### Exercise 3

Work in pairs and put in the exclamation marks where needed. Do the exercise in your notebook.

- a) Wow This is indeed great news.
- b) Alas They lost the match.
- c) What a great victory for Pakistan.
- d) Hurrah we have defeated them.
- e) What a game.

### Exercise 4

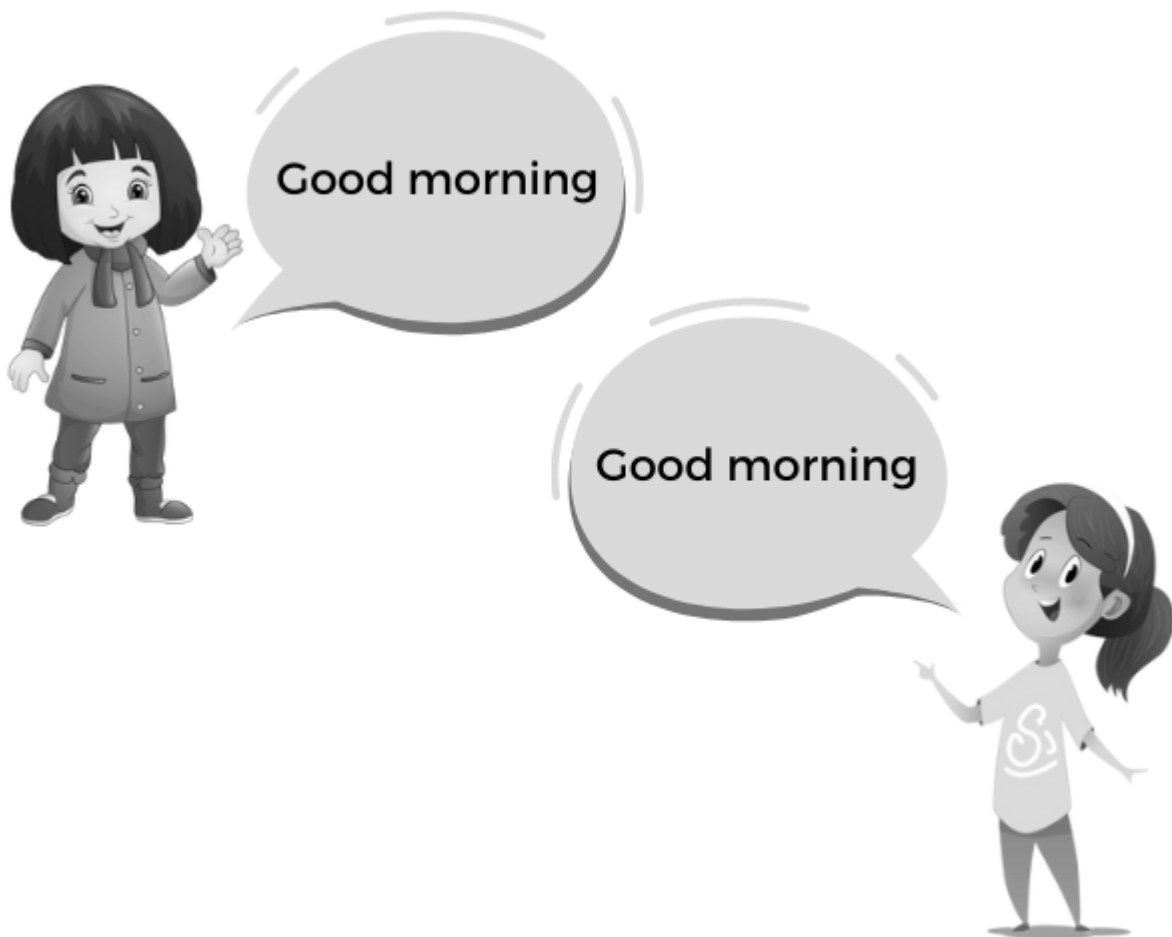
Work in pairs and put a period (full stop), a question mark or an exclamation mark, as needed. Do the exercise in your notebook.

1. I can't believe it Did he really say that
2. My God We are having the final test tomorrow
3. Oh no who said that the boy was not well
4. What a pity They could have easily won the match
5. Have we really won the prize Thank God
6. Bravo Well done boys I'll give you a treat

## 6.4: Speaking & listening

### Offering and responding to greetings and farewells

Here are some words that you can use while offering and responding to greetings and farewells.



<b>Greetings</b>	<b>Replies</b>
Good morning/afternoon/evening	Good morning/afternoon/evening
Hi	Hi
Hello	Hello
<b>Asking questions</b>	<b>Replies</b>
1. How do you do?	1. I'm fine.
2. How are you?	2. I am good.
3. What's up?	3. All is well.
4. How is everything?	4. Everything is perfectly alright.
<b>Farewells</b>	<b>Replies</b>
Bye	Bye
See you later	See you later
See you soon	See you soon

## Exercise 1

Work in pairs and practice the following dialogues. One of you should take the role of Javed and one of Himesh. After practising the dialogue once, reverse roles and practise again.

Javed            Hello, Himesh! How are you?  
Himesh        Hi, I'm fine. What about you?  
Javed           I'm fine too. Where are you going?  
Himesh        I'm going to play hockey with some of my classmates.  
Javed           Good. These days we only play games on mobiles.  
Himesh        Yes. We should play outdoor games to improve our health.  
Javed           I agree with you. Well, have a good time.  
Himesh        Thanks. See you later.  
Javed           Bye. See you soon.

## Exercise 2

Work in pairs. Develop a short dialogue based on the model above. Use any one of the following questions to develop the dialogue.

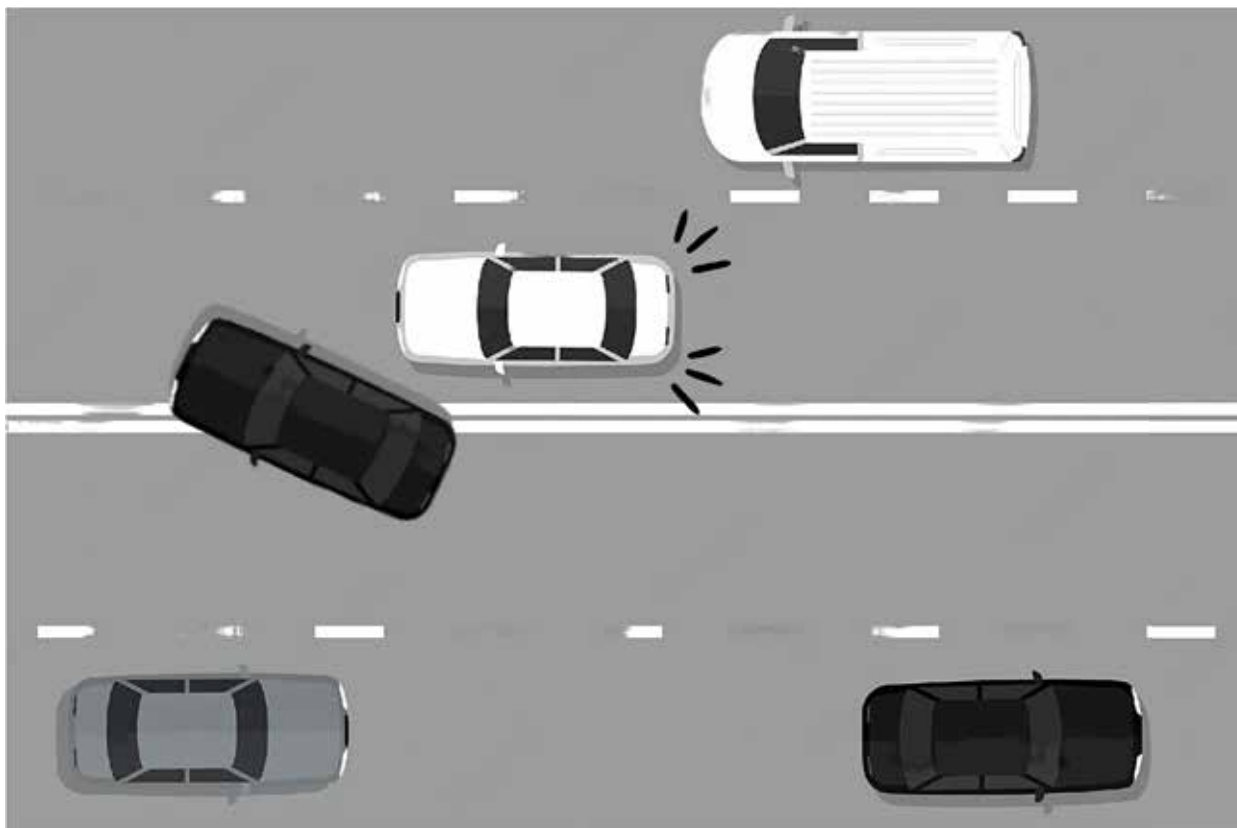
What are you planning to do on Sunday?  
Where are you going for your holidays?  
What are you going to do in the evening?

## UNIT 7

## Ethics Tolerance

**Pre-reading**

1. Do you get angry?
2. What do you do to control anger?
3. How do you react when people are angry with you?

**Reading Text****A Lesson that a taxi driver taught me**

During the last summer holidays, I was going to visit my family in Quetta. I took a taxi and we left for the station.

The taxi driver was driving at a good speed. Suddenly he had to apply brakes. A black car had suddenly come out of a lane, right in front of us. If my taxi driver had not applied the brakes and stopped, we would certainly have had a bad accident.

I thought that the taxi driver would get out and have a fight with the other driver because it was his fault. He was not following the traffic rules. But the taxi driver did not get out of his taxi. He just waited for the car driver to turn his car and go away.

The other driver, instead of saying sorry, started yelling at the taxi driver. But the taxi driver did not say anything. He just smiled and waved at the other driver and waited until he had finished shouting and driven away. I was amazed at taxi driver's behaviour. I asked him, "Why did you do that?"

This man almost ruined your car. We could have been badly injured." In reply to my question, he calmly explained, "Many people behave badly with us not because we have done something wrong. They do so because someone else has made them angry. They are so full of that anger that they take it out on other people. We should pass smile to them and calm them down." I could not say anything. I was still trying to understand what he was saying when he continued, "When you come across such people, don't take their behaviour too personally. Don't get angry with them or with other people at work, at home, or on the streets. Just smile, wave, wish them well, and move on."

Then I understood what he was saying. Sometimes people get angry with us not because we are wrong but because someone else has hurt them and their anger is overflowing. We should allow them to shed their anger and not be angry with them. The taxi driver, thus, taught me an important lesson about tolerance.



## Exercise 1

Choose one word to fill each of the following blanks.

- 1) The story has \_\_\_\_\_ characters.  
a) one b) two c) three d) four
- 2) The taxi driver behaved in a \_\_\_\_\_ manner.  
a) nice b) bad c) rude d) funny
- 3) The writer learnt a good \_\_\_\_\_ from the taxi driver.  
a) rule b) game c) trick d) lesson
- 4) The taxi driver taught him about \_\_\_\_\_.  
a) good behaviour b) forgiveness c) tolerance d) smiling



## Exercise 2

Find the meanings from the given table:

destroyed	shouting	accepting	disagreement
sure	surprised		

1. The meaning of certainly is \_\_\_\_\_
2. The meaning of yelling is \_\_\_\_\_
3. The meaning of amazed is \_\_\_\_\_
4. The meaning of ruined is \_\_\_\_\_
5. The meaning of tolerance is \_\_\_\_\_

## Exercise 3

Look at the statements in the table below. Read the text and put a tick (✓) if the statement is correct and a cross (X) if the statement is incorrect, in the given column.

No.	Statement	✓ / X
1.	The writer was going to visit his friends.	
2.	He was going to the airport in his own car.	
3.	The taxi driver was driving as per the rules.	
4.	A black car suddenly came out of the lane at great speed.	
5.	The driver of the black car said sorry to the taxi driver.	
6.	The taxi driver let the car driver go without a fight.	
7.	The taxi driver said that many people were sad.	
8.	He said that people get angry with us not because we are wrong but because someone else has hurt them.	

## Exercise 4

Work in pairs. Put the following statements in the correct order by giving number to form a summary of the text. Write the complete summary in your notebooks. First one is done as an example.

1. The car driver shouted at the taxi driver, although it was his fault. 5
2. We should just smile, wave, wish them well, and move on. \_\_\_\_
3. A black car suddenly came out of a lane on to the main road. \_\_\_\_
4. His tolerant behaviour surprised the writer. \_\_\_\_
5. The writer took a taxi to go to the station as he was going to Quetta. \_\_\_\_
6. The taxi driver said that people behave badly because they are angry. \_\_\_\_
7. The taxi driver braked in time and saved them from an accident. \_\_\_\_
8. The taxi driver just smiled and waved at him. \_\_\_\_
9. The driver was driving at a good speed. \_\_\_\_
10. They are full of anger and need to shed their anger on someone. \_\_\_\_

## Exercise 5

Work in pairs. Discuss the following questions. Write the answers in your notebooks.

- 1) How did the taxi driver save them from an accident?
- 2) What did the taxi driver do after he stopped the taxi?
- 3) What did the driver of the other car do?
- 4) According to the taxi driver, why do people get angry?
- 5) What lesson did the writer learn from the driver?

## Exercise 6

Tolerance is one good quality that can help us to live peacefully in our family and society. Work in groups. Discuss what are some other qualities that we should develop to live together peacefully. Share your points with the class.

## 7.2: Writing.

### Descriptive Paragraph

A descriptive paragraph describes a person, an object or a place. When writing a descriptive paragraph, here are some tips that can help you:

- Write a topic / title e.g. My house.
- The first sentence should be a general statement about the topic; but it should be short and clear.

Example: Everyone wants to own a house.

- Move from general to specific.

Example: The house we have bought is old but it looks new. It has three bedrooms, a living room and a kitchen.

- Make the reader visualize by describing its sensory details. Its colour, taste, smell, etc.

Example: The house is old, but the smell of paint is new. The whole house has been repaired and painted. The bedrooms are big and airy. The living room is not very big, but it is comfortable. The kitchen is very user friendly.

- Conclude with a statement that summarises the paragraph.

Example: The house is old, but it is nice and it is big enough for our family.



## Exercise 1

Work in pairs. Write a paragraph describing your school, in your notebooks. Here is what you do:

- a) begin by brainstorming
- b) select the points.
- c) start the paragraph with general point
- d) describe one or two sentences about each point.
- e) write a concluding sentence.
- f) edit for correct grammar and spellings.

## Exercise 2

Look at the picture and write a descriptive paragraph.



## 7.3: Language Convention

### Relative pronoun

The relative pronoun identifies person or thing we are talking about. The relative pronouns 'who, which and that' go after the noun and at the beginning of the relative clause.

<b>WHO</b>	It is used to refer people. Example: <b>Samina, who</b> is in my class, is not feeling well.
<b>WHICH/ THAT</b>	These are used to refer animals and things. Example: The <b>school in our area, which</b> people like the most, does not charge high fees. Example: My sister liked <b>the bag that</b> you gave me.

### Exercise 1

Fill in the gaps using who, which or that. After completing, compare your answers with your partner and make corrections where necessary.

1. The old book, \_\_\_\_\_ you gave me, has some interesting stories.
2. The man, \_\_\_\_\_ was talking to you, went into the bookshop.
3. I think he wants the book \_\_\_\_\_ is on sale.
4. The boy \_\_\_\_\_ broke the window, said sorry to his neighbours.
5. The girl \_\_\_\_\_ is wearing a blue shawl, got the first position in class.
6. Many birds nest in the big tree \_\_\_\_\_ is at the back of our house.
7. The football player, \_\_\_\_\_ scored the most goals, is liked by everyone.
8. The computer, \_\_\_\_\_ I bought only a few weeks ago, is not working.

### Exercise 2

Join the two sentences by using 'who, that or which'. The first one has been done as an example.

1. Khalid is reading a book. He bought it at the book fair.  
Khalid is reading a book that he bought at the book fair.
  2. The children are having ice cream. They bought it from the shop.
-

3. Seema likes her new dress. Her friend gave it to her as a gift.

4. I like the flowers. My sister gave them to me.

5. I met the man. He was on the world tour.

## Pronoun- antecedent agreement

A pronoun is a word that can take the place of a noun. An antecedent is a noun, which the pronoun represents.

### Exercise 3

Look at the sentences in the following table. Find out the pronoun that it refers to and write in respective column. The first two have been done as examples.

No.	Sentences	Pronoun	Refers to
1.	Asla m is a nic e boy. He help s everyone.	He	Aslam
2.	The soldie rs are very b rave. They always protect our country.	They	The soldie rs
3.	Th e train cam e at 6O'clock . It was on time.		
4.	Th e peopl e clapp ed lou dly. Their team had won.		
5.	My mothe r was not at home . She had gon e to buy som e milk.		
6.	Zeena t was not feelin g well . She had fever.		
7.	The li ttle boy was hungr y. He wanted some food.		
8.	The dog was barking lou dly. It h ad seen a stran ger n ear the doo r.		

### Exercise 4

Underline the pronoun and circle the noun that it refers to in the following sentences

Example: Sameer reached school but he was late

1. I saw Seema in the garden where she was walking.
2. I bought a mobile but it is not working properly.
3. My friends live in a big house but few people live with them.
4. Plants have shade the leaves but they will grow again.
5. She wore a new dress an everybody praised it.

## 7.4: Speaking & Listening

### Agreeing and Disagreeing

#### Exercise 1

Work in groups. Practice the following dialogue by roleplaying it.

- Nadeem**      Going to Murree in January is a bad idea.
- Sameer**      I don't agree with you, Nadeem. I think it's a great idea.
- Saleh**        Why do you think it is a bad idea, Nadeem?
- Nadeem**      I dislike the cold weather. If we go there in the summer we can really enjoy ourselves.
- Sameer**      You have a point. If you don't like cold weather you will not be able to enjoy yourself.
- Saleh**        Yes, but many of us want to see the snow. That's why we want to go in January.
- Nadeem**      I think, playing with a cricket ball is much more fun than playing with snowballs.
- Sameer**      I think different people like different things. We should accept their wishes also.
- Saleh**        Tell you what, this year we can go in January and next year we can go in June.

#### Exercise 2

Work in groups. Discuss the things that you like / dislike in your village/ town/ city. You can agree or disagree about what is good or bad in your village/ town/ city. You can use phrases like 'I think', 'I agree/ don't agree', 'You have a point', 'Yes, but', etc.



## Unit 8: Peaceful Co-existence Social Harmony

**Pre-reading**

1. Do you share things with friends?
2. Why it is important to share?
3. What does the picture below show?

**Reading text****‘Ubuntu’ I Am, Because We Are**

Ubuntu is something that some African tribes believe in. In two African languages it broadly means “I am what I am because of who we all are.”

It is a belief in sharing, so that all the people living together have an equal share in all the things.

An anthropologist, a person who studies the habits and customs of people in a society, was studying an African tribe. He was staying with them to study their ways of living, their customs and traditions, and their culture and values. Most of the time during his stay there he would be surrounded by the children of that village. One day, he decided to play a little game with them.

He managed to get some sweets and toffees from the nearest town and put them all in a decorated basket. He placed the basket near a tree, and then asked them to stand a few hundred feet away. He said, “When I say ‘now’, you should run to the tree. The one who gets there first will get all the sweets and toffees.”

The children all lined up and waited for the signal. When the anthropologist said ‘now’, do you know what these small children did? They all held each other’s hands and ran towards the tree together. They all arrived at the same time, divided all the sweets and toffees amongst themselves, sat down and happily enjoyed them.

The anthropologist was surprised to see this. He went over to them and asked, “Why did all of you run together? If you had run separately, one of you could have easily won the race and received all the sweets and toffees.” The children responded: “Ubuntu.” Which to them, meant ‘How can one be happy when all the others are sad?’ This was a great message. When only one person gets everything, all others become sad. But, if everything is shared, and all get an equal share then everyone is happy.

Let us always carry this attitude within us, to spread happiness by sharing with others whatever we can. Let us remember that ‘I am because we are’. The world would be a better and happier place if we all learned to spread happiness by sharing with others, particularly with those who have lesser than we have.

## Exercise 1

Read the text and complete the following sentences. Add one word in each blank.

1. \_\_\_\_\_ means ‘I am because we are’.
2. The anthropologist placed some \_\_\_\_\_ and \_\_\_\_\_ in a basket.
3. When he said “now” all the children held each other’s \_\_\_\_\_ and ran towards the tree together.
4. They all reached at the same time and shared the \_\_\_\_\_ and \_\_\_\_\_.

## Exercise 2

Rewrite these incorrect sentences after correcting them.

a) An anthropologist was studying the life of people in America.

\_\_\_\_\_.

b) Most of the time he was surrounded by adults.

\_\_\_\_\_.

c) One day, he decided to trick them.

\_\_\_\_\_.

d) He put some stones in a bag and put it near a tree.

\_\_\_\_\_.

e) He told them to sit under a tree when he says 'now'.

\_\_\_\_\_.

f) When he said 'now' all the children walked to the tree one by one.

\_\_\_\_\_.

g) They all reached the tree together and took all the stones.

\_\_\_\_\_.

h) When asked why they shared the stones they said, "Happy Birthday".

\_\_\_\_\_.

i) What they meant was, 'How can all be sad when one is happy?'

\_\_\_\_\_.



### Exercise 3

Work in pairs. Discuss the following questions. Write the answers in your notebooks.

1. Why was the anthropologist living with the African tribe?
2. From where did he get the sweets and toffees?
3. Why did the children run together?
4. What did they do when they reached the basket with the sweets and toffees?
5. Why did they share the sweets and toffees equally amongst themselves?

### Exercise 4

Work in group List down some of the things that you can share. Who are the people with whom you can share these things? Write them down in the following manner. An example has been done

#### Things we can share

books

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#### People with whom we can share

classmates

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## 8.2 Writing: Narrativr paragraph

A narrative paragraph describes an event or an incident.

Narrative paragraph must have:

- Central idea (what the event / incident )
- Characters (who, it is about)
- Plot (series of events)
- Setting (when & where the event happens)

### Exercise 1

First arrange the orders of pictures to make sense and then write a narrative paragraph based on pictures.



### Exercise 2

Work individually and write a narrative paragraph on any one of the following topics:

1. Award received in annual function.
2. A chance of meeting sports celebrities.
3. Visit to historical Place.

## 8.3: Language Conventions: Kinds of sentences

Sentences can be affirmative, negative and interrogative.

Look at the following tables. Notice how the words are changing their positions in each form.

In negative sentences, the word **not** is added between the main verb and the helping verb.

In interrogative sentences, the noun or pronoun is between the main verb and the helping verb.

Affirmative	Negative	Interrogative
Almost all verbs need a helping verb when changing from affirmative to negative or interrogative. In sentences where there is no helping verb 'do' is added when changing from affirmative to negative or interrogative.		
I <i>can</i> swim.	I <i>cannot</i> swim.	<i>Can I</i> swim?
He <i>will</i> write a letter.	He <i>will not</i> write a letter.	<i>Will he</i> write a letter?
They <i>are</i> playing football.	They <i>are not</i> playing football.	<i>Are they</i> playing football.
The children <i>go</i> to the park daily.	The children <i>do not</i> go to the park daily.	<i>Do the children</i> go to the park daily?
We <i>drink</i> tea every morning.	We <i>do not</i> drink tea every morning.	<i>Do we</i> drink tea every morning.
Zarina <i>walks</i> to school every day.	Zarina <i>does not</i> walk to school every day.	<i>Does Zarina</i> walk to school every day.
Affirmative	Negative	Interrogative
She <i>is</i> a good cricketer.	She <i>is not</i> a good cricketer.	<i>Is she</i> a good cricketer?
She <i>is liked</i> by all of us.	She <i>is not liked</i> by all of us.	<i>Is she</i> liked by all of us?
We <i>are</i> brave people.	We <i>are not</i> brave people.	<i>Are we</i> brave people?
We <i>are related</i> to each other.	We <i>are not related</i> to each other.	<i>Are we</i> related to each other?
Affirmative	Negative	Interrogative
'has, have' can also be main verbs or helping verbs. However, they require a helping verb when changing from affirmative to negative or interrogative		
You <i>have</i> a nice bag.	You <i>do not</i> have a nice bag.	<i>Do you</i> have a nice bag?
I <i>have finished</i> my work.	I <i>have not</i> finished my work.	<i>Have I</i> finished my work?
It <i>has</i> a long tail.	It <i>does not</i> have a long tail.	<i>Does it</i> have a long tail?
The cat <i>has eaten</i> the mouse.	The cat <i>has not</i> eaten the mouse.	<i>Has the cat</i> eaten the mouse?

## 8.2 Language Conventions

### Exercise 1

Work with a partner. Fill the following table with affirmative, negative and interrogative sentences. Discuss it orally first, then write all three sentences in your notebook. This is how you should do it.

No.	Affirmative	Negative	Interrogative
1.	I am learning English.		
2.			Do they go to the gym every day?
3.		These plants are not big.	
4.	You can play with your friends.		
5.			Will you bring your computer?
6.	Samina has many friends.		
7.	My cousin borrows books from the library.		

### Exercise 2

Work in pairs. Write down the two passages, in negative and in interrogative form, in your notebooks.

I am a small butterfly. I go from flower to flower every morning. I have very colourful wings. Children love to chase me. They run around the garden to catch me. I can fly away to another garden. There are many flowers everywhere. I love spring and summer. I am waiting for autumn. I will go to sleep in winter.

### Exercise 3

Work in groups. Prepare a list of nine questions. Your questions should begin with the following verb. Each verb should be used only once.

is      am      are      has      have      do      does      can      will

## 8.4: Speakings listening

### Narrating an Incident

You narrate when you tell people about something that happened. It is like telling a story about what you saw or heard. Here are some tips that can help you.

#### 1. Think about the story you are going to tell

*Write down the key points, not whole sentences, on a piece of paper.*

*Mainly use the past tense*

#### 2. Begin telling the story by

*Greeting the class (As salam alaikum)*

*Telling your name (My name is ...)*

*Telling them what you are going to talk about (Today, I'm going to talk about/ tell you ...)*

#### 3. When narrating the story

*Maintain eye contact with the people*

*Use gestures (actions)*

*Use the right tone – talk in a natural way*

#### 4. In the end

*Repeat the main point*

*State why the story was worth telling*

**Excercise 1**

Work in groups. Think of something interesting that each one of you have seen personally, or on television, or on the social media. Write down the key points on a piece of paper. Tell your story to your group by enacting it. Remember to follow the tips.



# قومی ترانہ

پاک سر زمین شاد باد      کشورِ حسین شاد باد  
تو نشانِ عزمِ عالیشان      ارضِ پاکستان !  
مرکزِ یقین شاد باد      قوتِ اخوتِ عوام  
پاک سر زمین کا نظام      پائندہ تابندہ باد  
قوم، ملک، سلطنت      شاد باد منزلِ مراد  
پرچمِ ستارہ و ہلال      رہبرِ ترقی و کمال  
ترجمانِ ماضی شانِ حال      جانِ استقبال  
سایہ خدائے ذوالجلال



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