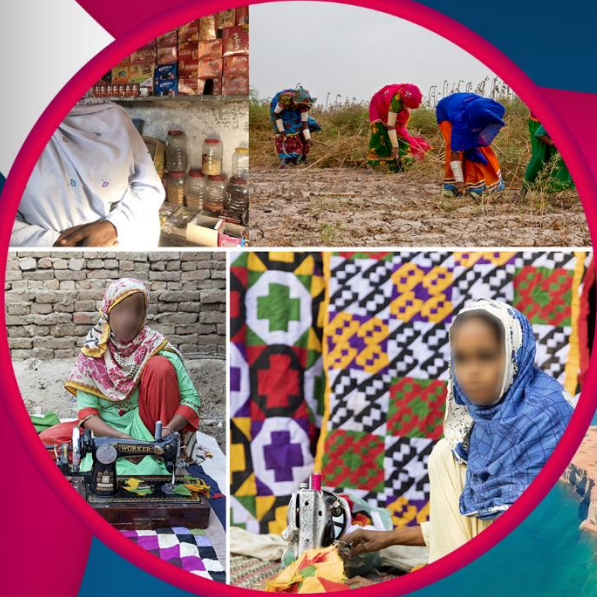


By Non-formal approach

English

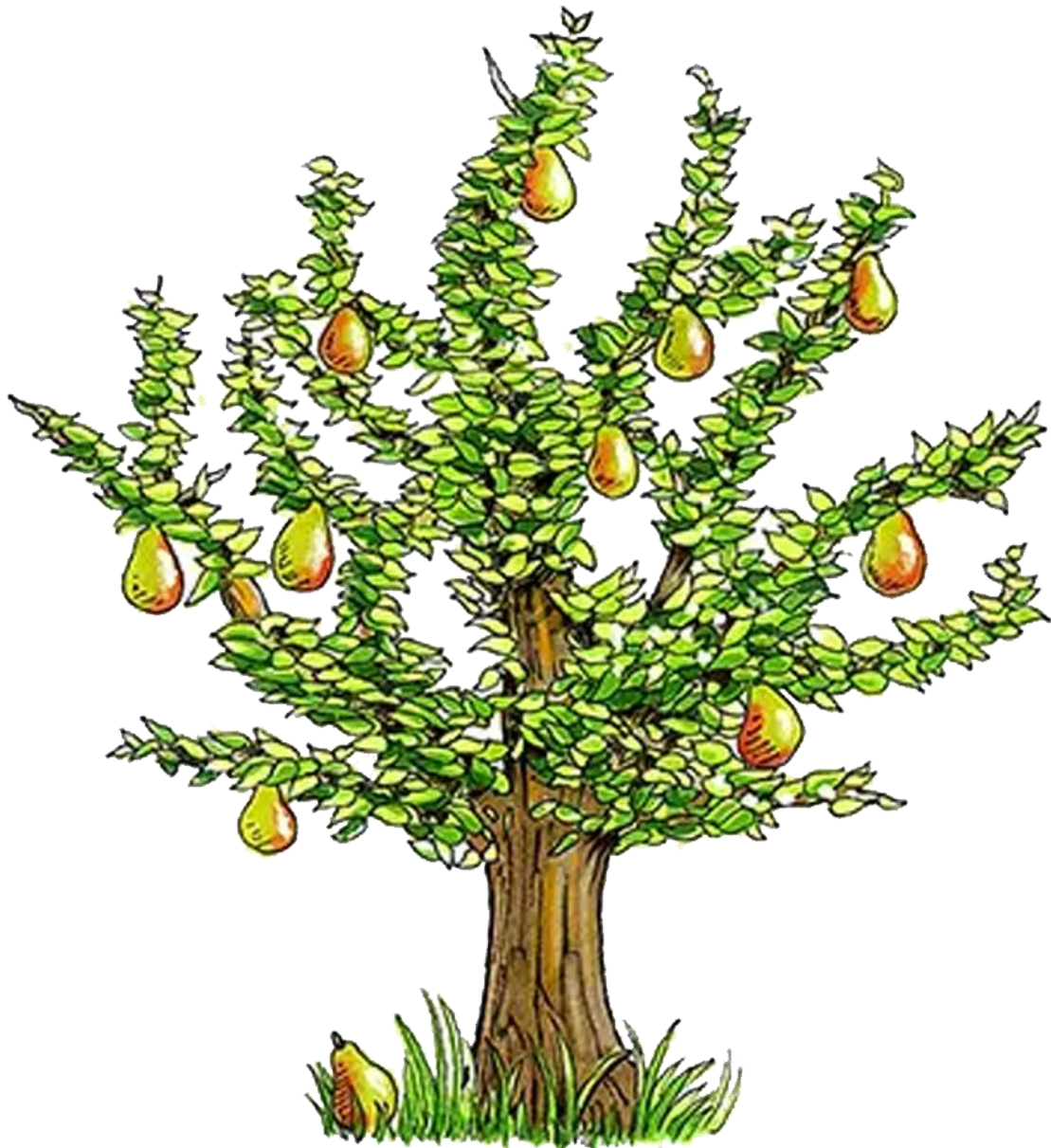
Package-E



1.1 READING & THINKING

Pre-reading

1. The title of the text you are about to read is 'Seasons'. What do you think you will read?
2. Are there any seasons in a person's life?
3. If 'Yes', what are they?



Reading Text

Seasons

There was a man who had four sons. He was worried about them because they were always quarrelling with each other about everything. There were times when one of them was right, other times when some of them were right, yet there were also times when all of them were right, but in different ways. He wanted his sons to be patient, to learn not to judge things too quickly, to understand that they could all be right and wrong at the same time.

The old man had an idea. He called his sons and told them that he wanted each one of them to do something. He asked them to go and look at a pear tree that was a great distance away and to come back and report to him about how they found it. However, he asked each son to go and look at the tree at a different time in the year. The first son was to go in winter, the second in spring, the third in early summer and the youngest son in late summer, just before autumn. After looking at the tree they were to come back and together report to him about their findings, after one year.

Note for Ts: While asking the pre-reading questions, encourage all students to participate. Accept all answers without comment. Guide the discussion towards seasons in people's lives in terms of age, i.e., infant, child, adolescent, adult, middle age, old age. The discussion can also be guided in terms of periods of success/ failure, happiness/ unhappiness, etc.

UNIT 1.1 READING & THINKING

The sons were surprised at this strange request from their father. However, they all agreed to do as he requested. The first son went and looked at the tree in winter. What he saw was an ugly looking piece of wood, which was completely dry, as if dead. It had no leaves or flowers or anything that he could go and tell his father about.

The second son went, as asked by his father, in spring. He looked at the tree and could see green leaves and tiny buds. The tree seemed to be coming to life. This was something that he could tell his father at the end of the year.

As directed by his father, the third son went to look at the tree in early summer. What he saw was something that delighted him! He saw that the tree was full of beautiful flowers that had a lovely smell. He just stood and gazed at the beauty in front of him. He breathed in the lovely fragrance and just wanted to sit there as long as possible. However, come evening, he had to go back home. He was sad at having to leave such a lovely sight. At the same time, he was silently grateful to his father for having sent him to witness such a wonderful thing!

The youngest son went there in late summer, just before autumn. What he saw there was just amazing! The tree was full of fruit waiting to be picked. He

quickly moved forward, plucked a pear and tasted the sweet fruit with pleasure. He had one more fruit and decided to take a few ripe pears for his family.

When all the sons had gone and come back, the old man called them together and asked them to describe what they had seen. The first son said that the tree was ugly, bent, and twisted. The second son said no, it was covered with green buds and full of promise. The third son disagreed; he said it was full of blossoms that smelled so sweet and looked so beautiful, it was the loveliest thing he had ever seen. The last son disagreed with all of them; he said it was laden with ripe and juicy fruit. They all began to argue, as usual, each one loudly claiming that he was right, that he had actually seen with his own eyes what the tree looked like.

The man listened for a while then said to his sons that they were all right, because they had each seen only one season in the tree's life. Turning to his first one he said, "You saw it when it was winter, when the tree had shed all its leaves and was completely barren. It looked as if it had died. Then, to his second son he said, "When you saw it, spring had set in and the tree was coming back to life. It had started sprouting leaves and buds". "By the time you went," he said to his third son, "the buds had turned into beautiful flowers with a lovely fragrance." "However," he said to his youngest son, "before autumn, when you went, the flowers had shed their petals and fruit had emerged from them and ripened. So, while, all of you are right, you are right from only one angle, because none of you saw all the four seasons."

He then explained to them that you cannot judge a tree, or a person, by only one season, or by seeing one action or one part of a person's life. Just like you cannot judge a tree by observing only one season, similarly, you cannot understand the behaviour of a person on the basis of a single incident. You have to view a person or an action for a long time and in many situations to understand what they are really like. In case of the tree, if you give up when its winter, you will miss the fulfilment of the fall. In case of people if you judge them on the basis of one action you may never be able to see the full worth of that person. Be patient during the difficult parts and, sooner or later, better times are sure to come.

Exercise 1

Read the text and fill the following blanks with one word. After completing, compare your answers with your partners. Make corrections where needed.

1. The man in the story had _____ sons.
2. He asked his sons to go and look at a _____ tree.

3. He sent them all in _____ seasons.
4. He asked them to come and report how they found the tree, after _____ year.
5. He wanted to teach them about the importance of _____.

Exercise 2

Work in pairs. Read the text and underline the following words in the text. Next, find their meanings given in a jumbled manner in the box below. Write the words and their meanings in your notebooks, as given in the example.

Example: The word quarrelling means fighting.

quarrelling	directed	gazed	fragrance	Grateful
witness	laden	sprouting	emerged	ripened

looked continuously	showing new growth	very thankful	see personally	instructed
become ready for eating	fully covered with	fighting	nice smell	come out

Exercise 3

Work in pairs. Read the text and fill the following table, as shown. Write down which son went, at what time of the year and how he found the tree. The first one has been done as an example.

No.	Person	Time of Year	Condition of the Tree
1.	1 st son	winter	The tree looked like an ugly looking piece of wood, which was completely dry, as if dead. It had no leaves or flowers.
2.			
3.			

4.			

Exercise 4

Work in pairs. All the following sentences have wrong information. Read the text and discuss how to correct each sentence. After discussing write the correct answers in your notebook.

1. The three brothers respected each other.

The four brothers were always quarrelling with each other.

2. The old man did not want his sons to be correct.

_____.

3. He asked his sons to go together and look at an apple tree.

_____.

4. He asked them to write a report about their findings.

_____.

5. He asked one of them to come back after a month.

_____.

6. He looked at them and said that they were all wrong.

_____.

7. He explained that one can judge a person on the basis of one action.

_____.

8. He asked them to be sad during bad times as worse time will come.

_____.

Exercise 5

Work in pairs. Discuss how the four sons reported about how they found the trees and what their father said to each son about his finding.

1. The first son said that the tree was

_____.

The father replied that this was because

_____.

2. The second son said that the tree was

_____.

The father replied that this was because

_____.

3. The third son said that the tree was

_____.

The father replied that this was because

_____.

4. The fourth son said that the tree was

_____.

The father replied that this was because

_____.

Exercise 6

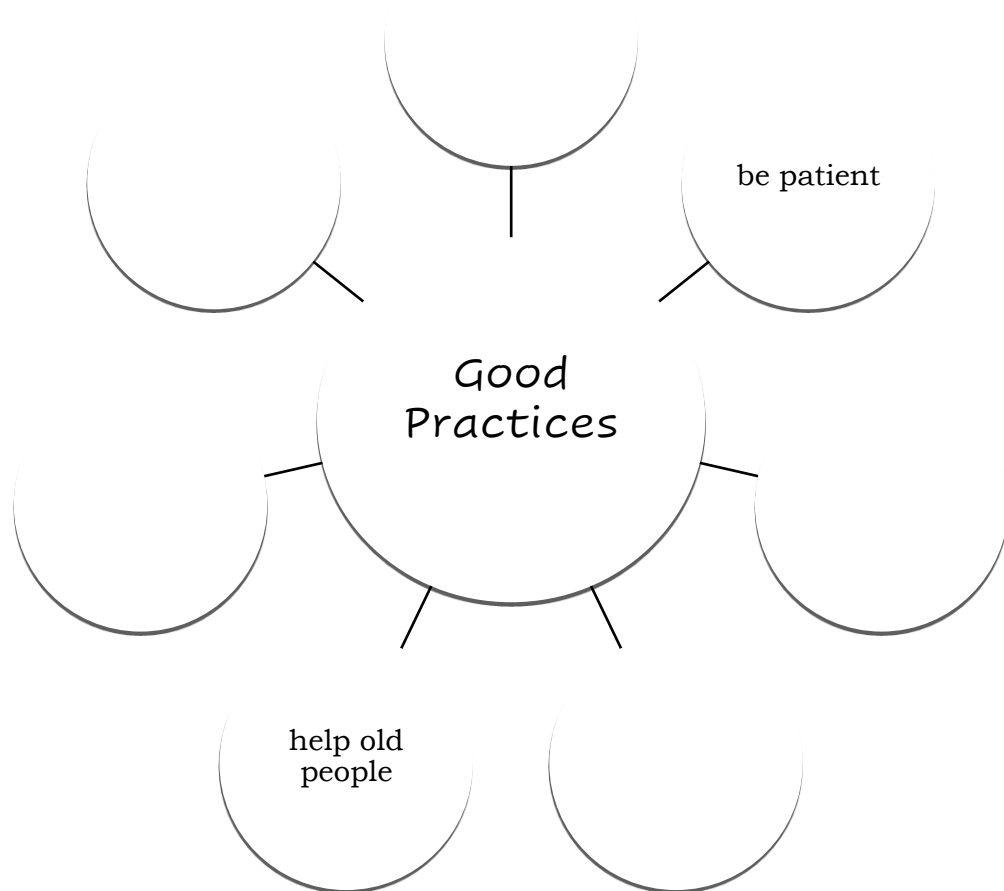
Work in pairs. Read the text and find the answers to the following questions. After discussing orally, write the answers in notebooks.

1. Why was the old man worried about his sons?

2. Why did he want his sons to be patient?
3. What did he do to make them understand why patience was important?
4. How did they react when he asked them to do what he wanted them to do?
5. How did he explain to them the importance of being patient?
6. Do you agree that we should always be patient? If 'Yes', why? If 'No', why not?

Exercise 7

Work in groups of three and fill the following circles. After you have completed, present your thoughts before the class by saying: We should be patient. We should....., etc.



UNIT 1.2 WRITING

Writing 3-5 dialogues

Exercise 1

Work in pairs. Complete the following dialogue between a brother and sister. Fill the blanks by using the words given below. The words are in a jumbled order.

Friday	exchanged	great	promise	Use
good	care	zip	Thank you	Condition
new bag	problem			

Brother Can I borrow your new school bag for today?

Sister You also have a _____. Why don't you _____ that?

Brother It has a _____ with the _____. Father said we'll get it _____ on Friday.

Sister Ok. But I will give it on one _____. You will have to take very _____ of it.

Brother I _____, I will do that.

Sister You can have it until _____ only.

Brother _____ very much. You are a _____ sister.

Exercise 2

Work in pairs and write a dialogue between a father and a son/ daughter. They want to buy a mobile phone. They have saved some money and ask their father for some more money to buy the phone.

Exercise 3

Work individually and write a dialogue between a teacher and a student. A student wants a week off from school as there is a wedding in the family. They are expecting many friends and family members to come and stay with them for the occasion. Write the dialogue on a piece of paper.

After writing, exchange your work with your partner. Read each other's work. Make corrections in your work if you want, and then write it in your notebooks.

UNIT 1.3 LANGUAGE CONVENTIONS

Change and use the degrees of regular and irregular adjectives.

Adjectives have a positive (tall), comparative (taller) and superlative (tallest) degree. Many adjectives follow a regular pattern, as given below:

- a. Comparatives are formed by using 'er' (greater) and superlatives by using 'est' (greatest)
- b. Words ending in 'e' have only 'r' added for comparative(wider) and 'st' for superlative (widest)
- c. With some words 'more' is used for comparatives (more beautiful) and 'most' for superlatives (most beautiful)
- d. When words end in 'y' (happy) the 'y' changes into 'i' before adding 'er' and 'est' (happier, happiest)
- e. In some words, that have a consonant at the end, the consonant is used twice before adding 'er' and 'est' (hotter, hottest)

However, some adjectives have irregular forms (bad, worse, worst)

Exercise 1

Write the comparative form of the words in brackets. Once you have completed share your answers with your partner. Make corrections where needed.

1. The place looks _____ (clean) now.
2. Janet looks _____ (thin) than she did before.
3. The weather is getting _____ (bad).
4. The programme will be shown at a _____ (late) date.
5. I can't stay _____ (long) than half an hour.
6. A mobile phone would be a _____ (useful) present.

Note for Teachers: Explain to the students what adjectives and their forms are, i.e., regular and irregular adjectives. Next, explain what is meant by degrees of adjectives, positive, comparative and superlative. After that discuss the rules for changing the degrees of regular adjectives, as given at the beginning of the section. Also explain that there are no set rules for changing the degrees of irregular adjectives.

UNIT 1.3 LANGUAGE CONVENTIONS

Exercise 2

Write the superlative form of the words in brackets. Remember, the article 'the' is always used before the superlative degree.

1. That was the _____ (funny) film I have ever seen.
2. It's the _____ (large) company in the country.
3. It was the _____ (boring) speech I have ever heard.
4. It was the _____ (sad) day of my life.
5. I've got the _____ (good) computer in my family.
6. This is the _____ (quick) way to the hotel.

Exercise 3

Fill in the following blanks by writing the comparative form of the words given in brackets. Remember, when two things are mentioned in a sentence that are compared with each other, the comparative form is used with a '**than**'. for example, these shoes are **better than** the other pair; mangoes are **more expensive than** bananas.

1. Pakistani food is _____ (tasty) English food.
2. Karachi is _____ (big) Islamabad.
3. Some mobile phones are _____ (expensive) others.
4. Asma is _____ (clever) Sana.
5. Today it is _____ (hot) it was yesterday.
6. This story is _____ (interesting) last one.

Note for Teachers: Before asking the students to do Exercise 2, tell them that the article 'the' is always used before the superlative degree. Before asking the students to do Exercise 3, tell them that when two things are mentioned in a sentence that are compared with each other, the comparative form is used with a 'than'. For example, these shoes are **better than** the other pair; mangoes are **more expensive than** bananas.

UNIT 1.4 SPEAKING & LISTENING

Seeking and responding to permission.

Work in pairs and practice the following dialogue. One of the students takes the role of the student and the other that of the teacher. After practicing once, change roles; the student becomes the teacher and vice versa.

Practice the dialogue again twice, as done above, by orally saying the dialogue, without reading, as far as possible.

Student Can we have a Sports Week in our school next month?

Teacher Why do you want to have the Sports Week next month?

Student Our final exams will be over next week. We can then plan and practice for it.

Teacher That's a good idea. Let's discuss this after the last day of the exams.

Student When can we go to the principal to get permission for this event?

Teacher I will try and get the permission during the exam week.

Student We will also need to discuss this with our Sports teacher.

Teacher We will form a team with the Sports teacher, myself and about five students.

Student Thank you, teacher.

Note for Teachers: Divide the students in pairs. Tell them to practice the dialogue as explained above, i.e., one of the students takes the role of the student and the other that of the teacher. After practicing once, they should change roles; the student becomes the teacher and the teacher becomes the student. The first time they can read the dialogues, the second time they should read as little as possible. You can ask them to practice third time without reading at all. You may also ask some of the pairs to come up and role play in front of the class.

UNIT 2

Environmental Education

2.1 READING & THINKING

Pre-reading

1. Do you know the name of any fish?
2. Have you ever heard about a fish called dolphin?
3. Do you think fishes can write?

Reading Text

Pages from the Diary of a Dolphin

Daisy, the dolphin, is a very playful and active fish. But she also loves writing. Here are some pages from her diary.

August 4, 2021.

My name is Daisy. I am about two meters in length, although some of my distant relatives can be about three metres long. Like all members of my species, I am very chatty, playful and curious. I think, we are among the happiest creatures in the world, as you can see from the shape of my mouth.

Members of my family can be found all over the world, in both fresh and salt water. Some of my distant relatives can jump as high as 20 ft. out of the water, but I have never tried jumping that high!

We, dolphins, are very social. We like living together. Our groups are called schools. We live in schools that may have as few as five members, to schools that have several thousand members. We help each other in times of difficulty.

We generally sleep at night, but only for a couple of hours at a time. One interesting part is that we, dolphins, sleep by resting one side of the brain at a time. We need to be active at night to feed on fish or squid which rise from the depths at that time. We use echolocation, which means

August 5, 2021

Today, let me tell you something interesting about us. I have heard my grandmother saying that we are very intelligent, almost as intelligent as human beings. Hard to believe, isn't it? She told me that many studies have found that we, dolphins, are second only to humans in smartness. This could be because we are also second to humans in brain-to-body ratio. Moreover, we have also performed very well in intelligence-based tests.

Whether we are as intelligent as humans or not, we are among the friendliest towards them. A number of my relatives living in the sea are attracted by moving ships and often accompany them, leaping alongside. Moreover, people have often said that we have helped them in many life-threatening situations at

<p>we locate food, communicate and navigate through sound waves. We mostly feed on fish, prawns and other small creatures.</p> <p style="text-align: center;">1</p>	<p>sea; from saving people who were drowning to people who were being attacked by sharks.</p> <p style="text-align: center;">2</p>
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Note for Ts: Tell the students that the story they are about to read is imaginary, because fishes cannot read or write, but the facts are true.

<p>August 7, 2021.</p> <p>I need to write about myself and my family because, according to the International Union for Conservation of Nature (IUCN), we are an endangered species in Pakistan. We mainly live in the lower parts of the Indus River. However, our population in the Indus River has decreased a lot.</p> <p>This decrease started with the construction of numerous dams and barrages in the 1930s. This construction split our population into small groups. It badly affected our living spaces and created problems in our migration patterns. Today, we are confined to a 750 mile stretch of the river and are divided into isolated populations by six barrages.</p> <p style="text-align: center;">3</p>	<p>August 8, 2021.</p> <p>Several things threaten our lives today. We sometimes get caught in fishing nets that are set for long hours and often overnight. Many of my relatives have been trapped in these nets and have drowned. Moreover, people also kill us for our meat and oil, and for use in traditional medicines. Some communities, who rely heavily on fishing, think that since we eat fish and prawns found in the Indus River, we reduce their catch. So, they catch us and kill us.</p> <p>Pollution of water is another threat. Untreated sewage from communities that live around the irrigation canals and on the banks of the Indus River directly pollutes the water. Washing clothes and utensils in the river also causes pollution. Also, industrial pollution causes fish deaths, which affects our food supply. Pesticides from sugar and cotton crops also pollute the riverbank.</p> <p style="text-align: center;">4</p>
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August 9, 2021.

However, all is not lost. The World Wildlife Fund (WWF) monitors our populations and tracks our movements with radio tags. This way they help

us when we are in trouble and need help. Moreover, in 2001, WWF coordinated the largest Indus River dolphin survey ever conducted.

WWF and the Sindh Agriculture Extension Department are also trying to improve agricultural practices near dolphin habitat to reduce pollution in the Indus River. Through Farmer Field Schools, awareness is being created among farmers about how their irrigation practices and the use of some chemicals is affecting dolphins. WWF also educates fishermen about the importance of protecting the Indus River dolphin. However, there is a lot more that people can do to save us before our species completely disappears.

Exercise 1

Daisy covered different topics on different dates in her diary. Read the given diary pages and write the dates on which the following topics were covered, in the given column. The topics are in a jumbled order. After completing compare your answers with your partner.

No.	Topic	Date
1.	Threat due to pollution and killing	
2.	General characteristics and behaviour	
3.	Efforts of World Wildlife Fund and Government to protect dolphins	
4.	Intelligent and friend of humans	
5.	Decrease in dolphin population	

Exercise 2

Work in pairs. The following words are used on each page of the diary as shown. The meanings of all these words are given below in a jumbled order. Read the text and find out which of the words has the given meaning. Write the word and its meaning in your notebook.

Page 1	Page 2	Page 3	Page 4	Page 5
species	smartness	endangered	rely	monitors
chatty	ratio	decreased	untreated sewage	tracks

curious	accompany	migration patterns	pesticides	coordinated
communicate	leaping	confined		habitat
navigate	life threatening	isolated		awareness

1. On page 1 _____ means *one who talks a lot*
2. On page 1 _____ means *talk to each other*
3. On page 1 _____ means *wanting to know or learn*
4. On page 1 _____ means *to move about in a sea or river*
5. On page 1 _____ means *a particular group of animals or plants*
6. On page 2 _____ means *to go along with someone*
7. On page 2 _____ means *jumping*
8. On page 2 _____ means *dangerous for life*
9. On page 2 _____ means *a relation between two amounts*
10. On page 2 _____ means *intelligence or cleverness*
11. On page 3 _____ means *limited to a certain space*
12. On page 3 _____ means *become less in number*
13. On page 3 _____ means *in danger of dying or disappearing*
14. On page 3 _____ means *separated from others*
15. On page 3 _____ means *set ways of moving from one place to another*
16. On page 4 _____ means *chemicals used to kill insects*
17. On page 4 _____ means *depend*
18. On page 4 _____ means *waste produced by humans that has not been cleaned by chemicals to make it ready for use.*
19. On page 5 _____ means *having knowledge or information about something*
20. On page 5 _____ means *worked with different groups/ organizations*
21. On page 5 _____ means *natural living place of animals or plants*
22. On page 5 _____ means *closely checks*
23. On page 5 _____ means *follow movement*

Exercise 3

Some of the following statements are correct and some are incorrect. Read the text and put a tick (✓) if the statement is correct and a cross (✗) if it is wrong in the given blanks. After completing, compare your answers with your partner.

Sr.	Statement	✓	✗
1.	Dolphins are found all over the world.		
2.	They are very small fishes.		
3.	They are very intelligent.		
4.	They are very unfriendly towards humans.		
5.	In Pakistan they are found in all the rivers.		
6.	Building of dams and barrages has divided the dolphins into groups.		
7.	Water pollution is one of the causes which is badly affecting the dolphins.		
8.	The World Wildlife Fund is not doing anything to protect the dolphins.		

Exercise 4

Read the text again and fill the following blanks by selecting the correct option. After completing, compare your work with your partner and make corrections where needed.

- Dolphins are _____ in size.
a) less than a meter b) one meter c) about two metres d) about three meters
- Dolphins are found in _____.
a) salt water b) fresh water c) stagnant water d) both fresh and salt water
- Dolphins generally sleep _____, but only for a couple of hours.
a) during the day b) at night c) in the evening d) early in the morning
- Dolphins have performed very well on _____.
a) speed tests b) intelligence tests c) jumping tests d) talking tests

5. Dolphins are attracted by moving ships and often _____.
- a) attack them b) jump on them c) jump by their side d) go under them
6. According to Daisy, today, they are divided into isolated populations by
- a) six barrages b) twelve barrages c) twelve dams and barrages d) six dams
7. Things that are a danger for their lives are _____.
- a) big ships b) farmers c) hunters d) killing by people and pollution



Exercise 5

Work in pairs. Read the text and complete the following sentences. The first part of each sentence is given in Column A and the second part is given in Column B. Discuss each sentence and write the answer in the Ans. Column. The first one has been done as an example.

After doing the exercise, write all the complete sentences in your notebook.

No.	Column A	Column B	Ans.
1.	Dolphins are very social	a) from drowning and from shark attacks.	1 - d
2.	Dolphin groups, called schools,	b) dolphins are number two in smartness.	
3.	Dolphins need to be active at night	c) they get trapped in fishing nets set up for long hours.	
4.	Many studies have found that, after humans,	d) and they like living together in groups.	
5.	Their brain size as compared to their body size	e) many dams and barrages have been built.	
6.	Dolphins have often saved people	f) as they feed on fish that come out at night.	
7.	Their numbers in the Indus River have decreased as	g) is also second to human brain-to-body ratio.	
8.	Many dolphins drown and die because	h) may have five to a few thousand members.	

Note for Ts: For Exercise 5, divide the students in pairs and explain what they need to do. Tell them not to write the answers in their notebook until you tell them to do so. Elicit answers from the class, once they complete the exercise to ensure that they have got the correct answers. After that ask them to write all the complete sentences in their notebooks.

Exercise 6

Work in pairs. Discuss the answers to each question by reading the text. Then write each answer in your notebooks.

1. How do the dolphins find their food and communicate with each other?
2. Why did Daisy the Dolphin decide to write in her diary?
3. How did the construction of dams and barrages affect the dolphins?

4. State the three reasons mentioned in the text why people kill dolphins.
5. The text mentions four things that are polluting the rivers. What are they?
6. What are the farmers being taught about protecting the dolphins?
7. How are the fisherman being educated about saving the dolphins?

Exercise 7

Protecting the dolphins in the Indus River is very important otherwise the future generations may never see them. Work in groups of four and discuss what other trees, plants, animal, or birds we may lose forever if we do not protect them now. Make a list of all these and suggest what should be done to protect some or all of them. You will have to present your suggestions to the class.

Note for Teachers: After the students have completed Exercise 6, elicit responses from the class. Ask two to three students to read out their answers. If the answers are correct, accept them and ask all the other students to check their work and make corrections where needed. If the answers are incorrect, provide the correct answers and ask the students to correct their work.

Note for Teachers: For Exercise 7, divide the students in groups of four. Tell them to discuss things that are in danger of extinction, i.e., being wiped out completely, if we continue to cut or kill them, or we take away things that are important for their survival. Ask them to prepare a list of all such things and then suggest some steps that can be taken by the people and the government to protect them.

After the students have prepared the lists, ask each group to present their list and their suggestions for protection. You can ask each group to present any one item on their list.

UNIT 2.2 WRITING

Short e-texts/ messages

Short e-texts or messages are generally written to friends, family or someone we know closely. They are either short informal letters or responses to such letters. They are usually written to the point, and do not follow the formal letter writing format. Two such short messages are given below; one is a short message and the other is a response to another short message, not the given message.

Short Message 1	Short Message 2
<p>Dear Sita, We have to go to Karachi for a week as my cousin is getting married. My college is closed but your school is open so my sister will be missing her classes. Can you please share with me whatever work you do in class during this week so that I make sure that she does all her work? Since the final exams are near, I don't want her to miss her work. I will make sure that she takes all her books with her. Thanks. Sangeeta</p>	<p>Dear Michael, I have just given away all my books of Class VII to my friend's brother. I will ask Sarmad and some of my other friends if they have their books and can give them to you for your cousin. Your cousin may have to buy some of the workbooks and the books that are in really bad condition. Since his father doesn't have a job, we can help him buy the other books. We can pool some money and ask some of our friends to contribute some money to help him buy the remaining books. Zaman</p>

Note for Teachers: Explain to the students how short messages are different from the long formal letters. Tell them that short messages or e-texts do not have all the salutations; they are written to the point and responses are also to the point. Then ask them to read the two short messages and do Exercise 1. Make sure they understand how the Exercise is to be done.

Once they have discussed which is the message and which is the response, ask them to share their findings. Then ask them to write a response to the identified short message, as directed in the Exercise. Tell them to remember that the names of the persons will be reversed, i.e., the name of the writer will become the name of the person addressed.

Exercise 1

Work in pairs. First, read both the short messages. Discuss which one is a short message and which one is a response. Share your answer with rest of the class.

Next, continue working in pairs. First, individually write a Response to the Short Message. After completing, share your response with your partner. Make changes in the Response that both of you think is good and write the final Response in your notebooks.

Exercise 2

After writing the response, read the given response, which was written to another short message. Discuss what could have been written in the short message to which this response was given. Then, as done in Exercise 1, individually, write the Short Message to which this Response was given. Next, share your Short Message with your partner. Make changes in the Short Message that both of you think is good and write the final Short Message in your notebooks.

Exercise 3

Work individually and write a short message to your friend asking for a few things. Tell him/ her what things you need, why you need them, and when you will return them. After you have written, exchange your message with your partner and write a response to each other's message. Make corrections if needed. Write your message and the response given by your partner in your notebooks.

Some of the pairs will be asked to read their messages and responses with the class.

Note for Teachers: After they have completed, Exercise 1, ask some of the pairs to read their Responses. Similarly, after they have completed, Exercise 2, ask some of other pairs to read their Short Messages.

UNIT 2.3 LANGUAGE CONVENTIONS

Demonstrate the use of the article 'the' with the names of heavenly bodies, etc.

Do you know that the article 'the' is the most commonly used word in the English language?

The article 'the' is used very often in the English language. It is used when talking about a particular thing/ person/ place/ direction/ etc. It is used with names of oceans, seas, rivers, mountains, etc. and other things in nature. It is also used with the superlative degree.

Exercise 1

In all the following sentences the article 'the' has to be used twice. Read these sentences and decide where the article will come. Now write the complete

sentences, along with the article 'the' in your notebooks. Once you have completed, discuss with your partners. The first one has been done as an example.

1. Sami is most intelligent boy in class.
2. We must all do something to make sure that air we breathe and water we drink are clean.
3. We swam in lake not in river because it was safer.
4. I hope my city will be cleanest city in world one day.
5. Harry saw clouds coming from behind mountain.
6. Our house is in north of city.
7. I can see sun rising in east from my window.

Note for Teachers: Before asking the students to do Exercise 1, explain the rules about using the article 'the', as stated above.

Divide the students in pairs and ask them to discuss in which two places in each dialogue the article 'the' is missing, based on the rules that you have explained. Once they have discussed, ask them to write the dialogue in their notebook using two articles 'the' in each dialogue. For answers see the back pages.

Along with many other uses, some common uses of this word, along with examples, are given in the table below.

No.	Rule	Example
1.	'The' can often be used when referring to directions	Our house is in the north of the city.
2.	With the superlative degree of adjectives (most, best, tallest, etc.)	This is the most beautiful scene. She is the tallest girl in our family.
3.	With the names of heavenly bodies (sun, moon, stars, etc.)	The sky is very clear today. We can see the stars shining brightly.
4.	When we refer to natural objects (rivers, lakes, mountains, seas, etc.)	The river Nile is in Egypt. People go to the Murree hills in summer.

Exercise 2

In every dialogue given below, the article 'the' is missing in two places. Discuss with your partner and decide where the article 'the' will be used in two places in each dialogue. After discussing, write the complete dialogues, using the article 'the', in your notebook. The first dialogue has been done for you. Begin writing in your notebook as follows:

- Rani:** Look at the sky! The clouds are coming in very fast!
- Hamida:** Yes! They are _____.
- Rani:** Look at sky! Clouds are coming in very fast!
- Hamida:** Yes! They are blocking sun and wind is also very strong.
- Rani:** They are coming from south.
- Hamida:** Some of the clouds are also coming from east.
- Rani:** I must tell my father to move newest boat away from River Indus.
- Hamida:** You must also tell him that rain is coming from Arabian Sea direction.
- Rani:** Yes. Wind is blowing from south.
- Hamida:** I think it will start raining in afternoon or in evening.

UNIT 2.4 SPEAKING & LISTENING

Express opinions by giving reasons.

Work in groups of three and practice the following dialogue. One student each should take the roles of the three characters. After practicing once, change roles. Practice the dialogue again, by orally saying the dialogue, without reading, as far as possible.

Change roles again the third time, and try and say the dialogues again, this time without reading them.

- Samina:** I'm feeling very tired. Let's take a break and play for a while.
- Tahira:** I think we should play later as it will be cooler in the evening.
- Zahida:** I agree with both of you. I think we should take a break but not play now.
- Samina:** So, what should we do in the break?
- Tahira:** We can take a bath, have some something to eat and then study again.

Zahida: I like this idea because we will feel fresh after a bath.

Samina: Do you think mother will allow us to do that?

Tahira: I think we can take a break as we have studied for more than three hours

Zahida: I think she will like the idea as we have been studying since morning.

Note for Teachers: Divide the students in groups of three. Tell them to practice the dialogue as explained above, i.e., they practice the dialogue three times, with each student taking on a different role each time. Tell them that the first time they can read the dialogues, the second time they should read as little as possible. When practicing the third time they should say the dialogues orally, without reading at all. You may also ask some of the trios to come up and role play in front of the class.

3.1 READING & THINKING**Pre Reading**

1. Look at the picture. What do you see?
2. What is an island?
3. Are there any islands in Pakistan?
4. Can there be plants and animals on islands?
5. Can people live on islands?

Reading Text**Astola Island or Jazira Haft Talar****Introduction**

Astola Island, also known as Jazira Haft Talar or 'Island of the Seven Hills', is a small island in the Arabian Sea. Astola is Pakistan's largest offshore island. It covers an area of about 400 square kilometres. Administratively, the island is in the Pasni subdistrict of Gwadar District, in the province of Baluchistan.

Location

Astola is located about 39 km southeast of the fishing port of Pasni. The island is 6.7 kilometres long and maximum 2.3 kilometres wide. The highest point of the island is 246 feet above sea level. The island can be reached by motor boats from Pasni, in about five hours.

Physical Features

The island has sloping flat land. The north side is high and falls almost straight into the sea whereas the south side of the island slopes off gradually into the sea. The island has a series of seven small hillocks; hence, it has the local name "Haft Talar" or "Seven Hills". There are several natural small beaches and caves on the south side of the island.

There are no trees on the island; there are only some shrubs and large bushes. There is no source of fresh water on the island and the small plants depend on occasional rainfall and water in the soil for their life.

UNIT 3.1 READING & THINKING

Forms of Animal Life

Since people have not lived here, several life forms originally found here have survived on Astola. It is home to several species of sea and land animals and plants. The deadly Russell's viper, a very poisonous snake, is still found on the island.

Astola Island's sandy beaches are a nesting ground for green turtles. It also a nesting place for many sea birds, which have thousands of nests on the island. The Arabian Sea humpback whale, one of the rarest sea mammals, has also been sighted in its surrounding area. Moreover, Astola is also known for its coral reef. Around 25 species of coral have been found in the sea around it.

Protected Area

Pakistan declared Astola as its first Marine Protected Area, as part of an international commitment by the Government of Pakistan. A notification in this regard was issued by the Baluchistan government on June 15, 2017.

The step taken by the Baluchistan government intended to ensure that the island's biodiversity is protected, the use of harmful fishing methods is stopped, and fun and enjoyment activities are controlled. It also ensured protection of species in danger, like corals, sharks, turtles, whales, etc.

Visitors

Many people visit this island but no one lives here. Between September and May each year, it becomes a temporary base for many fishermen for catching lobsters and oysters. From June to August, no one visits the island due to the fishing off-season, the rough seas and high tides.

This island has sandy beaches, crystal waters, and great biodiversity. Therefore, many tourists like to visit it. People come here for scuba diving, fishing, camping and for studying wildlife. However, Astola lacks lodging facilities. Tourists who want to stay overnight have to bring their own provisions and camp on the island.

Challenges

Astola faces a number of challenges. One is illegal removal of corals. Another is large scale fishing in the surrounding sea. Fish stocks are gradually being reduced, as large commercial trawlers are being used to catch fish in the area. Moreover, introduction of cats to kill the rats on the island has resulted in killing of birds and destruction of their nests. Pollution caused by used nets, plastic wastes, and fishery activities is yet another problem. All these things cause blockages in the island's shallow waters and on its beaches, badly affecting the turtle nesting areas and the corals.

UNIT 3.1 READING & THINKING

Exercise 1

Read the text and fill the blanks in the following exercise. After completing, compare your work with your partner.

1. The other name of Astola Island is _____.
2. There are _____ sub topics in the text.
3. Astola Island is in the _____ province of Pakistan.
4. The government has declared Astola Island as its _____ Protected Area.

Exercise 2

Work in pairs. Read the text and underline the words given in column A in the text. Next, find the meanings of these words given in a jumbled order in Column B and write the answers in the Ans. column. The first has been done as an example.

No.	Column A	Column B	Ans.
1.	occasional	a) temporary place for staying	1 - k
2.	several	b) not allowed by law	
	originally	c) red, pink and white rock found near the surface of the sea, formed mainly from the bones of tiny sea creatures	
	survived	d) some, not many	
	species	e) swimming under water by wearing special masks for breathing	
	poisonous	f) variety of life forms, like plants, animals, birds, insects, fish, etc.	
	rarest	g) supplies of food and drinks	
	sighted	h) in the beginning	
	coral reef	i) group of same types of plants/ animals	
	biodiversity	j) most uncommon, not found easily	
	temporary	k) happening once in a while	
	scuba diving	l) something that can cause death	
	lodging	m) continued to live	
	provisions	n) for a short time	
	illegal	o) seen	

Exercise 3

The text has many sub topics. Each sub topic has basic information about something. This basic information is given below in a jumbled.

Work in pairs. Find out the sub-topic in which the given information can be found and write the answer in the Answer column. The first one has been done as an example.

No.	Statement	Answer
a)	People go to the Astola Island for fishing, enjoyment and studying plant and animal life.	<i>Visitors</i>
b)	Corals and several types of living things, like snakes, turtles and sea birds are found on the Astola Island.	
c)	Basic information about the Astola Island.	
d)	Activities harmful for plant and animal life on and around the Astola Island.	
e)	Mention of hills, bays, plants and water sources.	
f)	Astola Island notified as protected area to save its natural plant and animal life.	
g)	Length and breadth of the Astola Island.	



Exercise 4

Refer to the text and complete the following sentences. The second part of all the sentences, is given in a jumbled form, in the box below. Write the complete sentences in your notebook. After completing, compare your answers with your partner. Make changes where needed.

1. Jazira Haft Talar means

_____.

2. The Astola Island is part of the Pasni sub-district

_____.

3. The highest point of the Astola Island is

_____.

4. The north side is high and falls straight into the sea

_____.

5. The island has no fresh water source

_____.

6. The Astola Island is a nesting place for

_____.

7. The hunchback whale, a rare marine animal ___---

_____.

8. The Astola Island also has coral reefs,

_____.

No.	Part 2	No.	Part 2
a)	about 25 types of corals have been found around the Astola Island.	e)	246 feet above sea level.
b)	so, plants depend on rainfall and soil water.	f)	Island of the Seven Hills.
c)	which is in the Gwadar District.	g)	while the south side has small beaches and caves.

d)	has also been sea in the sea around the Astola Island.	h)	many sea birds and turtles.
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Exercise 5

The following information has been taken from three sub topics. Work in pairs, refer to the text and put the information under each heading. Each section will have four pieces of information.

Reasons for Declaring Marine Protected Area	Visitors to Astola Island	Challenges Facing the Astola Island

- a. Cats eating birds and destroying nests
- b. Many people visiting from September to May
- c. To control enjoyment activities
- d. Campers who want to stay on the island
- e. Protection of biodiversity
- f. Unlawful digging of corals
- g. Tourists for scuba diving and studying various forms of life
- h. Reduction in fish population
- i. For stopping use of harmful fishing methods
- j. Fishermen, to catch lobsters and oysters
- k. Pollution caused by used fishing nets, plastics, etc.
- l. To protect the corals, whales, turtles, etc.

Exercise 6

Discuss the following questions with your partner and write the answers in your notebook.

1. What is the length and breadth of Jazira Haft Talar?
2. What kinds of plants grow on the Astola Island?
3. Why do the green turtle's nest on the Astola Island?
4. When and how was Astola declared as a Marine Protected Area?
5. In which months do people not go to Astola? Why?
6. Why do you think people not live on the Astola Island?

Exercise 7

In groups of four, discuss why we need to protect our natural environment and how we should do this. Prepare a chart with two columns, as shown below. You can add pictures or drawings to make your chart colourful. These charts should be displayed in the class for all students to read them.

If preparation and/ or display of charts is not possible for any reason, write your points under the given two headings and come up and share with the class. Two of the group members could share the 'Why' part and the other two the 'What' part.

Why we Need to Protect Our Environment	How Should We Protect Our Environment

Note for Ts: If preparation and/ or display of charts is not possible for any reason you can ask the students to write their points under the given two headings and come up and share with the class. Two of the group members could be asked to share the ‘Why’ part and the other two can share the ‘What’ part.

UNIT 3.2 WRITING

Expository Paragraph

What is an Expository paragraph?

It is a paragraph that defines or explains a particular subject or thought

It includes only the given facts and evidence

It does not include the writer's opinions or ideas

Revision about Paragraph Writing

You have already been taught about paragraph writing. Once again, here are the main points:

1. Brainstorm for ideas
2. Put your ideas in a mind map by writing the topic in the centre

3. From the mind map, choose the area on which you want to focus in your paragraph
4. Develop a topic sentence based on the area chosen
5. Select ideas from the mind map that are related to your topic sentence
6. Write the paragraph
7. Remember to include the concluding sentence

Note for Teachers: Explain to the class what an expository paragraph is, as per the points given. Also, revise the rules of paragraph writing with them. Divide the students in groups of three and ask them to do Exercise 1. Ask each group to call out a number from 1 to 5. Tell them that all number ones will work on focus area 1, all twos on focus area 2, and so on.

Exercise 1

The following table contains some ideas about the Importance of Sports. Work in groups of three, focus on one area out of the five given, follow the paragraph writing rules and write an expository paragraph. Add at least one more point for the area of focus. You may add more points.

Your teacher will divide you into groups and tell each group which area they need to work on.

Importance of Sports				
No.	Area of Focus	Point 1	Point 2	Point 3
1.	Physical exercise	Keeps us active	Helps control weight	
2.	Teach team work	Working together for a common goal	Appreciating the contribution of each member	
3.	Tolerance	Accepting both victory and defeat	Forgiving the mistakes of team members	

4.	Meeting a variety of people	Playing with different teams and team members	Developing new friends	
5.	Sports are important	Keep us away from unhealthy habits	Protect us from many diseases	

Exercise 2

Work individually, select a focus area for writing an expository paragraph. The area selected should be different from the one on which you worked as a group. Follow all the rules stated earlier. After completing your paragraph, share it with your group members and make changes where needed.

Note for Teachers: While the students are doing Exercise 2, walk around and check that the students have selected another topic. You may ask some students to come up and read their paragraphs. Include paragraphs on all the five topics.

UNIT 3.3 LANGUAGE CONVENTIONS

Use the given prefixes to make new words. E3Eb103

A. New words are sometimes formed by adding words before another word. These additions are called prefixes.

Examples over + react = overreact (over means more than required)

re + try = retry (re means do again)

mis + spell = misspell (mis means badly/ wrongly/ opposite/
lack of/ not)

Exercise 1

Work in pairs. Look at the 12 words given in the box below. Discuss and add the prefixes 'over', 'mis', and 're' and form new words. There will be four words for each prefix. Write these new words in your notebooks. Write like this: **word + prefix = new word**, as shown in the examples above.

paid	behave	print	eat	treat	Arrange
understand	tired	tell	packed	apply	place

Note for Teachers: Before asking students to do Exercise 1, explain the instructions given at the beginning of the Exercise. Walk around and ensure that the students have understood the task.

Once they have completed, elicit responses, write the correct answer on the blackboard, and ask the students to check their work.

Exercise 2

Fill the blanks in the following exercise by using one of the new words formed in Exercise 1. One example has been done for each of the prefixes.

1. Many people _____ their leader's message.
2. My mother always advises us not to _____.
3. The company had to _____ this book three times.
4. I advised my friend to _____ for a teaching position in our school.
5. When children _____ they are often punished by their parents.
6. I am _____ after cooking for all the guests the whole day.
7. My father likes to _____ his childhood stories to his grandchildren.
8. It is not right to _____ servants.
9. Let's put these things in another bag as this bag is _____.
10. Saira and Khalida decided to _____ the furniture in their room.
11. My brothers always _____ their mobile phones.
12. Most people do not get enough pay but some are _____.

B. Prefixes are also often added to create the opposites

Examples im + proper = improper (opposite of proper)

in + curable = incurable (opposite of curable)

un + likely = unlikely (opposite of likely)

im	mature	pure	polite	patient	
in	direct	correct	sufficient	active	attentive
	complete				
un	like	educated	lock	employed	tidy
	clear	happy	friendly	wise	healthy
	grateful				

Exercise 3

Work in pairs. Look at the 12 words given in the box below. Discuss and add the prefixes 'im', 'in', and 'un' to form words that have an opposite meaning. There will be four words for each prefix. Write these new words in your notebooks. Write like this: **word + prefix = new word**, as shown in the examples above.

mature	pure	polite	patient	correct
sufficient	active	attentive	complete	lock
tidy	happy	healthy		

Exercise 4

Fill the blanks in the following exercise by using one of the new words formed in Exercise 3. One example has been done for each of the prefixes.

1. My mother asked my brother to _____ the door.
2. This small boy is very _____ and does not take part in any work.
3. The crowd is getting _____ as the main speaker is late.
4. An _____ person often falls sick.
5. Don't leave your work _____ or the boss will be angry.
6. _____ students are not liked by their classmates.
7. Sajid is very _____ in class; hence, he often fails in the tests.
8. Badar was very _____ because he lost his favourite watch.
9. We should not drink _____ water because we can fall sick.
10. This amount of money is _____ if you want to buy a new computer.
11. An _____ person often acts like a child.
12. This room is looking very _____, let's clean it.

Note for Teachers: Ask the students to add the prefixes 'im', 'in', and 'un' and form the opposites of the given words. Tell them to form 3 words beginning with each prefix
Once they have completed, elicit responses, write the correct answers on the blackboard, and ask the students to check their work.

UNIT 3.4 SPEAKING & LISTENING

Expressing surprise.

Work in groups of three and practice the following dialogue. One student each should take the roles of the three characters. Remember to use the appropriate tone for expressing surprise or shock.

After practicing once, change roles. Practice the dialogue again, by orally saying the dialogue, without reading, as far as possible. Change roles again the third time, and try and say the dialogues again, this time without reading them.

Student A Have you heard the good news? Our throw ball team has won the first position!

Student B Wow! That's wonderful news!

Student C That means we will now play at the provincial level!

Student A But, there is one problem. The captain has been declared hurt!

Student B Oh, no! I hope it is nothing serious.

Student C How very sad! Let us pray for our captain and for our team.

Student A It is a minor injury. The captain will recover before the provincial matches begin.

Student B Our school team, Zindabad!

Student C Pakistan, Painsdabad!

Note for Teachers: Divide the students in groups of three. Tell them to practice the dialogue as explained above, i.e., they practice the dialogue three times, with each student taking on a different role each time. Tell them that the first time they can read the dialogues, the second time they should read as little as possible. When practicing the third time they should say the dialogues orally, without reading at all. You may also ask some of the trios to come up and role play in front of the class. Remember to use the appropriate tone for expressing surprise or shock.

UNIT 4

Acquiring Basic Life Skills

4.1 READING & THINKING

Pre-reading

1. Are you facing any problems in your life?
2. What kinds of problems are you facing?
3. What do you do when faced with problems?

Reading Text

Dealing with Problems in Life

Once upon a time a daughter complained to her father that her life was miserable. She worked hard, tried to do everything the best way she could but nothing seemed to work. She was tired of fighting and struggling all the time. It seemed just as one problem got solved, another one came up. She just did not know how she was going to get along in life.

Her father took her to the kitchen. He filled three pots of the same size with equal amount of water and placed each on a high flame. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot and ground coffee beans in the third pot. He just sat there and let them boil, without saying a word to his daughter.

The daughter, moaned and impatiently waited, wondering what he was doing. Twice she asked her father what he was doing. Why was he boiling the three things in the pots? The father did not reply. He just sat there and kept looking at the pots. After about twenty minutes he turned off the burners.

One by one, he took out all the things that he had put in the pot. First, he took the potatoes out of the pot and placed them in a bowl. Next, he took out the eggs and placed them in another bowl. He then poured out the coffee in a cup.

Then, turning to his daughter, he asked. "Daughter, what do you see?"

"Potatoes, eggs and coffee," she hastily replied.

"Look closer," he said, "and touch the potatoes. Tell me what you find by touching them." She did and stated that they were soft.

Note for Ts: Ask the pre-reading questions and encourage maximum participation. Tell the students that problems are a reality in life. Different people react differently when faced with problems. What makes a difference is how we handle our problems. Read the text and find out how a father teaches his daughter to face the problems in life.

UNIT 4.1 READING & THINKING

He then asked her to take an egg and break it. He then asked her to pull off the shell and tell him what she found. She observed that the egg was hard-boiled.

Finally, he asked her to sip the coffee. Its rich aroma brought a smile to her face.

“Father, what does this mean?” she asked.

He then explained that the potatoes, the eggs, and coffee beans had each faced the same adversity – the boiling water. However, each one had reacted differently. The potato went in strong and hard, but in boiling water, it became soft and weak.

The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard.

However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Now,” said the father, “Do you see the difference? All three things went through the same process of boiling, and yet all three reacted in three different ways. They all faced the same level of heat, for the same amount of time, but one became soft, one became hard, and the third one changed the water in which it was put.”

The girl was silent.

“Which one do you become?” the man asked his daughter. “When adversity knocks on your door, how do you respond? Do you become soft like a potato, hard like an egg, or create a change like the coffee beans?”

In life, things happen around us, things happen to us. We need to learn to face all kinds of situations. The only thing that can make a difference is how we choose to react to it and what we make out of it. We can either become very soft and give up or we can become hard and fight against the problems. Or we can do things in a manner that we change problems into opportunities and

make the best out of life. Life is all about learning, adapting, and changing all the struggles that we experience into something positive.

Exercise 1

Read the text and fill the blanks by selecting one option from the four given options. Write your answers in your notebooks. After completing, compare your answers with your partner and make corrections where needed.

1. The story tells us about how to _____ problems.
 a) complain about b) run away from c) ignore d) face
2. The father answered his daughter's question by _____.
 a) giving a lecture b) telling a story c) showing through examples
 d) cooking food
3. He told her that that there were _____ ways in which one could face problems.
 a) two b) three c) four d) five
4. What makes a difference while facing problems is how we _____.
 a) react to it b) run away from it c) ignore it d) forget it

Exercise 2

Work in pairs. Read the text and underline the words given in the Word column. After that find the meanings of these words in the Meaning column and write the answers in the Ans. column. The first one has been done as an example.

No.	Word	Meaning	Ans.
1.	miserable	a) very quickly	1 - c
2.	struggling	b) fitting in as required	
3.	moaned	c) very unhappy	
4.	impatiently	d) thinking	
5.	wondering	e) trying hard to achieve something	

6.	hastily	f) different from all others	
7.	aroma	g) restlessly	
8.	adversity	h) hardship or difficulty	
9.	fragile	i) made a sound showing suffering	
10.	unique	j) nice smell	
11.	adapting	k) delicate	

Exercise 3

The father followed these steps in response to his daughter's complaint. However, the steps are in a jumbled order. Read the text and put these steps in the right order, by writing 1, 2, 3 up to 10, in the blanks provided. One has been done as an example.

After completing, compare your answers with your partner and make corrections where needed. Then write these sentences in the correct order, in the form of a paragraph, in your notebook.

1. He put the eggs in the second pot of boiling water.

2. He asked his daughter to see how the three things had changed.

3. He boiled all the three things for 20 minutes and then turned off the burners.

4. The father took his daughter to the kitchen.

 1

5. He took out the potatoes and eggs and put them in two different bowls.

6. He filled three pots with water.

7. He put the coffee in a cup.

8. When the water started boiling, he put the potatoes in one pot.

9. He placed each pot on a burner and turned the flame high.

10. He put the coffee in the third pot of boiling water.



Exercise 4

Work in pairs. In the following table one half of each statement is given in Column A and the other half is given in Column B in a jumbled manner. Read the text and match the statements in Column A with those in Column B and write the answer in the Ans. column.

After doing the exercise, write the complete sentences in your notebook.

No.	Column A	Column B	Ans.
1.	The daughter complained that	a) potatoes in one, eggs in another and the coffee in the third.	1 - d
2.	Her father took her to the kitchen and put three pots	b) hard, soft or a positively changed person.	
3.	When the water boiled, he put	c) the potatoes and eggs and to sip the coffee.	
4.	The daughter asked what he was doing	d) as soon as she solved one problem another one came up	
5.	After 20 minutes he turned off the burners, took out all the three things	e) that the potatoes became soft, the eggs became hard and the coffee became aromatic.	
6.	He asked his daughter to touch	f) but he did not reply and just looked at the pots.	
7.	He then told his daughter about the difference between them	g) with equal amount of water and put them on burners with the same degree of heat.	
8.	Facing difficult person can make a person	h) and put the potatoes and eggs in two different bowls and the coffee in a cup.	

Exercise 5

Four of the following statements are correct and four are wrong. Read the statements and if they are correct put a tick in the True column and if they are wrong put a tick in the False column. After completing compare your answers with your partner and make corrections where needed.

No.	Statements	True	False
1.	The girl was very happy because everything was going very well.		
2.	She worked hard and all her work gave her success.		

3.	The father put three things in three pots and let them boil for 20 minutes.		
4.	The girl asked her what he was doing but he did not reply.		
5.	He asked her to touch all the three things after boiling them.		
6.	He wanted her to know how people react when facing similar problems.		
7.	He said some people become hard like the potatoes.		
8.	Some people change the things and make them better.		

Exercise 6

Work in pairs. Read the text and discuss the answers to the following questions. After discussing, write the answers in your notebooks. Then compare your answers with each other and make corrections where needed.

1. Why was the girl complaining to her father?
2. What was the state of the potatoes before and after boiling?
3. What was the state of the eggs before and after boiling?
4. What was the state of the coffee before and after boiling?
5. What did the girl's father ask her after explaining how the three things had changed?
6. Life poses many problems to us; how do you think we should react?
Why should we react in this manner?

Exercise 7

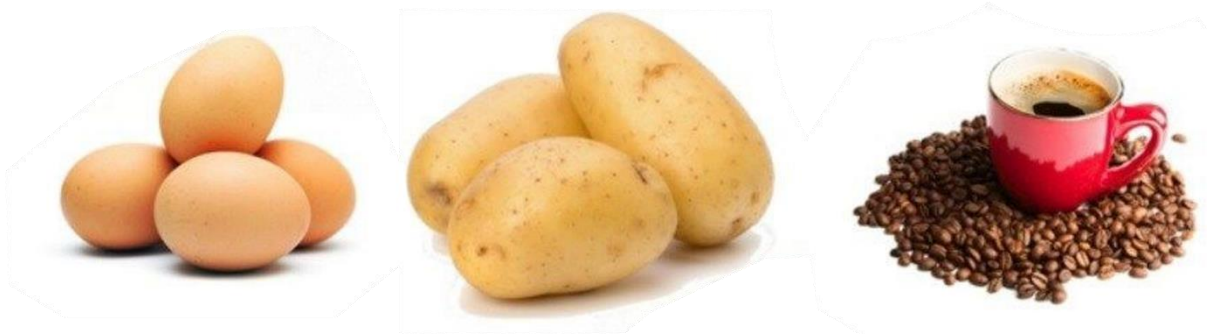
Work in groups of three. Write down some problems that you have faced. Then, on a sheet of paper draw a table like the one given below. From the list of problems that you have written, select at least five problems and write them in the Problem Faced column.

Next in the column How Addressed write down how you tried to resolve the problem.

In the How Resolved column write **potato**, **egg** or **coffee**. Write **like potato** if you gave up, write **like egg** if you tried to resolve it, and write **like coffee** if you changed things to have a positive result.

You can write about more than five problems. After the given time is up, pass around your sheets to the other groups so that everyone gets a chance to read each other's work.

No.	Problems Faced	How Addressed	How Resolved



Note for Ts: Ask the groups to select a name for their group, based on the name of a poet. Once the group names are finalised, tell the groups to write their group name at the top of the table, on their sheet of paper.

Set a time for the groups to complete the task. After the given time, ask the students to pass around their sheets to the other groups so that everyone gets a chance to read the work of the other groups.

UNIT 4.2 WRITING

Writing a Summary of a Poem

Read the following poem out loudly, line by line, after the teacher.

Say Not the Struggle Naught Availeth

A. H. Clough

Say not the struggle naught availeth,
The labour and wounds are vain,
The enemy faints not, nor faileth,
And as things have been they remain.

If hopes were dupes, fears may be liars;
It may be in yon smoke concealed,
Your comrades chase e'en now the fliers,
And, but for you, possess the field.

For while the tired waves, vainly breaking,
Seem here no painful inch to gain,
Far back, through creeks and inlets making,
Comes silent, flooding in the main.

And not by eastern windows only,
When daylight comes, comes in the light;
In front the sun climbs slow, how slowly!
But westward, look, the land is bright!

Verse 1

Word	Meaning
struggle	try hard
availeth	give results
labour	hard work
vain	useless
faints	weakens
faileth	lose

Verse 2

Word	Meaning
dupes	cheaters
yon	that
concealed	hidden
comrades'	fellow fighters
chase	follow
possess	have won

Verse 3

Word	Meaning
Vainly	Uselessly
Creeks	Narrow waterways
Inlets	Small channel of sea
Main	sea

Exercise 1

Work in pairs. Read the poem and try to understand what each verse means. The meanings of difficult words in each verse are given in the boxes above.

Note for Teachers: Read the poem out loudly and ask the students to read each line after you. Tell the students that the poem is about trying hard to achieve something, even when you don't seem to be getting any results. Very often, the results come our way slowly and we do not seem to realize that we are actually achieving something. Next, divide them in pairs and explain to them what they are supposed to do in Exercise 1. Walk around to ensure that they are doing the task. Provide support and explanations where needed.

Note for Teachers: Before asking the students to do Exercise 2, explain to them how it has to be done. Tell them that each statement in the Meaning column explains one line in the poem. They have to see which line is in which verse and write the verse number in the Verse column. The verse number of the first line of each verse has been done as example.

Exercise 2

The meanings of each line in the verse are given in the table below. Work in pairs. Write down the verse number against each line. Each verse has four lines. The first line of each verse has been done for you.

No.	Meaning	Verse
1.	And do seem to be moving forward at all.	
2.	All your hard work is completely useless.	
3.	That the light comes when it is morning time.	
4.	It is possible that the real situation is hidden in all the smoke in the battlefield.	
5.	But when we look westward, that is, in the opposite direction, we can see that the land is very bright.	
6.	And things remain as they have always been.	
7.	Silently, the main sea is rushing forward and filling them with water.	
8.	And although you are not a part of the team, they have won the battle.	
9.	Do not say that your hard work does give any results.	1
10.	Far back where you are not looking the water is moving ahead in the narrow waterways and small channels.	
11.	And it is not only through the eastern windows	4
12.	If hoping is like cheating oneself, then being afraid is like lying to oneself	2

13.	When we look at the sun in front of us, it seems to be climbing very slowly.	
14.	While it looks like the waves are uselessly breaking against the shore.	3
15.	The enemy neither weakens nor does it lose.	
16.	Your fellow fighters are chasing the enemy that is running away.	

Exercise 3

In pairs discuss all the lines of Verse 1 and write them down in your notebooks, in the correct order for each verse.

You can begin each verse like this:

In the first verse the poet says

In the second verse the poet

Exercise 4

Work in pairs. Discuss how to write down the summary of the poem.

Next, work individually, and write the summary in your notebook. You can follow the pattern shown below. For each verse take help from Exercise 3.

After completing, compare your work with your partner. Make corrections where needed.

The poem Say Not the Struggle Naught Availeth has been written by A. H. Clough. The central idea of the poem is that one should not give up trying hard to achieve something, even when one does not seem to be getting any results. Very often, the results come our way slowly and we do not seem to realize that we are actually achieving something.

In the first verse, the poet says

In the second verse, the poet says

In the third verse, the poet says

In the fourth verse, the poet says

In short, the poet says that (write down the main point of each verse).

Note for Teachers: Before asking students to do exercise 4, explain to them. Go through all the steps given in the exercise and explain what is required. Tell them that in the final part they should give only the main idea of each verse.

My Good Right Hand

C. Mackay

I fell into grief, and began to complain;
I looked for a friend, but I sought him in vain;
Companions were shy, and acquaintance were cold,
They gave me good counsel, but dreaded their gold.



“Let them go,” I exclaimed: “I’ve a friend at my side,
To lift me and aid me, whatever betide.
To trust to the world is to build on the sand;
I’ll trust in Heaven and my good Right Hand.”



My courage revived, in my fortunes despite,
And my hand was as strong as my spirit was light;
It raised me from sorrow, it saved me from pain:
It fed me, and clad me, again and again.



The friends who had left came back everyone,
And darkest advisors looked bright as the sun;
I need them no more, as they all understand,
I thank thee, I trust thee, my good Right Hand.



Verse 1		Verse 2, 3 and 4	
Word	Meaning	Word	Meaning
grief	sadness	aid	help
sought	looked for	betide	comes one's way
vain	uselessly	Verse 3	
companions	known friend	revived	came back to life
shy	not willing to meet	fortune	luck/ possessions
acquaintance	not a close friend	clad	clothed
counsel	advice	Verse 4	
dreaded	afraid of losing	thee	you

Exercise 5

First, read the above poem out loudly, line by line, after the teacher.

Next, work in pairs. Read the poem and try to understand what each verse means. The meanings of difficult words in each verse are given in the box below.

After that, have a whole class discussion on what each line means.

Note for Teachers: Read the poem out loudly and ask the students to read each line after you. Tell the students that the poem is about relying on your own efforts to achieve success. People are usually our friends when times are good. When times are bad, they usually turn away from us. Therefore, one should try to overcome difficult times by working hard and achieving success.

Next, read out each line and ask some of the student, one by one, to explain what it means. Ask the other students to listen carefully as they will have to write the line-by-line explanation in Exercise 6. Accept and repeat the most correct answer, by making corrections where needed.

Exercise 6

Work in pairs and discuss all the lines of each verse and write them down in your notebooks. The meaning of the first line of each verse has been done as example. You can begin each verse like this:

In the first verse the poet says

(line 1) *I became very sad and began to complain.*

(line 2)

(line 3)

(line 4)

In the second verse the poet says

(line 1) ***I said to myself that I should let them go as I have friend at my side.***

(line 2)

(line 3)

(line 4)

In the third verse the poet says

(line 1) ***In spite of my limited luck and possessions, my courage came to life.***

(line 2)

(line 3)

(line 4)

In the fourth verse the poet says

(line 1) ***All my friends, who had left me, started coming back again.***

(line 2)

(line 3)

(line 4)

Note for Teachers: Divide the students in pairs. Explain to them that in Exercise 6 that they have to write the meaning of each line in the verse. The meaning of the first line of each verse has been done as example.

Walk around to ensure that they are doing the task. Provide support and explanations where needed.

Exercise 7

Write down the summary of the poem. You can follow the pattern shown in Exercise 4. For each verse take help from Exercise 6.

The poem has been written by

The central idea of the poem is that one should rely on one's own efforts to achieve success. People are usually our friends when times are good. When times are bad they usually turn away from us. Therefore, one should try to overcome difficult times by working hard and achieving success. Once we achieve success all our friends

In the first verse, the poet says

In the second verse, the poet says

In the third verse, the poet says

In the fourth verse, the poet says

In short, the poet says that

Note for Teachers: Before asking students to do exercise 7, explain to the students how a summary is written. Go through all the steps in given in the exercise and explain what is required. Tell them that in the final part they should give only the main idea of each verse.

UNIT 4.3 LANGUAGE CONVENTIONS

Use the given suffixes to make new words.

A. We often form new words by adding some words at the end of existing words. These additions are called suffixes. Some suffixes are given below.

Examples: promote + ion (suffix) = promotion

train + er (suffix) = trainer

happy + ness (suffix) = happiness

Exercise 1

Work in pairs. Look at the 12 words given in the box below. Discuss and add the prefixes 'ion', 'er', and 'ness' to form words that have an opposite meaning. There will be four words for each prefix. Write these new words in your notebooks. Write like this: **word + prefix = new word**, as shown in the examples above.

In some of the words the last alphabet is dropped before adding the suffix.

box	discuss	play	complete	lazy	fight
infect	neat	act	happy	teach	bright

Note for Teachers: Before asking students to do Exercise 1, explain the instructions given at the beginning of the Exercise. Walk around and ensure that the students have understood the task.

Once they have completed, elicit responses, write the correct answer on the blackboard, and ask the students to check their work

Exercise 2

Fill the blanks in the following exercise by using one of the new words formed in Exercise 1. One example has been done for each of the prefixes.

1. A good _____ fights up to the end.
2. They received an award upon _____ of their work.
3. Her _____ has made her weak.
4. Sunil was declared the _____ of the match.
5. Our neighbour's son, who is a soldier, fought the enemy with _____.
6. Her quick _____ in the emergency saved her family.
7. We all like our Sindhi _____.
8. The _____ about changing the education system continued till evening.
9. My mother taught us _____ in all our work.
10. The Pakistani _____ won the international boxing championship.
11. Stomach _____ can cause diarrhoea and vomiting.
12. The principal of our school treats everyone with _____.

B. Some other suffixes that we use to form new words are given below.

Examples: punish + able (suffix) = punishable

bone + less (suffix) = boneless

engage + ment (suffix) = engagement

Exercise 3

Work in pairs. Look at the 12 words given in the box below. Discuss and add the prefixes 'im', 'in', and 'un' to form words that have an opposite meaning. There will be four words for each prefix. Write these new words in your notebooks. Write like this: **word + prefix = new word**, as shown in the examples above.

In some of the words the last alphabet is dropped before adding the suffix.

use	move	treat	home	wash	taste
employ	job	cure	pay	comfort	manage

Exercise 4

Fill the blanks in the following exercise by using one of the new words formed in Exercise 3. One example has been done for each of the prefixes.

1. We needed more space so we moved all the _____ furniture to one side.
2. Zaman is back to work after his _____.
3. This food is _____ as compared to the food we had yesterday.
4. The workers receive their weekly _____ every Friday.
5. My son is looking for _____ as he lost his job last week.
6. Many diseases are now _____ due to progress in medical science.
7. When travelling, we should try and take easily _____ clothes with us.
8. The _____ of the school announced their new admission policy yesterday.
9. Finally, I have found work after being _____ for six months.
10. This is a very _____ chair.
11. Many _____ people sleep on the footpaths.
12. We can recover from _____ diseases quickly if we go to the doctor.

UNIT 4.4 SPEAKING & LISTENING

Identify a problem and propose a solution. E4Eb201

Work in pairs and practice the following dialogue. First one student plays the role of Student A and the other that of Student B. Then reverse roles and repeat the dialogue again.

Student A Where is Ali/ Alina?

Student B He/ She has corona and is absent today.

Student A Oh! I'm sorry to hear this. Corona is spreading very fast in our area these days.

Student B That's true. This is mainly because people are not taking precautions.

Student A I'm sure there is something that we can do to stop the spread of this disease.

Student B We can ask our principal to allow us to start a campaign in our school.

Student A Yes. But before we go to the principal, we need to develop a plan.

Student B Let us start by telling our students how to protect themselves from corona.

Student A We can tell them about using the mask and regularly washing their hands.

Student B We can also tell them about keeping a distance from people.

Student A We can inform the students during the morning assembly and during break time.

Student B I think we are ready to go and talk to the principal tomorrow.

Note for Teachers: Tell the students that in the first two dialogues, the students can use the name, Ali or Alina, and the pronoun 'he' or 'she', according to the gender in the class.

You may ask students to repeat parts of the dialogue with another topic, like malaria, typhoid, flu, diarrhoea, etc. tell them to first brainstorm, then select ideas and then write down a few dialogues. They can then decide who will say which dialogue, practice it, and then come up and present their role play in front of the class.

UNIT 5

Gender Equality

5.1 READING & THINKING

Pre-reading

1. What kind of work do the female members of your family do?
2. How important is the work that they do?
3. What do the male family members generally think about the work that they do?



Reading Text

Women's Role in the Economy of Pakistan

Women play an important role within the economy of any country. In Pakistan, women form about half the population. But when it comes to women in the workforce, it is reported that, in Pakistan, they form only about 20% of the

entire workforce. This, in many ways, is not correct. Women's contribution, in the economy of Pakistan, both in cash and in kind is never fully acknowledged or recorded.

In the rural areas of Pakistan, where 50% of the female workforce is, they play a major role in agricultural production, livestock raising and cottage industries. But rarely are they counted as earning members of the family; they are just considered as contributing family workers. The money earned through these activities is generally shown as being earned by the male members of the family. Moreover, the products obtained from these activities and consumed by the family are hardly ever recorded. Only the cash income from the products is considered as earning, and that too as earning by the males.

Then, there are thousands of brick kiln workers, who are also often considered as unpaid family workers. Moreover, their work in small mills and factories and their work in households is also generally ignored.

In the urban areas they are engaged in a variety of income generating activities. They sell a variety of products, work in factories and are household workers working as maids and cleaners.

Many women are self-employed home-based workers, preparing and selling a variety of products, and working as beauticians, tailors, tutors, and baby carers. Innumerable women also help in preparing and packaging products that the male members go out to sell. Though contributing economically by earning in a variety of ways, many of these women are bypassed in census and surveys as being earning members.

The largest group of urban female workforce is professionals. In the health sector, nurses and midwives are mainly women. In the education sector, a large number of teachers are women. In addition, women in Pakistan work in the fields of business, media, journalism, administration, banking, computers, engineering, architecture, law, and many other fields. They are also a part of the armed forces of Pakistan. In their respective fields, they often work as important members of the technical, professional and administrative work force.

However, the most important contribution of women as caregivers is completely ignored. The time and effort spent by them in caregiving is never calculated in terms of money. Women in Pakistan are culturally expected to be unpaid care providers. Usually living in extended families, they are expected to take care of all family members, in all respects. They are expected to carry out the everyday chores, maintain relationships with

the extended circle of friends and family, and take care of the sick and those requiring special attention. They are expected to shoulder all these responsibilities to facilitate the male members in carrying out their economic activities. It is estimated that women spend ten times more time than men in care activities. Yet, their time and contribution are not accounted for or recognized and appreciated at any level.

All in all, in Pakistan, there is a dire need to educate people about the paid and unpaid economic contribution of women. The society needs to understand how men are able to concentrate on paid economic activity because of the unpaid and unrecognized contribution of women.

Exercise 1

Read the text. Fill the blanks in the following exercise by selecting one of the four options. Once you have completed, compare your answers with your partner.

1. The population of women in Pakistan is about _____.
 a) 45% b) 50% c) 55% d) 20%
2. Amongst the people who work in Pakistan, women are reported to be _____.
 a) 18% b) 19% c) 20% d) 21%
3. Most of the work done by women is _____ by the government.
 a) fully recorded b) not recorded c) not considered d) partly recorded
4. The _____ role of women is not acknowledged at all.
 a) earning b) care provider c) economic d) responsible

Exercise 2

Work in pairs. Underline the words given in the table below in the text. The meaning of all these words is given in the exercise below, in a jumbled order. Read the text and write the words against their meaning in the provided blanks.

acknowledged	livestock raising	cottage industries	consumed	self-employed
--------------	-------------------	--------------------	----------	---------------

bypassed	dire			
----------	------	--	--	--

1. _____ means *avoided or ignored*.
2. _____ means *used up, eaten or drunk*.
3. _____ means *taking care of animals for selling their meat, milk, etc.*
4. _____ means *working on their own not as employees*.
5. _____ means *accepted as being done*.
6. _____ means *important and urgent*.
7. _____ means *craft work done at home for earning money*.

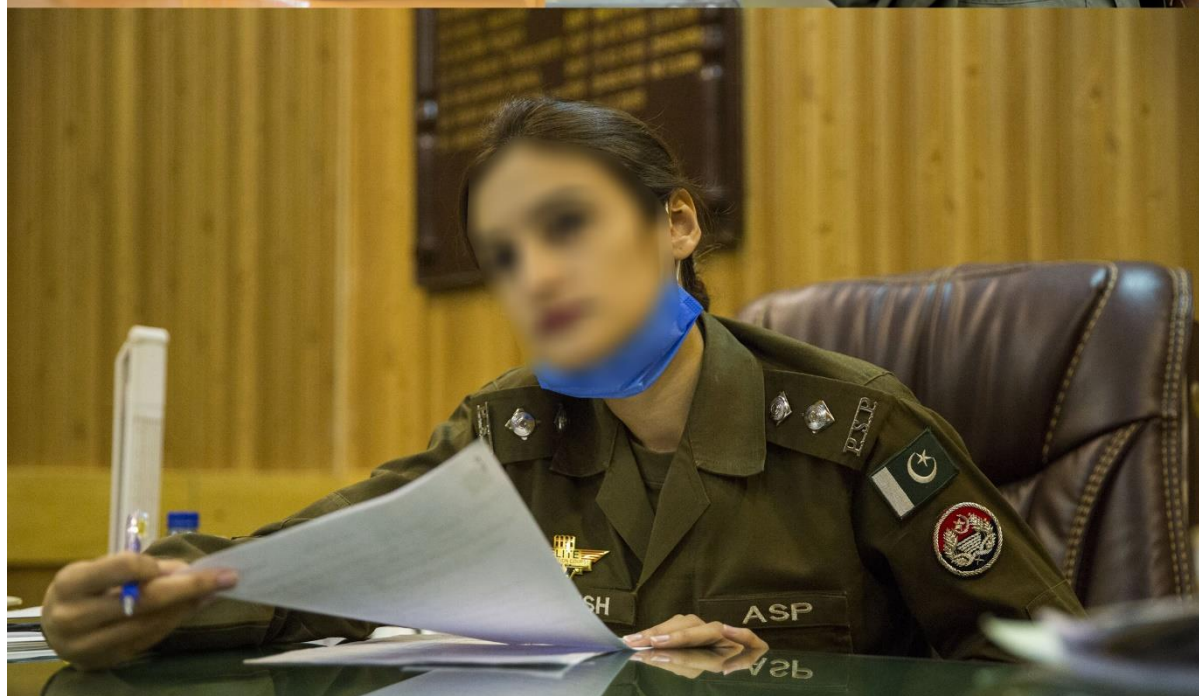
Note for Teachers: Explain to the students that the words given in the box are all in the text. Ask them to work in pairs, find these words and underline them. Then, to do Exercise 2 by matching the words with their meaning.

Exercise 3

Work in pairs and complete the following statements. Part 1 of the statement is in Column A and part 2 is in Column B, but in a jumbled form. Write the answer in the Ans. Column. After completing this part, write the complete sentences in your notebook.

No.	Column A	Column B	Ans.
1.	Women participate in agricultural activities but	a) package products that are sold by the male members.	
2.	Besides agricultural activities, rural women also earn by	b) the unpaid caregiving contribution of women.	
3.	Many women in the urban areas prepare and	c) caring for all the family members.	

4.	In the health sector, mainly women	d) all agricultural income is shown as male income.	
5.	Women spend ten times more time than men in	e) not acknowledged and recorded anywhere.	
6.	Their time and contribution as caregivers is	f) work as nurses and midwives.	
7.	People need to be educated about	g) working in houses, factories and as brick kiln workers	



Exercise 4

The following is a list of things that women do. There are certain things that they do mainly in the rural areas, certain things in the urban areas and certain things in both the rural and urban areas.

Work in groups of three and put these things under the following three headings. Add at least two other things, not mentioned in the text, that women do, in each of the three columns.

nurses	media persons	factory workers	brick kiln workers	banking
livestock raising	household workers	tutors	teachers	journalism
cottage industry	tailors	law	agricultural activities	

Rural Women	Both Rural and Urban Women	Urban Women



Note for Teachers: Explain to the students that there are certain things that women do mainly in the rural areas, certain things in the urban areas, and certain things in both the rural and urban areas. Discuss some examples with them to explain this point.

Exercise 5

The following sentences have incorrect information. Work in pairs, read the text and discuss the correct answers. After discussing, write the correct answers in the space provided.

1. Money earned through agricultural activities is generally given to women.

_____.

2. In the urban areas, women participate in very few income earning activities.

_____.

3. In the education sector, most teachers are men.

_____.

4. Most women who earn money are covered in surveys and census.

_____.

5. In the Pakistani society, women are paid caregivers.

_____.

6. Women are expected to take care of only the old people in the family.

-
-
7. Their time and contribution as caregivers are appreciated at all levels.
-
-

Exercise 6

Work in pairs. Discuss the following questions. After discussing, write the answers in your notebook.

1. How is women's contribution in the economy of Pakistan shown?
2. In what way is the contribution of the rural women mostly considered?
3. How do urban women make money by working at home?
4. What are some of the fields in which women work as professionals?
5. Why are women expected to carry out all household responsibilities?
6. In your opinion, how can people be made to understand about the important contribution of women?

Exercise 7

Work in groups of four and prepare a short roleplay. Half the class should prepare roleplays on one of the following topics and half on the other, as guided by the teacher.

1. Roleplay portraying the kinds of things that the female members of a family generally do.
2. Roleplay showing how a family or society can show appreciation for the contribution of women.



Note for Ts: Divide the class in groups of four. Ask half the groups to prepare a roleplay on topic 1 and the other half on topic 2. Make sure the students understand what they are supposed to do. Walk around and assist the students wherever needed.

UNIT 5.2 WRITING

Short Formal Letters E2Eb 302

We write formal letters for official purposes and informal letters to friends and family members.

Exercise 1

The following two letters, A and B, are the same. However, some information that is missing in Letter A is missing in Letter B, and vice versa. Work in pairs. One student should fill the gaps in Letter A and the other one in letter B. Only look at the letter on which you have to work. Do not look at the other letter. Ask your partner wherever you have a gap. Write the complete letter in your notebooks.

Letter A

_____ 17, 2022.

The _____,

Government _____ School,

Larkana.

Respected Madam,

Since last year, the _____ and sports period has been _____ the time table and we are not given any time to play games or participate in sports activities. In the past, the school has produced many _____ and sportspersons who participated in _____ at the provincial level. These students won many _____ and trophies which are displayed in your office.

Moreover, during the past few years, a lot of the _____ that needs to be replaced, as it is no longer in a condition to be used, has not been replaced. As a result, _____, like bat and ball, need to be brought from home for practice after school hours.

We would, therefore, like to request you

_____ and allow us some time during the school hours to develop our games and sports ability. Those interested, can further develop their _____ by continuing to play during their free time. The sports activities will _____ and avoid bad habits, by spending their free time in healthy activities. Also, they _____ and trophies for the school.

_____ that you will grant us our requests.

Looking forward to _____ and favourable response.

Yours sincerely,

Students of Classes VI, VII and VIII

Letter B

August _____.

The Principal,

_____ Secondary School,

_____.

Respected Madam,

Since last year, the games and _____ period has been taken off the _____ and we are not given any time to play games or participate in sports activities. In the past, the school has produced many athletes and _____ who participated in many events at the _____. These students won many prizes and _____, which are displayed in your office.

Moreover, during the past few years, a lot of the sports equipment that _____, as it is no longer in a condition to be used, has not been replaced. As a result, simple things, like _____, need to be brought from home for practice after school hours.

We would, therefore, like to request you to purchase the required sports equipment and _____ to develop our games and sports ability. Those interested, can further develop their skills and abilities by continuing to play _____. The sports activities will help students remain healthy and _____, by spending their free time in healthy activities. Also, they can win awards and _____ for the school.

We hope that you will _____.

Looking forward to an early and _____.

Yours sincerely,

Students of Classes VI, VII and VIII

Note for Teachers: Divide the class into pairs. Ask each pair member to call out A and B. Tell the students that those who called out 'A' will work on Letter A and those who called out B will work on Letter B. Tell them that both the letters are the same. However, some information missing in Letter A is given in Letter B, and vice versa. Ask the students to work on the letter assigned to them and not to look at each other's letter or the letters in the book. They should ask each other about the information missing in their letter and fill the blanks

While the students are working on the task, walk around to ensure that they are following the instructions.

UNIT 5.3 LANGUAGE CONVENTIONS

Demonstrate the use of the colon (:) in sentences and short passages.

A. The colon is often used after a complete sentence to introduce a list of items.

Example: You have to bring many items: water bottles, tooth brush, tooth paste and warm clothing.

B. However, when groups of words are separated in a list, a comma is usually used before **and/ or**, if there are three or more items.

Example: I want an assistant who can do a number of things: clean the tables, write letters, make tea, and water the plants.

Exercise 1

Work in pairs, select the sentences from the following ones in which the colon has been used correctly and write them in your notebook. Follow the example.

- 1) (a) The children's books were left in three places: Mrs Saleem's room, the kitchen and the gardener's cupboard. **CORRECT**
(b) The children's books: were left in three places, Mrs Saleem's room, the kitchen and the gardener's cupboard.
(c) The children's books were left in three: Mrs Saleem's room, the kitchen and the gardener's cupboard.
- 2) (a) My brother has many hobbies: collecting coins from different countries, reading story books, growing fruits and vegetables, and painting natural scenes.
(b) My brother has many hobbies: collecting coins from different countries, reading story books, growing fruits and vegetables, and painting natural scenes.
My brother has many hobbies: collecting coins from different countries, reading story books, growing fruits and vegetables, and painting natural scenes.

- 3) (a) The basket contained: fruit, biscuits, chocolates and sweets.
(b) The basket contained these items: fruit, biscuits, chocolates and sweets.
(c) The basket: contained fruit, biscuits, chocolates and sweets.
- 4) (a) You can choose: any type of book you want story book, book of jokes, recipe book or gardening book.
(b) You can choose any type of book: you want story book, book of jokes, recipe book or gardening book.
(c) You can choose any type of book you want: story book, book of jokes or a recipe book gardening book.
- 5) (a) I can see: many things from here the old lighthouse, seagulls catching fish, children playing on the beach, and boats in the sea.
(b) I can see many things from here: the old lighthouse, seagulls catching fish, children playing on the beach, and boats in the sea.
(c) I can see many things from here the old lighthouse, seagulls catching fish: children playing on the beach, and boats in the sea.
- 6) (a) There are many types of trees here: the old neem tree, the mango tree full of fruits, two trees with tiny lemons, and the tree with red apples.
(b) There are many: types of trees here, the old neem tree, the mango tree full of fruits, two trees with tiny lemons, and the tree with red apples.
(c) There are many types of trees here, the old neem tree: the mango tree full of fruits, two trees with tiny lemons, and the tree with red apples.
- 7) (a) In the bag: there were the following items, scissors, a hairbrush, some money and her address book.
(b) In the bag there were: the following items, scissors, a hairbrush, some money and her address book.
(c) In the bag there were the following items: scissors, a hairbrush, some money and her address book.

Exercise 2

Write the following sentences in your notebook by adding the colon and the commas in the right place. The first one has been done as an example.

- 1) There are many advantages of growing trees pollution free air shade in the summer and branches for tying a swing.

There are many advantages of growing trees: pollution free air, shade in the summer, and branches for tying a swing.

- 2) Please buy these things from the shop a litre of milk a loaf of bread a packet of salt and a tin of oil.
- 3) There are too many things in this drawer pencils papers boxes combs and clips.
- 4) Travelling by train has many advantages one can easily walk about there is place to sleep properly one can enjoy the scenery and one can make new friends.
- 5) Cut all these fruits and put them in the bowl a mango three bananas an orange two apples and a guava.
- 6) Pack all the things that we need to take with us all our warm clothes at least three pairs of shoes the new camera some of the medicines and one or two blankets.
- 7) The girls decided to buy all the things they would need for Eid dresses sandals purses bangles earrings and mehndi.

UNIT 5.4 SPEAKING & LISTENING

Talk about the career you want to pursue and why.

Exercise 1

The teacher will ask any three students the questions given in the dialogue. The students will read out the answers according to the questions asked.

Exercise 2

Work in groups of four and practice the following dialogue. One student each should take the role of the teacher and three students the role of students.

After practicing once, change roles. Practice the dialogue again, by orally saying the dialogue, without reading, as far as possible. Change roles four times such that each student gets to play every role. Each time try and say the dialogues without reading them.

Teacher Let's talk about your future plans. What do you want to become
Student 1?

Student 1 I want to do research in Agriculture.

Teacher That's interesting. Why have you chosen this field?

Student 1 Pakistan needs more food. So, we need research to grow more and better crops.

Teacher Very good. What about you **Student 2?**

Student 2 I want to be a doctor because we do not have enough doctors in our village.

Teacher Yes. but remember to work in the villages. What about you
Student 3?

Student 3 I think I want to study about saving our natural resources.

Teacher Why have you chosen this field?

Student 3 If we will not protect our natural resources our future generations will suffer.

Note for Teachers: For Exercise 1, ask any three students the questions given in the dialogue. Use the name of students in place of **Student 1, 2, 3**. Tell the students to read out the answers according to the questions asked. Next, divide the students in groups of four. Tell them to practice the dialogue as explained above, i.e., they practice the dialogue four times, with each student taking on a different role each time. Tell them that the first time they can read the dialogues, but during further practice they should say the dialogues orally, without reading. You may also ask some of the trios to come up and role play in front of the class.

UNIT 6

Values & Responsibilities

6.1 READING & THINKING SKILLS

Pre-reading

Work in groups of three and discuss the following questions.

1. How many of you would like to be the head of a big company when you grow up?
2. What will you have to do to achieve this goal?
3. What are the three most important qualities that you must have to become the head of a company?

Reading Text

The Seed

A very successful Chief Executive Officer (CEO) of a big company was growing old and knew it was time to choose a successor to look after the company. He respected all his colleagues, but he wanted to pick the best one from amongst them to head the company after him.

He called all the young executives in his company together. He said, "It is time for me to step down and choose the next CEO. I have decided to choose one of you." The young executives were shocked, but the boss continued, "I am going to give each one of you a SEED today - one very special SEED. I want you to plant the seed, water it, and come back here one year from today with what you have grown from the seed I have given you. I will then judge the plants that you bring, and the one I choose will be the next CEO."

One man, named Najam, was there that day and he, like the others, received a seed. He went home and excitedly, told his wife the story. She helped him get a pot, soil and compost and he planted the seed.

Every day, he would water it and watch to see if it had grown. After about three weeks, some of the other executives began to talk about their seeds and the plants that were beginning to grow. Najam kept checking his seed, but nothing ever grew. Three weeks, four weeks, five weeks went by, still nothing. By now, others were talking about their plants, but Najam didn't have a plant and he felt like a failure.

Note for Teachers: Walk around as the students are discussing the pre-reading questions and help out if they need assistance or they are off track. After giving them some time for discussion, have a whole class discussion on these questions. Then ask the students to read the text.

UNIT 6.1 READING & THINKING SKILLS

Six months went by, still nothing in Najam's pot. He just knew he had killed his seed. Everyone else had trees and tall plants, but he had nothing. Najam didn't say anything to his colleagues, however. He just kept watering and fertilizing the soil. He so wanted the seed to grow.

A year finally went by, and all the young executives of the company brought their plants to the CEO for inspection. Najam told his wife that he wasn't going to take an empty pot. But she asked him to be honest about what happened. Najam felt sick; it was going to be the most embarrassing moment of his life, but he knew his wife was right. He took his empty pot to the board room.

When Najam arrived, he was amazed at the variety of plants grown by the other executives. They were beautiful, in all shapes and sizes. Najam put his empty pot on the floor and many of his colleagues laughed; a few felt sorry for him!

When the CEO arrived, he surveyed the room and greeted his young executives. Najam just tried to hide in the back. "My, what great plants, trees, and flowers you have grown," said the CEO. "Today one of you will be appointed the next CEO!"

All of a sudden, the CEO spotted Najam at the back of the room with his empty pot. He ordered the financial director to bring him to the front. Najam was terrified. He thought, "The CEO knows I'm a failure! Maybe he will have me fired!"

When Najam got to the front, the CEO asked him what had happened to his seed. Najam told him the story. The CEO asked everyone to sit down, except Najam.

He looked at Najam, and then announced to the young executives, "Behold your next Chief Executive! His name is Najam!"

Najam couldn't believe it!

Najam couldn't even grow his seed. How could he be the new CEO, the others said?

Then the CEO said, "One year ago today, I gave everyone in this room a seed. I told you to take the seed, plant it, water it, and bring it back to me today. But I gave you all boiled seeds; they were dead – it was not possible for them to grow. All of you, except Najam, have brought me trees and plants and flowers. When you found that the seed would not grow, you changed the seed and put another seed, not the one I gave you. Najam was the only one with the courage and honesty to bring me a pot with my seed in it. Therefore, he is the one who will be the new Chief Executive!"

If you plant honesty, you will reap trust. Earning trust and respect is not difficult. All that is needed is honesty and sincerity. If you want people to respect you, always be honest.

Exercise 1

Read the text and provide brief answers to the following questions. After completing the exercise, share your answers with your partner and make corrections where needed.

1. What is the short form of Chief Executive Officer?
2. What did the head of the company give to all his executives?
3. What is the name of the person whose seed did not grow?
4. Who was selected as the new Chief Executive Officer?

Exercise 2

Work in pairs. The words in Column A can be found in the text. Read the text and underline these words. The meanings of these words are given in a jumbled order in Column B. Find the meanings of the words and write the answers in the Ans. Column. The first one has been done as an example.

No.	Column A	Column B	Ans.
1.	colleagues	a) seeing and judging	1-e
2.	compost	b) look at	
3.	fertilizing	c) manure or soil food for plants	
4.	inspection	d) looked around	
5.	embarrassing	e) people who work together	

10. Najam was appointed as the next CEO because he was honest and courageous. ____



6.1 READING & THINKING SKILLS

Exercise 4

The table below contains key statements related to the story. Work in pairs and put them in order. The result will be the summary of the story. The order of two statements is given.

No.	Statement	Order
1.	The CEO entered the room, admired all the beautiful plants, and said one of them will be the new CEO.	8
2.	Everyone thought, how could a person who had failed to grow a plant be the new CEO.	
3.	He saw Najam at the back of the room, with his empty pot, and asked him to come forward.	
4.	Everyone in the company talked about how well their plants were growing, except Najam.	
5.	The CEO asked Najam what happened to his seed, and he said that he tried his best, but the seed did not grow.	

6.	The CEO explained that he had given all of them boiled seeds, which could not grow but they had all cheated and used other seeds.	
7.	Like all executives, Najam planted his seed in a pot, regularly watered it, and put fertilizer in the soil.	
8.	When the other executives saw Najam's empty pot they laughed at him and some felt sorry for him.	
9.	After hearing his story, the CEO announced that Najam would be the new CEO after him.	
10.	If we want to earn respect from our colleagues and friends, we should be honest all the time, no matter how difficult it is.	
11.	The Chief Executive Officer of a famous company was getting old, so he decided to choose someone to become the new CEO.	1
12.	He gave all of them a seed and asked them to plant it, and after a year show him what they had grown.	
13.	He then told them that Najam was the most honest and courageous amongst them, therefore, he would be the new CEO.	
14.	He called all his executives and announced that soon he would select one of them to succeed him.	
15.	When the day came to take the plants to the office, Najam did not want to take the empty pot, but his wife encouraged him to take it.	

Exercise 5

Write the summary in the correct order in your notebooks. You may add some sentences from Exercise 3 in your summary. Divide the story into paragraphs.

Exercise 6

Work in groups of three. Discuss the answers to the following questions, one by one. After discussing, write each answer in your notebook.

1. Why did the CEO give all his executives a seed to plant?
2. How soon did the plants of some of the executives grow?

3. Why did Najam's wife ask him to take the empty pot to the boardroom?
4. What did Najam think when the CEO asked him to come to the front of the room?
5. Why did the CEO appoint Najam as the new CEO?
6. How can we win people's trust and respect?

Exercise 7

Think of one person you know who is honest? Why do you think s/he is honest?

Work in groups of five and share your stories with each other. Tell them who you think is honest and why do you think so. Listen carefully to all the stories and then decide which one you would like to share with the class.

Note for Teachers: Guide the students how to do Exercises 4 and 5. Tell them to go back to Exercise 3 and see if there is any point there that they would like to add to the summary and in which part they would like to add it. Also, help them break up the summary in logical paragraphs while doing Exercise 5.

For Exercise 7, divide the class in groups of five. Explain the task to them. Walk around and ensure that the students are doing the task. Help them with vocabulary and structures wherever needed. Once they have finished, ask each group to come up and present one story from their group.

6.2 WRITING

Filling a Form E2Eb 304

We are required to fill forms for many purposes. Sometimes we have to fill forms for personal reasons and sometimes for academic purposes.

Exercise 1

Read the following form and fill in the required information. After completing, compare your form with your partner and make corrections where needed.

Personal Information Fill the form in CAPITAL LETTERS		
Name: _____		
Add a small box		
(First name)	(Father's name)	(Surname)
Photograph		
Father's Name: _____		
Mother's Name: _____		
Date of Birth _____		Place of birth
_____	_____	_____
(day)	(month)	(year)
Contact Number: _____		E-mail address:

Number of Siblings: _____		(brothers) _____ (sisters)
Other Family Members living with you (give relationships, e.g., grandfather, cousin, etc.):		

Languages you can speak:		

Hobbies:		

Future Plans (profession/ work/ etc.):		

Signature: _____		Date:

Exercise 2

Fill the following form which requires more academic information. After completing, compare your form with your partner and make corrections where needed.

Admission Form Fill the form in CAPITAL LETTERS		
Name: _____		
Add a small box		
(First name)	(Father's name)	(Surname)
Photograph _____		
Father's Name: _____		
Date of Birth _____		Place of birth _____
(day)	(month)	(year)
Contact Number: _____	E-mail address: _____	
Name of School: _____		
Class in which studying: _____		Favourite Subject: _____
Languages you can speak: _____		
Hobbies: _____		
Sports/ Games you play: _____		
Other Co-curricular Activities: _____		
Field of Study (Commerce, Science, etc.): _____		
Future Plans (profession/ work/ etc.): _____		
Signature: _____		Date: _____

Note for Teachers: Explain to the students that different types of forms require different information. Tell them that before filling any form they should first read it carefully. If they are not sure what to write in any column they should ask someone. It is important that they fully understand what

information is required before starting to fill any form. Tell them that it is often a good idea to get the blank form photocopied and fill that first. If that is not possible, they can write all the information on a separate piece of paper and then fill the form.

UNIT 6.3 LANGUAGE CONVENTIONS

Make sentences by using Relative Pronouns. E3Eb206

The relative pronouns **who**, **that**, and **which** show a relationship between the main and relative clause. All these relative pronouns are placed after the noun.

'Who' refers only to people.

Example: She has a sister who is very helpful.

'That' refers mostly to things, though it also refers to a particular group of persons sometimes.

Example: The book that I bought is very good.

The crowd that had gathered there demanded the arrest of the killer.

'Which', like *that*, refers to things; it is usually used to refer to one particular thing among others.

Example: The car which has a flat tyre is mine.

Exercise 1

In the following table, part A has the first part of a sentence and part B has the other part, but these are all jumbled up. Discuss with a partner and form complete sentences. After you have orally discussed all the sentences, write the complete sentences in your notebook.

No.	A	B
1.	The farmer found the goat	which has two yolks.
2.	One of our neighbours	that won the volley ball match.
3.	I want to eat the egg	who used to live with us now lives with my uncle.
4.	They sold the house	that has three doors.
5.	Their new teacher	which had been stolen from his farm.

6.	Zameer owns the shop	that they had bought last year.
7.	My grandfather	who travels a lot has gone to Canada.
8.	It was our class team	who sings beautifully is absent today.

Note for Teachers: Discuss the above rules and examples with them. Next, divide them into pairs and ask them to follow the rules above and correctly join the sentences. Repeat the rules above as a reminder.

Exercise 2

Fill the blanks in the following sentences with *who*, *that*, or *which*, as appropriate. Write down the complete sentences in your notebook.

1. I know the maid _____ broke the new tray.
2. The book _____ has a yellow sticker belongs to Asad.
3. My friend painted the house _____ we sold yesterday.
4. A gold medal was given to the player _____ scored the most runs.
5. The woman _____ is wearing a blue shawl is my sister.
6. Many birds used to nest in the tree _____ they cut.

Exercise 3

Work in pairs and orally complete the dialogue by adding 'who', 'that' and 'which'. After this, write the complete dialogue in your notebooks.

Father: Tomorrow is a public holiday. Let's go and visit uncle Jamal _____ is ill.

Areeb: Yes! Let's go there and then go to the park _____ is near his house.

Maira: Can we take my friend _____ lives next door with us?

Father: Sure. We can then have dinner at the small hotel _____ serves good food.

Areeb: Or we can buy bun kebab and fries from the hawker _____ stands outside the park and then have ice cream from the corner shop _____ sells cone ice cream.

Maira: I want to have the ice cream _____ has chocolate pieces in it.

Areeb: Great! The plan _____ we visit uncle _____ is ill and have ice cream later is superb!

Maira: Let's ask mother _____ is busy in the kitchen what she thinks of our plan.

Father: I've already asked her. She loved the idea _____ we visit uncle Jamal.

Maira: I must go and tell my friend. She loves the bun kebab _____ is sold near the park.

Note for Teachers: After the students have completed Exercise 2, discuss the answers with the class and keep repeating the rules so that they understand that 'who' is used with people, 'that' mainly with people but sometimes with groups of people, and 'which' is used to refer to one particular thing.

After the students have done Exercise 3 ask some of them to role play the dialogue.

UNIT 6.4 SPEAKING & LISTENING

Taking into account different viewpoints.

Work in groups of three and practice the following dialogue. One student each should take the roles of the three characters.

After practicing once, change roles. Practice the dialogue again, by orally saying the dialogue, without reading, as far as possible. Change roles again the third time, and try and say the dialogues again, this time without reading them.

Owais: I like the summer season. We get so many types of fruit.

Shankar: I agree, but we also get a lot of diseases because bacteria multiply fast in the heat.

James: I like both summer and winter.

Owais: I know we get a lot of diseases but if we are careful, we can protect ourselves.

Shankar: Yes, I guess you are right. If we are careful, we can enjoy the fruit.

- James:** We can also enjoy the monsoon rains.
- Owais:** I think winter is also fun. We can enjoy sitting in the sun and having hot drinks.
- Shankar:** Yes, my mother makes hot tea and, when possible, coffee in milk for us.
- James:** Besides, one can enjoy a large variety of oranges and guavas.
- Owais:** I think we can enjoy all the seasons, if spend some time outside.
- Shankar:** I agree with you. these days we spend too much time on mobiles.
- James:** We all may enjoy different seasons but we must find time to enjoy them.

Note for Teachers: Divide the students in groups of three. Tell them to practice the dialogue as explained above, i.e., they practice the dialogue three times, with each student taking on a different role each time. Tell them that the first time they can read the dialogues, the second time they should read as little as possible. When practicing the third time they should say the dialogues orally, without reading at all. You may also ask some of the trios to come up and role play in front of the class.

قومی ترانہ

پاک سرزمین شاد باد کشورِ حسین شاد باد

تُو نشانِ عزمِ عالی شان ارضِ پاکستان

مرکزِ یقین شاد باد

پاک سرزمین کا نظام قُوّتِ اُخُوّتِ عوام

قوم ، ملک ، سلطنت پابندہ تابندہ باد

شاد باد منزلِ مُراد

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال

ترجمانِ ماضی، شانِ حال جانِ استقبال

سایہِ خدائے ذوالجلال