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اور اللہ سے ڈرتے رہو تا کہ تم پر رحم کیا
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**The Seeking of Knowledge is
obligatory for every Muslim**

A Textbook of

English

Grade 6

Based on National Curriculum 2022



KHYBER PAKHTUNKHWA TEXTBOOK BOARD
PESHAWAR

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How to Use this Book

The recommended time frame for the completion of each unit is 3 to 4 weeks.

You can see the unit overview here. This tells you what is included inside this unit.

The unit is enriched with language activities with a special emphasis on reading and writing skills.

Grammar activities are embedded and integrated with the content (reading passage)

Each unit is divided into five sections i.e. Speaking, listening, reading, grammar and writing.

Each unit begins with a listening activity. The teacher can either play the audio or encourage students to read the text aloud ensuring the rest of the class listens attentively and complete the activities that follow the listening text.

Spoken activities are given the heading 'Let's Talk'. The activities or the questions are designed to encourage students to speak about a particular issue or prepare a speech/debate.

Useful facts related to the text type or writing can be found in the 'Did you know?' boxes. Occasionally, you can find 'Challenge yourself' boxes. These are extension activities aiming to develop students' problem-solving skills.

Each unit has three reading passages referred as Unit Number followed by A,B,C for example, 1A, 1B, 1C. Each reading passage can be taken as a separate unit as it is followed by vocabulary, comprehension questions, grammar and writing activities.

Have you ever seen a Modern Olympic games? What is the official motto of the Olympics? What do the torch signify the five rings in Olympics? Let's find out more from the news report on the Modern Olympics and Paralympics.

The Modern Olympics

The Olympic Games, the biggest international sporting event, has a rich history going back to ancient Greece. However, the modern Olympics as we know them today, began in 1896. The driving force behind the revival of the games was Pierre de Coubertin, a visionary French educator inspired by the noble ideals of ancient Greece. de Coubertin aimed to unite nations through friendly competition and athletic excellence.

The Olympic Games have grown exponentially in both scale and popularity. Today, they are held every four years, alternating between the Summer Olympics and the Winter Olympics. Athletes from across the globe diligently train to qualify for this prestigious event, showcasing their skills and striving for personal and national glory.

The Olympic Games encompass a vast array of sports, ranging from track and field events, swimming and gymnastics to skiing, snowboarding, and ice hockey. Athletes, representing their respective countries, exhibit remarkable athleticism, endurance, and sportsmanship.

Moreover, the Olympics embodies values of peace, unity and understanding among nations. The iconic Olympic flag, adorned with five interlocking rings, symbolizes the unification of five continents. The Olympic torch represents the perpetual spirit of the games. The torch relay, carried out by a succession of runners, signifies the passing of this sacred flame from one generation to the next.

While reading
What do you think a news report tell us? Can you answer with evidence.

Grammar in this book is referred to as 'Use of Language'. Each unit has approximately three to four grammar activities.

Use of Language

Prepositions

1 Complete the sentences with the correct prepositions.

Prepositions of Place:

a) The cat sat _____ the table.
b) We can meet _____ the crossroads.

Prepositions of Direction:

a) Ride your bicycle _____ road and you will reach the sports centre.
b) You will have to ride _____ the mountain to reach the hill station.

Prepositions of Time (use of since and for):

a) Sarah has been playing soccer _____ five years.
b) The basketball game has been going on _____ two hours.
c) _____ the tennis match started, it has been raining heavily.
d) Our team has been training every day _____ the last month.
e) The athletes have been running on the track _____ the morning.

Prepositions (correct) noun, pronouns and phrases to other words.
Prepositions of time tell us when something happens, for example, at, on, since, for, before, during.
Prepositions of place tell us where something is located, for example, on, between, under, above.
Prepositions of direction tell us where something or someone moves or goes to get something, for example, towards, across, around.

'Since' and 'For' are both used to express time duration, but they are used in different contexts. 'Since' is used to indicate the starting point of an action or event. It is used with a specific point in time or a specific event.
Example: I have been playing soccer **since** 2010. (Starting from the year 2010) They have been friends **since** they were in kindergarten. (Starting from the time they were at kindergarten.)
'For' is used to indicate the length or duration of an action or event. It is used for a period of time.
Example: She has been swimming **for** two hours. (The duration of swimming is two hours) We have been studying **for** the entire weekend. (The duration of studying is the entire weekend.)

The passage contains a number of 'be' verbs. Can you identify and write down the sentences containing these verbs. Make sure to underline these verbs. You should be able to list down at least five sentences.

Writing

Cricket is a very popular sport in Pakistan. The excitement, thrill and passion attached to it shows the love for the game. You are required to plan, draft, edit and write a report about Pakistan's historic win over India in a T20 world cup match in 2021.

Your writing should have three paragraphs. Read the paragraphing information given above. Make sure to use a lot of descriptions, adjectives, prepositions. You are required to use the simple past tense for this writing.

The writing activities are guided; providing teachers and students an opportunity to understand various language genres and develop different styles of writing.

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Unit/Topic	Theme	Listening	Reading	Vocabulary	Use of Language	Writing	Page
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1B. Dedicated to Humanity i. Abdul Sattar Edhi ii. Mother Teresa iii. Helen Keller	Humanity	Listen to a documentary about Abdul S. Edhi Speaking: Talk about other humanitarians who dedicated their life to serve mankind, About different tools used for certain disabilities	Abdul Sattar Edhi, Mother Teresa, Helen Keller	Use of dictionary, matching meanings of difficult words, antonyms	Nouns Types of nouns- common, proper and abstract nouns. Pronouns Types of pronouns- Personal, Subjective, Objective, Possessive, Reflexive Pronoun	Writing a paragraph on humanity, Biographical essay, writing in 1st person	8
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Learning Intentions:

In this unit:

You will listen

- to the qualities of Rasoolullah (رسول الله ﷺ)
- to 'Hazrat Muhammad (رسول الله ﷺ)

You will read

- His biography, life journey and the revelation of the Holy Quran

You will learn

- about using the article 'a' and 'an' or 'the'.
- use of synonyms

You will write

- about the important information and events in the life of Hazrat Muhammad

(رسول الله ﷺ)

- a short paragraph about the message of Hazrat Muhammad (رسول الله ﷺ)

Text 1A

- Can you tell about the condition of Arabia before Islam?
- How did Islam change the lives of the people? Who is the last Nabi and Rasool of Allah (ﷺ)?

Read carefully the biography of Hazrat Muhammad (ﷺ).

There have been many Nabis and Rasools in history. In fact, Allah (ﷻ) sent a Rasool for every age and every nation of the world to guide the people on the right path.

Hazrat Muhammad (ﷺ) was the greatest and the last of all the Nabi and Rasools of Allah (ﷻ). He (ﷺ) was for all people and for all ages. There will be no Nabi or Rasool after him.

Hazrat Muhammad (ﷺ) was born on 20th April, 571 A.D. His father, Hazrat Abdullah, lived in Makkah and died a few months before the birth of his child. His grandfather, Hazrat Abdul Muttalib, named him Muhammad. His mother loved to call him Ahmad.

Hazrat Muhammad (ﷺ) was looked after by a foster-mother named Hazrat Haleema. He (ﷺ) remained with her till he (ﷺ) was five. When he (ﷺ) was six years old, his mother took Hazrat

Muhammad (ﷺ) to the grave of his father in Madina Munawwarah. His mother died on the way back.

Hazrat Muhammad (ﷺ) now lived with his grandfather, Hazrat Abdul Muttalib who also died soon afterwards. Hazrat Muhammad (ﷺ) was left to the care of his uncle, Hazrat Abu Talib.

Since childhood, Hazrat Muhammad (ﷺ) was loved and respected by all. He (ﷺ) never told a lie and was called 'Sadiq'. He (ﷺ) was always honest and fair in his dealings with people. People also called him 'Amin'. A rich and noble widow of Makkah, Hazrat Khadija (رضي الله تعالى عنها), was so pleased with his honesty and



truthfulness that she wished to marry him. Hazrat Muhammad (رسول الله ﷺ) accepted her proposal.

Hazrat Muhammad (رسول الله ﷺ) was kind, gentle and merciful. He loved the poor. He (صلى الله عليه وسلم) treated the orphans and the widows with kindness. He (صلى الله عليه وسلم) helped the slaves and the helpless. His love was for all.

He (صلى الله عليه وسلم) would feed the hungry even if he (صلى الله عليه وسلم) himself had to go without food for several nights.

Hazrat Muhammad (رسول الله ﷺ) had great respect for women. He (صلى الله عليه وسلم) always remembered his mother and foster-mother with great respect. "Women are weak," he (صلى الله عليه وسلم) said to his followers, "You should treat them with kindness and love. Their duty is to be good and modest; you should be kind to them."

He (صلى الله عليه وسلم) was kind to the poor slaves. He (صلى الله عليه وسلم) loved them as his own children. To the Muslims he (صلى الله عليه وسلم) said, "Feed your slaves with such food as you eat yourself and clothe them with such clothes as you wear yourself. If they do wrong, pardon them. If you cannot pardon, part with them. But never treat them unkindly."

Hazrat Khadija (رضي الله تعالى عنها) had a slave named Hazrat Zaid (رسول الله ﷺ). Hazrat Muhammad (رسول الله ﷺ) always treated him like his own child. He (صلى الله عليه وسلم) always helped the needy.

There was an old man who used to bring water from a distant stream for his master. Hazrat Muhammad, (رسول الله ﷺ) the Rasool of Allah, pitied him and helped him in carrying the water. After finishing the work he (صلى الله عليه وسلم) said to him, "Do remember me whenever you need help again."

Hazrat Muhammad (رسول الله ﷺ) used to buy and carry things of everyday use for women who could not buy or carry them themselves.

One day Abu Sufian said to him, "It does not suit you to carry things for the poor and the low people." "I am the grandson of Hashim who served the rich and the poor alike and never hated the low". said Hazrat Muhammad (رسول الله ﷺ)

He was kind to birds and animals too. One day he (صلى الله عليه وسلم) saw a camel driver beating his camel to go faster. Hazrat Muhammad (رسول الله ﷺ) advised the camel driver, "Be kind to your animal. It is old and weak and the load is too heavy."

While-reading

Describe the qualities of Hazrat Muhammad's (رسول الله ﷺ) character that you have read in this chapter.

Hazrat Muhammad (رسول الله ﷺ) treated even his enemies with kindness. In the battle of Hawazin, he (ﷺ) set free as many as 6,000 prisoners of war. When Makkah Mukarammah was conquered, he (ﷺ) forgave all his enemies who had given him much trouble during his life in that city. Once Rasoolullah (ﷺ) visited the city of Taif. His enemies threw stones at him and he (ﷺ) was wounded. The angel asked him to curse his enemies. He (ﷺ) replied. "I have not been sent to curse anyone but to be a mercy to mankind." From these few examples from the life of Hazrat Muhammad (ﷺ) it is clear that he (ﷺ) won the hearts of his friends and enemies by love, kindness and mercy and not by force. His Mercy was for all. Indeed, he (ﷺ) was Rahmatul-lil-Aalamin. May peace be upon him!

Learn It!

The writer of a biography is called a biographer.

Vocabulary

1 Read the words with their meanings.

Words	Meaning
foster-mother	take another person's child into your home for a period of time, without becoming his or her legal parents.
widow	a woman whose husband has died.
proposal	an act of formally asking somebody to marry you.
orphan	a child whose parents are dead.
AD	Anno Domini a Latin phrase meaning "in the year of the Lord", which is used when referring to the year after Hazrat Essa was born.
slave	a person who is legally owned by someone else and has to work for that person.

Comprehension Questions

2 Answer these questions.

- Why was Hazrat Muhammad (رسول الله ﷺ) called 'Sadiq' and 'Amin'?
- Why is Hazrat Muhammad (رسول الله ﷺ) called 'Rahmatul-lil-Aalamin'?
- What was the impact of Hazrat Muhammad's (رسول الله ﷺ) personality on people?
- What are the worst sins in the eyes of Hazrat Muhammad (رسول الله ﷺ) ?
- How did Hazrat Muhammad (رسول الله ﷺ) win the hearts of his enemies and friends?

Use of Language

1 Circle the correct article (a / an / the) in each sentence.

- Hazrat Muhammad (رسول الله ﷺ) was looked after by a/an / the foster mother.
- Hazrat Muhammad (رسول الله ﷺ) never told a / an / the lie.
- Hazrat Muhammad (رسول الله ﷺ) was kind to a / an / the poor slaves.
- Hazrat Muhammad (رسول الله ﷺ) was a / an / the grandson of Hashim.
- Hazrat Muhammad (رسول الله ﷺ) treated a / an / the rich and a / an / the poor alike.

2 Find the meaning of the following words in the dictionary and identify the parts of speech of the word through abbreviation used.

modest

pardon

pitied

conquer

curse

mercy

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

path

enemy

kind

right

carry

friend

4 Rewrite the sentences below in your notebook. Replace the underlined common noun (phrase) with a proper noun. The first one has been done.

Example: The boy went to the city in the morning.

Akram went to Peshawar in the morning.

The animal in the zoo was very big.

This boy/girl is my best friend.

We went to the hospital to see the doctor.

My country is very beautiful.

We will have holidays in the sixth month.

Do you remember?

Common nouns are general names, thus they are not capitalised.

Proper nouns are specific names, they do require capitalisation.

5 Underline the nouns in the sentences below and say whether they are countable or uncountable. The first one has been done.

I turned on all the fans.

Countable

Have you found a house yet?

The garden is beautiful.

The noise frightened her.

There is no light.

The iron door has rusted.

6 Read the following paragraph carefully.

Hazrat Muhammad (رسول الله ﷺ) taught love, kindness and compassion to his people. He was seen to be the most loving, gentle, and compassionate of all of them. The Quran mentions his kindness in these words:

“O Messenger of Allah! It is a great Mercy of God that are gentle and kind towards them; for, had you been harsh and hard-hearted, they would all have broken away from you”
(Quran 3:159)

Topic Sentence:

A topic sentence is a sentence, that suggests the main idea of a paragraph.

Features of a topic sentence:

Specific words: particular words that reflect the main idea.

Vivid verbs: descriptive verbs that give detail to an idea.

Modifiers: an adjective or adverb that provides additional information.

Do you remember?

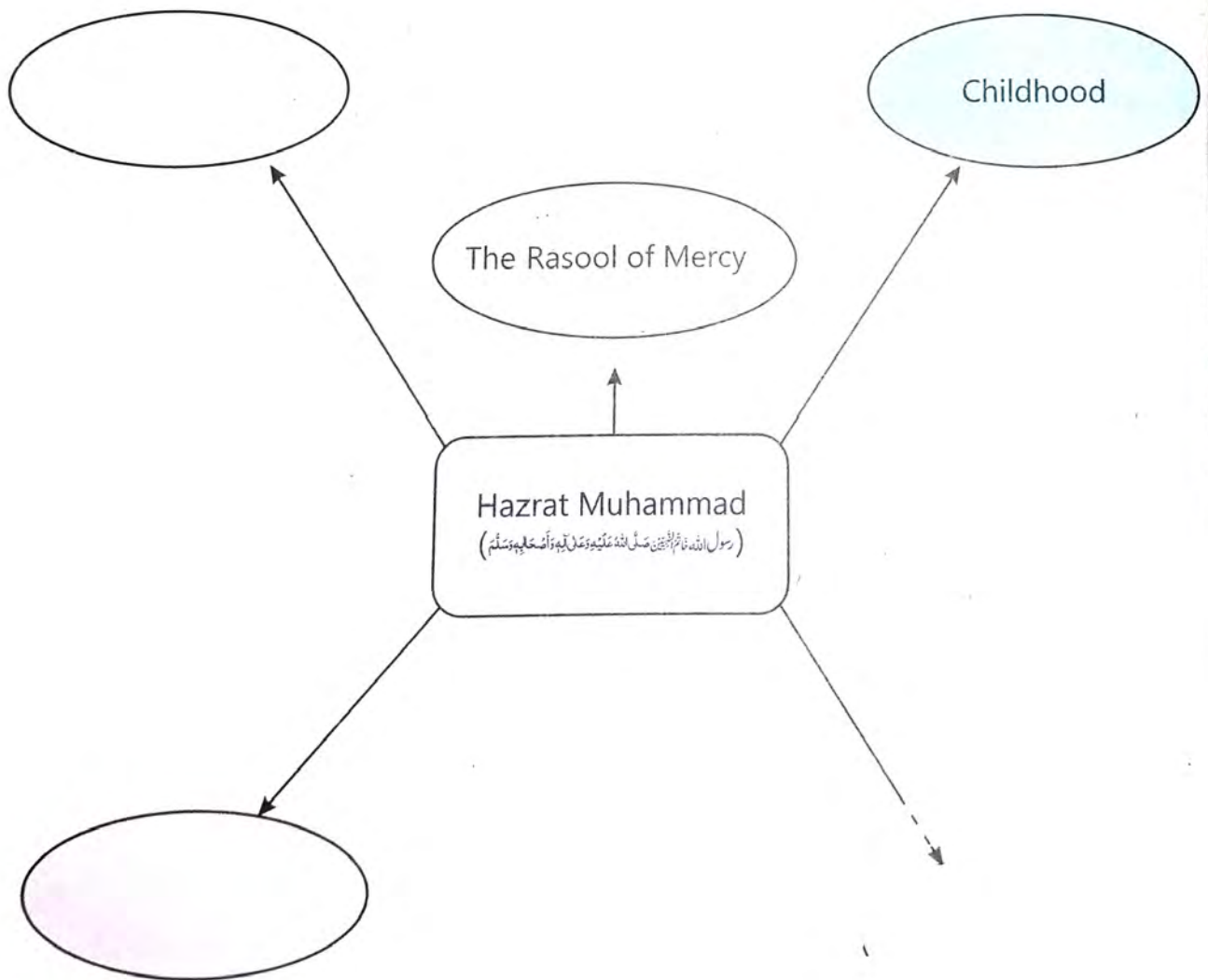
Countable nouns are individual people, animals, places, things or ideas which can be counted.

Uncountable nouns are not individual objects so they cannot be counted.

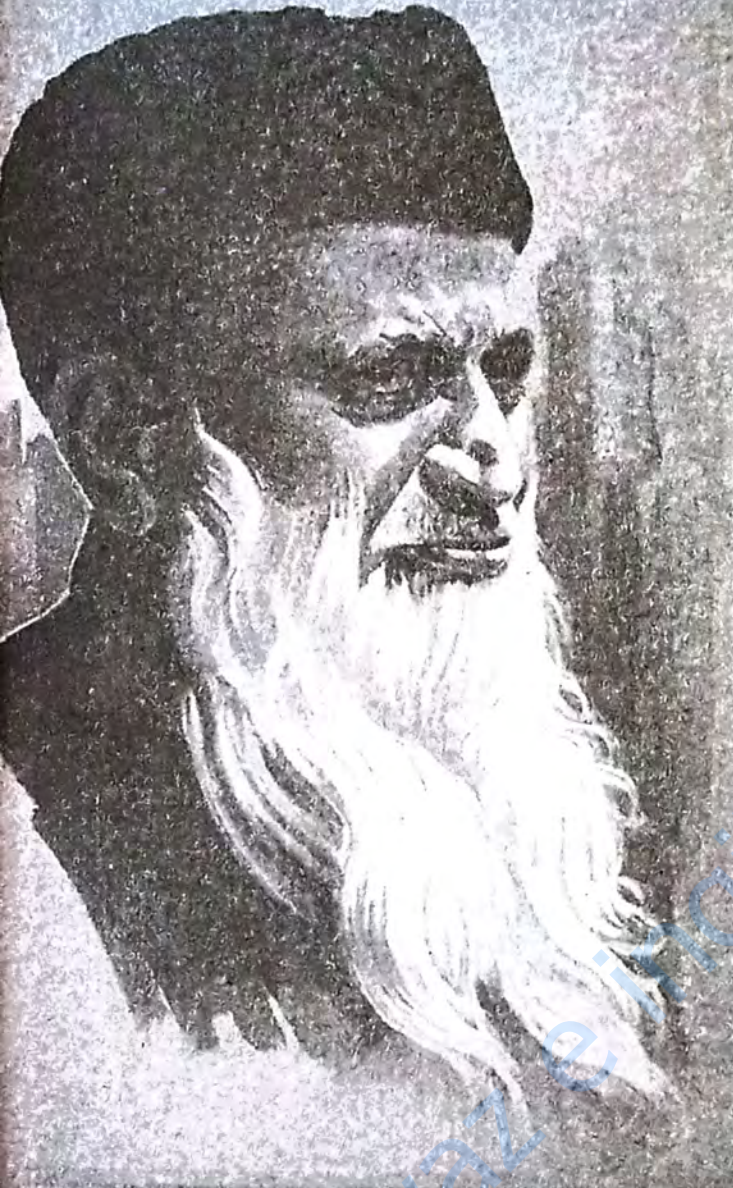
Topic sentence for the paragraph above could be **Hazrat Muhammad** (رسول الله ﷺ) **taught love, kindness and compassion to his people.** **Hazrat Muhammad** (رسول الله ﷺ), **love, kindness and compassion**, are specific words which describe the main idea of the paragraph. Similarly **taught** is **vivid verb**.

Writing

Complete the mind map and summarise the lesson with the help of the mind map.



Dedicated to Humanity (Abdul Sattar Edhi)



ABDUL SATTAR EDHI
(1928-2016)

Learning Intentions:

In this unit:

You will listen

- to a documentary about 'Abdul Sattar Edhi'
- to the biography of 'Mother Teresa'

You will speak

- about other humanitarians who dedicated their life to serving mankind
- about the different tools used for certain disabilities

You will read

- about Abdul Sattar Edhi
- about the life of Mother Teresa
- about Hellen Keller's life story

You will learn

- nouns and types of nouns
- pronouns and types of pronouns
- prepositions of time, place, direction

You will write

- about a biographical essay
- about paragraph writing

Listening

- 1 Abdul Sattar Edhi was a famous humanitarian and philanthropist. Can you think what these two underlined words mean? Share your thoughts with the whole class.
- 2 Abdul Sattar Edhi's work made him famous around the world. He was loved and respected for his love for humanity and mankind. How do you think the following pictures relate to him?



Listen to this short documentary on Abdul Sattar Edhi and complete the activities.

Abdul Sattar Edhi

Most ambulances in Pakistan bear the name of the extraordinary man, Abdul Sattar Edhi. The foundation he started, was then one of the biggest welfare organizations anywhere in the world involved in an impressive array of charitable work.

The Edhi Foundation's services extended far and wide, covering various aspects of humanitarian aid. The organization runs hospitals, clinics, dispensaries, and orphanages, providing medical care and shelter to countless individuals. Edhi's ambulance service, known as the "Edhi Ambulance Corps," operated 24/7, offering immediate medical assistance to people in need.

Edhi's work not only focused on physical well-being but also on social welfare. His foundation established homes for abandoned children, shelters for women, rehabilitation centres for drug addicts, and burial services for unclaimed bodies. Edhi believed that every human being deserved dignity and care, regardless of their circumstances.

Let's Talk

In pairs, discuss the following:

- Can you think of any other humanitarian who dedicated his/her life to serving mankind?
- What kind of personality do you think Abdul Sattar Edhi had?
- What challenges do you think Edhi might have faced when he started working for the people of Karachi? Talk to your partner about some of the difficulties and challenges a philanthropist face while serving humanity.
- With your partner, research different organisations or individuals who are working to serve humanity. Prepare a small talk or a presentation and share it with your class.

Teacher's note: Read the text aloud in the class with proper intonation and pauses.

Vocabulary

- 1 Read the passage given below and try to understand the words in bold and underlined. Then match them with their meanings given in column two.

There is no doubt that Pakistanis are **generous** people, as the practice of giving is nearly universal. However, this **charitable** impulse needs to motivate more people. In this way, individual **donations** can play a more effective role in **inclusive** development. Lack of trust for civil society organisations **hampers** fundraising efforts. To encourage more institutional giving, organisations have to ensure transparency and accountability, thereby winning the trust of givers. While civil society organisations need to **expand** their fundraising networks among the general public, efforts should also be made to inform people that giving to organisations may have a more significant **impact** than giving to individuals.

- 2 Match the words in bold with their meanings.

Column A

Pakistanis are **generous** people.

This **charitable** impulse needs to target more impact-oriented philanthropy

Individual **donations** can play a more effective role

Civil society organisations **hampers** fundraising efforts.

need to **expand** their fundraising

Column B

something that is given to a charity, especially a sum of money.

hinder or impede the movement or progress of.

become or make larger or more extensive.

relate to the assistance of those in need.

show readiness to give more of something, especially money than is strictly necessary or expected.

3 Fill in the blanks with the appropriate form of the verbs in parentheses (present simple, present continuous, or simple past):

- Abdul Sattar Edhi (be) _____ a renowned philanthropist who (devote) _____ his life to helping others.
- The Edhi Foundation (provide) _____ free healthcare and emergency services to those in need.
- Edhi's ambulance service (operate) _____ 24/7, offering immediate medical assistance.
- His organization (run) _____ hospitals, clinics, and orphanages, providing essential care and support.
- Abdul Sattar Edhi (believe) _____ that every human being (deserve) _____ dignity and care.



Reading

Text 1B

Before you read, look at the title of the text. The title suggests something important about his personality. Can you identify the important features of his personality?

"People have become educated, but have not become human," - Abdul Sattar Edhi.

Abdul Sattar Edhi, often referred to as the "Angel of Mercy," was a remarkable humanitarian who dedicated his life to serving those in need. Born in 1928 in the city of Anand, Gujarat, India, his family migrated to Pakistan in 1947. Edhi's early life experiences shaped his profound compassion and unwavering commitment to the welfare of others.

Growing up in a family of limited means, Edhi witnessed poverty and suffering from an early age. These experiences deeply impacted him, instilling in him a strong sense of empathy and a desire to alleviate the hardships faced by the less fortunate. His personal experiences became the driving force behind his tireless efforts to bring positive change to society.

His mother's serious and persistent illness, and then her death created an everlasting impression on his thinking patterns and personality that drove him to make a pledge to comfort suffering humanity.

He had the vision of establishing welfare homes and shelters to minimize the grievances of the people who lived in misery and had no one who could provide them with the basic necessities of life. Through these shelter homes, Edhi vowed to take care of the people who were maltreated, neglected and had any sort of physical or mental disability. He began his mission by establishing a free dispensary for the needy in collaboration with some community members. Edhi wanted to establish an organization that could serve multiple purposes and thus founded 'Edhi Trust'.



Learn It!

A biography is a true account of someone's life. It is written by someone other than the subject of the biography.

Learn It!

Chronological order is the arrangement of events in order of their occurrence in time. Details in paragraphs of a biography are mostly arranged in chronological order.

His vision developed and nurtured further as he went on to build Edhi homes, maternity homes and initiated an ambulance service across Karachi.

While his work earned him global recognition and admiration, Abdul Sattar Edhi remained grounded and focused on his mission. His personal life revolved entirely around the service of humanity, and he considered his work as a sacred duty bestowed upon him. Edhi and Bilquees Edhi worked day and night collaboratively to reduce the pain of suffering humanity. Edhi died on July 8, 2016, at the age of 88. His organs were donated as per his last will.

Abdul Sattar Edhi's legacy continues to inspire countless individuals worldwide. His unwavering dedication, empathy, and selflessness serve as a guiding light for future generations, reminding us of the profound impact one person can make in the lives of others.

While-reading

Why do you think Edhi prioritized serving humanity more than completing his own education? Comment on the purpose of education in a person's life.



Vocabulary

- 1 Match each vocabulary word with its correct definition and identify whether the given meaning is denotative (D) or connotative (C).

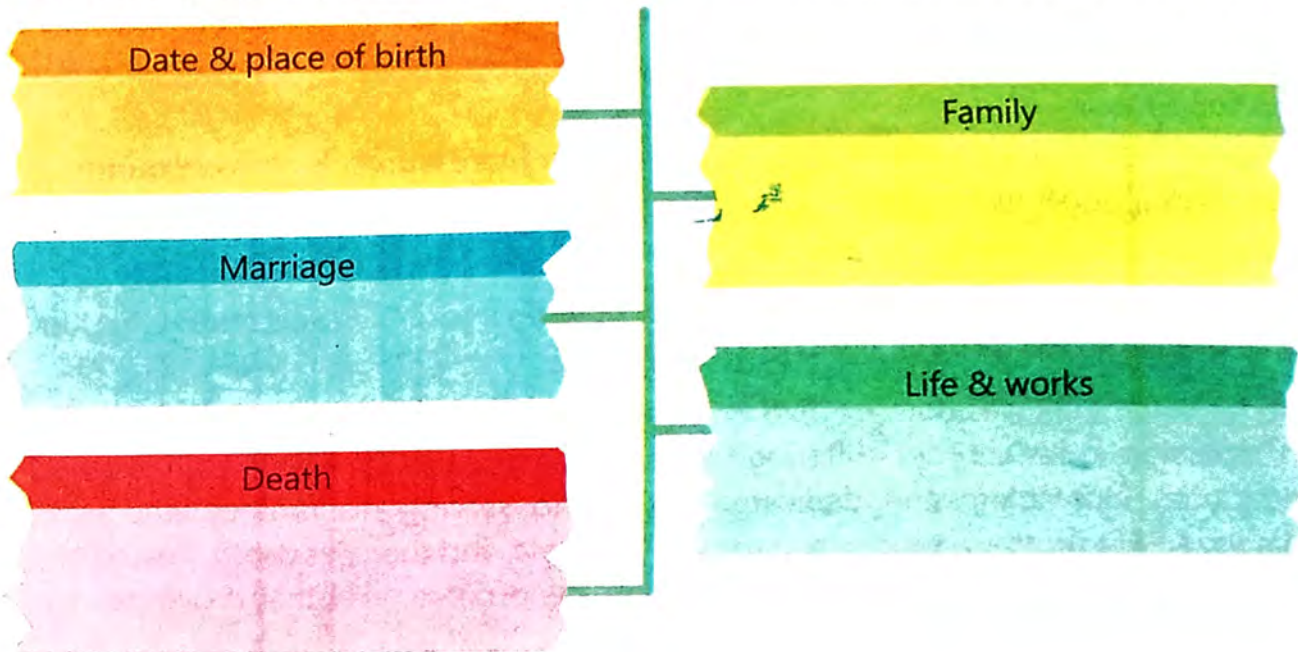
Column (A)	Column (B)	Meaning type
humanitarian	The health, happiness, and well-being of individuals or communities	
compassion	The state of being worthy of honour and respect.	
volunteer	Extremely poor and lacking basic necessities	
welfare	Concerned with promoting human welfare and reducing suffering.	
destitute	The process of restoring someone to a normal life after illness, addiction, or injury.	
dispensary	A person who offers their services or time without expecting payment.	
orphanages	A place where medical treatment or advice is given to those in need.	
rehabilitation	Institutions that provide care and support for children without parents	
dignity	A deep feeling of empathy and understanding for the suffering of others	

Comprehension Questions

Answer the given questions.

- What will Abdul Sattar Edhi be remembered for?
- How can Edhi's legacy be carried forward?
- Edhi's life teaches us the importance of love for humanity. How do you think this love for humanity can be promoted in society? Discuss in detail.

d. Write down the important information and events in the life of Abdul Sattar Edhi.



Use of Language

A noun is a word that names something, such as a person, animal, place, thing, or idea. In a sentence, nouns can play the role of subject, direct object, indirect object.

Kinds of Nouns

Common noun and Proper noun

Common nouns refer to people, places and things in general. Any noun that is not a name is a common noun.

Examples: orphan, guest, child

Proper nouns are names of people, places or organisations.

Examples: Mr. Abdul Sattar Edhi

Faisal Edhi

Edhi Trust

Concrete Nouns and Abstract Nouns

Concrete nouns are physical things that you can touch.

Examples: chair, jewellery, car,

Abstract nouns are the opposite of concrete nouns. They are things that you cannot touch. Abstract nouns are ideas, concepts and feelings.

Examples: care, love, compassion

Collective Noun

A collective noun denotes a group of individuals.

Examples: class, crew, crowd, family

Compound Noun

A compound noun is a noun that is made with two or more words. Each compound noun acts as a single unit and can be modified by adjectives and other nouns.

Examples: lunchtime, firefighter, overtime.

1 Identify and underline the nouns in the following sentences and state whether they are common, proper, concrete or abstract. The first one is done for you.

Abdul Sattar Edhi was born in 1928 in Gujarat (India). His mother's illness fostered compassion in his soul for suffering humanity. At the age of eleven, Edhi left his education incomplete and dedicated his life to serving his mother who was paralyzed. His mother's serious and persistent illness, and then her death created an everlasting impression on his thinking patterns and personality that drove him to make a pledge to comfort suffering humanity.

Abdul Sattar Edhi	Proper noun		

2 Sort the following nouns into categories by placing them in the table below.

wife	Karachi	birds	orphans	hospital	nation
vanbed	whales	dream	donkey	shelter	patience
Faisal	wheelchair	life	son	home	love
joy	jewellery	hope	ambulance	Bilquees Edhi	

Common noun	Proper noun	Abstract noun	Concrete noun

3 The following words are collective nouns. Activate your mind by using the following words in sentences.

flock

swarm

school

bunch

herd

army

band

pride

4 Come up with compound words by combining any of the following words.

chair → chop →

up → bed →

room → wheel →

chair → note →

sho → hand →

stick → mother →

earth → check →

pad → arm →

 **Writing**

1 "People have become educated, but have not become human." Explain the statement given by Abdul Sattar Edhi using different types of nouns.

Reading

Mother Teresa- A Humanitarian

Text 1C

Look at the pictures and predict what the text is about?
Let's find out more about Mother Teresa by reading the passage below.

One of the most highly respected women in the world, Mother Teresa was internationally known for her charitable work among the victims of poverty and neglect-particularly in the slums of Calcutta (now Kolkata), India.

She was born on August 26, 1910, in Skopje, Macedonia. Her birth name was Anjeze Gonxhe Bojaxhiu. In 1928, she joined a community of nuns in Ireland called the 'Sisters of Loretto'. Weeks later she sailed to India. For the next 17 years she taught at a school in Calcutta run by the 'Sisters of Loretto'.

In 1946, Mother Teresa decided to spend her life helping the sick and the poor. She studied nursing and started working in the slums of Calcutta. In 1948, she founded the Missionaries of Charity, a religious order of women dedicated to serving the poor. Mother Teresa led the order for nearly 50 years. It opened schools for children and centres to treat the blind, the disabled, the old, and the dying. She received many awards for her work.

The authorities greatly acknowledged her efforts. She received many titles and awards such as 'Decree of Praise', the 'Jewel of India', 'Gold Medal of the Soviet Peace Committee', and the Nobel Peace Prize for "bringing help to suffering humanity". She received honorary degrees from academic institutions worldwide and was declared a saint by the Roman Catholic Church in 2016.



Points to know!

The **main idea** of a paragraph is called a **topic sentence**. Other sentences in a paragraph support the topic sentence. These are called **supporting sentences**.

In 1989, Mother Teresa suffered a heart attack. Despite her poor health, she continued to work in Calcutta most of the time until she retired in March, 1997. Mother Teresa worked day and night to achieve her goal by ignoring her health. She suffered another heart attack and died on September 5, 1997, at the age of 87. After her death, the Missionaries of Charity carried on her work in more than 90 countries. Mother Teresa will be remembered for showing compassion and helping 'the unwanted, and the uncared for'. She will be remembered for dedicating herself to those who were poor, rejected, and left abundant by the society. She will be remembered for raising her voice in front of those in power and being responsible for poverty.

Learn It!

A biography is written in third person. It is always written in a chronological order and uses time connectives.

Vocabulary

Use of Dictionary

Remember!

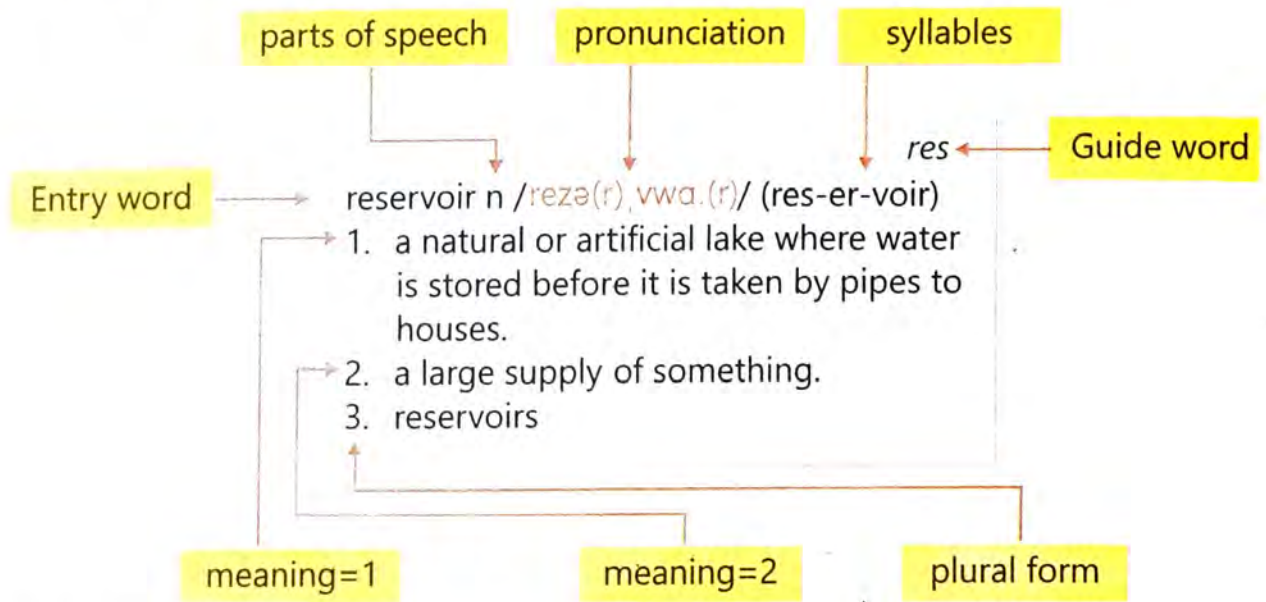
A **dictionary** is a reference book having a collection of words in a specific language in which words are arranged alphabetically with meanings, pronunciation and other information about words.

A guide word is printed at the top of the page of a dictionary. It indicates the first or last item on that page.

An entry word is a headword that forms the heading of an entry in a dictionary. They are arranged in alphabetical order in a dictionary. The first guide word is the first entry word on a page. The second guide word is the last entry word on the same page. All the other entry words on the page fall between the guide words in alphabetical order.



Read the different segments of a dictionary.



Read the different steps to use a dictionary.

If you want to know the meaning of the word 'crew,'

- Go to the 'c' section in the dictionary.
- Look for the second letter of the word. Go to the page with 'cr' words.
- Then look for 'crew' and then you will find the word 'crew'.
- Read its meaning.
- Crew: people who work together on a ship, plane, etc.

Consult a dictionary and find the meanings of the following words. Also note their transcription.

charitable	poverty	sailed	missionaries	humanity
acknowledged	soviet	decree	honorary	compassion

Comprehension Questions:

1 Complete the fact file about Mother Teresa:

a. real name	
b. date of birth	
c. place of birth	
d. the year she dedicated her life to helping the sick and the poor.	

e. the year she founded the Missionaries of Charity	
f. the year she suffered a heart attack and died	
g. number of years she taught in school	
h. the year she retired	

2 Write 'True' if the statement is correct, and 'False' if it is incorrect.

- a. In 1846, Mother Teresa decided to spend her life helping the sick and the poor. She studied nursing and started working in the slums.
- b. Mother Teresa will be remembered for showing compassion and helping the unwanted, and the uncared for.
- c. After her death, the Missionaries of Charity carried on her work in more than 90 countries.
- d. She did not receive many awards for her work.
- e. She received honorary degrees from academic institutions worldwide and was declared a saint by the Roman Catholic Church in 2010.

3 Answer the following questions.

- a. What is Mother Teresa famous for?
- b. List down the titles and awards she received.
- c. What health problem did Mother Teresa have?
- d. At the time of her death, how many countries were her 'Missionaries of Charity' working in?
- e. If you were to write the biography of Mother Teresa, what would the title be?





Use of Language

A **pronoun** is a word that stands in place of a noun. There are different types of pronouns.

Personal pronouns are used in place of the person, place or thing that we are talking about. We can use personal pronouns as a **subject** and as an **object** of a sentence. Personal pronouns are also used to show **possession or ownership**.

Their form changes to indicate a person, number, gender, or case.

Subjective personal pronouns that act as the subject of a sentence such as I, you, **she, he, it, you,** and **they**.

For example: **She** founded the 'Missionaries of Charity'.

Objective personal pronouns that act as the object of a sentence such as me, you, **her, him, it, us, you,** and **them**.

For example: **Her** birth name was Agnes Gonxha Bojaxhiu.

Possessive personal pronouns show possession. (**mine, yours, hers, his, its, ours**) and (**theirs**).

For example: The contribution of Mother Teresa is **ours** to follow.

Reflective Pronouns: Pronouns that are formed by adding 'self' or 'selves' to the personal pronouns are called Reflexive Pronouns; as, **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves**.

For example, She is angry with **herself**.

I told him something about **myself**.

They enjoyed **themselves**.

Demonstrative Pronouns: These pronouns point out someone or something.

Demonstrative pronouns are **this, that, these and those**.

For example, **This** is my book and **that** is yours.

My books are better than those of Aaima's.

Interrogative Pronouns: These pronouns are used to ask questions. Interrogative pronouns include **which, what, who, whom** and **whose**.

For example, **Who** owns this jacket?

Whom are you looking for?

1 Look up for the pronouns and identify them as subjective, objective or possessive pronoun.

In 1989, Mother Teresa suffered a heart attack. Despite her poor health, she continued to work in Calcutta most of the time until she retired in March 1997. Mother Teresa worked day and night to achieve her goal by ignoring her health. She suffered another heart attack and died on September 5, 1997, at the age of 87. After her death, the 'Missionaries of Charity' carried on her work in more than 90 countries.

2 Use the following personal pronouns accordingly.

- a. _____ was internationally known for _____ charitable work.
- b. People admire Mother Teresa's kindness. _____ call her the angel of mercy.
- c. For 17 years _____ taught at a school. _____ was run by Sister of Loretto.
- d. Mother Teresa led the order for 50 years and _____ opened schools for children and Centres to treat the blind and disabled.
- e. After her death, _____ carried on _____ work in more than 90 countries.
- f. The authorities greatly acknowledged _____ efforts and _____ gave her awards such as Decree of Praise, The Jewel of India, etc.

3 Circle the correct possessive pronoun for each of the sentences below.

- a. The award is (her, hers) to cherish.
- b. Her work will be remembered as (our, ours).
- c. Is this (your, yours)?
- d. Cats love to play. It is the favourite activity of (their, theirs).

4 Identify and label the demonstrative, reflexive, or interrogative pronoun used in the given sentences. Write "D" for demonstrative, "R" for reflexive, and "I" for interrogative pronouns.

- a. Are you sure **this** is the right way to the museum?
- b. She saw **herself** in the mirror and smiled.
- c. **That** is the best movie I've ever seen!

- d. Who is responsible for completing **this** task?
- e. He always talks to **himself** when he's alone.
- f. **These** are the cookies I baked yesterday.
- g. Can you pass me **those** pencils, please?
- h. Which of **these** books do you want to read?
- i. She couldn't find her keys, but then she saw them right in front of **herself**.
- j. We need to decide **who** will be the team leader.

Writing

A biographical essay reveals to readers the personal account of one's life. Pick a significant person you know and write an account of his/her life that you truly feel has created an impact on your life. Use the following guiding questions in writing.

- Prepare a description of the character traits of the individual.
- Talk about a specific idea about the life, personality, and achievements of the individual.
- Describe a fascinating account of one or more significant events in the life of the individual.

Tips to write a biography

A biographical text is an informative text about a person's life. Different types of information are included in a biographical outline.

- The main facts and the turning points of someone's life, with dates.
- Provide specific details of names and dates. Remember, this is an informative text.

Add examples, incidents and quotations to bring the character alive and add interest for the reader.

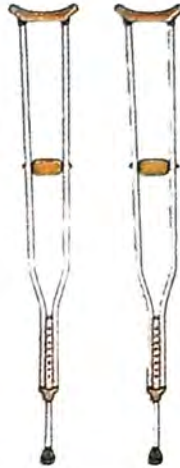
- A summary of their achievements, what made them special and likely to be remembered for. This should usually appear either at the beginning or at the end of the text.

Points to know!

A biography is written in third person. It is always written in a chronological order and uses time connectives.

Listening

Many people in the world are born with certain disabilities. The pictures below are aids that represent certain disabilities. In pairs, discuss which disability each of the images represents.



Match the names of the different tools used for disabilities with the type of disability.

- | | | | |
|-------------------------------------|-----------------------|-----------------------|------------------|
| physical disability (paralysed) | <input type="radio"/> | <input type="radio"/> | hearing aids |
| visual impairment | <input type="radio"/> | <input type="radio"/> | crutches/walkers |
| hearing impairment | <input type="radio"/> | <input type="radio"/> | wheelchair |
| physical disability (able to stand) | <input type="radio"/> | <input type="radio"/> | white cane |

Let's Talk

Before reading the text, discuss the following questions in detail.

- What comes to your mind when you hear the word 'disability'?
- What daily problems do people with disabilities face in their life?
- What message do you think disabled people would like to convey to those who are healthy and without any disability?
- How can we help the disabled become part of society? Discuss.



Reading

Helen Keller-A Girl with a Vision

Text 1D

Helen Keller (1880-1968) was an author, an activist and a campaigner for the charities for deaf and blind. Helen became deaf and blind as a young child and had to struggle to overcome her dual disability. However, she became the first deaf-blind person to attain a bachelor's degree and an influential campaigner for disability issues. Her public profile helped destigmatise blindness and deafness, and she was seen as a powerful example of someone overcoming difficult circumstances.

Helen Adams Keller was born on June 27, 1880, in Tuscumbia, Alabama. When she was 19 months old, she got very sick. The disease left her unable to see or hear. Her parents remained optimistic and took her to the famous inventor Alexander Graham Bell who helped her find a good teacher.

When Helen was 6, she got a teacher named Anne Sullivan. Sullivan used Helen's sense of touch to teach her. She handed Helen a doll and traced the letters of the word 'doll' on the palm of Helen's hand. With Sullivan's help, Helen made rapid progress. Soon she could read sentences by feeling raised words on cardboard.

She went to a school for the deaf in Boston. Here, she learned that she could use her hands to teach herself how to use Braille. Then she used a Braille typewriter to type out stories of her own. She also spent the next twenty-five years of her life learning to speak so that others could understand her. Learning to speak was a bigger challenge. Helen did it by touching the lips and throat of a person who was speaking. She was able to feel the way the lips moved and the throat vibrated. At the same time someone spelled out the words that were being spoken.

Keller was very bright. She graduated from Radcliffe College in 1904. Then she wrote magazine articles that told people about blindness. She also wrote several books about her life.



In 1913 Keller began lecturing—with the aid of an interpreter—worldwide on the needs of the blind. She spoke primarily on behalf of the Foundation for the Blind, for which she raised funds.

In 1920, Keller started her campaign to bring improvement in the life of the deaf and blind. She also prompted the organisation of commissions for the blind in 30 U.S. states by 1937.

Besides giving lectures, Keller was a prolific writer during her lifetime. Her books include 'The Story of My Life' and 'Optimism' (both 1903), 'The World I Live In (1908)', 'Out of the Dark (1913)', 'Midstream: My Later Life' (1929), 'Helen Keller's Journal' (1938), and 'Let Us Have Faith' (1940).

Keller died in Westport, Connecticut, on June 1, 1968.

Although her own life was one of silence and darkness, Helen Keller was courageous and determined enough to bring light to others by encouraging them to never give up.



Vocabulary

1 Read the words given in the box and use a dictionary to find the meanings.

optimistic obstacle Braille silence darkness
courageous prolific graduate disease deaf and blind

Anagrams:

An anagram is a word created by rearranging the letters in another word. For example, **earth** can be changed into **heart**. Similarly, **thing** can become **night**.

2 The words in the box are anagrams. Read the words carefully, rearrange and fill in the blanks with the correct words.

rangy tops fade peaks haremace

- a. Helen was able to see and _____ when she was born.
b. Helen became _____ when no one understood her.

- c. Ann would never _____ trying to teach Helen.
- d. She went to a school for the _____ in Boston.
- e. Learning to _____ was a bigger challenge.

3 Read the given statements. Put a tick on the one that best summarises the central idea of the text.

- a. The amazing parents of Helen Keller
- b. How, despite some serious challenges, Helen Keller grew up to become one of the most inspirational women.
- c. Helen Keller and her great teacher
- d. Helen Keller's graduation

4 Read the given statements. Circle the correct one.

- a. Which of the following statements is true about Helen Keller becoming deaf and blind?
 - a. She fell from a van when she was 2 years old.
 - b. She was born deaf and became blind after an accident.
 - c. She had a high fever when she was 19 months old.
 - d. She fell down a flight of stairs at her house when she was one year old.
- b. In which state was Helen Keller born?
 - a. Alabama
 - b. Hawaii
 - c. Ohio
 - d. California
- c. Which of the following is the first word Helen Keller learnt to spell?
 - a. mother
 - b. doll
 - c. father
 - d. smile
- d. Helen Keller attended the school for blind in:
 - a. Atlanta
 - b. New York
 - c. Chicago
 - d. Boston
- e. Which of the following famous inventors helped Helen Keller?
 - a. Benjamin Franklin
 - b. Alexander Graham Bell
 - c. Thomas Edison
 - d. Thomas Edison

5 Answer the following questions.

- a. What turned Helen Keller deaf and blind?
- b. What was the name of Keller's teacher?
- c. How did Keller learn to speak?
- d. What is braille? Where did Keller go to learn to use braille?

- e. Helen Keller wrote a number of books during her lifetime. In the table, write down the names of her books and their years in chronological order.

Books	Year of Publication

Use of Language

Reflexive Pronouns:

Reflexive pronouns are words that are used when the subject and object referred to the same person.

	Ayesha (subject)	believes	herself (reflexive pronoun)	
Singular	myself		yourself	himself, herself, itself
Plural	ourselves		yourselves	themselves

Underline the **subject** and circle the **reflexive pronoun** in the sentences below.

- 'Learn to do things yourself', said Helen's teacher.
- Her parents would blame themselves for her condition.
- Helen would often comfort herself by writing about her life.
- She learnt to use Braille herself so she could read and write.
- Helen was courageous and determined to stand up for herself.
- Helen learned to do things herself.

Writing

Write a paragraph on 'if you were Helen Keller, what would you do?'

Learning Intentions:

In this unit:

You will listen

- to and discuss stories with morals of some traditional tales.

You will speak

- about popular and favourite stories

You will read

- about 'The Clever Crow'
- about the dialogue on 'Island Adventure'
- about the 'Long Lost Art of Storytelling'

You will learn

- adjectives
- sentence types i.e. declarative, exclamatory, imperative, interrogative
- connectives
- affix, prefix and suffix

You will write

- about a character sketch
- about comparing and contrasting
- about your own fable
- about sequencing
- about dialogue writing
- about completing a story map of your favourite story

Stories of All Time



Listening

The illustrations on the previous page are from popular traditional stories. These stories are popular as they teach us life lessons. In pairs, look at each picture and identify:

- Which story does each picture represent?
- The moral of each story

1 Given below are the morals of some of the famous traditional tales. Read each moral and discuss with your partner how these morals can help us improve the world today.

Story	Moral
The Tortoise and the Hare	Never give up
The Ants and the Grasshopper	Work hard and play hard
The Fox and the Grapes	It is easy to despise what you cannot have
Town Mouse and Country Mouse	Simple and peaceful life is better than luxurious life
Little Red Riding Hood	Never trust strangers
The Crow and the Pitcher	Where there is a will, there is a way

2 Look at the diagram representing the structure of the story. Now choose one of the pictures on the previous page. Talk about the story each picture represents.

- Who are the characters?
- Describe the setting.
- What happens?
- How does the story end?



3 Read a story available in your library aloud. Identify the main features described in the above mentioned diagram.

Let's Talk

Ali Baba and the 40 Thieves

Aladdin and the Magic Lamp

The Fox and the Grapes

The Frog Prince

Sleeping Beauty

The Dragon Princess

Talk about some popular stories and identify the elements of the story. Tell students about the difference between the different types of stories, i.e. fables, folk tales, myths, legends, etc. Talk about how history is learnt through stories.

Let's Talk

The stories given in the box are all-time favourite stories.

Discuss these questions with your partner.

- Which one is your favourite tale?
- Who is your favourite story character? Why is he/she your favourite?
- Can you describe the setting of your favourite tale?
- How does the story end?
- Does it have a moral?

Did you Know?

Folktales are a kind of story that gets passed on from generation to generation. True folktales do not have a single author. They develop as different people tell them over time. As such, they are creations of "the folk," or the people. Many folktales are very old. For generations the tales were spoken aloud and never written down. Storytellers would memorise the stories and keep them alive.

Role Play

Work in groups, pick one of the stories given in the box. It is recommended that each group pick a different story. Now create a play using the steps given below.

- Each group member takes a character. One student in each group needs to be a narrator.
- Try to write at least 3 dialogues for your character.
The narrator needs to write his narration, picking dialogues from each character.
- Practise your play with other group members.

Role play the story.

The Clever Crow

Reading

Text 2A

What is fiction?

Begin your discussion with the help of the following information:

- Crows are very intelligent.
- They can solve puzzles just like humans.
- Like humans, they gossip, hold grudges and know who you are. Interesting isn't?

Read the story of 'The Clever Crow' and find out the moral of the story.

Once upon a time there lived a crow. She had built her nest in a tree. At the root of the same tree, a snake had built its home. Whenever the crow laid eggs, the snake would eat them up. The crow felt helpless. "That evil snake! I must do something. Let me go and talk to him," thought the crow.

The next morning, the crow went to the snake and said politely, "Please, spare my eggs, dear friend. Let us live like good neighbours and not disturb each other."

"Huh! You cannot expect me to go hungry. Eggs are what I eat," replied the snake, in a nasty tone. The crow felt angry and she thought, "I must teach that snake a lesson."

The very next day, the crow was flying over the King's palace. She saw the princess wearing an expensive necklace. Suddenly a thought flashed in her mind and she swooped down, picked up the necklace in her beak and flew off to her nest. When the princess saw the crow flying off with her necklace, she screamed, "Somebody help, the crow has taken my necklace."

Soon the palace guards were running around in search of the necklace. Within a short time the guards found the crow. She still sat with the necklace hanging from her beak. The clever crow thought, "Now is the time to act." And she dropped the necklace, which fell right into the snake's hole.

Points to know!

Fiction is a story that has imaginary characters and settings.



Points to know!

A fable is a short story, typically with animals as characters, conveying a moral.

When the snake heard the noise, it came out of its hole. The palace guards saw the snake. "A snake! Kill it!" they shouted. With big sticks, they beat the snake and killed it. Then the guards took the necklace and went back to the princess. The crow was happy, "Now my eggs will be safe," she thought and flew away happily.

Points to know!
The moral of a story is the practical lesson/s learnt from it.

Vocabulary

1 Find the following words in the story and match them with the correct meanings.

- helpless ◦ ◦ quickly and unexpectedly
- suddenly ◦ ◦ in a respectful and considerate manner.
- nasty ◦ ◦ move rapidly downwards through the air
- expensive ◦ ◦ unable to defend oneself or to act without help
- politely ◦ ◦ very bad or unpleasant
- swooped ◦ ◦ costing a lot of money

Prefix and Suffix

An **affix** is a morpheme that is attached to a root word to form a new word. There are two types of affixes; **suffixes and prefixes**

A **prefix** is a word part added to the beginning of a word or base word.

Examples; **pre, un, dis, de, ex, il, im, non, in, mis,**

Prefix	Meaning	Examples
de-	from, down, away, reverse, opposite	decode, decrease
dis-	not, opposite, reverse, away	disagree, disappear
ex-	out of, away from, lacking, former	exhale, explosion
il-	not	illegal, illogical
im-	not, without	impossible, improper

A **suffix** is a word part added to the end of a word.
 Examples: **ness, ed, ment, ly, less, able, er, est**

Suffix	Meaning	Examples
-able	able to, having the quality of	comfortable, portable
-er	comparative	bigger, stronger
-est	superlative	strongest, tiniest
-ful	full of	beautiful, grateful
-less	without, not affected by	friendless, tireless
-ly	forming an adverb	clearly, hourly

2 Guess who? Find out who said the following statements.

- "I must teach that snake a lesson."
- "I must do something. Let me go and talk to him."
- "Please, spare my eggs, dear friend. Let us live like good neighbours and not disturb each other."
- "Now my eggs will be safe."
- "Huh! You cannot expect me to go hungry. Eggs are what I eat."
- "I must teach that snake a lesson."
- "Somebody help, the crow has taken my necklace."
- "Now is the time to act."
- "A snake! Kill it!"

3 Who are the characters in the story? Describe them by using a character sketch. Describe the following: personality, action, values, motives.

	Personality	Action	Values	Motives
				
Snake				

Comprehension Questions

- What is the moral of the story?
- If you were the crow, how would you convince the snake not to eat the eggs?
- If you were the snake, do you think you can outsmart the crow?



Use of Language

Adjectives

Adjectives are words that describe or modify a noun or a pronoun by describing, identifying or quantifying words. It normally indicates quality, size, age, shape, colour and opinion.

Example:

She saw the princess wearing an **expensive** necklace.

The word '**expensive**' describes the noun (necklace).

The story about the 'Clever Crow' is full of interesting adjectives which add to the atmosphere of the fable. Find the adjectives in the sentences and write them on the space provided.

- Please, spare my eggs, dear friend. _____
- 'Let us live like good neighbours and not disturb each other', the crow said. _____
- Whenever the crow laid eggs, the snake would eat them up. _____
- The crow felt helpless. _____
- The crow felt angry and she thought, "I must teach that snake a lesson." _____
- With big sticks, they beat the snake and killed it. _____
- The crow was happy. _____
- "Now my eggs will be safe," she thought and flew away happily. _____



Writing

Fables have been around for thousands of years. Do you know that some cultures still write fables today? Given below are two short fables. Read them and complete the activities given below.

The Goose and the Golden Egg

There was once a countryman who possessed the most wonderful goose you can imagine. For every day when he visited the nest, the goose had laid a beautiful, glittering, golden egg.

The countryman took the eggs to the market and soon began to get rich. But it was not long before he grew impatient with the goose because she gave him only a single golden egg a day. He was not getting rich fast enough. Then one day, after he had finished counting his money, an idea came to him that he could get all the golden eggs at once by killing the goose and cutting it open. But when the deed was done, not a single golden egg was found, and his precious goose was dead.



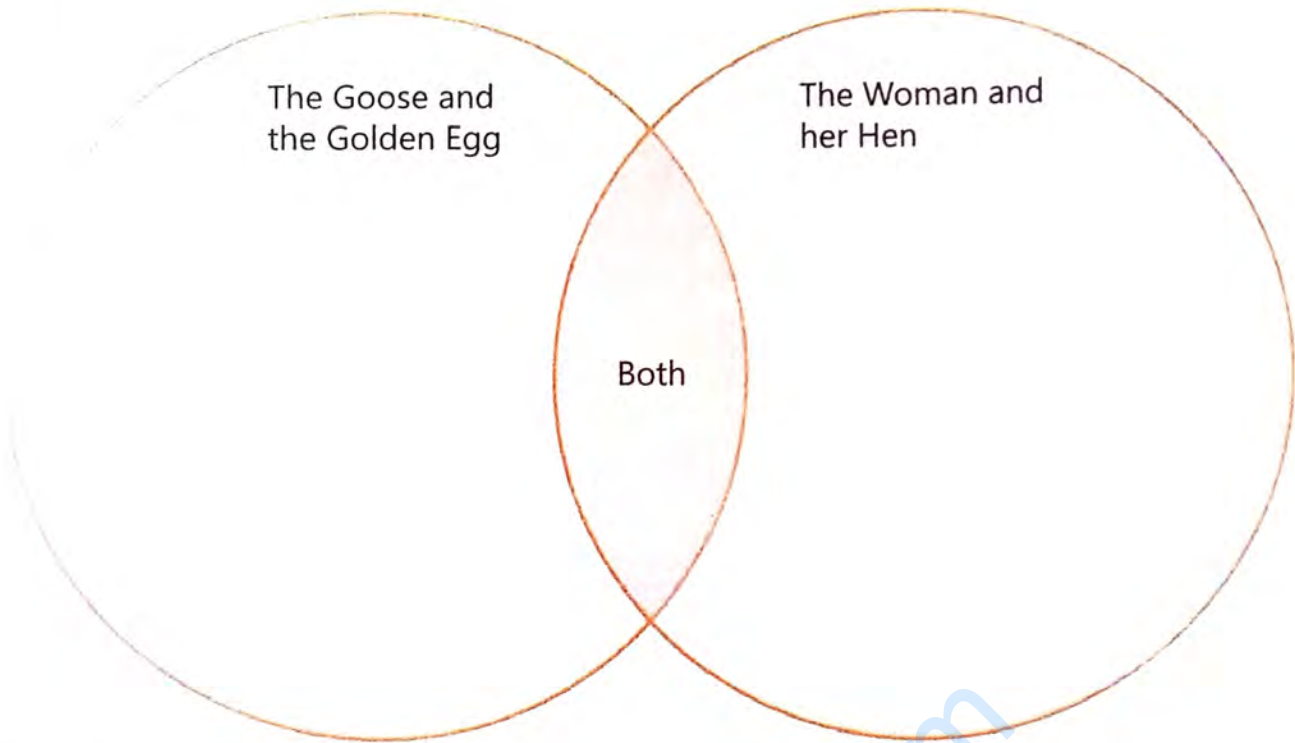
The Woman and Her Hen

A woman possessed a hen that gave her an egg every day. She often pondered how she might obtain two eggs daily instead of one, and at last, to gain her purpose, determined to give the hen a double allowance of barley. From that day the hen became fat and sleek, and never once laid another egg.

In pairs, discuss and write the end of both the stories:

- What important decision does the main character of the story make?
- What lesson did the main characters learn?
- Which is your favourite character in each fable and why?

Compare and contrast both the stories using Venn diagram.



Now, keeping in mind the key points a fable, write your own fable having animals or plants as characters. Write a definite moral at the end.

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Island Adventure



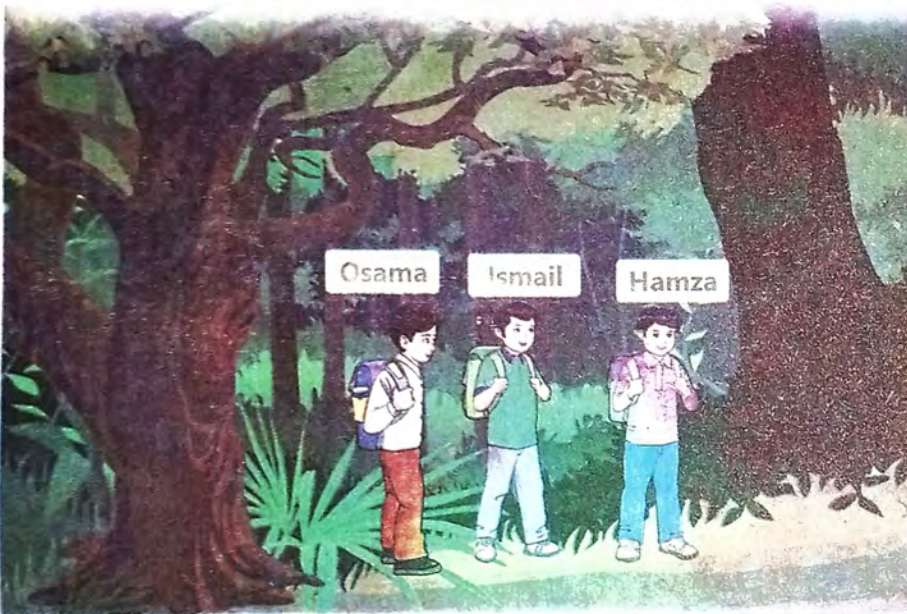
Reading

Text 2B

- Have you ever been to an island?
- Did you ever experience getting lost somewhere?
- How did you find your way back?

Let's find out about a story of friends who got lost in an island. Read the comic strips below and find out the moral of the story.

Osama and his friends decided to go fishing during holidays.
But they did not know that they were in for unexpected surprises.





Meanwhile, Hamza and Ismail started walking inside the island while Osama started searching for something desperately inside his bag.



A few hours later, the three boys were inside the thick forest. They could hear the different sounds of ferocious animals.



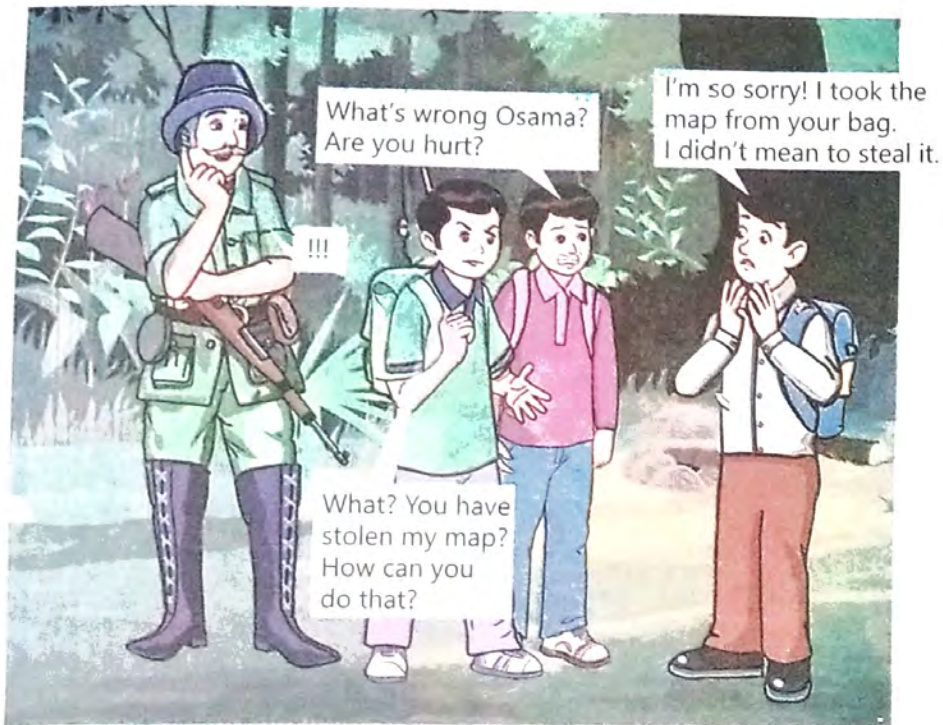
Luckily, a man came by and spotted the three boys running in fear being chased by some wild animals. Just in time, the man shot in the air and the animals ran away.



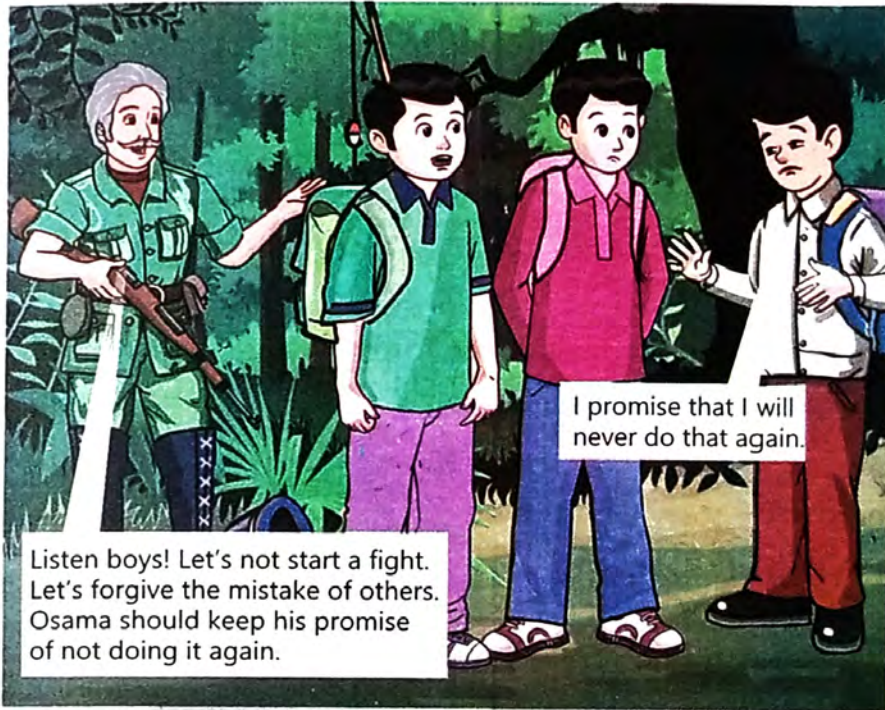
Hamza told the man about their journey and thanked him for saving them.



Ikmail noticed Osama's reaction and asked what's happening to him.



The man explained the importance of accepting one's mistake. He also emphasised the importance of forgiveness.



In the end, the man managed to resolve the dispute and made everyone happy.



Vocabulary

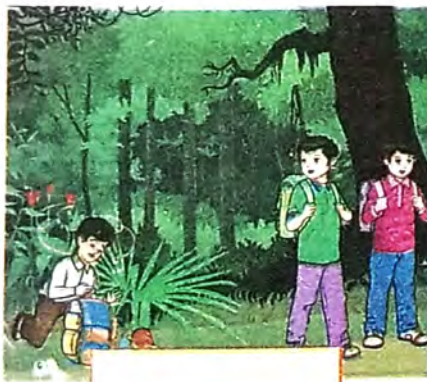
1 Replace the following underlined words with their synonyms.

- Luckily, a man came by and spotted the three boys running in fear being chased by some wild animals.
- What are you doing here? This is a very dangerous place to be in.
- All the wild animals are hiding inside the forest.
- A few hours later, the three boys were already inside the thick forest and they could hear the sounds of ferocious animals.
- But I heard that there are a lot of dangerous animals in the forest. What if we encounter them in our way? We don't have tools to protect ourselves.

Comprehension Checkpoint

- Organise and write the sequence of the story with the help of the pictures given below. Write first, second, third, fourth and fifth.











Points to know!

Sequencing refers to the identification of the components of a story — the beginning, the middle, and the end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects.

2. What were the three boys doing in the forest?
3. How did the boys get lost in the forest?
4. What is the importance of a map?
5. Who had stolen the map?
6. If you were Osama, what would you do in order to avoid getting lost in the forest?
7. If you were Hamza, what would you do to avoid the conflict with Osama?
8. What is the moral of the story?

Use of Language

A **complete sentence** is a group of words that conveys a complete idea. A complete sentences must have at least one subject and predicate, the necessary points of an independent clause. There are four kinds of sentences. Sentence variety helps make your writing more interesting. It also improves readability.

1. A **declarative sentence** makes a statement, provides a fact, offers an explanation, or conveys information.

Example: The man explained the importance of accepting one's mistake.

2. An **exclamatory sentence** expresses strong emotion and ends with an exclamation mark.

Examples: I'm so sorry!

I can't believe that you have stolen it!

3. An **imperative sentence** expresses a direct command, request, invitation, warning, or instruction.

Examples: Listen, boys! Stop fighting.

Put the map back.

4. An **interrogative sentence** asks a question.

Example: What's wrong, Osama?

Read and identify the following sentences. The first one has been done for you.

- I can't believe that you have stolen the map___ Exclamatory
- Listen to me___ _____
- In the end, the man managed to resolve the dispute and made everyone happy _____
- Are you hurt___ _____
- Have you stolen my map___ _____
- Ismail noticed Osama's reaction and asked what's happening with to him___ _____
- You almost got us killed___ _____
- Why did you do that___ _____
- How can you do that___ _____
- Hamza told the man about their journey and thanked him for saving them___ _____

 **Writing**

1 Prepare a dialogue story. Make sure to use the correct grammar and punctuation.

Dialogue is the written conversation between two characters or more within a narrative. This could be found in a book, play, film or any other type of story format

 Reading



The pictures given above represent certain events.

- a. Identify what is happening in the pictures?
- b. How is the audience seated?

The Long Lost Art of Story Telling

Storytelling is universal and is as ancient as humankind. Before there was writing, there was storytelling. It occurs in every culture and from every age. It exists (and existed) to entertain, to inform, and to promulgate cultural traditions and values.

Telling stories is a large part of what makes people connected to each other. Stories are powerful. They teach us traditions, history, how people used to live in the past, etc. Stories can make us laugh and cry. They can entertain us and teach morals. Some stories have lasted hundreds and even thousands of years and are still popular today. These are known as stories of all times or classics.

The art of story telling has been a part of every culture. In Indo Pakistan sub-continent, it is known as 'Dastangoi', a 13th century Urdu storytelling art form.

African storytellers who are known as 'groits' are narrators of oral traditions. They are honoured with high respected positions.

Scottish people love stories. For them, it's a coming together time also known as 'The Céilidh' (Kay-lee). It is a gathering of people where the old people tell the tales of honour, glory, battles, magic, love and sorrow.

Irish storytellers moved from village bringing news, as well as telling stories and myths. Today, storytelling and interest in storytelling appears to be making a comeback. As one Irish storyteller puts it: "It's a need for connection ... I think storytelling nurtures connections with people in real life."

Do you Know?

A bazaar in Peshawar is named 'Qissa Khwani Bazaar' meaning the storytelling bazaar. It is said that this bazaar was a meeting point for caravans and for the people of Peshawar. Professional storytellers recited tales of combat, passion for traders and warriors.

Today, the bazaar is famous for its hospitable people, food and Peshawari Qehwa.

Vocabulary

- 1 Use the words in the box and complete the sentences with correct connectives. The sentences are all from famous traditional tales.

when so if until after but the next later

- a. Goldilocks liked to eat porridge _____ it was too hot for her.
b. Snow-white lost her 7 dwarfs _____ she went looking for them.

- c. Little Red Riding Hood skipped through the forest ____ she went to see her grandmother.
- d. Jack climbed up his beanstalk ____ reach the top.
- e. Peter Pan ran away from Capitan Hook ____ he saw him coming to get him.
- f. The Gingerbread Man cried _____ someone was mean to him.
- g. Cinderella felt sad _____ the fairy helped her go to the ball.
- h. The three bears felt scared _____ they saw their house in a mess.

2 The words given below are jumbled up. Rearrange them. Then use a dictionary to find and write the meanings of the given words. You can take help from the text.

Jumbled up words	Rearranged words	Meanings
sruinvale		
nitncae		
tlrueuc		
dnoiatitr		
leuvas		
sissaclc		
tanrorra		
ruetunr		
tiaentern		
tomprlageu		

3 Fill in the blanks with your rearranged words.

- a. Storytelling is _____ and is as _____ as humankind.
- b. It occurs in every _____ and from every age.
- c. Stories teach us _____ history and how people used to live in the past.
- d. Stories exist to _____ and _____ cultural traditions.

- e. Some stories have lasted hundreds of years and are known as stories of all times or _____.
- f. African storytellers are _____ of oral traditions.
- g. Storytelling _____ the connections with people in real life.

Comprehension questions

Answer these questions.

- Why are people drawn to stories?
- Why is the art of story telling known as 'The long lost art'?
- Story telling has its root in almost every culture. Can you identify their names in different cultures?
- Social media has taken us far from these oral traditions. The world now feels we need to revive this long lost art. Why do you think this need arose?
- African storytellers are given high official posts in government and they have a special place in society. Why in your opinion are they so important? Write in detail.

Connectives

Connectives are words or phrases that link sentences (or clauses) together.

Connectives can be conjunctions, (when, but, because) prepositions or adverbs, and we can constantly use them in written and spoken English.

Connectives can be more than one-word phrases, like 'as well as', 'such as', 'on the other hand' are all connectors to join a story.

Writing

Rewrite a traditional story from a character's point of view.

For example, you can select any one character from the story of Little Red Riding Hood. Remember the characters; Little Red? The Wolf? The Woodsman? Granny?

The story needs to be in 1st person as if one of the characters is retelling the story from his/her perspective.

When you write in 1st person, you use 'I, my, me' and use the simple present tense.



Learning Intentions:

In this unit:

You will listen

- to some emergency announcement in the aircraft
- to a conversation about safety
- precautions for Covid-19

You will speak

- about emergency and safety
- procedures to follow while in the aircraft
- about first aid treatment

You will read

- about the emergency safety briefing in the aircraft
- 'Save a Life: Learn CPR'
- 'Learning First Aid for Children in Schools'
- about 'Glittery, Glistening, Gleaming Teeth'
- about modal verbs
- about adverbs of place, time, frequency, manner
- about antonyms
- alliterations

You will write

- about procedural writing
- about safety measures during Covid-19



Let's Talk

The Covid-19 pandemic hit the world really hard. A number of safety measures were adopted to reduce the spread of the virus. In pairs, discuss the safety procedures adopted during the pandemic. For example, you can talk about why people were asked to wear masks or, how the use of masks can reduce the spread of the disease.

Remember to discuss the latest facts. If possible, take help from the internet to gather information.

Listening

- Have you ever traveled by air?
- Have you heard of the emergency drills being announced before the take off?
- Which part of the announcement do you remember? Pair up and discuss with your classmate.

Emergency Announcement

"Ladies and gentlemen, on behalf of the crew I ask that you please direct your attention to the monitors above as we review the emergency procedures.

There are six emergency exits on this aircraft.

Take a minute to locate the exit closest to you. Note that the nearest exit may be behind you. Count the number of rows to this exit.

Should the cabin experience sudden pressure loss, stay calm and listen for instructions from the cabin crew.

Oxygen masks will drop down from above your seat. Place the mask over your mouth and nose, like this. Pull the strap to tighten it. If you are traveling with children, make sure that your own mask is on first before helping your children.

Tips for Teachers!

Play the audio on 'Airline announcement' or read the given text for students to do the listening activity.

Good to Know!

Always listen to the emergency announcement. It can help you save your life and of others.

In the unlikely event of an emergency landing and evacuation, leave your carry-on items behind. Life rafts are located below your seats and emergency lighting will lead you to your closest exit and slide. We ask that you make sure that all carry-on luggage is stowed away safely during the flight. While we wait for take-off, please take a moment to review the safety data card in the seat pocket in front of you."

Vocabulary

Word	Meaning
cabin	interior of the aircraft
emergency exit	section of the plane that opens in the case of an accident
oxygen mask	a device that goes over a person's face, provides oxygen in case of cabin air pressure loss
take off	when the plane leaves the ground
luggage	the bags and suitcases that travellers put their belongings in

1 Complete the given sentences below with the words given above.

- Fasten your seatbelt, we are about to _____.
- Smoking is not allowed inside the _____.
- Don't forget to put on the _____ before putting on others.
- Will you be comfortable next to the _____.
- I'm worried that my _____ can be lost.

Antonyms

An antonym is a word with the opposite meaning to another word

- 2 The following words are taken from the listening activity 'Airline announcement'. Identify the antonyms of the given words by using the match-up activity. Circle the correct word.

closest

nearby

farthest

close

exit

opening

gate

entrance

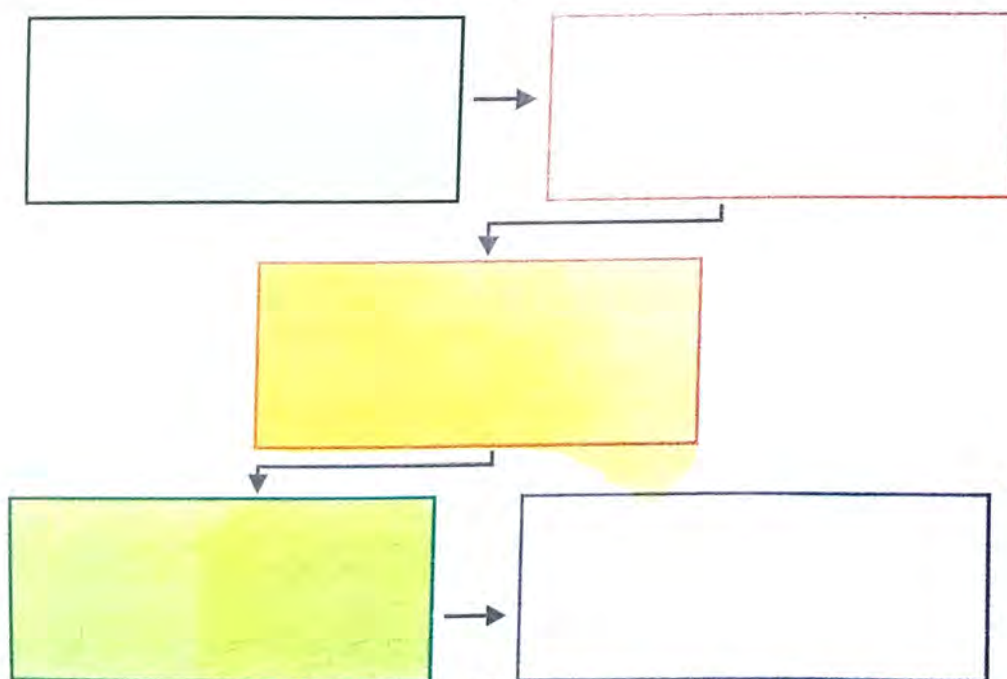
nearest	innermost	outermost	beside
calm	relax	hyper	excited
loss	gain	absence	misplace
down	below	up	behind
above	beside	below	up
over	atop	above	beyond

Comprehension Questions

3 Answer these questions.

- What is the purpose of the announcement?
- What would be the possible outcome if airlines stop giving emergency announcement?
- Arrange the following instructions in sequence. Rewrite the emergency procedure using transition words.
 - Take a minute to locate the exit closest to you
 - Take a moment to review the safety data card in the seat pocket in front of you
 - During emergency landing and evacuation, leave your carry-on items behind.
 - Please direct your attention to the monitors above as we review the emergency procedures.
 - Place the mask over your mouth and nose and pull the strap to tighten it.

Emergency Procedure



Use of Language

A **modal** is a verb that is used to express ability, possibility, permission or obligation. It is a type of auxiliary verb (helping verb) that is used together with the main verb of the sentence. Some common examples include **can, may, should, must, shall** and **will**.

Here is the usage of modal verbs;

- **Can** is a modal that is used to convey ability.
Example: I can show you my passport and identification.
- **May** is a modal that is used to ask permission and to indicate politeness.
Example: May I see your ticket, please?
- **Should** is a modal that is used to show probability without certainty.
Example: Should I book the aisle or a window seat?
- **Must** is a modal that is used to express obligation or compulsion.
Example: You must be at the gate thirty minutes before boarding.
- **Shall** and **Will** are modals that are used to indicate predictions.
Example: **Will** you be bringing your luggage?
Shall I expect the airplane to take off on time?

1 Read the following statements. Rewrite them using appropriate modals such as can, may, should, must, shall and will. The first one is done for you.

1.	You have my passport.	You must have my passport.
2.	I'm bringing two bags with me.	
3.	I would like to have an aisle or window seat.	
4.	You are boarding at gate 3.	
5.	Your flight is delayed for an hour.	
6.	The flight is taking off on time.	
7.	Enjoy your flight.	

- 2 Fill in the correct form of modals such as can, may, should, must, shall and will to complete the announcement'. There may be more than one correct answer.

Pre-boarding announcement

Good afternoon, passengers. This is the pre-boarding announcement for flight 304A to Karachi. We _____ be inviting those passengers with small children, and any passengers who _____ be requiring special assistance, to begin boarding at this time. You _____ have your boarding pass and identification ready. Regular boarding _____ begin in approximately ten minutes time. Thank you.

Final boarding announcement

This _____ be the final boarding call for passengers Hamza Qazi and Naveera Qazi booked on flight 304A to Karachi. You _____ proceed to gate 3 immediately. The final checks are being completed and the captain _____ order for the doors of the aircraft to close in approximately five minutes time. I repeat. This _____ be the final boarding call for Hamza Qazi and Naveera Qazi. Thank you.

Writing

Imagine you are living in the year 2035 and the world is corona-free. In pairs, discuss and create a dialogue on how your life in 2035 is different from life in 2020 during the lockdown.

Remember, a dialogue is a conversation between two people. You need to use speech marks ("...") while writing your sentence.



Learning First Aid for Children in Schools

Text 3A

Learning first aid is an invaluable life-skill. It helps children become aware of risks and equip them with skills to keep themselves safe. They can help themselves or others if involved in a medical emergency. It could save their lives.

It is important to understand that first aid varies from injury to injury. If, someone has burnt their skin, you cannot apply the same procedure required for bleeding. Some of the first aid procedures are given below for your understanding.

First Aid

What to do if Someone has a Burn

- 1 If somebody has been burnt by something hot, the most important thing is to cool down the burnt area using water.
- 2 Do not remove anything that is stuck to the burn.
- 3 Very carefully remove any loose clothing which is covering the burn. Put on gloves if possible.
- 4 Next, put their burn under cool running water (you could use a tap or a hose).
- 5 Then, hold the burn under the water for a full 15 to 20 minutes. Avoid applying ice to burned tissue. It can cause more damage.
- 6 If the burn is really big and painful, you need to call Rescue 1122. Always tell an adult what happened and get burns seen by a health professional.

Points to Know!

When you provide basic medical care to someone experiencing a sudden injury or illness, it's known as first aid. In some cases, first aid consists of the initial support provided to someone in the middle of a medical emergency. This support might help them survive until professional help arrives.



First Aid

How to help someone with a heatstroke

- 1 When your body overheats, it can cause heat exhaustion. If left untreated, heat exhaustion can lead to heatstroke. This is a potentially life-threatening condition and medical emergency.

If someone is overheated, encourage them to rest in a cool location. Remove excess layers of clothing and try to cool their body down by doing the following:

- Cover them with a cool, damp sheet.
- Apply a cool, wet towel to the back of their neck.
- Sponge them with cool water.

- 2 If someone with heatstroke, gets fever, or gets unconscious, call Rescue 1122 for help or seek immediate medical attention.



Preventive Measures to avoid heatstrokes:

Some parts of Pakistan are extremely hot and the temperature can rise up to 50 degrees. You need to stay careful in these hot weather conditions. Some of the things you can do to prevent heatstrokes are:

- Stay in a cool place when the heat index climbs
- Stay hydrated when it's hot outside.
- Drink plenty of water and juices.
- Take a bath or a shower twice a day.

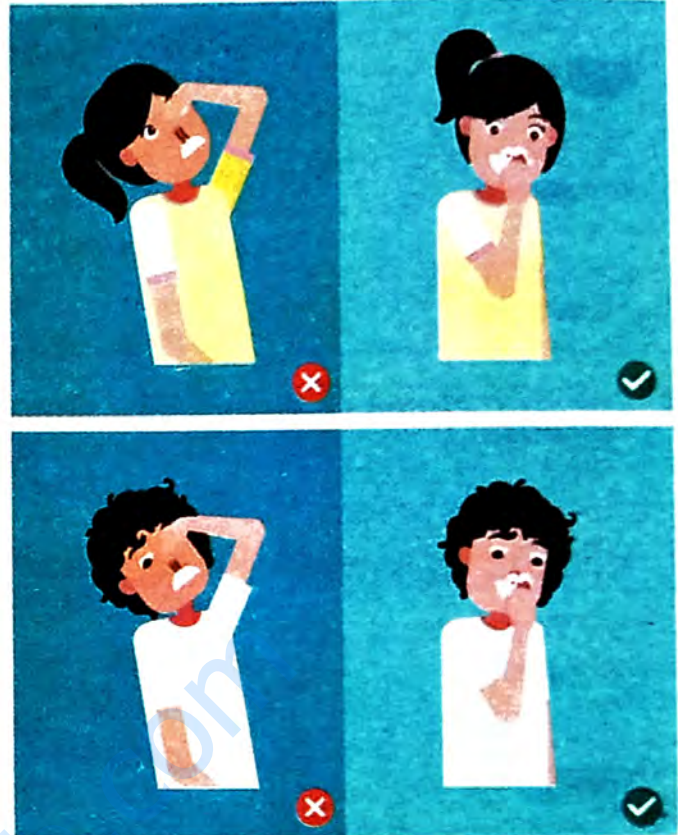
First Aid

How to Treat someone with a Nosebleed

To treat someone with a nosebleed, ask them to:

- 1 Sit down and lean their head forward.
- 2 Using the thumb and index finger, firmly press or pinch the nostrils closed.
- 3 Continue to apply this pressure continuously for five minutes.
- 4 Check and repeat until the bleeding stops.

If the nosebleed continues for 20 minutes or longer, seek emergency medical care. Call Rescue 1122 for help.



Answer the following questions in detail.

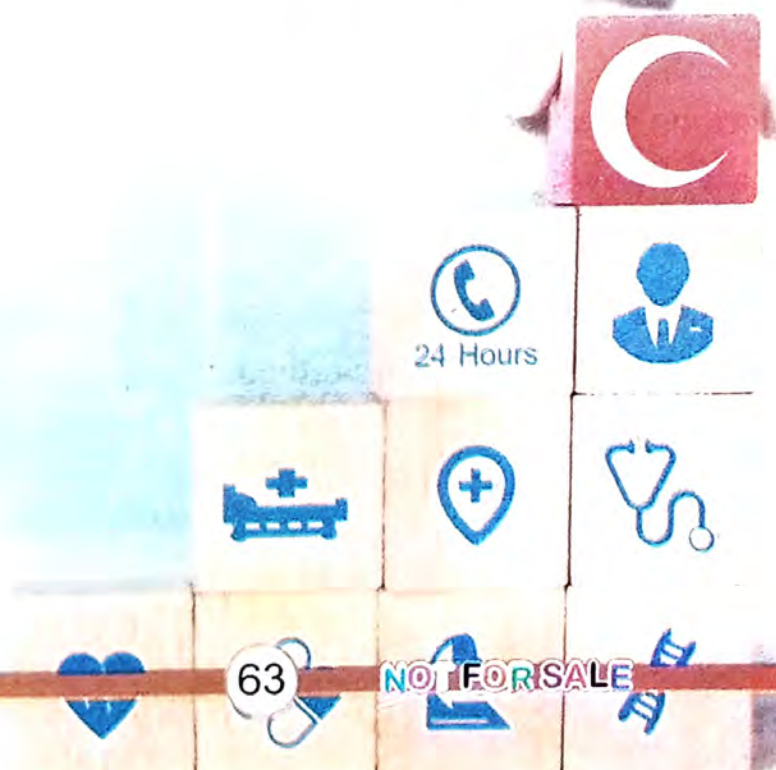
- a. How can first aid save lives?
- b. Why is it important to learn first aid?
- c. The first aid provided for a burn is different from the one provided for a nosebleed. Why is it important to learn the different procedures required for different medical emergencies?

Vocabulary

Match the meanings of the following words.

first aid	not awake and aware of and responding to one's environment
nosebleed	having enough water or moisture in your body to maintain a certain body temperature
heatstroke	help given to a sick or injured person until full medical treatment is available
exhaustion	an attack of bleeding from the nose
unconscious	a condition when exposed to excessively high temperatures
hydrated	a state of extreme physical or mental tiredness.
emergency	a serious, unexpected, and often dangerous situation requiring immediate action.

What do the following symbols mean? What the name of each symbol?



Save a life: Learn CPR

Text 38

CPR is a life-saving first aid procedure. It can significantly improve someone's chances of survival if they suffer a heart attack or stop breathing, following an accident or trauma. The steps vary depending on whether the person is an infant, child, or adult. However, the basic cycle of chest compressions and rescue breaths will remain the same. Let's find out the procedure of CPR and learn to save a life.

Here is the step by step guide on performing a CPR



- 1 Call 1122 or ask someone else to call



- 2 Lay the person on their back and open their airways.



- 3 If they are not breathing, start CPR.



- 4 Perform 30 chest compressions



- 5 Perform two rescue breaths



- 6 Repeat until an ambulance or aid arrives

Points to Know!
CPR stands for Cardio Pulmonary resuscitation

Points to Know!
If someone is not breathing, giving CPR can ensure that oxygen-rich blood reaches the brain. This is important, as without oxygen, someone can sustain permanent brain damage or die in under 8 minutes.

Points to Know!
Only use CPR when an adult has stopped breathing. Check the person to see whether they respond to verbal or physical stimuli before starting CPR.



Vocabulary

1 Search for the given keywords related to CPR in the given puzzle.

breathing

compromise

airways

compressions

ambulance

rescue

A	S	D	F	G	H	J	K	L	W	W	C	R	G
B	W	E	R	T	Y	U	I	N	O	L	O	K	N
R	E	S	C	U	E	T	Y	U	I	O	M	O	P
E	J	G	H	J	K	L	Z	X	C	V	P	B	G
A	I	R	W	D	Y	S	T	H	J	D	R	J	M
T	G	C	O	M	P	R	E	S	S	I	O	N	S
H	D	F	G	H	J	K	L	L	B	N	M	D	S
I	R	A	M	B	U	L	A	N	C	E	I	J	L
N	G	S	F	G	N	C	W	M	F	D	S	Y	P
G	J	R	Y	U	O	P	L	M	B	W	E	W	Z

Comprehension Questions

2 Answer these questions.

- What does CPR stand for?
- When do you need to perform CPR to a person?
- What should you do first when someone needs CPR?
- What should you do before an ambulance arrives?
- How many chest compressions are required before giving rescue breaths?
- Discuss the importance of CPR in our daily lives.
- If you know how to perform CPR, do you think you can make a difference in saving the life of a person? Explain your reason.

h. Below is the step-by-step procedure to perform CPR. Rearrange the steps in the correct order.

Check for breathing. If they are not breathing, start CPR.

Call 1122 or other ambulance service or ask someone else to.

Perform two rescue breaths.

Repeat until an ambulance or automated external defibrillator arrives.

Perform 30 chest compressions.

Lay the person on their back and open their airway.

Procedural writing provides a series of precise, sequenced steps or directions that explain how to do something, while reaching the outcome successfully.

Use of Language

Adverbs of Place, Time, Frequency and Manner

An **adverb** is a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree.

Adverb of Place tells us where an action takes place.

Adverb of Time tells us when something happened or when someone did something.

Adverb of Frequency describes how often something occurs, either in definite, or indefinite terms.

Adverb of Manner describes how something happens. It usually comes either after the main verb or before the object.

Learn It!
An **adverb** is a word that describes a verb, and adjective or another adverb. Adverbs provide such information as **how**, **when** and **where**.

1 The following sentences are used during an emergency scenario while performing CPR. Underline the adverbs and identify the types of adverb used in the given statements.

- a. Lay the person on their back. _____
- b. Check everywhere for factors that could put you in danger. _____
- c. If possible, ask a bystander to call 1122 immediately. _____
- d. Usually, children have periodic breathing. _____
- e. Place the person carefully on their back and kneel beside their chest. _____
- f. Tilt their head back slightly by lifting their chin. _____

- g. Place your ear next to the person's mouth and listen for no more than 10 seconds. If you do not hear breathing, or you only hear occasional gasps, begin CPR. _____
- h. Making sure their mouth is clear, tilt their head back slightly and lift their chin. _____

2 Read the statements from 'First Aid' treatment. Look for the adverbs and write them in your notebook.

- a. Very carefully remove any loose clothing which is covering the burn. Put on gloves if possible.
- b. Next, put their burn under cool running water.
- c. Sit down and lean their head forward.
- d. Continue to apply this pressure continuously for five minutes.
- e. If the nosebleed continues for 20 minutes or longer, seek emergency medical care from the hospital
- f. Sponge them with cool water slowly.
- g. Apply a cool, wet towel to the back of their neck regularly.

 **Writing**

Imagine your brother and you are playing. He falls down the stairs and breaks his right arm. Your parents are not at home so you have to provide him with first-aid. Write down the procedure to provide first-aid for a broken bone. The prompts given on the right, will help you develop your writing.

Common features of procedural writing

While they might have different formats, procedural writing texts are all connected by the fact that they have the same aim to instruct the reader. Because of this, there are many features of the genre that are common, including:

An introduction that clearly states the aim of the text to the reader - this could be as simple as one sentence, or could be a whole paragraph with a little bit of backstory;

Numbered instructions - this will help the reader to know the order they must follow, and will also help them keep their place if they're carrying out the instructions as they read;

Imperative commands, such as "first apply the antiseptic" or "do this" - these are verbs that specifically tell the reader to do an action at that moment;

Second-person language ("next you put in...") - this reinforces the fact that the reader is expected to carry out the instructions;

Time phrases to signpost instructions, such as "first", "next", and "then";

Present tense - as the reader is likely to attempt the steps while they read, or very soon after;

Vocabulary specific to the procedure-for example, first aid, bandage, carefully etc

Glittery, Glistening, Gleaming Teeth

Text 3C

Procedures can be written in the form of paragraphs too. The given article is a procedure to brush your teeth. Read it carefully and identify the procedure to be followed in steps.

You don't want a sick, distasteful mouth filled with yellow rotting teeth, do you? I had a feeling that was going to be your answer. You need to take care of your teeth because teeth are important for so many things like chewing, saying words correctly, and looking handsome or beautiful for pictures too. There are many things you can do to keep your teeth healthy like brushing on a regular basis. Daily brushing helps to get rid of plaque, bacteria, cavities and bad breath. Follow these easy steps on the quest to sparkling, shiny, strong teeth.

To begin the quest to sparkling, shiny teeth, it's necessary to collect the required materials and instruments. These include a clean toothbrush with bristles that aren't too firm, a tube of toothpaste, clean water, a smudge-free mirror, and a sink. After gathering the cleaning tools and materials, grab the toothbrush and carefully squeeze the toothpaste onto the bristles. Overloading the toothbrush with too much toothpaste will only leave a mouth overflowing with bubbles, so make sure to use only little amount of paste. Once the powerful germ-killing toothpaste is on the toothbrush, let the brushing begin! Gently make small circles or up and down movements on the teeth surfaces with the bristles, moving all over the mouth, for at least 2 minutes. Remember that it's important to also clean the gums and the tongue as well.

After 2 minutes of brushing, cautiously spit the leftover paste into the sink. Crack a quick, but big smile to check to see if your teeth and mouth are clean. If not, do some extra brushing.



Fill your palm with the cold water from the tap and take a sip. Gargle and swish the water around your mouth until all the toothpaste residue has been removed from the teeth. Spit the water into the sink and quickly wash it down the drain by turning the tap on. While the water is running, rinse off the toothbrush so it's ready for the next time.

Taaaadaah!! Now your teeth are clean, germ-free, sparkling, and free of cavities and stink breath. It's recommended by dentists all around the world that you brush your teeth at least twice a day: once in the morning and once before bedtime. When it's time to smile for a picture, you'll be ready with the most beautiful, white, sparkly, shiny teeth. Say, "Cheese!"

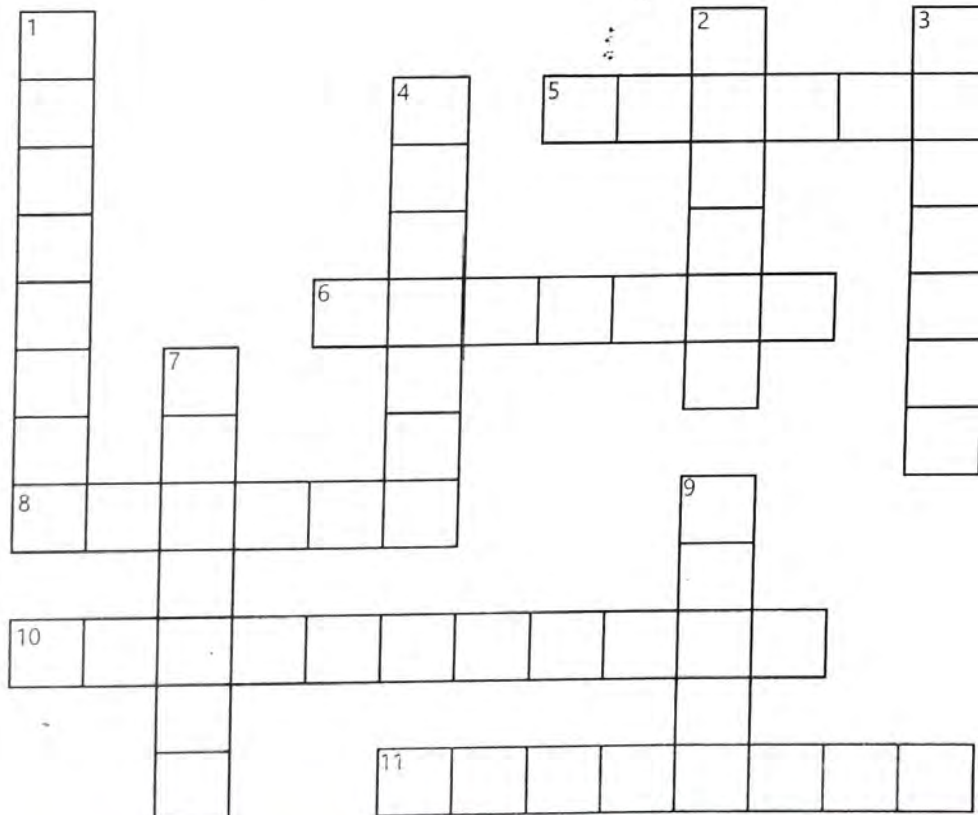
Alliteration is a literary device in which a series of words begin with the same consonant sound and are used repeatedly in a phrase or sentence.

Example

- a. To begin the quest to sparkling, shining, shimmering teeth, we need to learn how to brush our teeth.
- b. Glittery, glistening, gleaming teeth

Vocabulary

Solve the given crossword puzzle. The words are already present in the text. You have to find them with the clues given below. Remember some words are written across and some down.



Down:

1. a sticky film of bacteria that constantly forms on teeth.
2. It is a decayed area of your tooth that develops into tiny holes.
3. Something that shines brightly with flashes of light.
4. To press something firmly especially from all sides to change its shape.
9. a mark with no particular shape that is caused, usually by accident, by rubbing something such as ink or a dirty finger across a surface.

Across

5. a short, stiff hair on animals' skin or a man's face.
6. wash one's mouth and throat with liquid that is kept in motion by breathing through it with a gurgling sound.
7. a small amount of something that remains after the central part has gone or been taken or used.
8. wash (something) with clean water to remove soap, detergent, dirt, or impurities.
10. It is a single-celled organism and can be seen with a microscope.
11. to load an excessive amount in or on something.



Use of Language

Adjectival Phrases

1 Underline the adjectival phrases in the given statements.

1. You don't want a sick, distasteful mouth filled with yellow rotting teeth, do you?
2. There are many things you can do to keep your teeth healthy like brushing on a regular basis.
3. Daily brushing helps to get rid of plaque, bacteria, cavities and bad breath.
4. Follow these easy steps on the quest to sparkling, shiny, strong teeth.
5. To begin the quest to sparkling, shiny teeth, it's necessary to collect the required materials and instruments.
6. These include a clean toothbrush with bristles that aren't too firm, a tube of toothpaste, clean water, a smudge-free mirror, and a sink.
7. Overloading the toothbrush with too much toothpaste will only leave a mouth overflowing with bubbles, so make sure to use only a little amount of paste.

Adjectival phrases are groups of words that describe or give more details about a noun or pronoun. They help us understand what something or someone is like.

Example: The tall, green tree stood proudly in the park.

In this sentence, "tall" and "green" are adjectival phrases because they describe the noun "tree" by telling us its height and colour.

8. Once the powerful germ-killing toothpaste is on the toothbrush, let the brushing begin!
9. Gently make small circles or up and down movements on the teeth surfaces with the bristles, moving all over the mouth, for at least 2 minutes.
10. Remember that it's important to also clean the gums and the tongue as well.
11. After 2 minutes of brushing, cautiously spit the leftover paste into the sink.
12. Crack a quick, but big smile to check to see if your teeth and mouth are clean.
13. Fill your palm with the cold water from the tap and take a sip.
14. Gargle and swish the water around your mouth until all the toothpaste residue has been removed from the teeth.
15. Spit the water into the sink and quickly wash it down the drain by turning the tap on.
16. While the water is running, rinse off the toothbrush so it's ready for the next time.
17. Now your teeth are clean, germ-free, sparkling, and free of cavities and stink breath.
18. When it's time to smile for a picture, you'll be ready with the most beautiful, white, sparkly, shiny teeth.

2 Find the adjectives for the following nouns. You have to refer back to the passage to find them.

Nouns	Adjectives
teeth	Gleaming, glistening, gleaming
mouth	
gums	
toothbrush	
mirror	
smile	
toothpaste	

Comprehension Questions

- 1 Read the passage again and write down the procedure for brushing your teeth in simple steps.
- 2 Why is it important to clean your teeth twice a day? What will happen if you do not brush them properly?
- 3 The word 'bristle' means 'a short, stiff hair on an animal's skin or a man's face'. However, bristle has a different meaning in the passage. Can you identify the meaning and write it down in your notebook.

Learning Intentions:

In this unit:

You will listen

- to classroom conversation on the benefits of sports and exercise

You will speak

- about proverbs
- about argumentative talking

You will read

- about the benefits of Sports
- about 'The Modern Olympics'
- 'Skiing: ' Winter Sport in Pakistan'
- about the 'Shandur Polo Tournament in Pakistan'

You will learn

- preposition of time, place, direction,
- simple sentences, subject predicate, subject-verb, subject intransitive, subject-verb and adverb
- the 'be' verb
- homophones
- homographs

You will write

- about factual recount writing

Listening

1 Work in pairs. Look at the pictures and answer the questions.



- Can you name these sports?
- Have you ever played any of these sports?
- Most of these pictures are from a big sporting event? Can you name the event?
- The logo with five circles represent the Olympic Games? Do you know anything about these games? Discuss with your partner and share your thoughts with the whole class.

2 Listen to the classroom conversation about the benefits of sports and complete the exercises to practise to improve your listening skills.

The benefits of sports

Teacher: Good morning, class.

Students' voices: Good morning, miss.

Teacher: So, today we're going to carry on with what we were talking about in the last class, which are the advantages of doing sport on a regular basis. Let's start by seeing how much you remember about the benefits of sports. So can anyone tell me about the specific physical benefits sports offer to the human body?

Group B spokesperson: We think that doing sport reduces high blood pressure and the chance of getting diabetes.

Teacher: Absolutely! OK, does anyone have any other advantages?

Group D spokesperson: Yeah, sport is good for your bones.

Teacher: That's right. It strengthens our bones, particularly while we are still growing. Sports can help us feel happy and put us in a good mood. It also improves our capacity to concentrate, which is why doing PE at school can actually help you do better in exams. Some experts actually believe that belonging to a group or a team makes us less likely to suffer from depression, as members develop positive bonds between them. And there are other benefits too. When you work as part of a team you are learning to work together and rely on each other.

3 Listen to the audio again about the benefits of sports and tick the correct statements.

1. What is the topic of discussion in the class?

a. The benefits of doing sport

b. The importance of exams

c. The effects of depression

d. The advantages of teamwork

2. Which group mentions reducing high blood pressure and the chance of getting diabetes as physical benefits of sports?

a. Group A

b. Group B

c. Group C

d. Group D

3. What is one advantage of sports mentioned by Group D?
- a. It improves concentration
 - b. It strengthens bones
 - c. It reduces depression
 - d. It fosters teamwork
4. According to the teacher, how does doing physical education (PE) at school potentially benefit students academically?
- a. It improves concentration and mood
 - b. It reduces the chance of depression
 - c. It helps develop positive bonds
 - d. It enhances teamwork skills
5. What is one of the benefits mentioned by the teacher about belonging to a group or team?
- a. Improved concentration
 - b. Lower chance of depression
 - c. Better exam performance
 - d. Strengthened bones



Vocabulary

Listen to the audio again about the benefits of sports and tick the correct statements.

1 Which benefits of doing sports are mentioned in the audio?

reduced risk of diabetes	lower blood pressure	Improved music tone
stronger heart and lungs	stronger bones	improved mood
Improved concentration	increased motivation	an increased feeling of calm and tranquillity

2 Read the words given in the box and fill in the blanks with the correct words.

medal stadium winner spectator gold ticket athlete flag

- A _____ can be gold, silver or bronze. You wear it around your neck.
- A _____ is a big, open place for sporting events. It has seats for spectators.
- You need your _____ to enter the stadium.
- Every country has a _____. It is made of fabric. It has colours and sometimes a picture.
- An _____ is a person who is very good at sports.
- A person who is watching a sporting event is called a _____.
- The _____ is the person who finishes first or does the best.
- The winner receives a _____ medal.

Let's Talk

- "All work and no play makes Jack a dull boy." is a very famous English proverb. Work in groups and develop a talk around this sentence. Share your thoughts with the whole class.
- Divide the class in two groups. Provide them with an argumentative topic e.g. 'Should sport be compulsory at school'? One group will present two reasons why it is a good idea to make sport compulsory for everyone at school and the second group can give two reasons for why it is not a good idea to make it compulsory. Each group should have 3 to 5 minutes to present their ideas.



Use of Language

Prepositions

1 Complete the sentences with the correct prepositions.

Prepositions of Place:

- a) The cat sat _____ the table.
- b) We can meet _____ the crossroads.

Prepositions of Direction:

- a) Ride your bicycle _____ road and you will reach the sports centre.
- b) You will have to ride _____ the mountain to reach the hill station.

Points to know!

Prepositions connect nouns, pronouns and phrases to other words.

Prepositions of time tell us when something happens, for example **in, at, on, since, for, before, during**.

Prepositions of place tell us where something is located, for example: **in, at, between, under, above**.

Prepositions of direction tell us where something or someone moves or where to put something, for example: **into, across, around**.

"Since" and "for" are both used to express time duration, but they are used in different contexts: "Since" is used to indicate the starting point of an action or event. It is used with a specific point in time or a specific event.

Example: I have been playing soccer **since** 2010. (Starting from the year 2010)

They have been friends **since** they were in kindergarten. (Starting from the time they were in kindergarten)

"For" is used to indicate the length or duration of an action or event. It is used for a period of time.

Example: She has been swimming **for** two hours. (The duration of swimming is two hours)

We have been studying **for** the entire weekend. (The duration of studying is the entire weekend)

Prepositions of Time (use of 'since' and 'for'):

- a) Sarah has been playing soccer _____ five years.
- b) The basketball game has been going on _____ two hours.
- c) _____ the tennis match started, it has been raining heavily.
- d) Our team has been training every day _____ the last month.
- e) The athletes have been running on the track _____ the morning.

2 Read the given passage about the opening ceremony of the Tokyo Olympics 2020. Fill in the blanks with the prepositions given in the box.

- After
- after
- at
- in
- in
- in
- in
- of
- of
- of
- to
- to
- under
- with
- with

Tennis superstar Naomi Osaka has lit the flame to finally open the 2020 Olympic Games _____ a tumultuous year, the Tokyo Olympics opening ceremony officially got _____ way, albeit a year late. Because _____ fears of a fifth wave of Covid-19 cases _____ Japan's capital, it has been touch and go as to whether or not the summer games would go ahead. The pandemic has already greatly impacted the event. It now takes place _____ no fans in attendance and several athletes having to withdraw _____ testing positive. Japan still hopes the Games will showcase its culture _____ the world. The opening ceremony drew _____ a close around midnight _____ Japan _____ a spectacular fireworks display illuminating Tokyo's night sky.



The Modern Olympics

Text 4A

Have you ever seen a Modern Olympic games? What is the official motto of the Olympics? What do you think signifies the five rings in Olympics? Let's find out more from the news report on the Modern Olympics and Paralympics.

The Modern Olympics

The Olympic Games, the biggest international sporting event, has a rich history dating back to ancient Greece. However, the modern Olympics, as we know them today, began in 1896. The driving force behind the revival of the games was Pierre de Coubertin, a visionary French educator. Inspired by the noble ideals of ancient Greece, de Coubertin aimed to unite nations through friendly competition and athletic excellence.

The Olympic Games have grown exponentially in both scale and popularity. Today, they are held every four years, alternating between the Summer Olympics and the Winter Olympics. Athletes from across the globe train diligently to qualify for this prestigious event, showcasing their skills and striving for personal and national glory.

The Olympic Games encompass a vast array of sports, ranging from track and field events, swimming, and gymnastics, to skiing, snowboarding, and ice hockey. Athletes, representing their respective countries, exhibit remarkable athleticism, endurance, and sportsmanship.

Moreover, the Olympics embodies values of peace, unity, and understanding among nations. The iconic Olympic flag, adorned with five interlocking rings, symbolizes the unification of five continents. The Olympic torch represents the perpetual spirit of the games. The torch relay, carried out by a succession of runners, signifies the passing of this sacred flame from one generation to the next.



While-reading

What do you think a news report tell us? Give your answer with evidence.

Vocabulary

1 Choose the appropriate word from the given options to complete each sentence.

i. The modern Olympics, initiated by Pierre de Coubertin, aimed to _____ nations through friendly competition.

- a) unite
- b) divide
- c) isolate
- d) segregate

ii. The inaugural modern Olympics were held in _____.

- a) Athens, Greece
- b) Rome, Italy
- c) Paris, France
- d) London, England

iii. The Olympic Games showcase a diverse range of _____.

- a) sports
- b) movies
- c) music
- d) paintings

iv. Athletes from all over the world participate in the Olympics to _____ their skills.

- a) showcase
- b) hide
- c) diminish
- d) disregard

v. The Olympic torch relay symbolizes the _____ of the Olympic spirit from one generation to the next.

- a) continuity
- b) extinction
- c) discontinuation
- d) interruption

Homophones

1 Read the text from the passage 'The Modern Olympics' and identify the use of homophones.

The word 'peace' means, a state or period in which there is no war or a war has ended.

The word 'piece' means a written, musical, or artistic creation.

- The white background symbolizes peace and truth.
- This is the piece I want to be played in the Olympics.

The word 'where' is used to ask questions about the location/position/place. The word 'were' is used as a plural past tense of the 'be' form of verb. 'Where' is used as an adverb and 'were' It is used as a verb.

- The Olympic Games were completely forgotten.
- Where can we find the original stadium?

Points to know!

A homophone is a word that has the same sound as another word but is spelled differently. It has a different meaning also.

2 Fill in the blanks using the correct homophones.

- Among the colours that represent all nations, the colour of the flag that looks prominent is _____. (blew/blue)
- It motivated Pierre de Coubertin ____ start the Olympics again. (to/two)
- The Modern Olympics _____ organised to acknowledge the talents of every individual. (where/were)
- _____ did they hold the first Modern Olympic Games? (Where/Were)
- Have you _____ (red/read) the meaning of the Olympic flag?
- The Olympic flag is completely white with five rings at the centre such as _____, _____ yellow, etc. (red/read) (blue/blew)
- The Modern Olympic _____ (were/where) revived _____ (inn/in) the late 19th century.

Homographs

Homographs are words that are identical in spelling, but different in meaning and origin. They slightly differ in pronunciation too.

For example,

bat (a type of sporting equipment or an animal)

- a. The **bat** should be swayed accurately to hit a homerun. (sporting equipment)
 b. The **bat** is flying with swiftness. (animal)

Part (an amount or section, or move away from each other)

- a. Paralympics is **part** of the Olympic Games. (an amount or section)
 b. Over the years, some Paralympics have **parted** from sports. (move away from each other)

The following words are commonly used in sports. Using your dictionary, give two meanings of the following words and use them in sentences.

Homograph	Meaning
over	1.
	2.
left	1.
	2.
match	1.
	2.
duck	1.
	2.
ring	1.
	2.

Comprehension Questions

Answer these questions.

1. Who was instrumental in reviving the modern Olympics?
2. Where were the first modern Olympics held?
3. How often are the Olympic Games held?
4. Apart from showcasing athletic prowess, what values do the Olympic Games embody?
5. What does the Olympic torch relay symbolize?



Use of Language

Simple Sentences

A sentence is commonly defined as "a complete unit of thought."

A simple sentence is the simplest form of a sentence that has only one independent main clause. It conveys a complete meaning.

Points to know!

The predicate tells us about the subject. It always includes the main verb.

The basic parts of a sentence are the subject and the verb.

The subject is usually a noun—a word (or phrase) that names a person, place, or thing.

The verb (or predicate) usually follows the subject and identifies an action or a state of being.

Example	The <u>Olympics</u> <u>were organized</u> .
	subject verb

There are a variety of simple sentences.

Subject Predicate

A simple sentence can also be divided into two parts to make learning easier. These are the subject and the predicate.

<u>He</u>	<u>experimented by moving the patient gently.</u>
subject	predicate

Subject Verb

A simple sentence may have only a subject and a verb.

<u>I</u>	<u>played.</u>
subject	verb

Subject Intransitive Verb

The S-IV pattern is the simplest sentence type. It includes a subject and an intransitive verb.

<u>He</u>	<u>jumped</u>
subject	Intransitive verb

Points to know!

Intransitive verbs do not have a direct object.

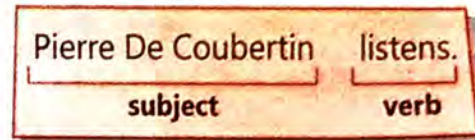
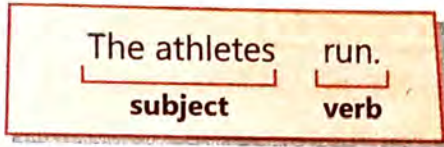
• The athlete **listens**.

• The ring **shines**.

• The flower **blossomed**.

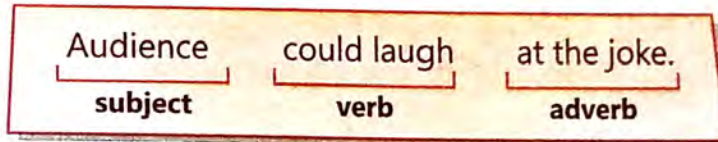
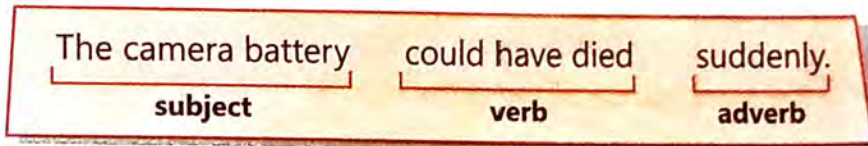
Subject, Verb and Adverb

A simple sentence sometimes has a subject, a verb and an adverb.



Note that the action verbs in the examples, **run** and **listens**, can stand alone. They may be accompanied by modifiers, too.

Example



- 1 State whether the verbs below are Intransitive. Determine whether or not they can stand alone by inserting a subject and asking if any more information is necessary to complete the sentence.

walk

play

depart

respect

select

stand

give

scream

- 2 For each of the following sentences, decide whether the word in bold is a subject, a verb, or an object.

a. Many countries **donated** a good amount to restore the Olympic Games. _____

b. After the final speech, the **drummer** hurled his sticks at the crowd. _____

c. The athlete **smashed** the ball with a racket. _____

d. The German archeologist stunned the **crowd** with his ideas. _____

e. Very slowly, the **player** opened the box. _____

- 3 The paragraph below is taken from the article about the Paralympics. Underline the subject and circle the predicate.

Pierre De Coubertin organised an International Sports Congress which launched the Modern Olympic Games. He also became the founder of the Modern Olympic Games. The first Modern Olympic Games were held in Athens, Greece. The Olympics flag is a symbol of peace, unity, goodwill and tolerance. It is completely white with five rings circles in the centre. The white background symbolises peace and truth and the five rings represent the five continents of the world.

Writing

Read the newspaper reports again and relate them according to your understanding using recount writing.

Recount writing

- Orientation: What is the news report about? When and where did it happen?
- Series of Events in chronological order: What was the time sequence of the news report?
- Conclusion: What is the significance of the news report?



Skiing... Winter Sports in Pakistan

Read the given information about skiing and its recent popularity in Pakistan. Complete the activities at the end of the passage.

Skiing is a popular winter sport. Primarily used for transport until the mid-19th century, it turned into one of the fastest human sports on land. Skiers can ski faster than a car. People of all ages in nearly every country, where there is mountainous terrain, enjoy the unique appeal of skiing. It is one of the few sports that enable people to move at high rates of speed without any power-producing device.

In its simplest form, skiing is sliding down a snow-covered slope on a pair of long, slim runners called skis. In its most advanced form, it is a highly skilled sport in which experts can streak down a mountain trail, soar through the air for several hundred feet, or make lightning-quick turns through a flag-marked obstacle course.

Skiing events are a major feature of the Winter Olympic Games. Four types of skiing events are held at the Olympics: Nordic, Alpine, Freestyle and Snowboarding.

Winter sports are gaining popularity in Pakistan. Pakistan is home to several peaks higher than 8,000 metres including K2, the second tallest mountain in the world. Although skiing is still in the initial stages in Pakistan, it still offers fine skiing destinations like Malam Jabba, Naltar, Astore, Nathiagali and many others.

Naltar lies in the Gilgit Karakoram range and is one of the oldest skiing resorts in Pakistan whereas Nathiagali is located at an elevation of some 8000 feet in the Himalayas. These places offer a wonderful opportunity for skiing, the scenery is stunning, with snow-capped peaks.

Skiers from across the world visited Pakistan's skiing resorts and have declared the skiing conditions as one of the best. They also loved Pakistan's majestic mountains that remain covered in snow throughout the year.

Points to know!

Skis are long strips of metal, wood or plastic. Skiers attach them to their shoes or boots and use them to glide over snow. The skiers usually hold two poles, which they use to keep their balance or push themselves along.

Points to know!

Skimming:

Quickly understanding what is going on without reading every single word completely.

Scanning:

To use keywords to find specific information in a text.

Points to know:

Skiing actually is a means of transport using skis to glide on snow.

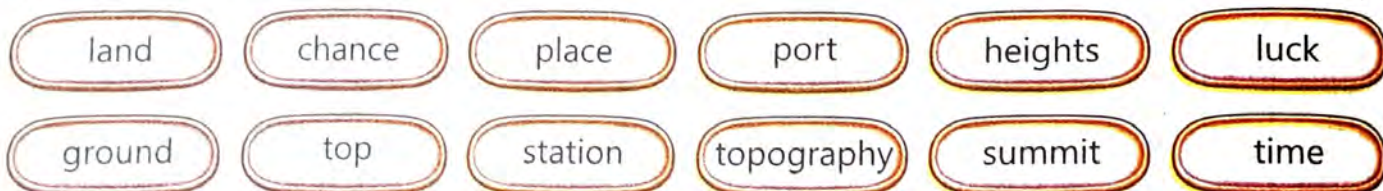
Skiing has also been used in wars. Norway was the first country to have a specialised ski unit in their army since the year 1721.

80 countries around the world offer skiing facilities making it the most popular winter sport in the world.

Skiing isn't just an excellent pastime, it is a brilliant workout. A moderate downhill skiing burns up around 400 calories an hour, while uphill cross-country skiing can burn over 1,000 calories an hour.

Vocabulary

Activate your prior knowledge by identifying and categorizing 3 words below that best describe the main word inside the table. Write your answers inside the given space.



terrain

- a. _____
- b. _____
- c. _____

opportunity

- a. _____
- b. _____
- c. _____

destination

- a. _____
- b. _____
- c. _____

peaks

- a. _____
- b. _____
- c. _____

Activate your prior knowledge

Comprehension Questions

Answer the questions.

- a. Is skiing the fastest human sport on land?
- b. Which is the oldest skiing resort in Pakistan?
- c. Which country is home to several peaks higher than 8,000 metres, including K2 and the second tallest mountain in the world?
- d. What is the major feature of the Winter Olympic Games?
- e. Have you ever experienced skiing, snowboarding, skating or any other sports related to these? What do you like about it? What do you dislike about it?
- f. What do you think is the future of skiing in Pakistan? Discuss the topic with your partner and share your opinion in the class.
- g. If you are given a chance to promote Pakistan as a Skiing destination, how will you do that? Prepare your campaign materials and discuss it in the class.

Shandur Polo Festival in Pakistan

Read the given factual recount to see how a factual recount is written.

Pakistan is home to a number of regional and local sports. The locals of a particular area come up with their own special sports.

The Shandur Polo Festival is an extraordinary celebration that takes place over three days at Shandur Pass. The Shandur Festival brings together the Gilgit and Chitral tribes who reside in the northern regions of Pakistan. The two tribes hail from the Gilgit-Baltistan and Chitral regions, and they meet at the Shandur pass every summer for the polo festival.

The Shandur Pass is home to a gorgeous polo ground where unique free-style polo matches are played, between Chitral and Gilgit Baltistan teams. One of the distinctive aspects of the Shandur Polo Festival is the ground itself.

The Shandur Polo Ground is at an altitude of 3,700 meters above sea level, making it the highest polo field above sea level in the world. The incredible polo ground is situated next to the beautiful Shandur Lake, surrounded by snow-covered Hindukush mountains. It is a spectacular background to one of the world's most unique sporting events. Travellers seeking to discover a one of a kind cultural experience should not miss the Shandur Polo Festival.

The Shandur Polo Festival is held for three days in July. The local government confirms the date for each year's Shandur Festival, but the games take place in the second week of July. It is one of the biggest festivals held in Pakistan each year. Along with the unique style of polo, folk music and dancing exhibitions take place, entertaining those in attendance.



Points to know!

Explicit details

Words that tell the reader something directly or written with clarity.



Fishing in the nearby streams and Shandur Lake is also a popular activity. Visitors stay in a large camp that is created each year for the festival. It resembles a small village with visitors spending much of their time watching polo, exploring the exhibits, and investigating the local culture.

The Shandur Polo festival is one of the unique sports and cultural events in the world. It brings together people from around the northern region of Pakistan promoting sportsmanship, peace and harmony in the region.

Points to know!

Implicit details

Words that give clues and suggestions to a meaning that the reader must try and work out the meaning themselves.

Answer the questions in detail.

- Which two tribes are brought together by the Shandur Polo festival?
- Can you name three unique features of the festival? What makes it so special?
- The Shandur Polo festival is known to be the biggest regional festival in Pakistan. Support this statement with evidence from the passage.
- How can sporting activities be made more popular in Pakistan?



Vocabulary

- 1 Read the definitions of the words given in the box. Find the correct word in the box for each meaning.

peace

tribe

mountain

celebrate

government

sportsmanship

tournament

streams

spectacular

- It is very high and steep. You need proper training to go up on it.
- It is a sporting contest consisting of a number of matches.
- Something that marks an important occasion by doing something special.
- It is something very impressive or dramatic. People also call it dazzling and sensational.
- Showing generous behaviour and commitment to fair play and general goodwill towards an opponent.
- A group of people that share ancestry and cultures, while living in their own enclosed society.
- Being free from any disturbance where agreement and harmony prevail in people.
- A body of running water (such as a river or creek) flowing on the earth.

2 The words given in the box represent various sports which are either played on land, water, air or snow. Fill in the table with the correct sports. Use a dictionary to find the correct meanings of these words to help you put them in the correct columns.

paragliding skiing swimming snowboarding hiking
 trekking bike riding rowing cycling
 fishing parasailing skateboarding

land	water	air	snow

Use of Language

The 'Be' verbs

The present tense describes an action that happens regularly.
 For example,
 We play cricket every Sunday.

If you use 'is' and 'are' with present simple, it changes into a 'be' verb. A 'be' verb is used when a sentence does not have a main verb, rather than linking verbs. It does not describe an action rather tells us more about the subject of the sentence.
 We use am/is/are as,

The main verb

A helping verb

For example,
 Pakistan is home to a number of regional and local sports.
 In the above mentioned sentence 'is' is used as the main verb as there is no main verb in the sentence.

Remember, we use 'is' with singular nouns and 'are' with plural nouns. For example,
 Fishing in the nearby streams and Shandur Lake is a popular activity.

The passage contains a number of 'be' verbs. Can you identify and write down the sentences containing these verbs. Make sure to underline those verbs. You should be able to list down at least five sentences.

 **Writing**

Cricket is a very popular sport in Pakistan. The excitement, thrill and passion attached to it shows the love for the game. You are required to plan, draft, edit and write a recount about Pakistan's historic win over India in a T20 world cup match in 2021.

Your writing should have three paragraphs. Read the paragraphing information given above. Make sure to use a lot of descriptions, (adjectives) prepositions. You are required to use the simple past tense for this writing.

Pride of Pakistan

Learning Intentions:

In this unit:

You will listen

- To some amazing facts of Pakistan

You will speak

- About the famous cuisines of the different regions of Pakistan

You will read

- 'Mohtarma Fatima Jinnah'
- 'Fascinating facts of Pakistan'

You will learn

- Conjunctions,
- Relative clause

You will write

- A travel guide brochure about your favourite destination

NOT FOR SALE

Listening

Listen to the given excerpt and complete the activities below.

Teacher's note:

In the absence of the audio file, read the text in the class.

Pakistan, a land of thousands of opportunities along with its rapidly growing economy and bustling heritage sites, is home to a number of languages and cultures. The country's environment is welcoming and warm. It also hosts all four seasons and possesses a variety of terrains. Blessed with natural and historical riches, Pakistan's breathtaking and marvellous destinations include magnificent mountain ranges, with four of the ten highest peaks in the world, with K2 being the second highest in the world, rolling lush plateaus, all dotted with an abundance of pine trees, and crystal clear waters to the north and desolate, yet fascinating and expansive deserts and mud volcanoes like the Hingol mud volcanoes and Jamshoro Bridge towards the south. Between both extremes, Pakistan has countless mausoleums, mosques, gardens and lakes. Some famous sites include the Noor Mahal in Bahawalpur, Katas Raj Temples in Kalar Kahar, The ruins of Mohenjo Daro in Sindh, the historic Shalamar Gardens in Lahore, the Mughal era Badshahi Mosque and the Lahore Fort. Pakistan's agricultural sector has boosted the country's economy and continues to sustain high numbers of employment. A strong canal irrigation network further enhances acres of fertile land. Pakistan is blessed with favourable temperatures, weather conditions, and abundant rain and rivers. The country's manufacturing sector is thriving, with cotton, textile and apparel manufacturing being the most prominent industries. Pakistan is also known for its manufacturing of sports goods, which are used by professional teams and tournaments in various countries, including in the FIFA World Cup. The Government of Pakistan is working hard to promote sports goods around the world. As a country that is just 75 years of age, we have overcome many obstacles in our way. We have done wonders internationally in all sectors but we still have to achieve major milestones to make our country one of the best in the world.

Vocabulary

Many English words contain silent letters, or letters that are not pronounced but are included in the written form of the word. Silent letters exist for a variety of reasons, and they are often a clue to the history and origins of a word. Silent letters continue to help us distinguish between homophones (as with knot/not and whole/hole).

1 Given below are a number of words with silent letters. Look at the meanings and identify the words from the text. Also, write the number of syllables in each word.

Meanings	Words	Syllables
A group of people with the authority to govern a country or state		
Degree of hotness or coldness measured on a definite scale		
A great wonder or an extraordinary thing		
The surroundings or conditions in which a person, animal or plant lives or operates		
Moving about in a busy and energetic manner		

2 Read the given words with correct pronunciation and write their synonyms in a column using thesaurus.

Words	Synonyms
bustling	
possesses	
terrains	
breathhtaking	

Words	Synonyms
abundance	
desolate	
tournament	
magnificent	

Some of these words are difficult to learn. It is recommended to look, say, cover, write and check method. This helps you learn difficult words better. You can use this method before your teacher takes dictation.

3 The text talks about a number of famous **mausoleums, mosques, gardens and lakes**. Can you identify and make a list of these places?

1.

2.

3.

4.

5.

6.

7.

A number of historical sites in Pakistan have been declared as World Heritage Sites by UNESCO. With the help of a partner, research these archaeological ruins and complete the fact file and share the information with the rest of your class. The first one has been done for you.

Site	Location	Year listed as a heritage site	Description
Archaeological ruins at Moenjodaro	Sindh	1980	Mohenjo-Daro was one of the largest cities of the Indus Valley civilisation and was the first planned city in South Asia. Located on the banks of the Indus River, it flourished between 2,500 and 1,500 BCE. The city was mostly built with baked bricks and followed a strict grid plan.

Let's Talk

Pakistani cuisine is famous for its unique taste and blends local and international flavours. Each region and province has its own distinct flavours.

In pairs, develop a conversation about the special cuisine of each region of Pakistan. Use rhetorical questions in your speech.

A rhetorical question is usually designed to speak directly to the reader. It allows the reader a moment to pause and think about the question. For that reason, they are effective in hooking a reader's interest.

Mohtrama Fatima Jinnah

Text 5A

Read the excerpt about Mohtrama Fatima Jinnah and note salient points about her life and achievements.

Birth & family:

Date of Birth: 31 July 1893

Date of Death: 9 July 1967 (aged 73)

Place of Birth: Karachi

Father's Name: Jinnahbhai Poonja

Mother's Name: Mithibai Jinnah

Education:

Fatima Jinnah received her primary and secondary education from Bandra Convent in Bombay. Later, she pursued her medical degree in Dentistry from Dr. R. Ahmed Dental College, University of Calcutta.

Occupation:

Fatima Jinnah was a dental surgeon by profession. She established her dental clinic in Bombay in 1923. Later, she wound up her dental practise in 1929 to take active part in politics.

Achievements and Contributions:

Mohtrama Fatima Jinnah earned the title of 'Madar-e-Millat' (Mother of the Nation) due to her untiring efforts for the people of Pakistan. She was involved in all political activities side by side with her brother Muhammad Ali Jinnah (the founder of Pakistan). Fatima Jinnah was the member of the working committee of Bombay Provincial Muslim League. In March 1940 she attended the Lahore resolution of the Muslims League. It was primarily due to her initiative that the All India Muslim Women Students Federation was



Determining the central idea of an informational text provides an objective summary of the text. This helps you understand the text better.

organised in February 1941 in Delhi. During the transfer of power in 1947, Jinnah formed the 'Women's Relief Committee', which played a significant role in the settlement of Muhajirs in the new state of Pakistan.

Language Hint!

Try to classify and use sentences with simple and compound structures to make them interesting.

Vocabulary

1 Find the 5 hidden words in the puzzle.

R	E	S	O	L	U	B	I	O	L	O
E	L	E	C	T	R	I	S	I	M	N
S	O	T	A	N	G	O	N	I	U	I
O	C	T	O	P	U	G	S	I	K	O
L	O	L	T	L	G	R	A	R	T	K
U	F	E	D	E	R	A	T	I	O	N
T	I	M	I	A	K	P	D	O	R	O
I	N	E	N	G	I	H	E	U	Y	O
O	L	N	N	U	U	E	A	G	T	M
N	A	T	I	E	O	R	A	L	Y	S
C	O	O	T	T	A	G	R	A	P	T

- a. _____
- b. _____
- c. _____

- d. _____
- e. _____

2 Use the hidden words in sentences.

Comprehension Questions

1 Answer the given questions.

- a. What was Fatima Jinnah's profession?
- b. What was the title earned by Mohtarma Fatima Jinnah?
- c. Why was she given that title?
- d. Why did she change her profession?
- e. Why did Fatima Jinnah form the 'Women's Relief Committee'?

3 Complete the Fact File of Fatima Jinnah.

Date of Birth:

Mother's Name:

Date of Death:

Education:

Place of Birth:

Occupation:

Father's Name:

Use of Language

A conjunction is a word or phrase that connects words, phrases, clauses, and sentences together. Some commonly used words are and, but, or, so, because, however, after, since, during, than, unless, that, while, etc.

1 Use the appropriate conjunctions.

- Mohtarma Fatima Jinnah was born in Karachi _____ (after/during/since) the time of the British period.
- She was a dental surgeon _____ (however/while/since) she wind up her dental practice in 1929 to take active part in politics.
- She was one of the leading founding members of the modern state of Pakistan, _____ (while/and/but) was widely known as Māder-e Millat (Mother of the Nation).
- (While/During/After) the transfer of power in 1947, Jinnah formed the Women's Relief Committee, which played a significant role in the settlement of Muhajirs in the new state of Pakistan.
- She received her primary _____ (while/and/but) secondary Education from Bandra Convent in Bombay _____ (while/and/but) pursued her medical degree in dentistry from Dr. R. Ahmed Dental College, University of Calcutta.

Writing

What Makes a Great Leader?

a Circle the characteristics that make a great leader.

careful	understanding	patient	honest	angry
impatient	fair	dishonest	dedicated	intuitive
happy	mean	relaxed	wise	smart
cute	creative	grumpy	lazy	positive
friendly	good	listener	confident	focused
shy	aggressive	pretty	brave	fearless

b Write a letter to a leader that inspires you. Write the qualities they have that you admire and why you feel that these qualities have made them a great leader.



Reading

Text 5B

Fascinating Facts about Pakistan

Look for a partner and discuss everything you know about your city such as:

- the most popular products in your city
- the most popular and delicious food in your city
- the most popular places in your city
- the most liked and visited tourist spots in your city
- the unique traditions you have in your city
- the most widely spoken language and dialect in your city

Did you know that Pakistan is home to both the second highest mountain (K2) and third highest (Tirich Mir) mountains in the world. It also is home to the three highest mountain ranges in the world (Hindukush, Karakoram and Himalayas)?



Did you know that the world's highest paved road, the eighth wonder of the world (the China-Pakistan friendship highway, or the Karakoram Highway) is in Pakistan?

Did you know that the world's largest deep sea port, Gwadar, is in Pakistan?



Did you know that the world's oldest and largest civilizations (Indus Valley Civilization) flourished in the province of Sindh?



Did you know that Sialkot produces over half the world's footballs, making Pakistan the world's largest producer of hand-sewed footballs? The official footballs in the last two FIFA World Cups were made in Pakistan.



Did you know that the world's second largest salt mines (Khewra Mines) are located in Pakistan? The world's famous pink Himalayan salt is also mined in Pakistan.



Did you know that Pakistan has the fourth largest irrigation system in the world (Indus Basin)?



Did you know that the highest polo ground in the world is in Shandur, Pakistan?

Predict the content of the text by looking at the pictures. This tells you what the text is about.



Vocabulary

- 1 Use your dictionary to find the meaning of the following words and use each in a sentence.

irrigation system

flourish

paved

karakoram

civilization

hand-sewed

Comprehension Questions

- 2 Answer the given questions.

- Which is the highest paved road and considered to be the eighth wonder of the world?
- Which is the oldest and largest civilizations in the world?
- Which is the fourth largest irrigation system in the world?
- Where is the second largest salt mine in the world located?
- Name the highest mountain in Pakistan?
- In which city are the official footballs for the FIFA world cup made?
- Where is the highest polo ground in the world located?

Use of Language

A relative clause is a group of words, including a verb, with its own meaning. It modifies a word, phrase, or idea in the sentence. We use commas to separate this clause from the rest of the sentence. These clauses are usually introduced by a relative pronoun, such as which, who, whom, whose, and that.

Example:

The world's largest deep sea port, which happens to be Gwadar, is located in Pakistan.

- 1 Complete the sentences using the most suitable relative clause.

- Sialkot, _____ produces official footballs for FIFA, is the largest producer of hand-sewed footballs.
- The second highest mountain, _____ people admired, is my final destination.
- I saw a picture of Khewra Mines, _____ my geography teacher keeps in her classroom.

- d. My friend Omer, _____ mother is a famous sculptor, is visiting Karakoram tomorrow.
- e. In the province of Punjab, _____ my dad was raised, there are plenty of beautiful tourist spots to visit.
- f. Home to the second highest mountain in the world, _____ tourist visits, Pakistan is blessed with.

2 Write a relative clause of your own to complete these sentences.

- a. My friend, who _____, still visits me every day.
- b. My sister's school, which _____, is near our house.
- c. The library, where _____, is on the second floor of the building.
- d. My teacher, whose _____, was not very happy today.
- e. The restaurant, where _____, was closed today.

 **Writing**

Prepare a travel guide brochure about your favourite place in Pakistan. Make sure to add pictures and fascinating facts about it.

Tips in writing the travel guide:

- Create your initial outline.
- Use specialized fonts and lettering.
- Write a captivating title.
- Hook your audience with the opening sentence.
- Write each of your sections.
- Copy and edit testimonials.
- Choose eye-catching photos.
- Consider the color scheme carefully.
- Add in borders, asterisks, and designs.
- Organize the brochure so that the copy and visuals work together.

Professions & Dignity of Labour

Learning Intentions:

In this unit:

You will listen

- About various occupations and jobs

You will speak

- About various industries and different jobs

You will read

- about 'The Strangest Jobs in the World'
- about 'A Man Called Ove'
- about The poem; 'Work'

You will learn

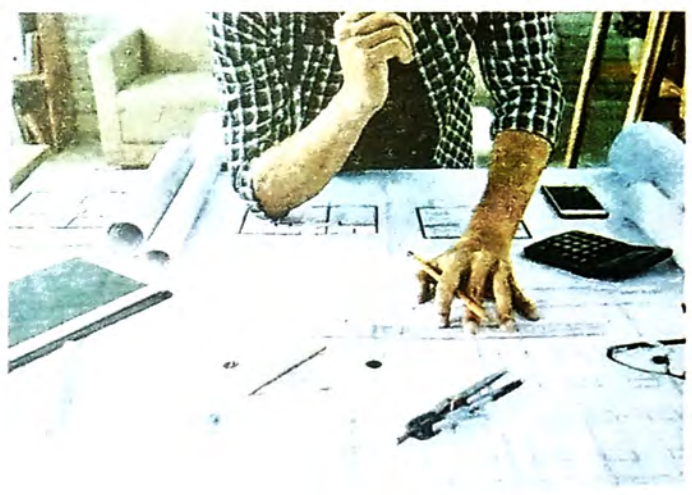
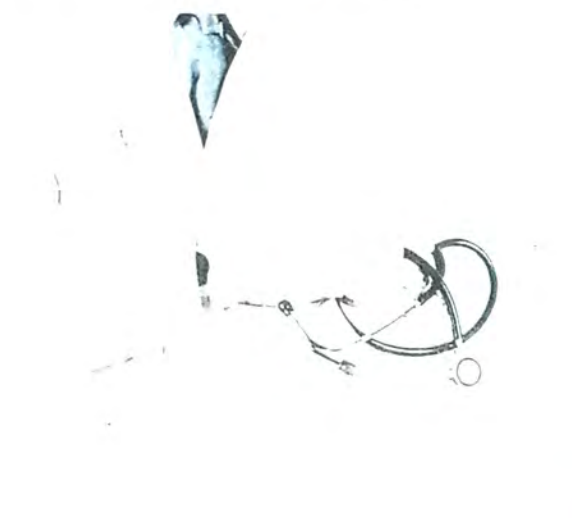
- Phrasal Verbs
- Past Continuous Tense
- Present and Past Perfect Tense
- The use of commas

You will write

- A journal/diary
- A story/narrative
- A poem

 **Listening**

The pictures below represent various occupations and jobs. Discuss with a partner and see how many can you identify.



1 Match the occupation with its description.

occupation
photographer
teacher/professor
fire fighter
gardener
chef
dentist
mechanic
fisherman
journalist
doctor

activity
write news stories
fix cars
cook meals
takes care of teeth
catch fish
take pictures
plant flowers
teach classes
take care of patients
put out fires

People work in different industries, departments and services and hold different job titles. Given below are the names of some industries and occupations. Can you identify which jobs will come under each department/service? Think of as many jobs as you can for each category.

customer service	public service	health services	arts and entertainment
business	education	skilled services	industrials and construction

Let's Talk

1. In groups, take a particular industry, For example, hotel management, an IT company, a restaurant, hospital, helping a picky customer in the store, etc. Each group member takes on a role from the particular industry and write their dialogues. The group then performs in front of the whole class. Make sure that your dialogues are specific to the purpose you are speaking.

Remember, your dialogues have to be different based on your industry. For example, a dialogue between patient, doctor and nursing staff will be different from one between a customer and a salesman.

2. Talk to a partner about the jobs of the future. What do you think you need to do differently to be better prepared for the jobs of tomorrow?

Remember!

Develop your conversation with clarity. It will help you engage the listener.



Use of Language

Phrasal Verbs

A phrasal verb is a combination of words (**a verb + a preposition or verb + adverb**) that when used together, usually take on a different meaning to that of the original verb. For example, 'goes' means 'moves' –as in 'The train goes west.' But when you add the word 'out' with it, the meaning changes. For example, 'goes out' –as in 'The light goes out.'

Let's take a look at a few more words.

break + down = breakdown

check + in = check in

put + on = put-on

1 Match the phrasal verb with their meanings.

burn out

to do somebody's job for a short time while they are not there

call off

stop working

carry out

stop employing someone because there is not enough work for them to do

draw up

do something with less energy and effort

fill in for

start working harder

hand in

tell someone about an idea or plan so that they can give you their opinion

knock off

cancel

lay off

take control of something

run by

be extremely tired

slack off

give something to a person in authority

take on

do a particular piece of work, research etc

work out

prepare something in writing, especially an official document

take over

employ someone

2 Fill in the blanks with the correct phrasal verb.

- a. If he doesn't stop working so hard, he'll _____ himself _____.
- b. The contract was _____ last year.
- c. The meeting was _____ at the last minute.
- d. We need to _____ more research before we decide on this product.
- e. You must all _____ your projects by the end of next week.
- f. I am going to have to _____ to some serious study.
- g. The new management decided to _____ a number of workers from the factory.
- h. His father intended that he should _____ the business soon.
- i. You are a new employee. You will be _____ as a trainee.
- j. You need to _____ by your line manager first.





Strangest Jobs in the World

Text 6A

Some people have strangest of jobs in the world and they love them. It is very important to love what you are doing; no matter what. Given below is information on some of the coolest jobs in the world. Skim and scan the text for information. Do you wish to pursue any of these jobs?

Have you ever thought that caring for animals could be a very well-paid job. If not, the passage below may change your perspective.

Wildlife Photographer

This job is all about taking photos of wild animals in their natural habitats. But a wildlife photographer also needs knowledge about the animals. Not only do they have to photograph well, they need to have an understanding of the landscapes in which they live. A wildlife photographer needs to venture into remote locations and take beautiful photos of the animals even in the most dangerous spots.

People who want to become wildlife photographers need to start photographing creatures close to home first, like birds, bugs or even stray animals.

Wildlife photographers need to be prepared for long journeys, since many of these animals live in remote places or dark forests. They have to carry heavy equipment so they have to exercise a lot. Patience is another characteristic required by wildlife photographers. Sometimes, it can take hours (or days) to get just the right shot.



Wildlife photographers sometimes, need to camouflage themselves, so the animals cannot spot them.

Legoland Model Maker

Spend your days building a world out of LEGO bricks. There are LEGOLAND resorts around the world and all of them require a team of people to maintain the models and create new displays for big events. With just bricks and their brains, model makers come up with the designs and then put them together for the public to enjoy.

Legoland Windsor offers you the chance to work with a Master Builder for a day. You can begin by building a figure of yourself or any other thing. They teach you the techniques to create various themed models and go behind the scenes at the resort.

When you interview for this job, you'll be entered into a 'brick-off' building challenge against other applicants, so practice with those blocks. They need some creative design experience for imagining all the model ideas, as well as knowledge of maths and science for planning out how to actually construct those huge models so they don't topple over.



Sand Sculptor

Make sandcastles for a living.

This job seems pretty straightforward-just create amazing models out of sand and water. But its harder than it looks to become the best and get paid for it! There are only 300 master sand sculptors in the world. To win the World Championships of sand sculpting or become a Guinness World Record holder can take years of handwork and training.

Sand sculptors can make their money by winning competitions. They usually have less than 24 hours to complete their models. Once a sculptor has built a reputation, they may also be hired to sculpt at events. Sand can be brought to any location and sculpted into something linked to a brand or event. An airline once paid for sculptors to create sand passengers jetting to a beach destination as part of its marketing campaign!



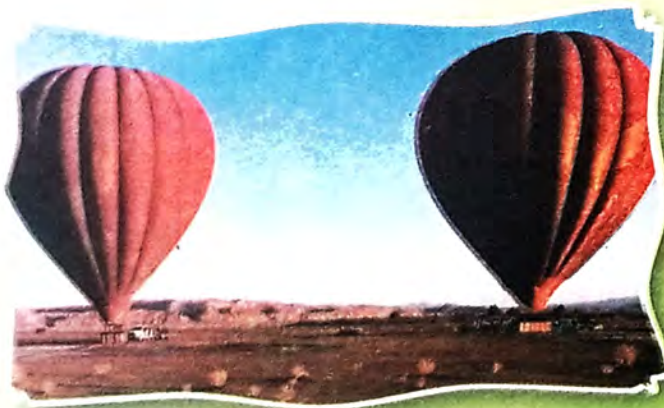
Hot Air Balloon Pilot

A job that allows you to be on cloud nine.

As a commercial balloon pilot, you'll fly sky high, feeling as free as a bird-and get paid to take others with you. A hot air balloon pilot might take part in competitions, fly tourists around or display advertisements on your balloon, but on every trip you'll find moments of calm as you quietly drift along with the wind.

To qualify for the job, you'll need to attend hot air balloon school. The first requirement is to obtain your private pilot's license, then your balloon certificate, after which you can train with a commercial instructor. You might be lucky to complete this within three months, but if you want to fly above certain heights you'll need more experience. You need to master a smooth landing if you want to keep your passengers happy, too!

In our modern-day busy skies, you'll always need to check airspace restrictions, flight rules and emergency procedures. This job is suitable for people who are skilled at working methodically.



Vocabulary

A number of verbs can be changed into past tense by adding *-ed*.

For example,

A wildlife photographer *needs* information about the wild animals.

The wildlife photographer *needed* information about the wild animals.

- 1 The given words are from the text. Add '*-ed*' to change them to the past tense. Look for their meanings in a dictionary and then use them in making compound sentences.

Present tense	Past tense after adding -ed	Meanings
live		
carry		
prepare		
require		
create		
hire		
pay		
enter		
skill		

- 2 The puzzle contains the words from the text. Find and circle the words. They can be written horizontally or vertically.

T	A	O	T	A	L	O	R	P	I	G	L	N	I
O	T	S	L	C	L	P	A	H	I	E	L	O	L
T	P	A	A	O	C	A	S	O	T	O	O	T	T
N	I	S	N	T	N	F	P	T	N	I	O	O	N
E	G	T	D	B	L	E	G	O	L	A	N	D	E
M	O	S	S	T	W	L	S	G	N	L	O	T	M
P	L	I	C	N	I	N	T	R	N	O	T	O	N
I	O	T	A	L	L	R	O	A	O	S	N	P	R
U	N	N	P	T	D	W	D	P	O	G	L	A	E
Q	A	E	E	N	L	N	T	H	L	W	T	M	V
E	C	I	S	I	I	M	S	E	L	M	L	S	O
B	L	C	O	C	F	T	E	R	A	F	L	E	G
L	O	S	P	I	E	P	N	N	B	N	T	L	P
T	V	R	A	N	S	C	U	L	P	T	O	R	L

BALLOON

PHOTOGRAPHER

LEGOLAND

LANDSCAPES

SCIENTISTS

EQUIPMENT

GOVERNMENT

SCULPTOR

WILDLIFE

Comprehension Questions

Answer these questions.

- Why do you think a wildlife photographer needs to learn about animals?
- What does the word 'camouflage' mean? Why is it important for wildlife photographers to camouflage?
- How is a straight-forward job like making sand sculptors harder than it looks?
- How does the research of a volcanologist help people and governments?



Use of Language

The past continuous is made from the past tense of the verb 'be' and the '-ing' form of a verb. We use the past continuous to talk about the past.

Example

- for something which happened before and after another action
- for something which happened before and after a specific time
- to show that something continued for some time
- for something that happened again and again

1 Complete the sentences in the past continuous tense. The first one is done for you.

- I was (was/were) creating (create) amazing models out of sand and water before this job.
- He _____ (was/were) _____ (make) money by winning competitions in sculpting during winter break.
- They _____ (was/were) _____ (complete) their models in less than 24 hours.
- An airline _____ (was/were) _____ (pay) for sculptors to create sand passengers jetting as marketing campaign every year.
- He _____ (was/were) _____ (fly) a commercial balloon for the last many years.
- She _____ (was/were) _____ (attend) hot air balloon school to qualify for the job quickly.

- I _____ (was/were) _____ (train) for three months to obtain private pilot's license.
- You need more experience if you _____ (was/were) _____ (plan) to fly above certain heights.

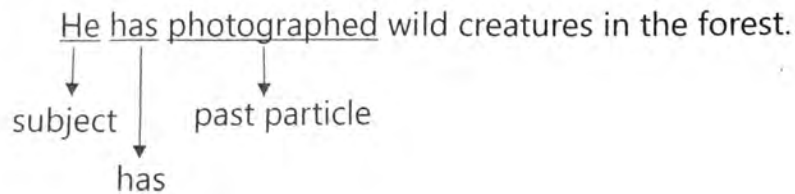
2 Read the following sentences and change them into the past continuous tense. The first one is done for you.

The commercial balloon pilot flies high.	The commercial balloon pilot was flying high.
A hot air balloon pilot takes part in competitions.	
She attends hot air balloon school.	
They check airspace restrictions regularly.	
I performed at the school function.	
My friends played on the field.	
The pilot will visit the field.	

Present perfect tense is a tense used to describe an action that has already happened at a given time. In forming the present perfect tense, we need to follow this structure:

subject + has/have + past participle

Example:



3 Write the simple past and past participle of the following verbs.

Simple form	Simple past	Past participle
construct		
create		
enter		
need		
require		

4 Choose the correct structure to form the correct present perfect tense.

Has/have	carried entered prepared identified ventured designed
----------	--

5 Fill in the blanks with the correct tense.

- An astronaut _____ (float) out of the sleeping bag while sleeping.
- I _____ (eat) my food alone when they got here.
- He _____ (swallow) the paste when I am done.

- d. Eating in space means, she _____ (add) hot water to the dehydrated packed.
- e. I _____ (spend) plenty of time looking down on Earth by the time I finish my task.
- f. I _____ (wake) up before the alarm even started.
- g. I _____ (work) on my schedule before the meeting.
- h. The main reason they _____ (send) me to live on space is to conduct scientific research before sending other team members.
- i. I _____ (work) on my experiments in the lab throughout the afternoon by the time they arrived.

6 Use the following verbs in sentences by changing the verbs into the past perfect tense. The first one is done for you.

Verbs	Sentence
meet	I <u>had met</u> my mom before leaving for space.
practice	
break	
spill	
go	
survive	
carry	
support	
touch	

Writing

Maintaining a Journal/Diary:

Writing about your daily routine:

Some people write about their daily routine or write about significant events in their life. It is called diary writing.

Given below is a how a typical day looks like in the life of an astronaut.

6 am:

I woke up by an alarm in my small sleep station. It's time to float out of the sleeping bag and brush my teeth-which is a little different when in zero gravity. I have to swallow the paste when I am done.

8 am:

It's time to put in a call to mission control to discuss the day's schedule. There are household chores and maintenance jobs to do. All the tasks have been carefully written down step-by-step but the team at mission control. I have to be careful not to lose things. Everything needs to be secured to the walls or it will float away.

2 pm:

The main reason I've been sent to live in space is to conduct scientific research so I worked on my experiments in the lab throughout the afternoon. I studied the effects of zero gravity on materials and on the living creatures like the fish and ant, I brought on board with me.

10 am:

Hit the gym for two hours. Zero gravity affects the bones and I'll lose muscle strength because I move so effortlessly, so the gym is a requirement, not a choice.

12:30 pm:

I worked on my schedule, attended a meeting with team members on the Earth. Had my food alone. Eating in space means adding hot water to the dehydrated packet of food to make it edible. It's not really very nice but my options in space are limited.

8 pm:

After dinner, I had plenty of free time to call home or watch a movie. I did both. Sometimes, I spend my time looking down on planet Earth as well before snuggling down to sleep.

Your turn to write:

Based on the day of an astronaut, make a daily routine or timetable of how a typical day looks like for you. Make sure that you keep a record of different activities you did on that day.

A Man Called Ove

Reading

Text 6B

The reading passage is taken from the novel, "A Man Called Ove," written by Fredrik Backman: This famous novel revolves around Ove, a grumpy and isolated man who finds unexpected friendship and purpose by helping others.

Ove was a man of strict routines and firm principles. Every morning, without fail, he would wake up at precisely 6:00 a.m., put on his worn-out slippers, and shuffle to the kitchen. He would boil water for his tea, carefully select a slice of bread, and spread it with just the right amount of butter and jam. This simple ritual gave him a sense of control and order in his otherwise mundane life.

Living in a neat row of houses, Ove was known by his neighbours as the grumpy old man with a perpetual scowl on his face. He had a reputation for complaining about everything—from the noisy children playing outside to the improper parking of cars. Ove liked to keep his surroundings in perfect order and didn't appreciate any disruption to his carefully maintained peace.

But there was much more to Ove than met the eye. Behind his gruff exterior lay a heart that yearned for connection and understanding. He had experienced great loss in his life, losing his beloved wife Sonja, and his grief had hardened him. Ove had built emotional walls to protect himself, leading others to perceive him as a cantankerous old soul.

One fateful day, a new family moved into the house next door. They were a lively bunch, with two young children and their parents. Ove was immediately irked by the noise they made and the chaos that seemed to follow them wherever they went. Their belongings were scattered all over their front yard, disrupting the harmony of the neighbourhood.



While reading

Why do you think Ove was so unhappy all the time?

Despite his initial resistance, Ove found himself unexpectedly drawn to the family. The children, with their wide-eyed curiosity and innocence, saw beyond Ove's grumpiness. They waved and smiled at him every time they spotted him, undeterred by his stern countenance. Slowly but surely, Ove's defences began to soften.

One day, he noticed that the family's bicycle had a flat tyre. Against his better judgment, Ove offered to help fix it. As he worked on the bicycle, he discovered a sense of purpose and satisfaction he had long forgotten. The children watched in awe as Ove skillfully repaired the tyre, their faces beaming with gratitude.

From that day forward, Ove became an integral part of the neighbourhood. He became the go-to person for handyman tasks, fixing broken appliances and repairing fences. The neighbours soon realized that beneath Ove's gruff exterior was a man with a compassionate heart and a wealth of knowledge. Ove's transformation extended beyond his acts of service. He developed genuine friendships with his neighbours, forming bonds that transcended the superficial barriers of age and background. Ove discovered that life could be meaningful even in the simplest acts of kindness and connection.

The story of Ove teaches us an important lesson about the power of compassion and understanding. It reminds us that there is often more to a person than meets the eye and that we should never judge someone solely based on appearances or first impressions. Ove's journey illustrates the profound impact kindness and empathy can have on both individuals and communities.

Fredrik Backman is a Swedish author known for his heartfelt and engaging novels. He was born on June 2, 1981, in Stockholm, Sweden. 'A Man Called Ove' is his debut novel which gained him popularity and recognition.

Vocabulary

1 Match the following words with their meanings:

Principles	A state of peaceful coexistence or agreement
Cantankerous	Deep understanding and compassion for others
Perceive	A stubborn or irritable disposition
Harmony	To understand or interpret in a certain way
Superficial	Fundamental beliefs or guidelines for behaviour
Empathy	Existing only on the surface, not deeply meaningful or substantial

2 In the passage about "A Man Called Ove," there are several words that contain prefixes or suffixes. Choose the correct meaning for each underlined word based on its prefix or suffix.

- i. Remove: In the word "remove," the prefix "re-" means:
 - a) To remove or undo
 - b) Again or back
 - c) Not or without
 - d) All or whole
- ii. Grumpy: In the word "grumpy," the suffix "-y" means:
 - a) Pertaining to or characterized by
 - b) One who or that which
 - c) Like or similar to
 - d) Full of or having the quality of
- iii. Exterior: In the word "exterior," the prefix "ex-" means:
 - a) Not or without
 - b) Out or outside
 - c) Before or forward
 - d) Against or opposite
- iv. Scattered: In the word "scattered," the prefix "s-" means:
 - a) Not or without
 - b) All or whole
 - c) Together or with
 - d) Without or lacking

- v. Soften: In the word "soften," the suffix "-en" means:
- a) Pertaining to or characterized by b) One who or that which
 c) Like or similar to d) To make or become
- vi. Facade: In the word "facade," the suffix "-ade" means:
- a) Not or without b) Action or process
 c) Like or similar to d) Full of or having the quality of

Comprehension Questions

- a. How did Ove's routines bring him a sense of control and order?
 b. How did Ove's neighbours perceive him, and why?
 c. What initially irked Ove about the new family next door?
 d. How did the children's actions affect Ove?
 e. How did Ove become an important figure in the neighbourhood?

You can respond to a particular text by comparing and giving your own reasons.

Articles, 'a, an' or 'the' are modifiers that appear before nouns or phrases. They act as adjectives and add meaning to your work.



Use of Language

- 1 Fill in the blanks with the appropriate simple past tense form of the verbs from the reading passage about "A Man Called Ove."**
- a. Every morning, Ove _____ (wake) up at precisely 6:00 a.m.
 b. Ove _____ (complain) about everything, from the noisy children playing outside to the improper parking of cars.
 c. He _____ (experience) great loss in his life, losing his beloved wife Sonja.
 d. Ove _____ (build) emotional walls to protect himself, leading others to perceive him as a cantankerous old soul.
 e. The new family _____ (move) into the house next door.
 f. The children _____ (see) beyond Ove's grumpiness and _____ (wave) and _____ (smile) at him.,
 g. Ove _____ (offer) to help fix the flat tire on the family's bicycle.

- h. Ove _____ (repair) the tire skillfully, and the children _____ (watch) in awe.
- i. Ove _____ (become) an integral part of the neighborhood.
- j. Ove _____ (help) his neighbors with handyman tasks and _____ (form) genuine friendships with them.

Use of commas:

- 1 Read the sentences below from the reading passage about "A Man Called Ove." Identify the places where commas should be added or corrected. Rewrite the sentences with the appropriate comma placement.

Ove was a man of strict routines and firm principles every morning he would wake up at the same time put on his slippers and walk to the kitchen.

The children would wave and smile at him every time they saw him and slowly Ove's heart began to soften.

Ove discovered that he could be kind and caring even if it wasn't his natural instinct. He helped his neighbours with their problems fixed their broken appliances and even defended them when they needed support.

The story of Ove teaches us about the power of compassion and friendship it shows that people can change even when they seem set in their ways.

Writing

Imagine you have the power to help others in any way you choose. What would you do with this incredible ability? Write a story or essay describing how you would use your power to help others.

Consider the following questions to guide your writing:

- How would you go about helping others? Would you use your power directly or find alternative ways to make a difference?
- What impact would your actions have on the lives of those you help? How would it change their circumstances or bring about positive change?
- How would your experiences of helping others shape your own character and perspective on the world?

Remember to use descriptive language, incorporate details, and express your thoughts and emotions clearly. Use your imagination and creativity to envision a world where helping others becomes a powerful force for good.

Work (Poem)

Reading

Text 6C

When we look at our work as a burden, we can quickly become discouraged and discontented. Often, people wish they didn't have to work, but there's a blessing in being able to work. To have a job is to have a gift. Henry van Dyke (1852-1933) challenges himself and others to change the way we look at our jobs. Even when work is challenging, exhausting, tedious, or overwhelming, let's look at the blessing we have.

Let me but do my work from day to day,
In field or forest, at the desk or loom,
In roaring marketplace or tranquil room;
Let me but find it in my heart to say,
When vagrant wishes beckon me astray,
"This is my work; my blessing, not my doom;
"Of all who live, I am the one by whom
"This work can best be done in the right way."

Then shall I see it not too great, nor small,
To suit my spirit and to prove my powers;
Then shall I cheerful greet the labouring hours,
And cheerful turn, when the long shadows fall
At eventide, to play and love and rest
Because I know for me my work is best.

Challenge yourself!

Literally elements such as rhythm, similes, metaphors, and sensory images in poems make them interesting to read. Can you identify any of the poetic element in this poem?

(By: Henry Van Dyke)



Vocabulary

- 1 Find the synonyms of the given words from a dictionary and use them each in a sentence.

words	synonyms	sentences
tranquil		
vagrant		
beckon		
blessing		
doom		
eventide		

- 2 Paraphrase the poem in your own words.
- 3 Write an objective summary of the poem in no more than 40 words. Remember to write it in your own words. Remember, you do not have to add in your views. Just summarise what the poet is saying.



Use of Language

A gerund is a noun formed from a verb. All gerunds end in -ing. As they are nouns, gerunds can function as one of the following:

The Subject of a Verb.

Example:

The labouring hours suit my spirit. ('labouring' is the subject of the verb 'suit')

The Object of a Verb.

Example:

I enjoy traveling the market-place.

("traveling" is the direct object of the verb "enjoy.")

The Object of a Preposition

Example:

I surprised them by working in the field and in the forest.

("working" is the object of the preposition "by.")

A Subject Complement

Example:

My favourite was visiting the tranquil room.

("Visiting" is a subject complement. It completes the linking verb "was" and renames the subject, making it a subject complement.)

1 Underline the gerunds in each sentence below and identify their functions.

- Walking the cat is my regular routine. _____
- I particularly enjoy travelling. _____
- I am so tired of climbing! _____
- Lately, she has been having trouble sleeping. _____
- Drawing would be a good activity for you. _____
- Sleeping is our first priority. _____
- My favourite pastime is reading. _____
- Washing clothes will have to wait until Sunday. _____
- Listening to music is a remedy for loneliness. _____

2 Make sentences using the following gerunds.

Functions	Gerund	Sentences
As Subject of a Verb	Finding	
As Object of a Verb	Knowing	
As Object of a Preposition	Seeing	
As Subject Complement	Falling	

Writing

The poem describes a passion for work. You can use poetry to describe various other things or objects or places. Try to write a simple poem describing any of your favourite objects or place. You can try to use rhyming words and gerunds to make your poem interesting.

Learning Intentions

In this unit:

You will listen

- To the Poem, 'Sun is laughing'

You will read

- 'Daffodils'
- 'Galileo Galilei, the Father of Modern Science'

You will learn

- Figures of Speech
- Conjunctions and Kinds of conjunctions
- Prepositional Phrases

You will write

- A Poem

 **Listening**

The Sun is Laughing

Text 7A

Ask a friend to read aloud the poem. Listen carefully and try to figure out how well your friend is able to convey the sun's different emotions. Give each other one thing to work on, like speaking louder, changing the pace, or showing more emotion, and read the poem again.

Sun is laughing
Sun is laughing
This morning she got up
On the happy side of the bed,
Pulled back
The grey sky-curtains
And poked her head
Through the blue window
Of heaven,
Her yellow laughter
Spilling over,
Falling broad across the grass,
Brightening the washing line,
Giving more shine
To the back of a ladybug
And buttering up all the world.
Then, without any warning,
As if she was suddenly bored,
Or just got sulky
Because she could hear no one
Giving praise
To her shining ways,
Sun slammed the sky-window closed,
Plunging the whole world
Into greyness once more.
O Sun, moody one,
How can we live
Without the holiday of your face?

(By: Grace Nichols)

As you read the poem, consider the following points:

- Explore the central theme expressed through the sun's actions and emotions.
- Examine the significance of the sun's laughter and the description of her getting up "on the happy side of the bed."
- Analyze how the poet personifies the sun's actions and emotions.
- Consider the effect of the sun's abrupt change in behavior from happiness to closing the "sky window" on the atmosphere of the poem.
- Identify the emotions or feelings expressed by the poet toward the sun and how the sun's behavior affects the poet and the world.

About the Poet:

Grace Nichols was born in 1950 in a part of the Caribbean called Guyana, on the northern coast of South America. She moved to England in 1977. Much of her poetry is characterised by Caribbean rhythms and culture and influenced by Guyanese folklore.



Use of Language

Figurative Language:

Simile:

A simile is a particular way of using language to have an effect on readers. It makes a comparison between something in common. Similes use 'like' or as to make the comparison. For example, **as cold as ice, as light as a feather and as cool as a cucumber etc.**

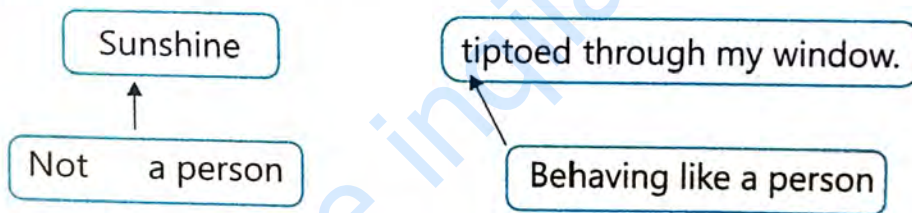
Poems often contain imagery. Imagery is the pictures or feelings that are created in your mind. Poets use figurative language to create images in various ways:

Metaphor:

A metaphor is another example of using language that makes a comparison. It is more direct than a simile. Metaphors help to make your writing creatively rich. For example, He is a **lion** when he comes to the field or My mom has a **heart of gold**.

Personification:

Personification is a type of metaphor that presents non-human thing as if it is a person. Poets and writers use metaphors and personification to help readers to think about things in a new or different way. For example, **The tree was tall** could be **The tree stretched its arms** towards the sky.



Complete the given table. Give one example from the poem on each of the following.

Figurative Language	
Simile	
Metaphor	
Personification	

Comprehension Questions

Answer the given questions.

- What is the sun's mood when she wakes up in the first stanza?
- What are 'sky-curtains' really? When they are 'pulled back', what image does this create in your mind?
- Pick 4 words from this stanza that Nichols uses to convey this mood, e.g. 'happy'.
- Why is 'buttering' a good choice of word? What are its dual meanings.
- How does the sun's mood change in the second stanza?
- Pick 4 words from stanzas two and three that show the sun's change in mood, e.g. 'bored'.

Daffodils

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

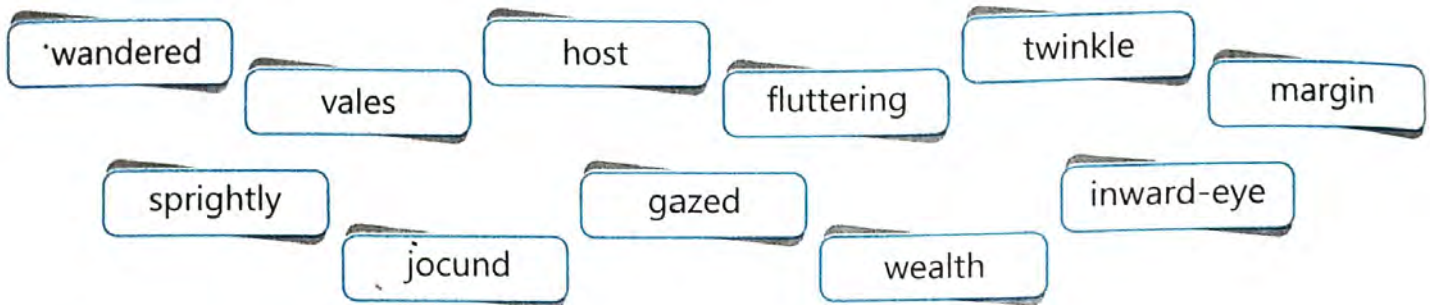
The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not be but gay,
In such a jocund company:
I gazed' and gazed' but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.



Vocabulary

- 1 Look for the meaning of the following words in a dictionary and use them in your sentences.



Comprehension Questions

Answer the given questions.

- What does the speaker compare himself to, at the beginning of the poem?
- What does the speaker see when he looks around?
- How does the sight of the daffodils affect the speaker's mood?
- What do the daffodils do that the waves don't?
- How do the daffodils continue to bring joy to the speaker even after he has left the scene?
- Paraphrase the second stanza in your words.



Use of Language

Read the following lines from the poem "Daffodils" by William Wordsworth and complete the exercises that follow.

Lines from the Poem:

"I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze."

1 Identify and explain the figures of speech used in the following phrases or words from the lines:

- a. lonely as a cloud
- b. floats on high o'er vales and hills
- c. a host of golden daffodils
- d. fluttering and dancing in the breeze

2 Write five similes comparing everyday objects or experiences to something in nature. For example, "Her laughter was as refreshing as a summer breeze." Create your own similes.

3 Identify the rhyming words in the poem and explain how they contribute to the poem's rhythm and musical quality.

4 Identify instances of alliteration in the poem. Alliteration is the repetition of the same consonant sound at the beginning of adjacent or closely connected words. Provide examples of the lines where you find alliteration.

5 Write your own figure of speech and explain the literal meaning.

simile	
metaphor	
personification	
alliteration	

 **Writing**

Write a paragraph or short essay (150-200 words) about a memorable experience in nature that left a lasting impression on you. Consider how the experience made you feel and how it continues to affect your thoughts and emotions, just like the daffodils in the poem. Be sure to use descriptive language and possibly incorporate literary devices like simile, metaphor, or personification to enhance your writing.

Galileo Galilei, the Father of Modern Science

Text 7B

"Curiosity is the key to problem solving." -Galileo Galilei

He loved to invent things. He made a telescope that lets him see as far as other planets. His ideas changed the way scientists worked and he is considered to be the world's most famous astronomer.

Galileo was a brilliant mathematician and astronomer. His scientific observations and inventions changed the way people thought about the world. His ideas and discoveries are still relevant today. One of the most important scientists in history, Galileo Galilei was born in Pisa, Italy in 1564. He came from a large family, being the oldest of six children. His family moved to Florence when he was eight but he stayed in Pisa and went to school at a monastery. This is a place where monks live, work and pray. Having been educated by monks, Galileo thought about becoming a priest but he chose a different direction. He started to study medicine in order to become a doctor but he was naturally curious about the world and space, but chose to become an astronomer and a scientist.

He used Mathematics to become a very successful scientist. He invented a telescope that was much better than anyone had made before. This meant that he was able to spot objects around distant planets. He was the first to see Moons orbiting Jupiter. These Moons are known as the 'Galilean Satellites' after Galileo. He was a frequent inventor, making telescopes, thermometers and a new kind of compass.

He had some ideas that made him unpopular because they were different to what other people believed. When looking at Jupiter, he saw four objects orbiting the planet. He announced that they were moons but most people didn't believe him as they believed they were stars. He believed that those are moons travelling around Jupiter as they disappeared regularly and stars do not disappear. Perhaps his most important idea was that the Earth went around the Sun, as did the other planets. Many people disagreed with him, arguing it was the Sun that went around the Earth but he was proven to be correct by later scientists.



Galileo pioneered the use of the telescope for observing the night sky. His discoveries undermined traditional ideas about the perfect and unchanging cosmos with the Earth as its centre.

The Tower of Pisa Experiment

At that time, it was believed that if two objects were dropped from the same height, the heavier one would land first. To test this, Galileo went to the top of the Leaning Tower of Pisa and dropped two balls of different weights. They both landed at the same time. He had disproved the original theory.

Vocabulary

1 Look up the meaning of the following words and use them in sentence.

Words	Meanings	Sentences
pioneered		
orbiting		
monastery		
cosmos		
satellites		

Comprehension Questions

Answer these questions.

- Who was Galileo? When and where was he born?
- Where did Galileo receive his education?
- Explain what people used to believe would happen when two objects were dropped from a height before Galileo's experiment.
- What discoveries did the telescope allow Galileo to make about space?
- Who first believed that the sun travelled around the Earth?
- Which did Galileo discover about the moon?

Use of Language

Prepositional phrase is a modifying phrase consisting of a preposition and its object. Prepositional phrases modify nouns and verbs while indicating various relationships between subjects and verbs. A prepositional phrase starts with a preposition and ends with a noun or pronoun.

Example:

Galileo thought **about becoming a priest** but he chose a different direction.

1 Find the prepositional phrase in the following sentences.

- He was naturally curious about the world and space.
- His family moved to Florence when he was eight.
- He stayed in Pisa and went to school at a monastery.

- d. He came from a large family, being the oldest of six children.
- e. Galileo pioneered the use of telescope for observing the night sky.
- f. He had some ideas that made him unpopular because they were different to what other people believed.
- g. He was able to spot objects around distant planets.
- h. He believed that those objects were moons travelling around Jupiter as they disappeared regularly.
- i. He started to study medicine in order to become a doctor.

2 Write a sentence with each prepositional phrase given below.

because of

with respect to

throughout the time

over the bridge

in spite of

behind

instead of

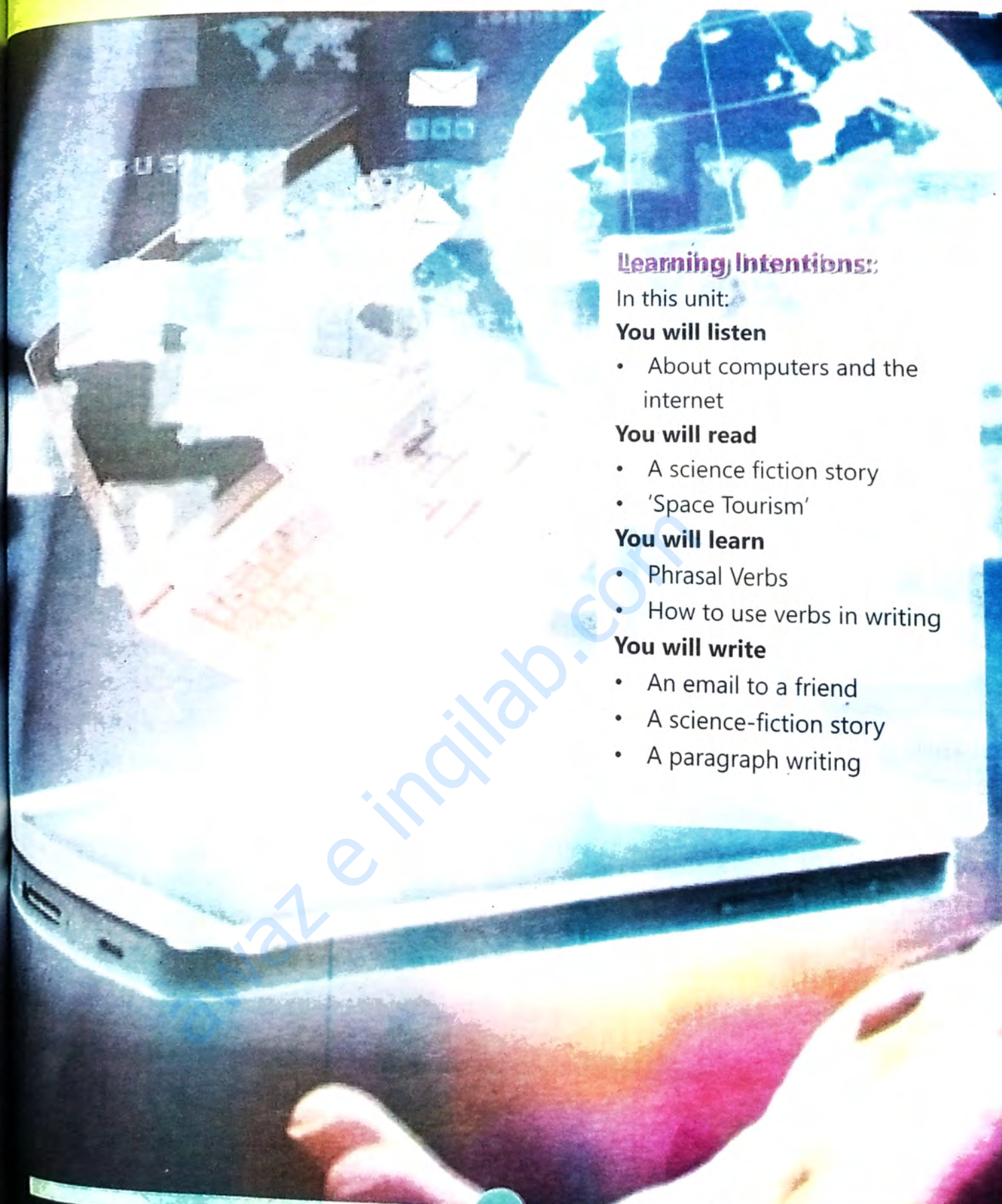
 **Writing**

Prepare a newspaper for your school.

Students must read different newspaper articles and learn how to format a newspaper.

Guide on how to write a news article

1. Choose your topic
2. Research for your news article
3. Be aware of the parts of a news article
 - Headline or title
 - Byline
 - Lead
 - The story
 - The sources



Learning Intentions:

In this unit:

You will listen

- About computers and the internet

You will read

- A science fiction story
- 'Space Tourism'

You will learn

- Phrasal Verbs
- How to use verbs in writing

You will write

- An email to a friend
- A science-fiction story
- A paragraph writing

 **Listening**

Computers and the Internet

The given icons represent different functions within a computer. In pairs, match the words to the correct icons.

copy



help

cut



search

edit



print

folder



paste

Listen to the short clip about computers and complete the activities.

Computers

It's hard to believe that no one had computers a few years ago. I wonder how people lived. There must have been a lot of paperwork. I can't imagine writing everything by hand. We need computers today for everything: Hospitals, airports, the police... nothing can work without computers. I'm sure I'd be ten times busier than now if I didn't have a computer. Imagine having to find a piece of paper and an envelope and then walking down the street to mail a letter! I love my computer. It makes everything in my life so convenient. Sure, it freezes and crashes sometimes. Sure I lose some data. But that's not often. Most of the time my computer is like my best friend.

Teacher's note: In the absence of the audio file, read the text to the class.

Vocabulary

1 Fill in the blanks with the correct word from the text.

It's hard to believe _____ had computers a few years ago. I wonder how people lived. There must have been _____ paperwork. I can't imagine writing everything by hand. I _____ everything worked without computers. We need computers today for everything. Hospitals, airports, the police... nothing can work without computers. I'm _____ ten times busier than now if I didn't have a computer. Imagine _____ find _____ paper and an envelope and then walking down the street _____ letter! I love my computer. It makes everything _____ convenient. Sure, it freezes and crashes sometimes. Sure _____ data. But that's not often. Most _____ my computer is like my best friend.

2 Some of the words in this text are not written correctly. Refer to the text again, and rewrite them correctly.

It's hard had to that one computers believe no a few years ago. I wonder how people lived. There must have paperwork lot been of a. I can't imagine writing everything by hand. wonder I how also everything worked without computers. We need computers today for everything. Hospitals, airports, the police... nothing can work without computers. ten busier sure be times I'm I'd than now if I didn't have a computer. Imagine having to paper an a of and find piece envelope and then walking the to a down street mail letter! I love my computer. It makes in everything convenient so life my. Sure, it freezes and crashes sometimes. Sure I lose some data. But that's not often. the of Most like is computer my time my best friend.



Use of Language

Use of verbs in writing:

You have studied about verbs in the previous units. Using verbs correctly in any piece of writing adds meaning to it. The passage below is an email and the verbs are missing. Use the verbs given in the box to fill in the blanks. Remember to use the correct form of the verb. The first one has been done for you.



While I was surfing the internet, I came across an interesting website offering free cooking recipes for lots of tasty dishes from all over the world. I love cooking so I decided to fill in the online registration form and _____ for a free account. After I _____ a few pages, I found a recipe that I really wanted to try, so I decided to _____ down to the bottom of the page and _____ on the download link in order to _____ it in PDF format. The next day, I decided to invite some of my friends for dinner, so I visited Google and _____ for some more cooking websites. I _____ a few interesting ones, so now I can find them again easily whenever I am _____. Anyway, the dinner party was a great success. I'll _____ the pictures to my social media profile!



Writing

Writing an email:

An email is an electronic message sent through a computer using an email service. Nowadays, companies and schools customise their emails to maintain privacy and security. You can write an email just like a letter. It can be formal, friendly or informal based on the person you are writing it to.

Given below is a template on how to draft an email.

Things to check first:

- An adult has checked that your email account is safe.
- Do you know the person to whom you are sending the email?
- Do you have the person's email address?

1. Click on 'compose' to open up a blank email.

2. Click in the 'To' box and type in the email address of the person you are writing to.

3. The 'CC' section stands for 'carbon copy' and in here you can write any email address of someone you also want to receive the same email.

4. In the subject (or 're' section) write the title of your email. It might be something like 'Saturday Plans'.

5. Write your message in the large area. Be chatty, funny, informal to your friends and family and more formal to others. This bit is just like writing a letter.

6. Click on 'attach' if you want to add on a document or picture on to your email.

7. Once you have checked what you have written a couple of times, then the last thing you need to do is press 'send' Remember... you can't 'unsend' once it's gone!

The screenshot shows an email composition window with fields for 'To:', 'Cc:', and 'Subject:'. It also features a toolbar with buttons for 'Send', 'Attach', 'Save Draft', 'Spelling', and 'Cancel'. The main body of the email is a large text area for writing the message.

Your turn to write:

You have been given a computer by your parents as a birthday gift. Write an email to your friend sharing your excitement over it and discuss how your parents have told you to stay safe online.

Language Tip!
You need to think about using your punctuation correctly. Remember to begin the first sentence with a capital letter and end either with a full-stop or a question mark. Pay attention to the order of your email. Make sure you use the correct structure.

Space Tourism

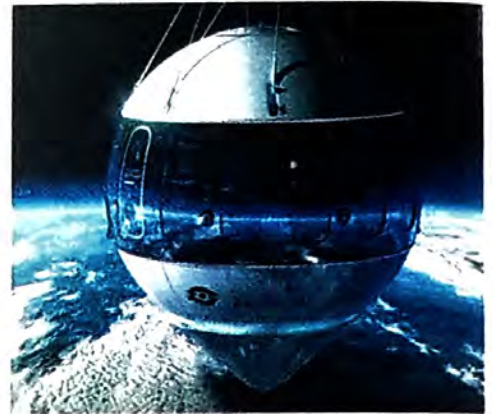
Text 8A

Do you think space tourism could become mass market?

Can you imagine that in a few years, we could be using spaceships as we use passenger airplanes. A number of companies are getting ready to send people out in the space. Commercial operators are now competing to operate scheduled services to the outer limits of the Earth's atmosphere. This is termed as 'Space Tourism.' Space tourism is used to describe space travel for recreational or leisure purposes. What was once only a dream is now becoming a reality.


Professor Richard Crowther, Technical Adviser to the UK Space Agency, predicted that in the future space trips would become a lot more regular and a lot cheaper. "It will be very expensive at first, but the technology that will then develop will open up space to everybody," he said. "In the early days of aviation, very few people went on aircraft, but now it's mass market. A mass market for taking people into space will be a long way away, but the costs should fall with new technology." Futurologists are predicting that in the near future, man will be able to make hotels and homes in the space. However, they had predicted that hotels will be built on moon after the first man landed on moon in 1969, but that did not happen.

Futurologists also considered the possibility that, in the 21st century, families might go for a holiday on the moon. Neither of these predictions have come true yet, but the rapid development of technology may mean these predictions are a possibility in the years to come.



Futurologists are scientists who attempt to develop predictions of what life will look like in the future.





Space Adventures is currently the only company to have succeeded in sending paying passengers into space. They have built special aircrafts and designed a special runway for travelling between the space and Earth. Special space suits for people who can afford and travel to space have also been designed.

Following several successful explorations into space, several companies are now considering the possibility of enabling tourists to visit space. In order to make it more affordable, suborbital space travel is being considered by many companies, including Virgin Galactic. Passengers would be transported to a height of between 100 and 160km above earth, experience 3–6 minutes of weightlessness and view the stars before being taken back down to earth.

Whilst it could be an enriching experience, there are some disadvantages to space tourism. Many critics have commented that a huge growth in the spaceflight industry could drastically speed up the process of global warming. The ozone layer would be damaged further and the polar regions would suffer. In addition, space travel is only really a possibility for the super-rich. Although Virgin Galactic claims to be 'opening space to the rest of us', there are still millions of people worldwide who wouldn't be able to afford it.

Vocabulary

1 Match the words with their correct meanings.

- | | | | |
|-----------------|-----------------------|-----------------------|---|
| spaceship | <input type="radio"/> | <input type="radio"/> | a person who starts their own business |
| an entrepreneur | <input type="radio"/> | <input type="radio"/> | a special path on which aircraft takes off and land |
| a runway | <input type="radio"/> | <input type="radio"/> | produced or designed for as many people as possible |
| mass market | <input type="radio"/> | <input type="radio"/> | something that encourages you to do something |
| aviation | <input type="radio"/> | <input type="radio"/> | the activity/industry of designing, producing or flying an aircraft |
| an incentive | <input type="radio"/> | <input type="radio"/> | the effect that something has |
| impact | <input type="radio"/> | <input type="radio"/> | a vehicle that travels in space. |

2 Decide whether the following statements are true (T) or false (F) according to the text. Correct the statements that are false.

- | | |
|---|--------------------------|
| a. It is currently possible for tourists to fly to space on a regular basis. | <input type="checkbox"/> |
| b. Space tourism will soon become a mass market. | <input type="checkbox"/> |
| c. Governments have become less interested in developing space flight technology. | <input type="checkbox"/> |
| d. Scientific advances have taken place because of space tourism. | <input type="checkbox"/> |
| e. Space tourism will have a serious impact on the environment. | <input type="checkbox"/> |
| f. The cost of a commercial space flight is much cheaper than a space company's flight because of the spaceship design. | <input type="checkbox"/> |
| g. The price of a space flight ticket will become cheaper in the future. | <input type="checkbox"/> |

Comprehension Questions

Answer the following questions.

- What is meant by a futurologist?
- Do you think space tourism is possible? Support your answer with reasons from the passage.
- Who predicted that space travels will be more frequent?
- At what height will the passengers be transported above the earth?
- The article talks about some of the disadvantages of space tourism. Can you think of more?

Writing

Stories about space travel are fun and, at the same time, very challenging to write. This is because since no one has ever explored every nook and cranny of Earth's outer space. Everything is up to your imagination—from how the “galaxy far, far away” and its inhabitants would look to the technology they might use to reach the final frontier.

Your turn to write:

Write a paragraph based on the following prompt:

Imagine that you get a chance to travel in the space. What will you do? What will you eat? Remember that it's zero gravity so you will not be able to feel your weight. How will you move?



Glossary

Abandoned (adj.) - left behind or deserted, no longer used or cared for

Abundant (adj.) - existing in large quantities; more than enough

Adorned (adj.) - decorated or embellished, often with ornaments or accessories

Archaeological (adj.) - relating to the study of ancient human history and artifacts

Astronomer (n.) - a scientist who studies celestial bodies and the universe

Athleticism (n.) - the skill and physical ability in sports and physical activities

Breathtaking (adj.) - extremely impressive or exciting; stunning

Braille (n.) - a system of raised dots to read and write, used by people who are blind

Bravery (n.) - the quality of being brave or courageous

Camouflage (n./v.) - (n.) a method of blending in with the surroundings to avoid being seen; (v.) to hide or disguise something

Campaign (n./v.) - (n.) a series of planned actions for a particular purpose; (v.) to engage in a planned set of activities

Cantankerous (adj.) - ill-tempered or difficult to deal with; irritable

Charitable (adj.) - Generous and kind in helping those in need

Chaos (n.) - complete disorder and confusion

Civilisation (n.) - an advanced stage of human development and culture

Classics (n.) - highly regarded and timeless works of literature

Compassionate (adj.) - showing kindness and empathy towards others

Connect (v.) - to link or join things together

Connection (n.) - a link or relationship between things

Connotative (adj.) - (1) the implied or suggested meaning of a word

Countenance (n.) - a person's facial expression or appearance

Countless (adj.) - too numerous to be counted

Cavity (n.) - a hole or empty space within an object

CRP (n.) - Cardiopulmonary resuscitation, a life-saving emergency procedure

Dignity (n.) - the quality of being worthy of respect and honour

Depression (n.) - a state of low mood and sadness

Denotative (adj.) - the literal or dictionary definition of a word

Desperate (adj.) - feeling a strong need or desire

Disability (n.) - a physical or mental condition that limits a person's abilities

Discoveries (n.) - new findings or observations

Diligently (adv.) - doing something with care and persistence

Distasteful (adj.) - unpleasant or offensive

Drawn (v.) - attracted or pulled toward something

Depressed (adj.) - a person who feels sad and hopeless

Environment (n.) - the surroundings in which we live

Evacuation (n.) - the act of moving people to safety during an emergency

Excellence (n.) - the quality of being outstanding or extremely good

Extraordinary (adj.) - exceptionally unusual or remarkable

Elevation (n.) - the height above sea level

Evil (adj./n.) - (1) morally wrong or harmful; (2) something morally wrong or harmful

Equipment (n.) - tools and machines used for a specific purpose

Equipment (n.) - the necessary items for a particular activity

Emotion (n.) - a strong feeling such as joy, anger, or sadness

Fascinating (adj.) - extremely interesting or captivating

Festival (n.) - a special event or celebration

Forest (n.) - a large area covered with trees

Genuine (adj.) - real and authentic

Grief (n.) - the feeling of deep sadness and sorrow

Gargle (v.) - to rinse the mouth and throat with a liquid

Generosity (n.) - the quality of being generous and giving

Grumpiness (n.) - a bad-tempered or irritable mood

Guards (n.) - people who protect or watch over others

Hampers (n.) - baskets or containers filled with food or supplies

Hardship (n.) - a condition of suffering or difficulty

Humanitarian (adj.) - relating to or showing concern for the welfare and well-being of people

Iconic (adj.) - widely recognised and admired

Impact (n.) - the effect or influence of one thing on another

Invention (n.) - the creation of new products, processes, or ideas

Invaluable (adj.) - extremely valuable or priceless

Initiated (v.) - started or set in motion

International (adj.) - involving or relating to multiple countries

Initiative (n.) - a plan or action intended to solve a problem or achieve a goal

Invention (n.) - the creation of new products, processes, or ideas

Instrument (n.) - a tool or device used for a specific purpose

Judgement (n.) - the ability to make considered decisions

Knowledge (n.) - information and understanding gained through learning

Kindness (n.) - the quality of being friendly, generous, and considerate

Legends (n.) - traditional stories about heroes and events

Luggage (n.) - bags and containers used to carry belongings

Mathematician (n.) - a person skilled in mathematics

Maltreated (adj.) - treated with cruelty or abuse

Medical (adj.) - related to the field of medicine

Myths (n.) - traditional stories or legends often involving gods and heroes

Neglect (v.) - to fail to care for or pay attention to

Noble (adj.) - possessing high moral qualities and honour

Nurture (v.) - to care for and encourage growth or development

Observations (n.) - the act of closely watching or noting something

Orphanage (n.) - a home for children without parents

Optimistic (adj.) - having a positive outlook on life

Overflowing (adj.) - filled beyond capacity

Unification (n.) - the act of bringing different parts together into one whole

Unexpected (adj.) - not anticipated or predicted

Perceive (v.) - to become aware of or understand something

Philanthropist (n.) - a person who donates money or resources to help others

Pioneered (v.) - to be the first to develop or use something new

Popularity (n.) - the state of being well-liked or favored by many

Poverty (n.) - the state of being extremely poor

Precious (adj.) - valuable and greatly treasured

Primarily (adv.) - mainly or chiefly

Residue (n.) - a small amount of something that remains after the main part has gone

Rehabilitation (n.) - the process of restoring health or abilities

Rapid (adj.) - happening quickly or at a high speed

Risk (n.) - the possibility of danger or loss

Reliability (n.) - the quality of being trustworthy and dependable

Remarkable (adj.) - extraordinary or worthy of attention

Resilience (n.) - the ability to bounce back from adversity

Rotting (adj.) - decaying or decomposing

Sculptor (n.) - an artist who creates sculptures

Spaceflight (n.) - traveling in outer space

Spacecraft (n.) - vehicles designed for travel in space

Shiny (adj.) - bright and reflective

Smudge (n.) - a dirty mark or smear

Strengthens (v.) - makes stronger or more powerful

Succession (n.) - a series of events or people following one another

Swish (v.) - to move with a hissing or rustling sound

Terrains (n.) - types of landscapes or areas

Tradition (n.) - a custom or belief passed down through generations

Technology (n.) - tools and machines used to solve problems

Telescope (n.) - an optical instrument for observing distant objects

Typewriter (n.) - a machine for writing or printing text

Unwavering (adj.) - firm and determined in purpose

Unification (n.) - the act of bringing different parts together into one whole

Unexpected (adj.) - not anticipated or predicted

Venture (n.) - a risky or daring journey or undertaking

Welfare (n.) - the health, happiness, and prosperity of individuals and communities

Wealth (n.) - an abundance of valuable resources and possessions

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