

A TEXTBOOK OF
ENGLISH
LANGUAGE GRADE
10



Balochistan Textbook Board, Quetta.

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Unit 1

Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen(ﷺ)

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- deduce meanings of difficult words from context.
- understand cognates and identify commonly occurring cognates in English and Urdu.
- translate the passage from English to Urdu.
- write a unified paragraph.
- use collective, countable and uncountable, material and abstract nouns.
- illustrate use of gerunds and gerund phrases.
- classify, use, convert and make declarative (affirmative and negative), interrogative, exclamatory, and imperative sentences.
- express hopes and fears.

Pre-reading

- Who is the last Rasool of Allah.
- Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen's (ﷺ) life is role model for all of us. Discuss it.



Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen(ﷺ) changed life of the people of Arabia. Before him, Arabs had indulged in all sorts of evils. They did not worship Almighty Allah but gods and goddesses of various kinds. They gambled and drank wine. There was no respect for law. Nobody's life

and property was safe. They often quarrelled with each other over **petty** things. These quarrels turned into tribal feuds, which went on for years. Thousands of people were killed in such **feuds**. Women were treated like animals. Ignorance ruled everywhere and in every sphere of life.

Allah chose Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) to show the right path to the world. He was born in Makkah in 571 A.D. He was very different from other boys of his age. He was kind, merciful and helpful to others. People called him 'Ameen' and 'Sadiq' because of his honesty and truthfulness.

When Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) was only forty, Allah sent His message to him. He started preaching the message of Allah. He asked the people to worship one and the only Allah and to **give up** worshipping idols. People became his enemies. They gave him a lot of trouble but Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) did not give up preaching the message of Allah. He faced all the troubles with courage and determination. Only a few people **embraced Islam** in the beginning. The weak and the poor found a new hope in his message. Gradually the number of his followers increased. His enemies were very angry at his slow and steady success. One night, they came to his house to kill him, but Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) had already left for Madina with his friend Hazrat Abu Bakar Siddique (رضى الله عنه) some hours earlier. The journey from Makkah to Madina was very long and dangerous, because enemies were looking for him everywhere. They wanted to kill him.

Many people of Madina had embraced Islam before Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) reached there. They were overjoyed to see him. Many other Muslims from Makkah followed Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) to escape the painful treatment which they were receiving at the hands of kafirs of Makkah. Madina became the centre of Islam. The message of Islam reached many tribes of Arabia. More and more people started embracing Islam. They

saw a great difference between the old ways of life and the good ways of Islam. They started praying to Allah only. They gave up gambling and drinking. They stopped fighting with each other. Islam gave them the lesson of brotherhood. They were no longer enemies, but became kind and helpful companions to each other.

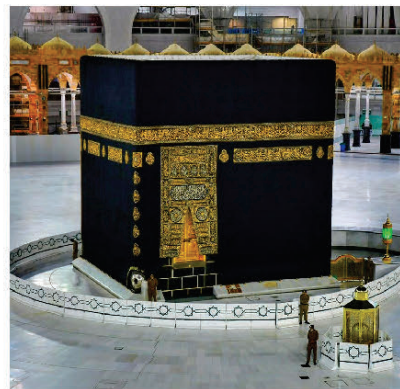
After some years, the Muslims conquered Makkah. The idols placed in the Kaaba were destroyed and Muslims started offering their prayers in the 'Harem-e- Kaaba'.

All the people of Arabia embraced Islam within a few years. Their lives were completely changed and they became law-abiding citizens.

They were turned into honest, kind and truthful people. Nobody stole anything even if it was left by the roadside. Women got their due rights and respect. The whole Muslim society became a model of justice and equality for the world. The message of Islam led the Muslims to succeed in every field of life.

The blessings of Islam spread to other parts of the world from Arabia. This true religion guided its followers in every walk of life. Islam taught them how to fulfill their duties of Allah and how to serve their fellow men. They learnt honest rules of trade. Their new faith encouraged them to seek knowledge. They were united and became strong and powerful. Thus Islam taught them a complete, **practicable** and successful way of life.

Islam is a perfect religion. Everyone finds guidance in the message of Allah and the life of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). The Holy Quran which is the complete message of Allah shows us the right path. Allah completed His message through the teachings of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) and blessed us with the true faith—Islam. The light of Islam will always show right path to the people.



Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. What was the condition of Arabs before spread of Islam?
- ii. What did people call Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) because of his honesty and truthfulness?
- iii. Why did the people of Makkah become enemies of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ)?
- iv. How did Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) face all the hardships?
- v. What did Islam teach to the mankind?
- vi. Why was the journey from Makkah to Madina very dangerous?
- vii. What was the reaction of the Muslims of Madina to see Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ)?
- viii. How were the Muslims of Makkah being treated by the Kaffirs?
- ix. What changes took place in the lives of Arabs when they embraced Islam?
- x. How does the Holy Quran guide us?

2. Choose the correct option to complete the following sentences.

- i. Before Islam, Arabs had
 - a. indulged in all sorts of evils.
 - b. helped one another.
 - c. worshipped Allah.
 - d. were very civilized.
- ii. They often quarrelled with each other
 - a. over cultural things.
 - b. over business dealings.
 - c. over petty things.
 - d. over major things.
- iii. Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) left
 - a. for Basra soon afterwards.

- b. for Madina soon afterwards.
 - c. for Makka soon afterwards.
 - d. for Hijaz soon afterwards.
- iv. His enemies were
 - a. helping him everywhere.
 - b. happy with him.
 - c. cooperating with him.
 - d. looking for him everywhere.
- v. Many people of Madina had embraced Islam before
 - a. Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) reached there.
 - b. the Arabs reached there.
 - c. merchants reached there.
 - d. caravans reached there.
- vi. Madina became the centre of
 - a. business.
 - b. trade.
 - c. Islam.
 - d. meetings.
- vii. Nobody stole anything even if it was
 - a. sold by the road side.
 - b. purchased by the roadside.
 - c. left by the roadside.
 - d. thrown by the roadside.
- viii. The message of Islam led the Muslims
 - a. to succeed in every field of life.
 - b. to cooperate at homes.
 - c. to become happy.
 - d. to prosper in business.
- ix. The tribes of Arabia saw a great difference between
 - a. the old ways of life and the good ways of Islam.

- b. the business and the good ways of Islam.
 - c. the imports and the good ways of Islam.
 - d. the exports and the good ways of Islam.
- x. All the people of Arabia embraced Islam
- a. within a few hours.
 - b. within a few days.
 - c. within a few months.
 - d. within a few years.

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

Words	Meanings	Sentences
petty	_____	_____
embraced	_____	_____
abandon	_____	_____
practicable	_____	_____
feuds	_____	_____

4. Critical thinking

What changes were brought in the lives of people of Makkah after the conquest of Makkah?

Vocabulary

Cognates

Words that are the same or nearly the same in pronunciation and meaning in two different languages are called cognates, for example in English and Urdu telephone, pen, bus, etc, are cognates.

5. Read the following words and identify commonly occurring cognates in English and Urdu.

teacher	universe	poet	football	computer
doctor	shoes	book	earth	cricket

6. Translate the following passage into Urdu.

All the people of Arabia embraced Islam within a few years. Their lives were completely changed and they became law-abiding citizens. They were turned into honest, kind and truthful people. Nobody stole anything even if it was left by the roadside. Women got their due rights and respect. The whole Muslim society became a model of justice and equality for the world. The message of Islam led the Muslims to succeed in every field of life.

Writing

Write a unified paragraph on 'Importance of simplicity in life'.

Grammar

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

- i. Our football team includes the best players of city. (*collective noun*)
- ii. Amina is an intelligent student. (*countable noun*)
- iii. Money is not everything. (*uncountable noun*)
- iv. This pan is made of iron. (*material noun*)
- v. Honesty is liked by everyone. (*abstract noun*)

7. Use the following nouns in your sentences.

council information photograph diamond success

Gerund and Gerund phrases

Gerund

A gerund is that form of verb which ends in 'ing' and acts as a noun.

Examples:

- i. Swimming is a good exercise. (as subject)
- ii. She likes reading. (as direct object)
- iii. She never gives cooking all that much effort. (as indirect object)
- iv. My hobby is gardening. (as complement)

Gerund Phrase

A gerund phrase always starts with a gerund and acts as a noun. Read the following examples. The underlined words are gerund phrases.

Phrase: It is a group of two or more words that express a single idea but does not give complete sense.

Examples

- i. The principal proposed meeting in a hall. (*as object*)
- ii. Reading funny stories is my favourite hobby. (*as subject*)
- iii. He is interested in teaching English for the rest of his life. (*object of the preposition in*)
- iv. His brother likes repairing cars. (*direct object*)
- v. As part of his exercise, Nasir made walking everyday a priority. (*as an indirect object*)

8. Fill in the blanks by choosing suitable gerunds from the list given below.

sleeping writing walking smoking gardening

- i. _____ is injurious to health.
- ii. Her _____ has improved.
- iii. My interest in _____ developed over a time.
- iv. _____ keeps man fit and healthy.
- v. I never like _____ for a whole day.

9. Choose suitable gerund phrases to complete the following sentences.

- | | |
|-----------------------------------|------------------------|
| (a) eating ice cream on a hot day | (b) studying for tests |
| (c) jumping on the bed | (d) riding a horse |
| (e) working with computers | |

- i. _____ scares my little brother.
- ii. Qasim's attitude about _____ has improved.
- iii. Kids like _____.
- iv. _____ is a great fun.
- v. He is computer engineer. He likes _____.

Kinds of Sentences

- i. Declarative sentence
- ii. Interrogative sentence
- iii. Exclamatory sentence
- iv. Imperative sentence

- **Declarative Sentence**

A declarative sentence makes a statement or states a fact, belief or an opinion. It ends with a full stop(.).

Examples

- i. I am reading a book.
- ii. The players are playing.

- **Interrogative Sentence**

An interrogative sentence asks a question. It ends with a question mark (?).

Examples

- i. What are you doing?
- ii. Are you going for shopping tomorrow?

- **Exclamatory Sentence**

An exclamatory sentence expresses strong sudden feelings of joy, sorrow or wonder. It ends with an exclamation mark (!).

Examples

- i. What an excellent shot!
- ii. What a beautiful flower!
- iii. Alas! she lost her son.

- **Imperative Sentence**

An imperative sentence makes a request or gives a command. It ends with a full stop.

Examples

- i. Open the window, please.
- ii. Don't make a noise.

10. Change the following affirmative sentences into interrogative sentences.

- i. We should work for the development of our country.
- ii. I have bought a new computer.
- iii. They are watering the plants.
- iv. It is raining.
- v. The cat has four kittens.

11. Write type of the following sentences in the given spaces.

- i. Always obey your parents. _____
- ii. Where are you from? _____
- iii. Bring me a glass of water. _____
- iv. What a tall man! _____
- v. Hashim is my best friend. _____

12. Write five exclamatory and five imperative sentences.

Oral Communication

Expressions for expressing hopes and fears

Expressions hopes

- i. I hope you can come to party on Monday. (future possibility)
- ii. I was expecting that you would come to party. (but you didn't)
- iii. I hoped to see you at the party on Sunday. (but I didn't)

Conversation

(Two class fellows talking about result)

- Saima:* I hope to get first position in the examinations.
- Laiba:* Really! Do you think so?
- Saima:* Yes, I am quite hopeful.
- Laiba:* But you said the same last time as well.
- Saima:* Yes, but this time I have worked harder.
- Laiba:* Ok, wish you good luck.

Expressing fears

- i. I am afraid....
- ii. It is frightening.....
- iii. I am scared.....

Conversation

(Husband and wife on plane)

Mr. and Mrs. Qasim are flying from Quetta to Karachi.

It is Mrs. Qasim's first time to travel by air.

Mrs. Qasim: Oh, my Allah ! I think something wrong has happened to this plane.

Mr. Qasim: No, don't worry. It's usual. The plane is about to take off.

Mr. Qasim: Are you still afraid?

Mrs. Qasim: Yes, I am.

Mr. Qasim: Don't be afraid. We will be OK.

- 13. Construct and perform dialogue with your classfellow, expressing hopes and fears about your up-coming examinations.**

Unit 2

SCIENCE AND TECHNOLOGY

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- give personal opinion and justify stance related to viewpoints/ideas and issues in the text read.
- read silently with comprehension and extract main idea and supporting detail.
- identify correct spellings.
- write an essay on a general subject.
- use a thesaurus to locate the synonyms closest to the meaning of the given word in the context.
- Illustrate use of adverbs learnt earlier.
- apply rules of change of number of nouns learnt earlier.

Pre-reading

- How have latest inventions and discoveries changed our lives?
- Name some of the modern inventions which are used at your homes.

The modern age is the age of science and technology. The influence of modern technology can easily be seen in every walk of life and much of human happiness depends on the way in which man makes use of the vast power that science has placed in his hands. In fact, it is impossible to survive in the absence of the various discoveries and inventions.

The influence of modern technology can easily be seen and felt in our daily life. Think of electricity, the aeroplanes, the railways, the motor



cars and means of communication which have become **indispensable** in our daily life. These inventions have brought happiness and comforts for us. Let's take the example of electricity. This great discovery has added greatly to the joy and comfort of life. Electronic machines have largely **supplanted** manual labour and are producing better necessities of life in great **abundance** at a much lower cost of production. This discovery has not only added to our physical comforts but also has played a great role in our mental and intellectual development.



Latest inventions have made our domestic life very comfortable and easy. Now our females at homes can enjoy the benefits of modern technology in the form of refrigerator, ovens, juicers, blenders, freezers and washing machines.



Travelling has become very fast and comfortable. Now-a- days we can travel by trains, motor cars, buses, motor bikes and aeroplanes. Aeroplanes have brought a revolution in the field of travelling. They are the fastest means of transportation in modern era. These modern means of travelling have helped us in covering the distance of months in days, even in hours.

We can also see that latest technology has revolutionized the means of communication. We can talk with our relatives and friends thousands of miles away from us with the help of modern scientific devices like telephone, cell phone and computer. Due to these latest devices, our world has become a

global village. If anything important happens in any part of the world, the news can be conveyed within seconds with the help of radio, television or social media.



The modern technology has also helped mankind to fight against fatal diseases. Once there was a time when certain diseases were considered to be **incurable** but now with the help of modern technology, the researchers have discovered different medicines which can cure different diseases. Even in the field of surgery, the transplantation of heart, liver and kidney has also become possible, because of **tremendous** achievements in the field of medical sciences.

With the advancements in telecommunication technology, distance education programs have rapidly expanded. Distance education is inevitably linked to media and technology. The distance education offers flexible learning through both online (internet) and print-based materials. Distance education courses are designed to provide one of the study options to students and others who are unable to attend scheduled classes at campus.

With the fast growth of the Internet, and the fast progress of communication, the World Wide Web is a new medium for distance learning. With the enormous number of resources available online, and the increasing number of people, who have access to the Internet, web-based instruction is considered one of the fastest media for teaching and learning.

Apart from it, computer conferencing is another option of learning and sharing information. It allows students and instructors to interact via a computer

network more easily and effectively. This interaction can be through e-mail messages, file transfer, chat rooms and real audio and video exchange. With



the fast progress in computer technology, computer conferencing is taking most important place in teaching learning process.

There is a negative side of modern technology as well and that is the invention of hydrogen bomb and atom bomb, which have caused new fears among the people. As we know that in August 1945, America dropped atomic bombs on Hiroshima and Nagasaki, Japan, which resulted in killing of thousands of people and destruction of property at large scale. The impact of this destruction left the people of the world stunned and confused. The scientists were also **bewildered** by the power which science had placed in the hands of people.

We can say that modern age is the age of comforts and destruction as well. It depends upon the usage of modern discoveries and inventions. We need to use them for the welfare and betterment of humanity, rather than using them for the destruction, chaos and uncertainty.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. How have scientific inventions increased our happiness?
- ii. How has science influenced our domestic lives?
- iii. How has modern age made our world a global village?

- iv. How is modern technology being used in the field of medical science?
- v. What is distance education?
- vi. How has internet contributed in the field of distance education?
- vii. What is the role of computer conferencing in teaching learning process?
- viii. What are the negative aspects of modern technology?
- ix. When and where were atomic bombs dropped by America?
- x. How should we use modern discoveries and inventions?

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

- i. The influence of modern _____ can be seen in every walk of life.
 - a) generation
 - b) weapons
 - c) technology
 - d) cars
- ii. Scientific inventions have _____ happiness and comforts of human beings greatly.
 - a) decreased
 - b) widened
 - c) closed
 - d) increased
- iii. The latest technology has revolutionized the _____ of communication.
 - a) cell phones
 - b) telephones
 - c) radios
 - d) means
- iv. Hydrogen bomb and atom bomb have caused new _____ among the people.
 - a) fears
 - b) hopes
 - c) talent
 - d) equipment
- v. We need to use _____ for the welfare and betterment of humanity.
 - a) modern inventions
 - b) phones
 - c) transport
 - d) food
- vi. America dropped _____ on Hiroshima and Nagasaki, Japan in August 1945.
 - a) hydrogen bombs
 - b) nitrogen bombs
 - c) atomic bombs
 - d) chemical bombs

- vii. Due to these latest devices, our world has become a _____ village.
a) small b) big
c) African d) global
- viii. Once there was a time when certain _____ were considered to be incurable.
a) diseases b) persons
c) animals d) accidents
- ix. Latest inventions have made our _____ life very comfortable and easy.
a) political b) economic
c) domestic d) business
- x. scientific inventions and achievements have also given us scientific _____ which is essential for future development and progress.
a) inlook b) outlook
c) look d) book

Critical thinking

3. What is your personal point of view about the modern inventions and their use in present day life?
4. Read silently any paragraph from the text and extract main idea and supporting details.

Use of Dictionary

- ### 5. Consult dictionary and identify correct spellings.

desease	disease	echievement	achievement
kaite	kite	receve	receive
wapon	weapon	indispensible	indispensable

Writing

- 6. Write an essay on 'Uses and misuses of science and technology'.**

Writing

7. Use a thesaurus to locate the synonyms closest to the meaning of the given words in the context.

Words

bounties
indispensable
abundance
incurable
tremendous

Synonyms

Adverbs

Remember

An adverb is a word that describes or gives more information about a verb, adjective, or other adverb.

Examples

- He fought **bravely**. ('bravely' qualifies the verb 'fought'.)
- The tower was **surprisingly** tall. ('surprisingly' qualifies the adjective 'tall'.)
- They cried very **loudly**. ('very' qualifies the adverb 'loudly'.)

Recall Adverbs learnt earlier

i. Adverbs of manner

honestly, strictly, beautifully, happily, etc.

These adverbs answer the question 'how', for example, how do they run?

They run quickly.

ii. Adverbs of time

today, yesterday, late, before, etc.

These adverbs answer the question 'when', for example, when will your brother come from Karachi? *He will come today.*

iii. Adverbs of place

here, there, out, up, etc.

These adverbs answer the question 'where', for example, where is Hamza? *He is sitting here.*

iv. Adverbs of Quantity

very, enough, quite, almost, etc

These adverbs answer the question 'how much', for example, How much money do you have? *I have enough money.*

v. Adverbs of frequency

usually, regularly, often, sometimes, etc.

These adverbs answer the question 'how often', for example, How often does he play football? He usually plays football.

8. Use the following adverbs in your sentences.

honestly

early

quite

out

yesterday

enough

sometimes

Nouns

9. Change number of the following nouns.

Singular	Plural	Singular	Plural
stone	_____	stitch	_____
piano	_____	photo	_____
lady	_____	leaf	_____
chief	_____	man	_____
goose	_____	foot	_____
deer	_____	child	_____
grandparent	_____	daughter-in-law	_____

Unit 3

THE WEALTHY MAN

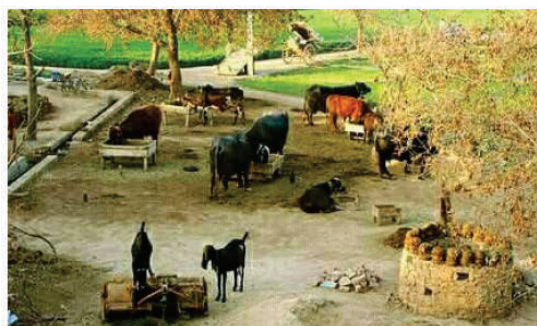
Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- make inferences and draw conclusion about character using supportive evidence from the text.
- alphabetize book titles, words and names.
- write expository composition showing comparison and contrast.
- recognize and demonstrate use of some nouns that change meanings in the plural form e.g. arm-arms.
- recognize and rectify faulty punctuation in given passages and own work.
- analyze sentences for clauses and phrases. Identify and differentiate between main, subordinate and relative clause.
- express refusal politely.

Pre-reading

- What idea comes to your mind by looking at the following pictures?
- What should be our attitude towards poor people?
- What should we be proud of?



Once upon a time, there lived a wealthy man, named Naeem in a big town. He had all the comforts and led a luxurious life. He had every luxury at his doorstep and could afford to feed all the people of his town. He always

boasted of his **luxurious** life to his friends and relatives.

Last month, one of his friends, Faheem, who had been living in another city came to spend holidays with him. Faheem was not fond of a luxurious lifestyle. He was a sensible and wise man who always felt and realized the hardships of the poor and needy people. However, Naeem wanted to make Faheem realize that his lifestyle was extremely rich and how the poor lived in miserable conditions. One day, he planned for a day's visit to the slum area of the town to show Faheem the life of the poor people.

Naeem took out his expensive car from his bungalow to take Faheem on a visit to the slum area of the town. As they reached into the slum area, Naeem said to Faheem, 'Look at the miserable condition of the people and area'. Faheem did not say anything, just kept on looking at the area. There were packs of stray dogs wandering and barking here and there. Trash heaps could be seen everywhere. No proper system of electricity and sanitation. Children were playing in unhygienic conditions. At some distance, they also saw people ploughing and cultivating in the fields.

When they came back home, Naeem asked Faheem, 'How was the trip? Have you enjoyed it?'

'Yes my friend, it was a great trip.' Faheem replied.

'Do you see how rich I am?', said Naeem.

'No', replied Faheem.

Faheem added, 'You have only two dogs, they have 10 dogs. You have a big pool in your garden, but they have a massive bay without any ends. You have luxurious and expensive lights, but they have countless stars lighting their nights. You have a house in a small piece of land, but they have abundant fields that go beyond the sight. You are served by servants, but they serve people. You are protected by huge and strong walls around your property, but they are tied with the feelings of brotherhood and cooperation. They are so rich that they cultivate their own food, and you are so poor that you buy food from them.'

Naeem was **stunned** to hear his friend's words and he was completely speechless.

Faheem added further, 'Thank you so much my friend for showing me who is rich and who is poor and now I understand how poor you are!'

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. Why did Naeem boast of his life to his friends and relatives?
- ii. Why had Faheem come to Naeem's home?
- iii. Why did Naeem take Faheem on visit to the town?
- iv. Where did the rich man take Faheem to?
- v. What was the condition of the slum area of the town?
- vi. Why did Faheem disagree with Naeem's views?
- vii. How did Faheem explain his views?
- viii. Why was Naeem stunned after hearing the answer of his friend?
- ix. What is the moral lesson of the story?

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

- i. The rich man had every luxury at his _____ and could afford to feed the entire people of his town.
a) doorstep b) footstep
c) gatestep d) roomstep
- ii. He _____ for a day's visit to the slum area of the town to show him off the life of poor people.
a) arranged b) thought
c) brought d) planned
- iii. Naeem was showing Faheem the _____ of facilities in that area.
a) plenty b) lack
c) excess d) abundance

- iv. 'Do you see, how _____ I am?' said Naeem.
a) poor b) great
c) tall d) rich
- v. Faheem added, 'You have only two _____, they have ten dogs.
a) horses b) camels
c) dogs d) goats
- vi. 'You have a big pool in your _____, but they have a massive bay without any ends.'
a) garden b) room
c) area d) building
- vii. You have luxurious and _____ lights.
a) inexpensive b) expensive
c) big d) imported
- viii. You are served by _____, but they serve people.
a) doctors b) waiters
c) servants d) slaves
- ix. 'You are protected by huge and strong _____ your property, but they bond with each other with the feelings of brotherhood and cooperation.'
a) walls b) trees
c) guards d) border
- x. The rich man was _____ to hear his friend's views and he was completely speechless.
a) sad b) stunned
c) happy d) excited

Critical Thinking

3. Do you agree with views of the friend? If yes / no give reasons.

4. Alphabetize the following book titles, words and names.

Book Titles	Names	Words
Gulliver's Travels	Hashim	historic
Emma	Iqbal	fabulous
Frankenstein	Noman	fugitive
David Copperfield	Saira	scholar
Romeo and Juliet	Laiba	obedience

Writing

An expository essay showing comparison and contrast

A compare and contrast essay shares information. It analyses two subjects by comparing, contrasting or both. Moreover, it uses factual details to analyse the similarities and differences between two or more than two persons, places, things or events.

Transitional devices of Contrast:

- but
- despite
- even so
- however
- in another way
- nevertheless
- on one hand
- on the other hand

Transitional devices of Comparison:

- in the same way
- by the same token
- similarly
- in like manner
- likewise
- in similar fashion

5. Write an expository composition on 'Money is everything' showing comparison and contrast.

Grammar

Nouns that change meanings in the plural form

	Words	Meanings
Singular	arm	part of body
Plural	arms	weapons
Singular	glass	a drinking container
Plural	glasses	glasses for eyes
Singular	good	having qualities of high standard
Plural	goods	merchandise or possession
Singular	content	in state of peaceful/happiness
Plural	contents	the things that are included in something
Singular	spectacle	a visually striking performance
Plural	spectacles	a pair of glasses

6. Use the above words in sentences to make their meanings clear in singular and plural form.
7. Write five nouns having different meanings in singular and plural forms.

Clauses and phrases

Clause: A clause is a group of words that has a subject and a predicate of its own.

Examples

- (a) My parents voted. (b) people choose their leaders.
(c) He is the man. (d) Population is the number of people.

Phrase: A phrase is a group of closely related words that work together but does not contain a subject and a predicate.

Examples

- (a) after the election (b) of government
(c) in the second branch (d) in a democracy
(e) for the people

Analysis of sentences for clauses and phrases

- i. The book is on the table.

↓
(phrase)

- ii. The president will take oath after Eid.

↓ ↓
(clause) (phrase)

- iii. In democracy, people choose their leaders.

↓ ↓
(phrase) (clause)

8. Analyse the following sentences and highlight the clauses and phrases.

- i. When the president arrives, we all will stand up.
- ii. The book was on the table.
- iii. Brush your teeth before you go to bed.
- iv. I waited for a while.
- v. He won the challenge against all odds.
- vi. She cried because her toy was broken.
- vii. Since he does not work hard, he is becoming lazy.
- viii. It was a story as old as time.
- ix. I went to Lahore to study engineering.

Main, Subordinate and relative Clause

Main and Subordinate Clause

As we know that a clause is a group of words which does have a finite verb, and it may or may not make complete sense. If it makes complete sense by itself, then it can be called a **main clause** (independent clause). But, if it does not make sense by itself, and needs to be joined to another clause to make sense, then it is known as **subordinate clause** (dependent clause)

Example

We reached the station after the train had left.

In the above sentence, 'we reached the station' is the main clause. The second part, 'after the train had left' does not make sense by itself (though it does have a finite verb) and so it is a subordinate clause.

Remember!

We can also say that a subordinate clause is typically introduced by a conjunction, and is dependent on a main clause, though it has a subject and a verb, cannot stand as a sentence, for example, 'when it rang' is a subordinate clause.

She answered the phone when it rang.

Relative clauses

Relative clauses are introduced by **relative pronouns** (who, whose, whom, which, that) or **relative adverbs** (when, where, why).

Relative Pronouns	For People	For animals/things
who, that, which	Who/what I saw a boy. He could ride his bike without using his hands. → <i>I saw a boy who could ride his bike without using his hands.</i>	Which/that He has written a book. It is about the history of education. → <i>He has written a book which is about the history of education.</i>
who, whom/that, which	who/whom/that He liked the teacher. He taught him English. → <i>He liked the teacher who taught him English.</i> Whom is used in formal speech or after prepositions. <i>Example</i> To whom was the letter addressed?	Which/that That hat looks old-fashioned. She bought it recently. → <i>The hat which/that she bought recently looks old-fashioned.</i>

whose, of which	Whose I know the writer. His latest novel was a great success. → <i>I know the writer whose latest novel was a great success.</i>	whose/of which I have a car. Its engine is noisy. → <i>I have a car whose engine/the engine of which is noisy.</i>
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NOTE:

- Prepositions normally go **after** relative pronouns. In formal speech prepositions can go before **whom** and **which** only (not before who/that/whose).

Example

The bed that/which I slept in last night was very soft. (usual)

The bed in which I slept last night was very soft. (formal)

- **Expressions of quantity** (some of, many of, a few of, most of, half of, neither of, none of, a number of etc.) can be followed by whom / which / whose.

Example

Our company has 80 employees, most of whom are computer literate.

- **Which** sometimes refers to a whole sentence and cannot be omitted.
 The lift was out of order and this was very inconvenient.
 The lift was out of order, which was very inconvenient.

Examples

- He is the boy who got first position in debate contest.
- Can I have the pen that I gave you yesterday?
- 14th of August is the day when Pakistan got independence.

9. Identify the main, subordinate and relative clauses in the following sentences.

- Our planets revolve around the Sun.
- Jamal kicked the football.
- I get up early in the morning.

- iv. He is the teacher who has taught me in 8th class.
- v. Bashir will not be able to play the match because he injured his foot.
- vi. This is the school where I study.
- vii. After my mother came back from shopping, she took a nap.
- viii. This is the chair which is made of plastic.

10. Write sentences and highlight the main, subordinate and relative clauses in them.

Punctuation

Recognize and rectify faulty punctuation in the following passage.

In the days of prosperity and pleasure: we sleep and enjoy and know not what we are? But in adversity' the inner man wakes up and we come to know our real strength and weakness. History tells us that all great men are brave people who worked their way up through difficulties and obstacles? They stuck to their guns under all circumstances-never stopping low in their principles. Harder the circumstances: stiffer the opposition' better they shone and brought out their virtue to the forefront.

Oral Communication

Expressing refusal politely

(Expression)

i. I appreciate your offer.

Iqra: May I drop you to office?

Areesha: I appreciate your offer, but I have got my own conveyance.

(Expression)

ii. No thanks.

Sadia: May I give you a hand?

Amina: No thanks.

(Expression)

iii. I beg to differ

Adeem: 'Books are a thing of the past. The future is of online publications.'

Burhan: I beg to differ, a lot of people still prefer to have a book in their hands rather than read on a screen.

(Expression)

iv. I am afraid I disagree....

Kainat: 'Pakistan cannot make progress.'

Arifa: I am afraid I disagree, Pakistan has every potential to make progress.

(Expression)

v. You may be right but I think it is not reality.

Tehreem: 'Boys are trouble makers.'

Mohid: You may be right, but I think it is not reality. Girls are also trouble makers.

11. Work in pairs. One student should ask or say something while other should refuse politely.

Unit 4

THE DAFFODILS (POEM)

By: William Wordsworth

Students Learning Outcomes

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

- answer the comprehension questions.
- identify syllable division and stress pattern.
- use figurative language including similes and metaphors.
- create imagery.
- read and recognize literary techniques such as repetition, personification and alliteration.
- write summary of the poem.
- paraphrase the stanza.

Pre-reading

- What natural things can you see around you?
- Name some of the flowers you like.



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 **milkyway**,
They stretch'd 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 but be 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.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. What are daffodils?
- ii. Where did the poet see the daffodils?
- iii. To whom is the poet comparing himself in the first stanza?
- iv. Why has the poet called the daffodils 'golden'?
- v. In the second stanza, what is common between the stars and the daffodils?
- vi. How are daffodils described in the poem?
- vii. What does the word 'wealth' represent in third stanza?
- viii. When the poet was watching the daffodils did he know that they would always give him happiness?
- ix. How have daffodils inspired the poet?
- x. How do daffodils help the poet in getting rid of pensive mood?

2. Choose the correct answer.

- i. The poet was wandering:
 - a) like a ship.
 - b) like camel.
 - c) like a cloud.
 - d) like a bird.
- ii. The poet saw a host of:
 - a) golden roses.
 - b) white tulips.
 - c) golden daffodils.
 - d) sun flowers.
- iii. When the poet was looking at the daffodils,
 - a) he felt sad to see them.
 - b) he started dancing.
 - c) he did not like them.
 - d) he was lost in their beauty.
- iv. The daffodils were dancing
 - a) by the side of the lake.
 - b) by the side of the river.
 - c) by the side of the canal.
 - d) by the side of trees.
- v. The poet recalls the memories of the daffodils whenever he is:
 - a) in jolly mood.
 - b) in pensive mood.
 - c) in angry mood.
 - d) in relaxing mood.

- vi. The poem is about
- a) flowers.
 - b) trees.
 - c) plants.
 - d) rivers.
- vii. The poem focuses on:
- a) disasters.
 - b) concerts.
 - c) natural beauty.
 - d) landscapes.
- viii. The poem is written by
- a) William Blake.
 - b) William words worth.
 - c) Shelly.
 - d) Shakespeare.

3. Match the words with their appropriate meanings.

Column A	Column B
tossing	happy
sprightly	sad
gazed	sudden rising and falling
pensive	full of life and vigour
jocund	looked at continuously
	excellent
	appreciate
	quality

Critical Thinking

4. What is the main theme of the poem?

Syllable division and Stress pattern

Syllable

A syllable is a word or part of a word that has only one vowel sound, e.g. the word 'son' has only one syllable and the word 'father' has two syllables. In a dictionary a dot /./ shows the syllable division. A word can have one or more than one dots. One dot in a word means two syllables. Two dots mean three syllables. Three dots mean four syllables.

Examples

grate.ful

for.get.ful

Stress

Stress is the pronunciation of a word or syllable with more force than the surrounding words or syllables. In a dictionary the mark /' / shows the main stress in a word as `able, ap`pear.

5. Consult dictionary and identify the syllable division and stress pattern in the following words.

political

photographer

graceful

astounding

grooming

master

identification

grateful

intercontinental

Grammar

Figurative language including similes and metaphors

Figurative language

Figurative language uses unusual comparisons to make writing more interesting. For example, in general sense, the word 'strike' means to hit but in figurative language it can be used in another sense as well.

Examples

- i. He struck me with a stick.
- ii. An idea struck my mind.

(In the second sentence the word 'struck' is used in figurative sense.)

Similes

Simile is that figure of speech in which we compare two different things because of something common in them, by using words 'as' or 'like'.

Examples

- i. Aliya is as busy as bee.
- ii. He is as brave as a lion.
- iii. The cloud looked like cotton.
- iv. The cheese felt like rubber.

Metaphors

Metaphors compare two different things without using the words 'like' or 'as'. We can also say that metaphors compare two different things by saying that one thing is another.

Examples

- i. The moon was white marble.
- ii. She has a heart of stone.
- iii. He proved to be a tiger in the fight.
- iv. You have the voice of a wolf.

6. Pick out similes and metaphors and write in respective column.

- i. The house is like a ghost house.
- ii. He is as busy as bee.
- iii. My boss has a heart of snake.
- iv. Her monkey mind is always full of tricks.
- v. Camel is the ship of desert.
- vi. Amjad is as brave as lion.
- vii. Her hair is as white as snow.
- viii. The fact is as clear as crystal.

Similes	Metaphors
(i)	
(ii)	
(iii)	
(iv)	
(v)	
(vi)	
(vii)	
(viii)	

7. Write five sentences having similes and five having metaphors.

Creating imagery

Imagery

Imagery is a vivid language that helps the reader form a mental picture of events/scenes through the visual sense as well as the senses of sight, hearing,

touch, smell or taste. In other words we can also say that it is a literary term used for the language and description that appeals to our five senses.

Example

- i. A frigid wind rattled the bare branches.
- ii. A host, of golden daffodils; beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

8. Underline the words and phrases that create imagery in the poem 'the daffodils.'

Literary techniques

Repetition, personification and alliteration

Repetition

Repetition is a technique in language that repeats the same words or phrases to make an idea clearer.

Examples

- i. 'My conscience hath a thousand several tongues,
And every tongue brings in a several tale,
And every tale condemns me for a villain.'
- ii. 'A horse is a horse, of course, of course,
And no one can talk to a horse, of course,
That is of course, unless the horse is the famous Mister Ed.'

9. Write few sentences depicting repetition in them.

Personification

Personification is a figure of speech in which a thing or an idea is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings.

Examples

- i. The wind whispered through dry grass.
- ii. The flowers danced in the gentle breeze.

10. Write five sentences having personification.

Alliteration

The repetition of consonant sounds, usually at the beginning of words in a line of a poetry or prose is called alliteration.

Examples

- i. The sun sets slowly.
- ii. A strong man struggling with the storms of fate.

11. Underline the uses of alliteration in the following sentences.

- i. My mother made mango mash for me.
- ii. Jameela jumped out of window.
- iii. The boat drifted dreamily through the white water.
- iv. She sells sea-shells, on the sea shore.

Writing

12. Paraphrase first and last stanzas of the poem.
13. Write summary of the poem.

Revision (Unit 1-4)

1. Answer the following question.

- i. How old was Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) when Allah sent his message to him?
- ii. Why did Allah choose Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) as His Rasool?
- iii. Why did the Kafirs of Makkah plan to kill Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ)?
- iv. How can we preserve food for a long time?
- v. Who has written the poem 'The daffodils'?
- vi. What are daffodils?
- vii. How have modern technology helped us to fight against dangerous diseases?
- viii. Why was the rich man stunned to hear the reply of his friend?
- ix. What is the moral of the story 'The wealthy man'?
- x. Where did the poet see the daffodils?

2. Correct the following sentences.

- i. Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ) was the last rasool of Allah.
- ii. Before Islam, the Russians had indulged in all sorts of evils.
- iii. The blessings of Islam spread to the parts of the world from Africa.
- iv. Food can be preserved for a long time in dryer.
- v. Now our females can enjoy the benefits of poor technology.
- vi. The distance education does not offer flexible learning through both online (internet) and print-based materials.
- vii. The rich man in the story was an honest man with a heart full of pain and sorrows for the poor and needy.
- viii. The rich man took his friend to the developed area of the town.

- ix. The poem 'daffodils' is written by John Keats.
- x. The poet saw a host of golden roses.

3. Choose the correct option to complete the following sentences.

- i. Before Islam, Arabs had _____
 - a) helped one another.
 - b) indulged in all sorts of evils.
 - c) worshipped Allah.
 - d) were very civilized.
- ii. The tribes of Arabia saw a great difference between _____
 - a) the old ways of life and the good ways of Islam.
 - b) the business and the good ways of Islam.
 - c) the imports and the good ways of Islam.
 - d) the exports and the good ways of Islam.
- iii. The influence of modern _____ can be seen in every walk of life.
 - a) generation c) technology
 - b) weapons d) cars
- iv. We need to use _____ for the welfare and betterment of humanity.
 - a) transport c) phones
 - b) food d) modern inventions
- v. Once there was a time when certain _____ were considered to be incurable.
 - a) accidents c) diseases
 - b) persons d) animals
- vi. The rich man was _____ to hear his friend's views and he was completely speechless.
 - a) excited b) sad
 - c) stunned d) happy

- vii. Naeem was showing Faheem the _____ of facilities in that area.
- plenty
 - excess
 - abundance
 - lack
- viii. The daffodils were dancing _____
- by the side of the lake.
 - by the side of the river.
 - by the side of canal.
 - by the side of trees.
- ix. When the poet was looking at the daffodils _____
- he felt sad to see them.
 - he started dancing.
 - he did not like them.
 - he was lost in their beauty.
- x. The poem 'Daffodils' is written by _____
- William Blake
 - William words worth
 - Shakespeare
 - John Keats

4. Write five commonly occurring cognates in English and Urdu.

5. Underline the gerunds in the following sentences.

- Swimming is a good exercise.
- Flying kites is his hobby.
- Teaching is his passion.
- Reading helps in getting knowledge.
- Saving is better than spending.

6. Underline the gerund phrases in the following sentences.

- He always enjoys disturbing neighbours with loud music.
- Eating fruit without washing them can make you sick.
- Kids like jumping on the bed.
- Walking keeps man fit and healthy.
- My interest in gardening developed over a time.

7. Write five imperative and five exclamatory sentences.

8. Write plural of the following nouns.

grandfather	_____	child	_____
woman	_____	berry	_____
computer	_____	window	_____

9. Write the meanings of the following nouns.

wood	_____	woods	_____
character	_____	characters	_____
force	_____	forces	_____

10. Identify the phrases and clauses and write them in their respective column.

My parents laughed, after the election,	we elect our leaders, for the students,	in a democracy, she is the girl
--	--	------------------------------------

Phrases

Clauses

11. Write five examples of similes and five of metaphors.

12. Write five examples of personification.

13. Write the type of the following adverbs and use them in your sentences.

always never carefully here before

14. Paraphrase the third stanza of poem 'The daffodils'.

Critical Thinking

15. Why is the use of science and technology important in the field of education?

Creative Writing

16. Write an essay on the use of modern technology in the classroom teaching.

Unit 5

ROAD SAFETY

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- extract salient points and develop a mind map to summarize the text.
- interpret the situation in a visual cue to write a short description.
- write and revise formal letters.
- identify and avoid verbosity; use one word substitution, eliminate redundancy.
- illustrate use of anaphoric and cataphoric references.
- illustrate use of regular and irregular verbs in speech and writing.
- exhibit appropriate conventions of interruptions.

Pre-reading

- What do you understand by road safety?
- What measures can be taken to avoid road accidents?
- What do the following signs indicate?



Everyday many people face road accidents. Some are killed and some are injured or **maimed**. So, it is important for us to learn how to use the roads properly and safely. No sensible / careful person would like to be involved in an accident.

As the roads are very busy now-a-days, we should be very careful while crossing a road. It is safer to use a pedestrian crossing or an overhead bridge whenever one is available. Never cross a road by **dashing** across it. That is inviting trouble. If there are no crossings, then we must look carefully at right and left and cross only when it is safe.

Some of us take bus to school. It is important that we do not try to get on or off a bus while it is still moving. We must not fool around while in the bus. A sudden **lurch** can send us knocking our heads against something hard.

Riding a bicycle can be dangerous too. We must pay attention on the road and never cycle too far out to the middle of the road. We must obey all traffic rules. Also we must make sure our bicycles are in good condition with working brakes, lights etc.

We should avoid over-speeding. Find out what causes you to speed up? Is there an urge to speed when you have a driver close behind? Or, is it an effort to keep up with the traffic flow? Or, do you simply enjoy over-taking? It is especially important to low the speed while approaching schools, on narrow roads, hilly areas, rural areas and when visibility is poor. Wet roads and over-speeding may cause an accident.

Traffic rules have been designed with **safety foremost** in mind. It takes into account safety for all, including pedestrians. Preference is to be given to pedestrians and children in crossing the road. Follow the lane, and keep the required distance between vehicles. It is important to display appropriate indications/signals especially while changing lanes or before a turn. Respect for other drivers on the road is obligatory to road safety.

A **seat belt**, also known as a **safety belt**, is a vehicle safety belt, which is designed to secure the persons, sitting in vehicle, against



harmful movement that may result during a collision or a sudden stop. A seat belt reduces the risk of death or serious injury in a traffic accident.



Traffic signs are very important as they warn about 'accident prone spots' so that the driver can reduce the speed of the vehicle. Signboards on the road are vital clues about road design so that the person behind the wheel can exercise caution.

There should be no compromise on the quality of brakes and tyres. Further, it is imperative to inflate tyres with the right air pressure to avoid tyre bursts on road. Apart from it lights and indicators should be in proper working condition.

Road safety is a collective responsibility of the government and people. We should always drive carefully and take all pre-cautionary steps for our safety. The important thing is to stay alert at all times while using the roads. We must know what is happening around us. In that way we can take necessary action to avoid danger whenever we see one. Road safety is very much up to how we use the roads. Use them carefully and we may be able to use them for a long time. Use them carelessly and we may never be able to use them again.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- I. Why should we be very careful when crossing a road?
- II. What should a pedestrian use while crossing a road?
- iii. How should we cross a road?
- iv. What things should we avoid while sitting in a bus?
- v. Why have traffic rules been designed?
- vi. Why should we fasten seat belts while driving vehicles?

- vii. What is the importance of brakes in a vehicle?
- viii. How should we drive while approaching schools, on narrow roads and hilly areas?
- ix. How can tyre-bursts be avoided?
- x. How can we avoid road accidents?

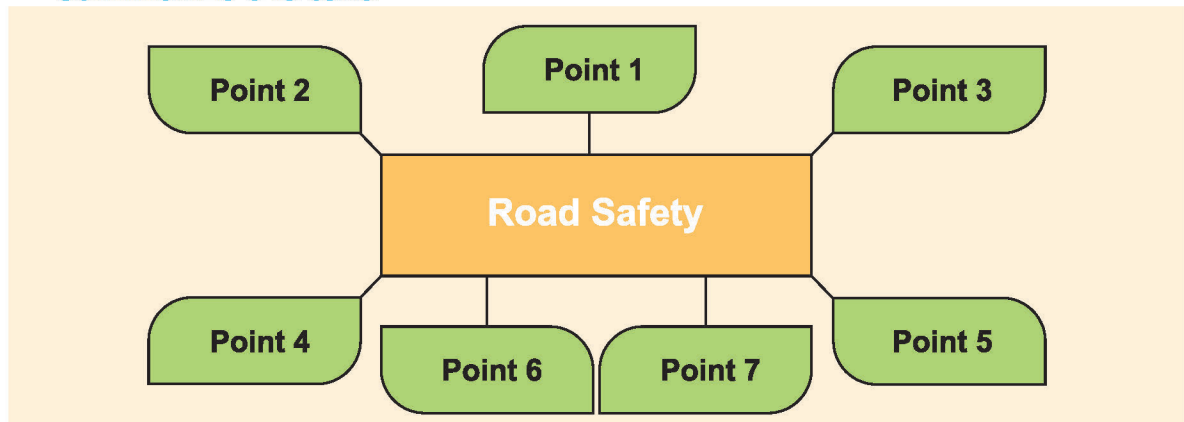
2. Choose the correct answer.

- i. It is important for us to learn to _____ the roads properly and safely.
 - a) repair
 - b) dig
 - c) use
 - d) widen
- ii. We do not try to get on or off a _____ while it is still moving.
 - a) bus
 - b) aero-plane
 - c) horse
 - d) ship
- iii. We must know what is _____ around us.
 - a) selling
 - b) happening
 - c) buying
 - d) throwing
- iv. It is especially important to lower speed while _____ schools, on narrow roads, hilly areas, rural areas and when visibility is poor.
 - a) distancing
 - b) sitting
 - c) approaching
 - d) going
- v. Caution signs are very important as they warn about 'accident _____ spots'.
 - a) speeding
 - b) pron
 - c) Belts
 - d) bus
- vi. As roads are very busy now-a-days,
 - a) we should be very careful while crossing a road.
 - b) we should be very careful while crossing a canal.
 - c) we should not be very careful while crossing a road.
 - d) we should be very careful while crossing a river.
- vii. It is important that we do not try to get on or off a bus
 - a) while it is not moving.
 - b) while it is still moving.
 - c) while it is still empty.
 - d) while it is still starting.

- viii. Traffic rules take into account safety for all,
 - a) including play-grounds.
 - b) including shopping centers.
 - c) including pedestrians.
 - d) including mountains.
- ix. Preference is to be given to pedestrians and children
 - a) driving a bus.
 - b) driving a car.
 - c) fastening the seat belt.
 - d) crossing the road.
- x. It is imperative to inflate tyres with the
 - a) right air pressure to avoid tyre bursts on road.
 - b) full air pressure to avoid tyre bursts on road.
 - c) low blood pressure to avoid tyre bursts on road.
 - d) high blood pressure to avoid tyre bursts on road.

Critical Thinking

3. Extract the salient points of the unit and develop a mind map to summarize the text.



4. Look at the following picture and write a short description according to the characters and situation in the picture.



Letter Writing

Formal Letter Layout

use this letter layout when you write your letter

Your address

House No. A-10
Railway Housing Society
Quetta

*Name, job title and
address of the person
you are writing to.*

XYZ, Airlines
Head Office
Karachi

Date

Aug 13, 2016

*Insert Sir/Madam or
Surname Name with
title (Mr, Ms, Mrs, Dr, etc.)*

Dear Sir / Madam

*Subject what is the
letter about*

Booking reference: AAA-124

Main body of the letter

My wife and I, and our two children, aged 2 and 4, were passengers on flight ZB202 from Quetta to Karachi on July 23rd 2016. I am writing to complain about a number of aspects of the service we received.

Firstly, when the flight was delayed, the staff at the airline's information desk were very unhelpful. We were not even given a voucher for a meal, when it was clear the delay would be at least seven hours. This meant that we had to spend a considerable amount of money in the restaurant.

Then, When we were finally able to board, families were not allowed to board first, although we had paid for this. As a result we were not able to sit together, making our children, already tired, extremely distressed.

It is a legal requirement for airline operators to provide suitable refreshments in the event of a long delay. I would therefore expect some compensation for your failure both to comply with this regulation and to provide us with the priority boarding for which we had paid.

I enclose our boarding passes and look forward to hearing from you shortly.

*Yours sincerely if you
know the recipient's
name; 'Yours faithfully'
if you do not.*

Yours faithfully

Signature

Your name

Muhammad Idrees

5. Write and revise a formal letter to your 'City Mayor / District Chairman' highlighting the need of a park in your area.

Grammar

Verbosity

The excess use of words, especially using more than are needed for clarity or precision is called verbosity.

Examples

- **Forever and ever** – Ever is completely unnecessary as it just serves as a duplicate of forever. Just say 'ever'.
- **9:00 a.m. in the morning or 9:00 p.m. in the evening** – People commonly say the time, then add a.m. or p.m. and then add in the morning or evening to the phrase. Again this is redundant due to the fact that a.m. and p.m. already informs the reader. Just say 9:00a.m or 9:00p.m
- **Past history** – By definition, history is someone's past. Saying that a person 'checked your past history' or 'Look into his past record' is redundant since these things have already happened and are by definition an occurrence in the past.

6. Use the following groups of words in your sentences by avoiding verbosity. First one is done for your.

Example

Plan ahead – He is planning to go to Islamabad.

- **Postpone until later** –
- **Unintentional mistake** –
- **Actual fact** –
- **As it stands right now** –

Anaphoric and Cataphoric references

Anaphoric reference

An expression that refers to an earlier expression in the discourse is called anaphoric reference.

Example

Hazrat Umar Farooq(ؓ)was the second caliph of Muslims. **He** was a brave and intelligent leader.

Cataphoric reference

An expression that refers to later expression in the discourse is called cataphoric reference.

Example

A tall boy, Hamza is the captain of our volleyball team.

7. Pick out the anaphoric and cataphoric references from the following sentences.

- i. When he entered the room, Bilal was surprised to see his aunt.
- ii. I went out with Kashif. He looked tired.
- iii. As she entered the building, the woman saw a huge crowd.
- iv. Khurum fell over when he was running upstairs.
- v. If they are late again, the hockey players will be scolded by the captain.

8. Write five sentences showing anaphoric reference and five showing cataphoric reference.

Regular and irregular verbs

Regular verbs

A regular verb ends with 'ed' in the past and past participle forms, for example, help – helped

Irregular verbs

Irregular verb does not take 'ed' ending for the past and past participle forms, for example, go, went, gone

9. Identify whether the verb is regular or irregular in the following sentences.

- i. Her younger daughter, Asma, always helped her.
- ii. I knew him well.
- iii. My uncle has come back from Saudi Arabia.
- iv. He gave me a pen.
- v. My father studied law.

10. Separate regular and irregular verbs from the given list and put them in relevant column.

Invite, keep, buy, attain, cut, sing, walk, kick

Regular verbs	Irregular verbs
_____	_____
_____	_____
_____	_____
_____	_____

Oral Communication

Appropriate conventions of interruptions

- i. Sorry for interruption
- ii. Excuse me
- iii. Here I would like to interrupt you
- iv. Wait a minute please

A: I think, Europe is the best part of the world. There is every facility of life, the best economic conditions, the best transportation system, and

B: Sorry for interruption my friend, undoubtedly Europe has made tremendous progress in all the spheres of life but family norms and values lack in their society. I think it also counts greatly. On the other hand it is the distinguishing feature of our society. In our culture, due respect is given to elders.

11. (Group Discussion)

'Should we send old people to old homes?' Discuss in groups. While discussing use appropriate conventions of interruption.

OR

Should we promote female education?

Unit 6

UNITY, FAITH AND DISCIPLINE

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- relate what is read to his/her own feelings and experiences.
- write and revise applications to people in extended environment using correct format, layout and tone.
- translate a passage from English to Urdu.
- make and use present and past participles.
- follow order of adjectives in sentences.
- recognize and use quotation marks to enclose both parts of an interrupted quotation.

Pre-reading

- What is the importance of unity, faith and discipline? Discuss it.



The Muslims of the subcontinent struggled hard for the creation of Pakistan. They had to sacrifice the lives of thousands of men, women and children. They had to **abandon** their homes, their jobs and their business behind in their march towards a free country. The inspiring leadership of Quaid-e-Azam Muhammad Ali Jinnah guided them out of countless difficulties. They displayed their strong belief in the principles of unity, faith and discipline. These

ideals kept their hopes alive against the combined hostilities of the British and the Hindus. These principles lighted their way when darkness and despair spread all around and these principles prevented the struggle of millions of people from losing its way and **straying** into the desert of defeat.

The ideals of unity, faith and discipline are not alien to the Islamic world. They are the basic cornerstones of the Muslim ideology. We owe credit to Quaid-e-Azam for reviving these ideals in the minds of the Muslims of the Subcontinent because he knew that without practicing such teachings, they would not be able to achieve the goal of an independent homeland for themselves.

Unity means oneness- a state of being a single whole. It rejects differences or breaking into fragments. The Holy Quran teaches us to hold fast the connection that binds us to Allah and to refrain from breaking into different creeds. The Muslims of the Subcontinent stood fast as one body in their movement for the creation of Pakistan and succeeded in achieving their goal.

Faith means a firm belief, confidence and trust in Allah. The Muslims have a strong belief which distinguishes them from the followers of other religions. They believe in one Allah and the finality of the Nabuwat of Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). They have their own social, economic and cultural codes of life. The Muslims of the Subcontinent needed a separate homeland where they



could practise the teachings of Islam without fear. They struggled for this belief and won an independent country, Pakistan.

Discipline means a mode of life according to rules. Discipline makes sure that people follow the rules of conduct. The Muslims of the Subcontinent showed great discipline during the Pakistan movement. They followed the instructions of their great leaders in **letter and spirit**. There was no **disharmony** in their struggle. They performed their individual roles as parts of a well-oiled machine. Their disciplined efforts bore fruit in the form of our dear country, Pakistan.



During the September, 1965 war, the Pakistani nation again showed her qualities of unity, faith and discipline. The whole nation stood united to face the challenge of enemy. All the men, women and children stood up like a solid rock which the enemy could not break through. The soldiers, the engineers, the doctors, the businessmen, the poets, the artists, the students, the labourers; in short all Pakistanis worked bravely in their own fields and defeated the enemy. There was great discipline in their efforts. Life became more orderly during the war than in peacetime. There were no crimes during the seventeen days war. Faithful Pakistani nation showed the world that it was a nation of true Muslims. Although, we were fighting against an enemy that was five times more powerful in men and arms, the powers of unity, faith and discipline helped us in the successful defense of our homeland.



We must continue to act on the principles of unity, faith and discipline so that our country may develop rapidly and the world may be convinced that we are a united, well-organized and dedicated nation. These principles must be followed by the students specially, because they are the future builders of the nation. The principles of unity, faith and discipline will continue to lead us to greater achievements.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. Why did the Muslims of the Subcontinent have to abandon their homes and jobs?
- ii. What are the basic cornerstones of Muslim ideology?
- iii. What does the Holy Quran teach the Muslims about unity?
- iv. Why did the Muslims of the Subcontinent need a separate homeland?
- v. How did unity help the Muslims of the Subcontinent in achieving their goal?
- vi. What does faith mean?
- vii. What does discipline mean?
- viii. How did Pakistani nation show the qualities of unity, faith and discipline during the war of 1965?
- ix. Why should we continue to act on the principles of unity, faith and discipline?
- x. Why are the principles of unity, faith and discipline more important for students?

2. Choose correct option to complete the following sentences.

- i. The Muslims of the Sub-continent had to sacrifice the lives of thousands of men, women and children for the
 - a) creation of Pakistan.
 - b) creation of India.
 - c) creation of China .
 - d) creation of Turkey.
- ii. Quaid-e-Azam Muhammad Ali Jinnah guided the
 - a) Muslims of Europe.
 - b) Muslims of Sub-continent.
 - c) Muslims of Africa.
 - d) Muslims of America.
- iii. The ideas of unity, faith and discipline are
 - a) new to the Muslims.
 - b) not new to the Muslims.
 - c) not applicable.
 - d) disturbing.
- iv. The Muslims succeeded because they stood
 - a) slow as one body.
 - b) still.
 - c) fast as car.
 - d) fast as one body.
- v. The Muslims wanted to practise Islam
 - a) without fear.
 - b) with fear.
 - c) with people.
 - d) without dedication.
- vi. Discipline teaches us
 - a) justice.
 - b) friendship.
 - c) certain rules of conduct.
 - d) no rules of conduct.
- vii. During 1965 war the Pakistani nation faced a much
 - a) small enemy.
 - b) smaller enemy.
 - c) biggest enemy.
 - d) bigger enemy.
- viii. We can become organized
 - a) without discipline.
 - b) with discipline.
 - c. with playing.
 - d) with speaking.
- ix. The Muslims have a strong belief which distinguishes them from
 - a) the followers of some religions.
 - b) the followers of one religion.
 - c) the followers of other religions.
 - d) the followers of great religions.
- x. There were no crimes during the seventeen
 - a) months of war.
 - b) years of war.
 - c) days of war.
 - d) minutes of war.

Critical Thinking

3. 'Now-a-days, why is there more need of unity, faith and discipline in our country?

Writing

Writing an application to the Principal to start 'Sports Week' in school.

To

The Headmaster/Headmistress/Principal,
ABC High School,
Quetta.

Subject: **APPLICATION TO START SPORTS WEEK.**

Respected Sir/Madam,

With due respect, it is stated that the importance of sports and games in school encompasses more than first benefit of physical activity. Increase in self-esteem and mental alertness make school sports and games necessary for every age child. It is imperative for every age child to have access to sports and games. It not only empowers youth and promotes higher self-esteem but also motivates students specially, in school where obtaining certain grades is a pre-requisite for staying in the school team.

Numerous physical benefits include maintaining a healthy weight, preventing chronic diseases and learning the skills necessary to maintain a healthy lifestyle.

Participating in games, the students / players learn to consider the interests of their team mates and practise mutual respect and cooperation.

Keeping in view the above mentioned facts and advantages, it is, therefore, requested to start the inter classes sports and games competitions.

We will highly be thankful to you.

Dated: 10-01-2017

Yours obediently,
Roll No. XYZ
Class X-A

4. Write an application to the Honourable Minister for Education to introduce Information Technology (IT) classes at the school level.

Vocabulary

Translation

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

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

Examples

(English translation)

• This coat wear and look. (✖) • Try this coat on. (✓)	• یہ کوٹ پہن کر دیکھو۔
• Attach heart and work. (✖) • Work whole heartedly. (✓)	• دل لگا کر کام کرو۔
• Hot tea drink slowly slowly. (✖) • Sip the hot tea slowly. (✓)	• گرم چائے آہستہ آہستہ پیو۔
• Burn the light. (✖) • Switch on the light. (✓)	• بجلی جلا دو۔

(Urdu translation)

• Try this coat on.	• اس کوٹ کے اوپر کوشش کرو۔ (✖) • یہ کوٹ پہن کر دیکھو۔ (✓)
---	---

- Put the child to sleep.

• بچے کو نیند پر رکھو۔ (x)

• بچے کو سلا دو۔ (✓)

- Button up your coat.

• اپنے کوٹ کے بٹن اوپر کرو۔ (x)

• اپنے کوٹ کے بٹن بند کرو۔ (✓)

- Please put down all that I say.

• جو میں کہتا ہوں اسے نیچے رکھتے جاؤ۔ (x)

• جو میں کہتا ہوں اسے لکھ لیجئے۔ (✓)

5. Translate the following paragraph into Urdu.

Unity means oneness- a state of being a single whole. It rejects differences or breaking into fragments. The Holy Quran teaches the Muslims to hold fast the connection that binds them to Allah and to refrain from breaking into different creeds. The Muslims of the subcontinent stood fast as one body in their movement for the creation of Pakistan and succeeded in achieving their goal.

Grammar

Present and Past participles

Participle

Participle is a word which performs the function of both an adjective or a verb, and so it may be called an adjectival verb or a verbal adjective.

Present Participle

It is the form of a verb, ending in – ing, for example, cooking, eating, talking, sleeping, etc.

Present participle as part of the continuous form of a verb

Examples

- I am **working**.
- They have been **walking**.
- We will be **staying**.

Present Participle as an adjective

Examples

- It was an **amazing** film.
- He was trapped inside the **burning** house.
- Many of his paintings show the **setting** sun.

Past Participle

Past participle is form of the verb which is used as a verb or an adjective, for example, climbed, carried, lived, etc.

Past participle as a third form of the verb

Examples

- He has **broken** his leg.
- They have **invited** their friends to dinner.
- We have **offered** our prayers.

Past participle as an adjective

Examples

- He has a **broken** leg.
- He has a **worried** look.
- The doll has a **painted** face.

6. Make present and past participles of the following verbs.

Base form	present participle	past participle
cook	_____	_____
deliver	_____	_____
swim	_____	_____
invite	_____	_____
announce	_____	_____

7. Use the following verbs as present participles and past participles in your sentences.

climb finish motivate shine cry

Order of adjectives in sentences

We follow the following order of adjectives in sentences.

Opinion	Size	Shape	Age	Colour	Origin	Material
What do you think about something?	How big or small is it?	What is the shape?	How old or young someone or something is?	What colour is it?	Where is it from?	What is something made of?
pretty, ugly, silly, smart, easy, fun...	small, tiny, large, enormous, big...	square, triangular, irregular, flat, round...	old, young, adolescent, new, ancient...	red, blue, magenta, pinkish...	British, Chinese, French, Brazilian	silver, gold, copper, wood, plastic, cotton...

Examples

- A **wonderful old Italian** clock. (opinion – age – origin)
- A **big square blue** box. (size – shape – colour)
- A **disgusting pink plastic** ornament. (opinion – colour – material)
- Some **slim new French** trousers. (size – age – origin)

8. Which sentence uses the correct order of adjectives? Mark (✓) the correct option.

- The house is large and white.
 - The house is white and large.
 - The house is large white.
-
- We took a ride on a blue, old Chinese bus.
 - We took a ride on a Chinese, old, blue bus.
 - We took a ride on an old, blue Chinese bus.
-
- I'd like three good reasons why you don't like spinach.
 - I'd like a good three reasons why you don't like spinach.
 - I'd like good reasons three why you don't like spinach.
-
- I like that really big red old antique tractor in the museum.
 - I like that really big old red antique tractor in the museum.
 - I like that old, red, really big antique tractor in the museum.

- A. My brother rode a beautiful big black Arabian horse in the parade.
- B. My brother rode a beautiful Arabian big black horse in the parade.
- C. My brother rode a big, black, beautiful Arabian horse in the parade.

9. Make five sentences using correct order of adjectives.

Punctuation

(Quotation Marks)

We use quotation marks to enclose both parts of an interrupted quotation. While using quotation marks we have to separate the speaker tags with comma (,). The speaker tag is the part of the sentence that tells the reader who is talking, for example, he said, exclaimed Hashim, the teacher explained, asked Asma, etc.

Examples

- i. He said, 'It is raining.'
- ii. Maryam said, 'I want to be a doctor.'
- iii. Father said, 'Bring me a glass of water.'

We can make both of these sentences into interrupted quotations by putting the speaker tag in the middle of the quoted sentence.

The speaker tag consists of 'speakers' name and a speech related verb. It shows which character is speaking.

Examples

- i. 'I need the car today,' my brother said, 'so I can go to work.'
- ii. 'When you do your math homework today,' explained the teacher, 'remember to show all of your work tomorrow.'

Rules for using interrupted quotations:

i) Use quotation marks around both parts of the interrupted quotation

Examples

- 'The book,' whispered the librarian, 'is on the second shelf by the wall.'
- 'When father comes home,' my brother said, 'tell him I'm going to market.'

ii) Quotations are separated from the speaker tag with commas

- i. For first half of the quotation, put comma inside the quotation marks.
- ii. For second half of the quotation, put comma after the speaker tag.

Examples

'Did you know', asked the teacher, 'that the whales are mammals?'

iii) Follow normal capitalization rules

- i. Capitalize the first word in the sentence.

Example

'Your pigeon flew away', he said, 'because you left the cage open.'

- ii. The second half of the quotation does not begin with a capital letter, unless it is a proper noun or title.

Examples

'Please tell your father,' the man on the phone said, 'Qasim will call you back.'

In this sentence, 'Qasim' is capitalized in the second half of the quotation because it is a name and a proper noun.

iv) End punctuation goes inside the final quotation marks

'Did you know,' asked the teacher, 'that hard work is key to success?'

'When your brother gets home,' 'my dad yelled', 'tell him I need to talk to him in my office!'

10. Use quotation marks in the following sentences.

- i. Father said, I will come to your school tomorrow.
- ii. Students, Mr. Sadullah instructed, please line up at the door.
- iii. I need the car today, my brother said, so I can go to work.
- iv. My dear asked the mother, will you prepare lunch today?

Unit 7

HANDICRAFTS OF BALOCHISTAN

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- explore causes and consequences of a problem or an issue and propose various solutions.
- analyze and compare various informal and formal e-mails to note differences of conventions, vocabulary, style and tone.
- illustrate use of infinitives and infinitive phrases.
- form adjectives from nouns and verbs.
- recognize and use parenthesis (Round brackets) to enclose numbers or letters in enumerations in the text.
- create and deliver simple group/class presentations.

Pre-reading

- What are the popular handicrafts of Balochistan?
- What is Balochistan famous for?

Balochistan has a long tradition in the production of handicrafts. This tradition began centuries ago and is still progressing day by day. Balochistan handicrafts are known all over the world for the beauty of their design, the richness of their colour and their economical prices. Besides being popular within the country, these handicrafts are exported to various foreign countries where they are warmly received especially by the people of the west.



Handicraft skills in Balochistan are **ancestral**, having been passed from one generation to the other. Embroidery and needle work of Balochistan are especially very attractive. This work is done by the women and girls. They do not have to go out of their houses for work. They attend to their household work and in their spare time, they produce handicrafts which add to the family income. Age is no **barrier** in doing embroidery work. Women, young and old girls take part in the production of embroidered handicrafts. The handicrafts needle work is common all over the province of Balochistan. The women folk spend hours in doing the embroidery work as a means of earning for the family.



Needle-work in Balochistan displays different designs and embroidery techniques which **vary** from place to place. Different areas of Balochistan are known for their distinctive designs.

Dera Bugti is famous for 'Kowchik' form of embroidery. The 'Kowchik' stitching has its own pattern which is embroidered on shawls and shirts for the women. The fame of the 'Kowchik' design was once spread all over the Sub-continent of Indo-Pakistan, and it is still very popular everywhere in Pakistan.

Kalat and Khuzdar districts are famous for their 'Moshamka' needle-work. It involves stitch work in different colours, usually red, green and grey on white or yellow garments. It is also embroidered on shawls, cushions, tablecloth and bed-sheets. It may also include the use of tiny mirror work.

Sibi district is well known for her 'Jok' needle work in which fine thread of various colours and shades is used. The 'Jok' work is very popular all over the country for the delicacy of its design.

The needle-work of Muslimbagh, Gulistan and Zhob areas has a peculiar appeal of its own. In it a number of designs are produced through the use of open and close



stitches. Though the work involves lesser labour and lesser quantity of thread than that needed for the other designs of embroidery, it is specially selected for the bridal dresses and colourful garments for small kids.

The Afghan refugees brought with them a number of new designs and techniques in needle-work. The Afghan women are especially good in embroidery and they spend most of their time in making rich and colourful designs seen at the handicraft shops in Quetta.



Besides the needle- work on dresses, cushions and bed-sheets, embroidered Balochi chapals of Balochistan are a special attraction for the people. Their beauty and artistic value is a matter of pride for those who put them on. Embroidery is done on fine leather using colourful thread and fine golden and silver wire. Embroidered caps, purses and belts are also much in demand. These articles are the items of special attraction for the tourists who visit the handicraft shops in Balochistan.

Large deposits of marble stone provide the material for the production of beautiful objects. Marble table-sets, ash-trays, bath-tubs and decoration pieces add to the glamour of the houses and offices. Crude marble is dug out in the Chaghi district of Balochistan and transported to the industrial centres of the country including Hub where the stone is transformed into attractive forms and polished before the items are sent to the market.



Carpets and wall hangings of Balochistan are another source of attraction for the customers. Carpets form not only a special part of the setting in tribal households but the tradition has also won a place of popularity in the city homes. Balochi hand-woven carpets are an important source of foreign exchange earnings for the country.

Pottery and ornaments have always been the symbols of the development of civilization. The earthen wares of Balochistan depict the mastery of their makers and their variety and delicacy of design fetch good price. Ornaments have always been the items of special interest and attraction for the women.

The Balochi ornaments, specially the silver ornaments show the skill and artistry of the **craftsmen**. The whole process of ornament production from the point of melting the metal to the finished product is accomplished without using any machine. They are in great demand at the national and international jewellery markets.



The handicrafts industry of Balochistan is encouraged and supported at the government level. It adds to the foreign exchange earnings in addition to providing jobs to thousands. The handicrafts also boost up the image of the country in international circles because they reflect the artistic temperament of a nation.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- Which Balochistani handicrafts are very famous and have a great demand both domestically and internationally?
- Why are these handicrafts so popular and in such high demand all over the world?
- How do the women find time for embroidery?
- How does embroidery and needle work help the women?

- v. What are the most famous styles of needle work prepared in Balochistan? Name the items that are prepared using these styles of embroidery.
- vi. Name the places where these works are produced.
- vii. Which style of embroidery involves lesser amount of labour as well as lesser amount of thread?
- viii. How have the Afghan women contributed to the embroidery of Balochistan?
- ix. Where does the crude marble come from, and what is it used for?
- x. What is the importance of Balochi silver ornaments?

2. Choose the correct option to complete the following sentences.

- i. Balochistan is famous for its
 - a) sports goods.
 - b) handicrafts.
 - c) furniture.
 - d) leather jackets.
- ii. Pottery and ornaments have always been the symbol of the
 - a) downfall of civilization.
 - b) development of civilization.
 - c) peace in the country.
 - d) foreign exchange in the country.
- iii. Crude marble is dug out in
 - a) the Chaghi district of Sindh.
 - b) the Chaghi district of Punjab.
 - c) the Chaghi district of Balochistan.
 - d) the Quetta district of Balochistan.
- iv. Things crafted out of marble add to the glamour
 - a) of the houses and offices.
 - b) of the people.
 - c) of the trees.
 - d) of the mountains.
- v. Dera Bugti is famous for
 - a) decoration pieces.
 - b) 'Kowchik' form of embroidery.
 - c) carpets and furniture.
 - d) marble and caps.
- vi. Kalat and Khuzdar districts are famous for their 'Moshamka'
 - a) needle-work.
 - b) pottery work.
 - c) ornaments.
 - d) marble tables.

- vii. The handicraft skills in Balochistan are very old, and have passed from
- a) generation to people.
 - b) international to national level.
 - c) generation to generation.
 - d) national to local level.
- viii. The needle-work of Muslimbagh, Gulistan and Zhob areas has peculiar
- a) request of its own.
 - b) appeal of its own.
 - c) order of its own.
 - d) demand of its own.
- ix. Embroidery is done on fine leather using colourful thread and fine
- a) golden wire.
 - b) silver wire.
 - c) yellow wire.
 - d) golden and silver wire.
- x. These handicrafts are
- a) imported from other countries.
 - b) exported from other countries.
 - c) exported to other countries.
 - d) exported to local areas.

Critical Thinking

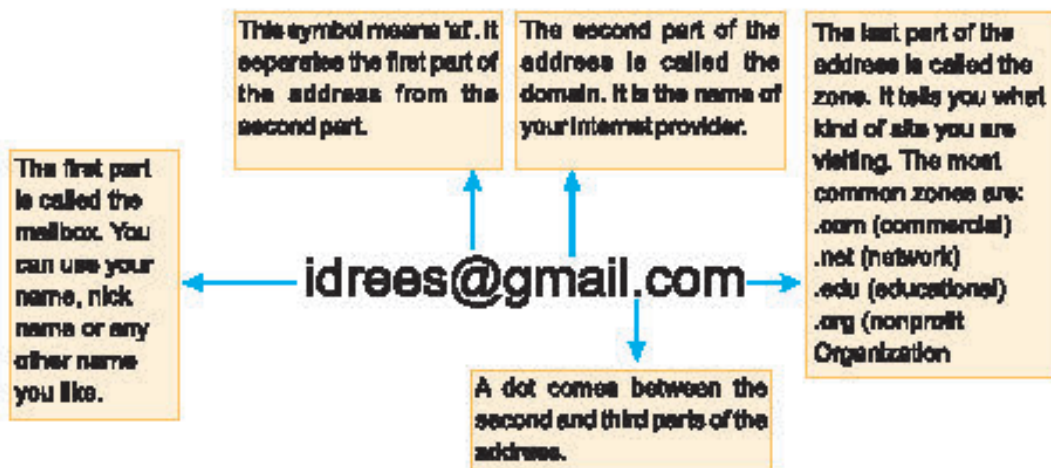
How do handicrafts boost-up the image of Pakistan at international level?

Writing E-mails

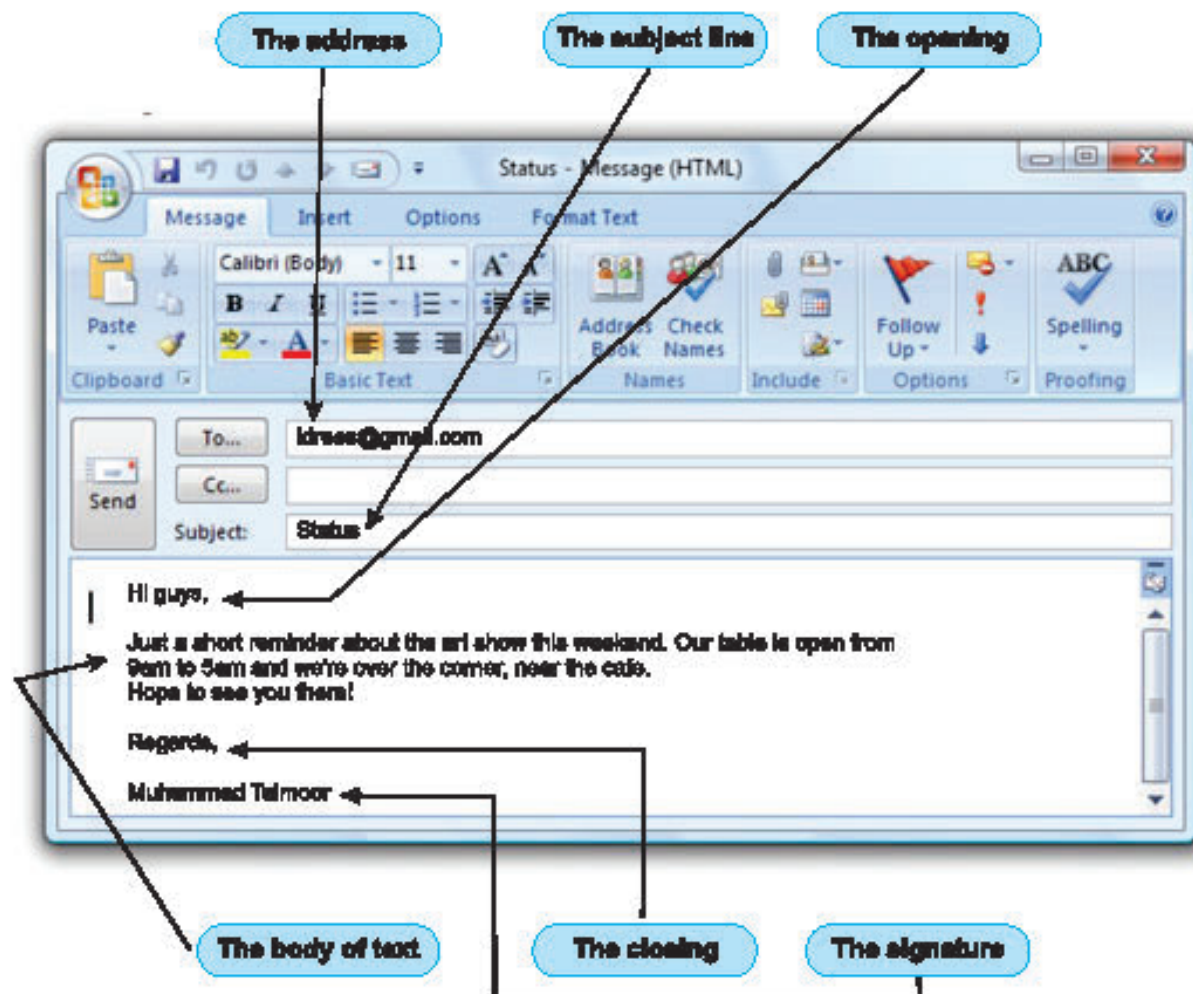
E-mail is short form for 'electronic mail'. E-mail is as fast as making a phone call, but it costs less. You can send the same message to several people at the same time.

Your e-mail Address

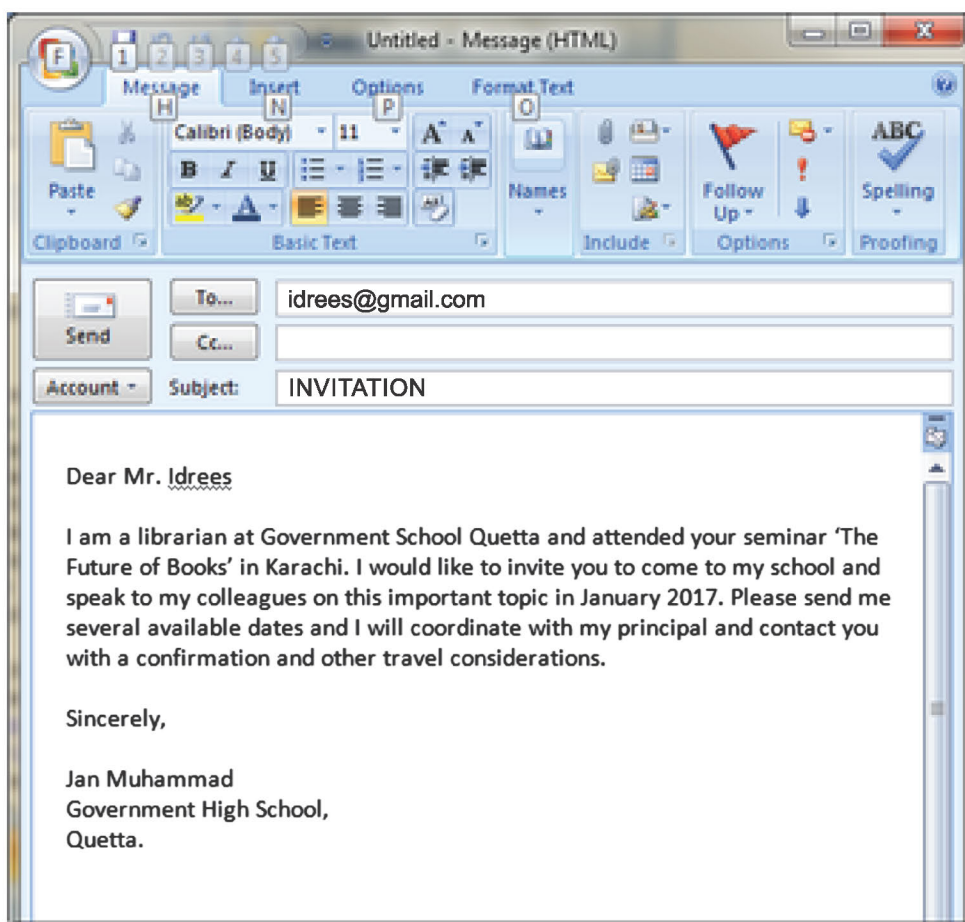
An e-mail address is similar to postal address. Every e-mail address has the following three parts.



Parts of e-mail



Parts of e-mail



Writing formal and informal e-mails

Think about	Formal	Informal
Purpose	Business and important messages	Informal messages
Audience	Business and work colleagues.	Friends and family
Style and accuracy Don't use slang, exclamation marks or smiles in formal emails.	Professional – accurate spelling, punctuation and grammar Thank you for your prompt response.	Friendly – accuracy is less important Thx 4 email

Beginning and ending Email is a fairly new format and there are no agreed rules for starting and ending.	Start and end appropriately Dear Mr/Mrs/Sana Dear Sir/Madam Yours sincerely (if you know the name) Yours faithfully (if you don't know the name) Kind regards (use first name if you know the person or if they have asked you to)	No rules – your choice
Use of contractions No contraction: 'I will not be able to come to the meeting.' Contraction: 'I won't be able to come to the party.'	No contractions Thank you very much for the voucher. I am looking forward to spending it next time I visit your shop.	Contractions can be used Thanks so much for the voucher – I'm chuffed, can't wait to spend it! Just gotta decide what to buy LOL!
Common contractions	I am We are You are Will not Was not	I'm We're You're Won't Wasn't

3. Analyse the above chart and write a formal e-mail to your principal, requesting him/her to arrange a trip to Ziarat for your class.
4. Write an informal e-mail to your friend inviting him/her to spend winter vacations with you.

Grammar

Infinitive and infinitive phrase

Infinitive

An infinitive is the simple present form of a verb used as either a noun, adjective, or adverb. The verb of the infinitive is normally preceded by the word 'to', for example, to deliver, to obey, to discuss, etc. to + 1st form of the verb is called '**full infinitive**'.

Examples

- She wants to become a doctor.
- We all have to work hard.
- I want to go to Peshawar.

1. Bare Infinitive

When an infinitive is used without 'to', it is called a bare infinitive. The infinitive is used without 'to' after certain verbs like bid, let, make, see dare etc. We also use bare infinitives after modal auxiliary verbs. (can, could, may, might, must, will would, shall, should)

Examples

- Let him sit here.
- I can speak English.
- He made me write a letter.

2. Split Infinitive

Split infinitive takes place when additional words are included between 'to' and the verb form in an infinitive. This practice should be avoided in formal writing.

Examples

- I like to *on a nice day* walk in the woods.
- He needed to *quickly* gather his personal possessions.

3. An infinitive phrase

An infinitive phrase is the infinitive plus any complements and any modifiers of the infinitive and complements.

Examples

- i. He helped to write the programme.
- ii. Aliya was looking for a way to earn money.
- iii. He shouted to get our attention.
- iv. He made me leave the room. (*to is dropped*)

In the above examples, the infinitives are *italicized* and the infinitive phrases are underlined.

6. Use the suitable, full, bare or split infinitives to complete the following sentences.

to give sleep to eat leave
to help work open eradicate

- i. He made me _____ the room.
- ii. I want _____ you.
- iii. She likes to on Sunday _____ all day.
- iv. I will _____ harder.
- v. They want _____ mangoes.
- vi. The most important thing is not _____ up.
- vii. We are determined to completely _____ the diseases.
- viii. Let me _____ the door.

7. Use the following infinitive phrases in your sentences.

- | | |
|-------------------------|-------------------------|
| (i) to buy a car | (ii) to obey the orders |
| (iii) to write a letter | (iv) to find fault |
| (v) to play hockey | |

Adjectives from Nouns and Verbs

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

Nouns	Adjectives	Verbs	Adjectives
glory	_____	irritate	_____
efficiency	_____	depend	_____
pain	_____	accept	_____
defect	_____	act	_____
vision	_____	consider	_____

Punctuation

Use of parenthesis () to enclose numbers

For example:

Please submit the following four items with your application: (1) Covering letter (2) photocopies of documents (3) two photographs

Use of parenthesis () to enclose letters

For example:

The story should include:

- (a) theme (b) plot (c) characters
- (d) conflict (e) solution

9. Write five examples of using parenthesis to enclose numbers and five examples of enclosing letters.

Oral Communication

10. Create and deliver simple group presentation on 'poverty is a curse.'

Keep the following points in your mind.

- Assign roles in preparation for presentation
- Present and explain one's point of view clearly
- Support or modify opinion with reasons
- Acknowledge others' contributions
- Present with clarity the main point or subject of the presentation.
- Support the topic or subject with effective factual information.
- Structure ideas and arguments in a coherent logical fashion.

Unit 8

BE KIND (POEM)

Words: Margaret Courtney (1822-1862)

Tune: [arranged by] E.T. Pound, 1859

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- write summary of the poem.
- write a personal narrative (autobiographical).
- analyze and understand common roots and use that knowledge to recognize the meaning of new words.
- identify and use degrees of comparison of adverbs.
- have group discussion.

Pre-reading

- What is the role of our family in our lives?
- Why should we be kind to our family members?



Be kind to thy father: for when thou wert young,
Who loved thee as fondly as he?
He caught the first accents that fell from thy tongue,
And joined in thine innocent **glee**.

Be kind to thy father: for now he is old,
His locks **intermingled** with grey;
His footsteps are **feeble**, once fearless and bold;
Thy father is **passing away**.

Be kind to thy mother - for lo! on her brow
May **traces of sorrow** be seen:
Oh, well may'st thou cherish and comfort her now,
For loving and kind hath she been.

Remember thy mother: for thee will she pray,
As long as God giveth her **breath**,
With accents of kindness, then cheer her lone way,
E'en to the dark valley of death.

Be kind to thy brother - his heart will have dearth,
If the smile of thy love be withdrawn;
The flowers of feeling will fade at their birth,
If the dew of **affection** be gone.

Be kind to thy brother: wherever you are,
The love of a brother shall be
An ornament purer and richer by far,
Than pearls from the depths of the sea.

Be kind to thy sister - not many may know
The depth of true sisterly love;
The wealth of the Ocean lies fathoms below
The surface that sparkles above.

Thy kindness shall bring to thee many sweet hours,
And blessing thy pathway to **crown**;
Affection shall weave thee a garland of flowers,
More precious than wealth or **renown**.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. What is the role of kindness in our life?
- ii. How does a father deserve to be treated in his old age?
- iii. Why should we be kind to our brothers?
- iv. What is the attitude of mother towards her child?
- v. What will happen if a brother does not receive kind treatment at our hands?
- vi. How should we treat our sisters?
- vii. What do we get in return for our kindness?

2. Choose the correct option to complete the following sentences.

- i. The reward of kindness is
 - a) less than wealth.
 - b) more than wealth.
 - c) equal to wealth.
 - d) wealth
- ii. Mother keeps on praying for
 - a) her children.
 - b) your children.
 - c) their children.
 - d) our children.
- iii. We should be kind to our
 - a) family doctors.
 - b) family toys.
 - c) family customers.
 - d) family members.
- iv. The impact of kindness is
 - a) short-lasting.
 - b) ever-lasting.
 - c) lasting.
 - d) nothing.
- v. The main theme of the poem is
 - a) love for family members.
 - b) friendship.
 - c) beauty.
 - d) struggle.
- vi. Our parents _____ attention when they are old.
 - a) do not need
 - b) never need
 - c) need
 - d) hardly need
- vii. Brother's love is _____ than pearls and ornaments.
 - a) less precious
 - b) least precious
 - c) more precious
 - d) most precious

viii. There is no match of _____ love.

- | | |
|--------------------|------------------|
| a) true sister | b) true sisterly |
| c) untrue sisterly | d) untrue sister |

Critical Thinking

3. Why should we be kind to our parents?

Writing

4. Paraphrase the following stanza

Be kind to thy brother: wherever you are,
The love of a brother shall be
An ornament purer and richer by far,
Than pearls from the depths of the sea.

5. Write summary of the poem.

A Personal Narrative (autobiographical):

A personal narrative is a true story about yourself. It may be the funniest or most interesting thing that ever happened to you. In a personal narrative you tell about an event that happened to you.

Guidelines

- Your personal narrative should fit the purpose for writing. The audience you are writing for should enjoy it.
- Narrative should have clear beginning that introduces the topic, a middle that tells events in order and a logical ending.
- The narrative uses the first person point of view and reveals how the writer feels about the events.
- The narrative should have description and rich details that help the reader visualize the events. The ideas should be interesting.
- The narrative should have interesting words and phrases, such as specific nouns, vivid verbs, sensory words, and figurative language.

6. Write a personal narrative about 'The funniest thing ever happened to you.'

Vocabulary

Common Roots in English

In English grammar, a *root* is a word or word part from which other words grow, usually through the addition of prefixes and suffixes. The root of the word vocabulary is 'voc', a Latin root meaning "word" or "name." This root also appears in the words advocacy, convocation, and vocal.

Understanding the meanings of the common word roots can help us deduce the meanings of new words that we encounter. But be careful: root words can have more than one meaning and various shades of meaning. So when you meet up with a new word, be sure to rely on a dictionary to check its definition.

7. Analyze and understand the following most common Greek and Latin roots. (The letter in parentheses indicates whether the root word is Greek (G) or Latin (L).)

Word Roots in English

ROOT	MEANING	EXAMPLES
-audi- (L)	hear	audible, audience, auditory, auditorium
-auto- (G)	self	automatic, automate, autobiography, autograph
-bio- (G)	life	biography, biology, biodegradable, symbiotic
-dict- (L)	say	dictate, diction, edict, dictionary, addict
-duc- (L)	lead, make	deduce, produce, conducive
-gen- (L)	give birth	gene, generate, generous, generation
-geo- (G)	earth	geography, geology, geometry, geopolitics
-graph- (G)	write	autograph, graphic, demographic
-jur-, -jus- (L)	law	jury, justice, adjure, conjurer, justification
-man(u)- (L)	hand	manual, manure, manicure, manipulate
-mand-, -mend- (L)	order	demand, recommend, remand, mandatory

ROOT	MEANING	EXAMPLES
-mis-, -mit- (L)	send	missile, transmission, emit, submit, permit
-phon- (G)	sound	phonics, telephone, microphone
-photo- (G)	light	photograph, photon, photocopy, photogenic
-port- (L)	carry	export, portable, deport, important
-sens-, -sent- (L)	feel	resent, sensitive, sentence, sentient
-tele- (G)	far off	telecast, telephone, telekinesis, telepathy
-terr- (L)	earth	terrain, territory, extraterrestrial, terrace
-vac- (L)	empty	evacuate, vacate, vacancy, vacuous
-vid-, -vis- (L)	see	visible, video, envisage, invisible, revision

Grammar

Degrees of comparison of adverbs

There are three degrees of comparison in adverbs— the Positive, the Comparative, and the Superlative. The adverbs form their comparatives and superlatives using '-er' and '-est', and more and most.

Adverbs that end in -ly use the words 'more' and 'most' to form their comparatives and superlatives.

The one-syllable adverbs use '-er' in the comparative form, and '-est' in the superlative form.

Positive	Comparative	Superlative
early	earlier	earliest
fast	faster	fastest
hard	harder	hardest
high	higher	highest
late	later	latest
loud	louder	loudest
near	nearer	nearest
soon	sooner	soonest

8. Complete the following sentences by inserting appropriate degree of adverb.

- i. Amjad arrived _____ than Bilal. (early)
- ii. Cheeta is the _____ animal on earth. (fast)
- iii. It is a _____ shell. (hard)
- iv. Mount Everest is the _____ mountain in the world. (high)
- v. We will get fuel from the _____ petrol pump. (near)

Adverbs which end in '-ly' or have three or more syllables each form the comparative with 'more' and the superlative with 'most'.

Positive	Comparative	Superlative
angrily	more angrily	most angrily
brightly	more brightly	most brightly
dimly	more dimly	most dimly
freely	more freely	most freely
gladly	more gladly	most gladly
heavily	more heavily	most heavily
loudly	more loudly	most loudly
quietly	more quietly	most quietly
sweetly	more sweetly	most sweetly
terribly	more terribly	most terribly

9. Complete the following sentences by inserting appropriate degree of adverb.

- i. He _____ accepted my offer. (gladly)
- ii. Cat can walk _____ than dog. (quietly)
- iii. My father speaks _____ than my mother. (loudly)
- iv. Nightingales sing _____ among the birds. (sweetly)
- v. Lions react _____ among the entire animals, when irritated. (angrily)

Some adverbs form the comparative and the superlative irregularly.

Positive	Comparative	Superlative
badly	worse	worst
far	farther	farthest
far	further	furthest
little	less	least
much/many	more	most
well	better	best

10. Complete the following sentences by inserting appropriate degree of adverb.

- i. Silver is _____ expensive than gold. (little)
- ii. Ayshia is the _____ intelligent girl of our class. (much)
- iii. His writing is _____ than yours. (badly)
- iv. Today I am feeling _____ than yesterday. (well)
- v. How _____ is Pishin from Quetta? (far)

11. Identify the degrees of comparison of adverb in the following sentences. Write 'P' for positive 'C' for comparative and 'S' for superlative degree.

- i. Honest people are better than others.
- ii. You speak more loudly than a loudspeaker.
- iii. He arrived the earliest, so he had to wait for the others.
- iv. His grandfather is recovering rapidly.
- v. She answered most quickly.
- vi. He drives his car very fast.
- vii. The boys played well.
- viii. Today's weather is worse than yesterday.

12. Write the correct degree of comparison of the given adverbs.

Positive	Comparative	Superlative
angrily	_____	_____
little	less	_____
loud	_____	loudest
well	_____	_____
soon	_____	soonest
brightly	more brightly	_____
badly	_____	worst
near	_____	_____

Oral Communication

13. What should be our role in making this world a peaceful place to live in? Discuss in groups.

Revision (Unit 5-8)

1. Answer the following question.

- i. How should we ride bicycle on the road?
- ii. Why should we take pre-cautionary steps on the road?
- iii. How should we change a lane or take turn while driving a vehicle?
- iv. Why are traffic signs important for us?
- v. What ideals kept Muslims' hopes alive against the combined hostilities of the British and Hindus?
- vi. What does faith mean?
- vii. Where can the principles of unity, faith and discipline lead us to?
- viii. What sort of handicraft work is common all over the province of Balochistan?
- ix. What things have always been the symbols of the development of civilization?
- x. How should we behave to our family members?

2. Write 'T' for true and 'F' for false statements.

- i. We should fasten seat belt while riding a bicycle.
- ii. Over speeding should be avoided.
- iii. The ideals of unity, faith and discipline are new to the Muslims.
- iv. Discipline does not teach us certain rules of conduct.
- v. Unity, faith and discipline can make us strong.
- vi. Handicrafts skills in Balochistan are ancestral, having been passed from one generation to the other.
- vii. Needle-work in Balochistan displays different needles.
- viii. Embroidered caps, purses and belts are also much in demand.
- ix. Carpets and chairs of Balochistan are another source of attraction for the customers.
- x. We should be kind to our parents, especially when they are old.

3. Choose the correct option to complete the following sentences.

- i. As roads are very busy now-a-days,
 - a) we should be very careful while crossing a road.
 - b) we should be very careful while crossing a canal.
 - c) we should not be very careful while crossing a road.
 - d) we should be very careful while crossing a river.
- ii. It is important that we do not try to get on or off a bus
 - a) while it is not moving.
 - b) while it is still moving.
 - c) while it is still empty.
 - d) while it is still starting.
- iii. Traffic rules take into account safety for all,
 - a) including play-grounds.
 - b) including shopping centers.
 - c) including pedestrians.
 - d) including mountains.
- iv. Discipline teaches us
 - a) justice.
 - b) friendship.
 - c) certain rules of conduct.
 - d) no rules of conduct.
- v. During 1965 war the Pakistani nation faced a much
 - a) small enemy.
 - b) smaller enemy.
 - c) biggest enemy.
 - d) bigger enemy.
- vi. We can become organized
 - a) without discipline.
 - b) with discipline.
 - c) with playing.
 - d) with speaking.

- vii. The Muslims have a strong belief which distinguishes them from
 - a) the followers of some religions.
 - b) the followers of one religion.
 - c) the followers of other religions.
 - d) the followers of great religions.
- viii. Balochistan is famous for its
 - a) sports goods.
 - b) handicrafts.
 - c) furniture.
 - d) leather jackets.
- ix. Pottery and ornaments have always been the symbol of the
 - a) downfall of civilization.
 - b) development of civilization.
 - c) peace in the country.
 - d) foreign exchange in the country.
- x. The reward of kindness is
 - a) less than wealth.
 - b) more than wealth.
 - c) equal to wealth.
 - d) wealth

4. Use the following regular and irregular verbs in your sentences.

- (i) invite (ii) smell (iii) go (iv) hesitate
(v) sit (vi) grow (vii) pluck

5. Write 'C' for continuous form and 'A' for adjective.

- i. She is writing a letter.
- ii. She wrote an interesting letter.
- iii. They have been working hard.
- iv. He was trapped in the burning house.
- v. It was a boring movie.

6. Differentiate between past participle as third form of the verb and as an adjective. Write 'TV' for third form of the verb and 'A' for adjective.

- i. She has finished her work.
- ii. I have informed him about the meeting.
- iii. He has a painted vase.
- iv. I am interested in this job.
- v. They are bored.

7. Form adjectives from the given nouns.

Noun	Adjectives	Noun	Adjectives
hope	_____	confidence	_____
defect	_____	disaster	_____
dirt	_____	noise	_____

8. Write the comparative and superlative degrees of the following adverbs.

Positive	Comparative	Superlative
quietly	_____	_____
late	_____	_____
seriously	_____	_____
hard	_____	_____
hard	_____	_____
carefully	_____	_____

9. Paraphrase the 3rd stanza of the poem 'Be Kind'.

10. Write the summary of the poem 'Be Kind'.

Critical Thinking

11. Why should we be kind to our family members?

Creative Writing

12. Write a composition on planning to promote the handicrafts of Balochistan as a profession?

Unit 9

IMPORTANCE OF TREES

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- generate questions to understand text.
- analyse information to write a short written report.
- use dictionary to locate phrases and idioms.
- write a persuasive/argumentative essay on a given topic.
- recognize and use semicolon between parts of a compound sentence when no conjunction is used.
- use first and second conditional sentences.
- share information and ideas.

Pre-reading

- Nature is the gift of Allah. Discuss it.
- What is the importance of trees?



Trees add beauty to the world we live in. Whenever we think of any place where we can enjoy ourselves and rest comfortably, trees always make an **essential** part of the scene. No place of beauty in the world is complete without

trees. That is why when we have to select a picnic spot, we generally keep in mind the presence of shady trees.

Trees have helped man in discovering new places. For the earliest man it was very difficult and dangerous to travel on land. He must have used tree-trunks to travel on the rivers. Then large boats and ships were built of wood and man was able to move from one part of the world to the other. Our history owes much to the trees whose wood helped large armies to move across to the foreign lands.



Trees provide the raw material for many industries. Commercially, they are **invaluable**. Furniture, boats, doors and window frames are made from wood. Paper is manufactured from wood. Similarly the blessed tree olive is one of the oldest trees of history. It is cultivated with variety of soils and ecological zones. It holds a significant economic value. Its fruit as well as wood is very worthwhile. Its fruit is specially used for edible oil and for different medicines also. Spain is the largest producer of olive oil in the world, growing olive trees on 2-6 million hectares area. Allah Almighty has blessed Pakistan with a suitable climate to grow olive trees over 4.4 million hectares area in all parts of the country.



Some countries have plenty of trees. They are prosperous because of their large forests. Good timber is sold for good cash. Malaysia is the largest producer of natural rubber in the world. Rubber is collected from rubber trees. So trees earn a lot of revenue for them.

Trees also serve us in many other commercial ways. They produce delicious fruits which we eat. We sell them to other countries, too. Pakistan exports apples, mangoes and oranges in large quantities and earns a lot of foreign exchange.

The leaves, the bark (outer-skin) and roots of trees are used for making different kinds of medicines. There was a time when malaria would kill large number of people. Malaria has been controlled by **quinine** which is made from Cinchona tree. Corks are obtained from the trunks of the cork-oak. Corks are used as stoppers for bottles.

The trees play a very important role in agriculture and farming. They check the force of winds and rain. They help to preserve land. The roots of trees bind the soil together. They do not allow rain water to carry away the rich soil. The trees prevent landslides and soil erosion in floods. They also preserve animal and bird life.

Trees help regulate the atmosphere. They absorb carbon dioxide and give out oxygen. Cutting and burning of trees lead to ever greater quantities of carbon mono-oxide being released. The gases make a blanket around the earth, which holds in the heat of the sun. This holding in of the heat is known as the 'green house effect'.

People living in cold countries keep their potted plants in glass rooms during winter. The glass-rooms allow the rays of the sun to give warmth and light to the plants. But they do not let the temperature inside fall to freezing points. Thus the plants are saved during the winter months. The glass-rooms where potted plants are kept are known as green house. The cover of carbon mono-oxide around the earth is making the whole world a big 'green house'. This situation is extremely dangerous for the future of the world and for the life on earth.

The increase in average world temperature is going to melt more and more ice near the poles. The amount of water will increase in the oceans and thus raise their level. Some islands in the South western Pacific are already the danger of being submerged.

People all over the world will have to make efforts to increase the number of trees so that a happy and healthy future of the world is ensured.



Reading and thinking skills

Comprehension

1. Answer the following questions.

- (i) Why are trees important for us?
- (ii) What are the uses of wood?
- (iii) How do trees help us to earn cash?
- (iv) How are trees useful in the field of medicine?
- (v) How do trees preserve the land?
- (vi) What is the importance of olive trees for us?
- (vii) What are the dangerous consequences of cutting down the trees?
- (viii) What do you mean by green house effect?
- (ix) What change in temperature has taken place during the last hundred years?
- (x) How can we ensure a happy and healthy future for ourselves?

2. Choose the correct option to complete the following sentences.

- (i) Trees add _____ to the world.
 - a) pollution
 - b) noise
 - c) beauty
 - d) dirt
- (ii) Man used _____ to travel on the rivers.
 - a) tree-trunks
 - b) boats
 - c) ships
 - d) trees
- (iii) Trees provide _____ material for many industries.
 - a) expensive
 - b) raw
 - c) rough
 - d) old
- (iv) Spain is the largest _____ of olive oil in the world.
 - a) producing
 - b) producer
 - c) reproducer
 - d) provider
- (v) Different kinds of _____ are made from trees.
 - a) medicine
 - b) fruit
 - c) polishes
 - d) food

Idioms	Meanings
read between the lines	_____
cry wolf	_____
time flies	_____
see eye to eye	_____
go from strength to strength	_____

Writing

Persuasive Essay

A persuasive essay expresses an opinion about something and shows why that opinion makes sense. The writer tries to get the reader to agree with that opinion.

Guidelines for writing a persuasive Essay

- Begin by getting your audience's attention and by stating your opinion.
- Offer three reasons for your view. Give each reason its own paragraph, and use facts and details to support it.
- Give the strongest reason last.
- Write a conclusion. Restate your opinion, and then call upon the reader to take action.

Example of a persuasive essay

What can I do?

Do you ever think about people in your community who need help? 'What can I do?' you might ask. 'I don't have any money. I am just a kid.' There are many ways you can help others—if you are willing to volunteer.

Volunteering doesn't cost anything but time. Take a look at the way you spend your time. If you add up the time you waste, you may find several hours a week that you could use to help someone. The help can be something simple. For example, you might give an elderly neighbour a hand with shopping. You

might form a classroom 'clean team' to straighten things up once or twice a week. You might read to a younger sister or brother. There are all kinds of things that you could do.

Volunteering can also be educational. Depending on your volunteer job, you might get to know new people. These people might have interesting stories to tell you about themselves and their families. You also might learn new skills—skills that could be useful to you in the future.

Most important, volunteering helps you personally. I know, because it has happened to me, by volunteering, I learned to care more about other people and to be more understanding. I like and value myself more because I help others.

By volunteering, you can make a difference, help others, and help yourself. Why not look around, find a job that needs to be done, and then volunteer to do it.

5. Write a persuasive essay on 'Seeking Education is Essential for All.'

Punctuation

Semicolon (;)

The semicolon or semi-colon (;) is a punctuation mark that separates major sentence elements. A semicolon can be used between two closely related independent clauses, provided they are not already joined by a coordinating conjunction.

It is easy to remember that semicolon takes place between two independent clauses.

Examples

- i. Some people write with marker; other write with pen or pencil.
- ii. The sky is clear; the stars are twinkling.
- iii. The waves were crashing on the shore; it was a lovely sight.

6. Punctuate the following sentences by using semicolon (;) wherever required.

- (i) You should stop eating so much food you will have to go on diet.
- (ii) Your car needs new brakes otherwise you may not be able to stop in time.

- (iii) She did not see the other car coming now her car has a huge dent.
- (iv) I will be there as soon as I finish my work that is a promise I will definitely help.
- (v) We made too many mistakes we lost the match.

Conditional Sentences Type 1 and 2

First conditional sentences

If clause	Main clause	Use
If + Present Tense (simple or continuous) or Present perfect Simple (if the action has already finished)	• Future tense If Bilal gets the job, he will move to Karachi. • Can/may/might/ should + infinitive If you have finished your homework, you may go out with your friends.	real or probable situations in the present or future
	Present Simple If you mix blue and yellow, you get green.	General truths
	Imperative If you miss the train, take the bus.	Instructions or commands

NOTE:

- If clauses either precede or follow the main clause, if they precede the main clause, we separate them with a comma.

If you eat a lot of sweets, you'll gain weight.

OR

You'll gain weight if you eat a lot of sweets.

- If there is only a slightly possibility of something happening, we can use **should**.

If you should ever go to Lahore, visit the museum.

In this case, **if** can be omitted: **should** comes before the subject (inversion).

Should you ever go to Lahore, visit the Museum.

Examples

- i. If you work hard, you will succeed.
- ii. If it rains, I will not go to the playground.
- iii. I will go to the party if he invites me.

7. Write eight first conditional sentences.

Second Conditional Sentences

If clause	Main clause	Use
If + Past Tense (simple or continuous)	would } could } + present infinitive might } If he were still living with his parents, he would be able to save more money.	Unreal or imaginary situations in the present
	If I won a lot of money, I would spend most of it travelling around the world.	Events that are unlikely to happen in the future
	If I were you, I wouldn't argue with my employer.	To give advice

NOTE:

- We use **were** instead of **was** in type 2 conditional sentences in formal English.
If he were not so lazy, he would be more successful.
- **If** can be omitted when it is followed by **were**; **were** comes before the subject (inversion).
Were he taller, he could become a basket ball player. (= If he were taller, ...)
- We can use **will/would** in the if-clause (Type 1+2 conditional sentences) to express desire, willingness, politeness, insistence, annoyance,

uncertainty or to make a request.

If you will keep on being so noisy, I'll have to report you.

I would appreciate it if you would turn the radio down.

Examples

- i. If it rained today, I would bring umbrella.
- ii. If I had enough money, I would travel around the world.
- iii. I would launch more developmental projects if I were the president of Pakistan.

8. Write ten second conditional sentences.

9. Change the following first conditional sentences into second conditional sentences.

- i. If he comes, I will go with him.
- ii. If she has a doll, she will give it to you.
- iii. If I win a million rupees, I will stop working.
- iv. If you give respect, you will get respect.
- v. If my mother cooks food, I will eat happily.

10. Change the following second conditionals into first conditional sentences.

- i. If I had enough money, I would buy a plane.
- ii. If he worked hard, he would pass the exams.
- iii. If my boss phoned, I would attend his call.
- iv. If they wrote letters, the teacher would read.
- v. If you got sick, father would take you to doctor.

Oral Communication

Three students sharing ideas in a group

Kamal: Why don't all the children go to school?

Ajmal: Well, their parents do not have enough money. If they had enough money, they would send their children to schools.

Akbar: Yes, you are right and even, they don't have money to buy books. Poor people are living hand to mouth.

Kamal: My friends, I think we all should help such children.

- Ajmal:* Yes. It is our religious and moral duty to help them.
- Kamal:* But how can we help them?
- Akbar:* Well, in my opinion, we can help poor children by providing books.
- Akmal:* How and where would we provide them?
- Akbar:* I believe, we can collect money and arrange books for the poor children and provide them in our respective areas.
- Ajmal:* Good point, but how to manage it?
- Akbar:* Let's go and take advice of our teacher. He can guide us properly.
- Ajmal and Kamal:* Let's go.

11. Group discussion

Divide the class into different groups and ask them to share their ideas and information about 'The Causes of Environmental Degradation', and plan to raise awareness of the trees plantation.

Unit 10

PROVIDING FIRST AID

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- translate the paragraph into Urdu.
- proofread and edit the given passage.
- use transitional devices learnt earlier.
- recognize and use parenthesis to express an amount in numbers previously expressed in words.
- use active and passive voice.

Pre-reading

- When does someone require first aid?
- Have you ever given first aid to someone?



First aid is the assistance given to any person suffering a sudden illness or injury to preserve life, prevent the condition from worsening and promote recovering. It is the temporary and immediate help. Any lay man can be trained to administer first aid. First aid knowledge ranges from taking care of cuts to dealing with an unconscious person.

Aims:

The key aims of first aid can be summarized in the following three key points, sometimes known as the three Ps.

1. **Preserve life:** The most important aim of first aid is to save life and minimize the risk of death.
2. **Prevent further harm:** This covers both external factors such as moving a patient away from any cause of harm, and applying first aid techniques to prevent worsening of the condition.
3. **Promote recovering:** First aid also involves trying to start the recovering process from injury or illness, and in some cases might involve completing a treatment, such as in the case of applying a plaster to a small wound.

Providing First Aid

Burns, bone fractures, wounds and bleeding often require first aid.

- **Stop the bleeding:** Minor cuts and scrapes usually stop bleeding on their own. If they do not apply gentle pressure with a clean cloth or bandage. Hold the pressure continuously for 20 to 30 seconds. Do not keep checking to see if the bleeding has stopped because this may damage or **dislodge** the clot that is forming and cause bleeding to resume. If blood **spurts** or continues flowing after continuous pressure, take the victim to hospital immediately.
- **Clean the wound:** Rinse out the wound with clean water. To clean the area around the wound, use soap and a washcloth. But soap can irritate the wound, so try to keep it out of the actual wound. Cleaning reduces the risk of infection and tetanus. If dirt or **debris** remains in the wound after washing, use tweezers (cleaned with alcohol) to remove the particles. If debris still remains, go to the doctor.
- **Apply an antibiotic:** After you clean the wound, apply a thin layer of an antibiotic cream or ointment to help keep the surface moist. The ointment



does not make the wound heal faster, but it can help body's natural healing process work fast.

- **Cover the wound:** Bandages can help keep the wound clean and keep harmful bacteria out.

First Aid Box

Every office, factory, home and school should have an accessible first-aid box with the following recommended basic contents:

- **Band-aids (Plasters):** Band-aids or sticking plasters are good for dressing small wounds. They come in all shapes and sizes for fingers, legs, and anywhere else you might get little cuts. Make sure the band aid is big enough to cover the wound, if not you should use a dressing instead.
- **Elastic Bandages:** The elastic bandages are good for wrapping sprained joints or making a sling in the case of a broken arm.
- **Gauze and Adhesive Tape:** Gauze-pads or rolls are cloth pads that are placed directly on a wound to protect and control bleeding (for larger cuts and scrapes). You will need adhesive tape to keep the gauze in place. In an emergency, a clean cloth, hand towel, can be used to cover the wound.
- **Antiseptic Wipes (Alcohol Swabs) and Cotton Wool:** These are used for cleaning the wounds.
- **Safety Pins and Tweezers:** Safety pins are used to fasten the bandages and tweezers are used for taking pieces of small stones out of wound.
- **Scissors:** A pair of scissors is needed to cut the tape and gauze.
- **Latex Gloves:** Latex gloves are always a good idea, especially if you are dealing with body fluids of a stranger.
- **Calamine Lotion:** Calamine lotion is used for soothing sunburns and stings.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. When does a person require first aid?
- ii. How can a life be saved?

- iii. What are key aims of first aid?
- iv. What are the conditions that require first aid?
- v. Why should we cover the wound?
- vi. What basic contents are recommended for a first aid box?
- vii. How can bleeding be stopped from cuts and wounds?
- viii. What is the function of applying antibiotic cream on wounds?
- ix. How can sprained joints be wrapped?
- x. What things can be used to cover the wound?

2. Choose the best option to complete the following sentences.

- i. The most important aim of first aid is
 - a) to save life and minimize the risk of death.
 - b) to take patient to hospital.
 - c) to save life and maximize the risk of death.
 - d) to give medicines.
- ii. If blood spurts or continues flowing after continuous pressure
 - a) provide first aid.
 - b) seek medical assistance.
 - c) apply gentle pressure with clean cloth.
 - d) wash it with water.
- iii. Cleaning reduces the risk of
 - a) allergy. b) rash.
 - c) infection. d) germs.
- iv. Band-aids are good for dressing small
 - a) wounds. b) burns.
 - c) fractures. d) sprained joints.
- v. Calamine lotion is used for soothing sunburns and
 - a) stings. b) rash.
 - c) wounds. d) cuts.
- vi. First aid involves trying to start the recovering process from
 - a) injury or illness.
 - b) headache to backache.
 - c) sore throat to coughing.
 - d) home to school.

- vii. Burns, bone fractures, wounds and bleeding
 - a) do not require first aid. b) never require first aid.
 - c) often require first aid. d) hardly require first aid.
- viii. If dirt or debris remains in the wound after washing, use tweezers
 - a) to do bandage. b) to provide comfort.
 - c) to remove the particles. d) to wash the wound.
- ix. Gauze-pads or rolls are cloth pads that are placed directly on a
 - a) leg to protect and control bleeding.
 - b) wound to protect and control bleeding.
 - c) arm to protect and control bleeding.
 - d) finger to protect and control bleeding.
- x. Any lay man can be trained to
 - a) take first aid. b) read first aid.
 - c) administer first aid. d) buy first aid kit.

Critical Thinking

How can first aid awareness be raised in the educational insitutions?

Vocabulary

3. Translate the following paragraph into Urdu.

First aid is the assistance given to any person suffering a sudden illness injury to preserve life, prevent the condition from worsening and promote recovering. It is the temporary and immediate help. Any lay man can be trained to administer first aid. First aid knowledge ranges from taking care of cuts to dealing with an unconscious person.

Writing

4. Proofread, and edit the given passage. Correct the following errors.

- Verb tense
- Missing punctuation marks
- Spellings
- Subject-verb agreement

Passage

I am lucky to have such a wonderful family. They have always treat me like a special person. Now that I lived in England I dont get to see most of them. Writing about my family keeps them close to my heart.

I will start by telling about my mother. Her name is Saira. She is 36 years old and was born in Quetta, Balochistan. Her birthday is on February 27. She is a lady doctor and have a very loving nature. My mother is the best person in the whole world for me.

Punctuation

Parenthesis (Round brackets)

Use of parenthesis to express an amount in numbers previously expressed in words.

Examples

- i. He spent ten thousand rupees (Rs. 10000) on buying clothes.
- ii. Almost ninety percent (90%) students have qualified for next class.
- iii. My father walks five kilometers (5km) daily.

5. Write five sentences using parenthesis to express an amount in numbers previously expressed in words.

Grammar

Active and Passive Voice

7. Change the following active sentences into passive and passive sentences into active.

- i. The peon rings the bell.
- ii. English is taught by Mr. Ehsan.
- iii. He sells pencils.
- iv. They invited me to a party.
- v. Her work has been finished by her.
- vi. Graham Bell invented the telephone.
- vii. The culprits had been arrested by the police.
- viii. My homework is being done by me.
- ix. People speak English in many parts of the world.
- x. They will help the poor.

Remember!

Active voice refers to that sentence in which the subject performs an action, for example: She cooks food.

Passive voice refers to that sentence in which the subject receives the action of the verb, for example, Food is cooked by her.

Unit 11

THE PLEASURE OF READING BOOKS

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- use context to infer missing words.
- write précis of the given passage.
- recognize and use parenthesis to mark off explanatory or supplementary material.
- use preposition of position, time and movement, and direction.
- change the narration.
- exhibit appropriate etiquettes of interacting with audience.

Pre-reading

- What do you do in your spare time?
- What is your favourite hobby?



What is the greatest pleasure of life? If anybody asks this question, different people may hold different views and acclaim aesthetic, **intellectual**, or typical ethical pleasure as their specific choice. There is, however, no second opinion that the greatest pleasures of life come from reading good books. Indeed, books bring **immense** joy, enlarge the frontiers of knowledge and

widen the outlook of the reader.

Happy is the man who acquires the habit of reading when he is young. He has secured a lifelong source of pleasure, instruction and inspiration. So long as he has his beloved books, he never feels lonely. He always has a pleasant occupation of **leisure** moments, so that he never feels bored. He is the possessor of wealth more precious than gold. Poor indeed is the man who does not read, and empty is his life.

The blessings which the reading habit **confers** on its possessor are many provided that we choose the right kind of books. Reading gives the highest kind of pleasure. We read some books, simply for pleasure and amusement. Good novels and books of imagination must have their place in everybody's reading. When we are tired or the brain is weary with serious study, it is a healthy recreation to **immerse** ourselves in some absorbing story written by a master hand.



It is said, '**Reading is to the mind what exercise is to the body.**' That is why a civilized man is drawn to a good book more than he is drawn to any other form of entertainment like the movies, the television or football and cricket. The pleasure derived from the other entertainment may also be good, but their effect is not as lasting as the effect of reading.

Different kinds of books give us different types of pleasure. There are numerous books to please and satisfy different readers. There are many informative books on history, biography, philosophy, religion, travel, and science which we ought to read, and which will give us not only pleasure but also education and knowledge. Apart from it, reading poetry also holds immense importance, for the best poetry gives us the noble thoughts and beautiful imaginings clothed in lovely and musical language.

As a matter of fact, books are our everlasting friends. They stay with us during the whole life: in babyhood we hear parents read us fairy tales, in our teens we **swallow** exciting suspense novels page after page and when we become adults we still find gripping books that absorb us. But today many

people say that modern life is so fast and full of action that they do not have time and desire to read books; they consider reading to be nothing more than waste of time. Furthermore there are a lot of people who are sure that products of modern technologies like computers can replace traditional books. Nevertheless, there are people, who receive pleasure from reading books and believe that books will never disappear from their lives. They feel certain that books teach us what is right and what is wrong; they enrich the inner world of a reader and certainly entertain him.

Nevertheless, reading is a trend that is slowly **diminishing** as other media which seem more attractive are taking its place. More and more people prefer to watch TV or surf on the Internet instead of reading. Though mainly reading is the best way to make your brain work. When we read a book we entirely immerse into it: we try to **conjure** how the characters look like, how we would behave if we were in the shoes of this or that character – our brain doesn't stop working. Books contain grains of wisdom. They give us sound moral advice and teach us what is right and what is wrong.

A book guides us in different ways. It is a friend and a teacher. Books teach people to live. After reading some books it is easy to understand what should be done and what must not be done. Book also gives a unique chance to link up with authors who lived in different ages and countries. Through reading books we hear their voices, thoughts and feelings.

We can say that books are a veritable treasure: you can never be lonely in the company of a good book. Actually reading is such an amazing habit: the deeper you **delve** into it, the more you are drawn to it. Reading is a nice means to relax and de-stress after a hard day. However, books not only entertain us and provide valuable knowledge, but they also sharpen our intellect, encourage imagination and enhance vocabulary.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. How does reading books provide pleasure to the readers?
- ii. What is the importance of reading poetry?
- iii. How do books stay with us during the whole life?

- iv. How has the media affected the habit of reading books?
- v. 'Books contain grains of wisdom.' Explain it.
- vi. Why does not a person feel lonely in the presence of books?
- vii. How can we hear the voices and thoughts of the authors who lived in different ages and countries?
- viii. What is the importance of choosing the right kind of books?
- ix. What sort of books do you read in your free time?
- x. How can books be our ever-lasting friends?

2. Choose the correct option to complete the following sentences.

- i. Happy is the man who acquires the habit of _____ when he is young.
 - a) writing
 - b) speaking
 - c) listening
 - d) reading
- ii. It is said, 'Reading is to the _____ what exercise is to the body.'
 - a) mind
 - b) head
 - c) body
 - d) hand
- iii. There are numerous books to please _____ readers.
 - a) same
 - b) different
 - c) old
 - d) young
- iv. More and more people prefer to watch TV or _____ on the Internet instead of reading.
 - a) surf
 - b) sit
 - c) use
 - d) look
- v. Reading is a nice means to relax after a hard day's work.
 - a) stress
 - b) de-stress
 - c) sit
 - d) sleep

3. Write 'T' for true and 'F' for false sentences.

- i. Different kinds of books give us different types of pleasure.
- ii. The best poetry gives us the noble thoughts and beautiful imaginings clothed in depressed and musical language.
- iii. There are a lot of people who are sure that products of modern technologies like radio can replace traditional books.

- iv. After reading some books, it is easy to understand what should be done and what must not be done.
- v. Book also gives a unique chance to link up with authors who lived centuries ago.

Critical Thinking

4. Read the following paragraph and infer the missing words.

Reading books can develop a person's comprehension by learning _____ words. The easiest way to _____ this is to look up meanings of the words in the _____ which are not understood when they are read first time. Writing these words down and reciting them _____ also help to keep them in memory. Incorporating these new words in _____ speaking will increase language skills and _____ confidence of the speaker as well. The second effect that _____ books has is vocabulary growth. Along the same lines of comprehension, the growth of _____ is also very important. Having large vocabulary is not only impressive but also _____ in many areas of public speaking.

5. Can modern equipments replace the habit of reading books? Discuss in groups.

Writing

Précis:

A précis is a concise and clear statement of the substance of a longer passage in a connected and readable shape. A précis must be accurate, brief and clear. A précis should be about one-third of the original passage.

Rules for writing a good Précis:

- (i) **Determine the theme of the passage:** It is very important to find out the central idea or the theme of the passage. Soon you will be analyzing the passage to separate the major points from the minor ones, and the various points become major only in relation to the central or main theme of the passage.

- (ii) **Précis is not the reproduction of important sentences:** Do not form your précis by reproducing a few sentences and deleting others. Précis writing is not the art of selection and deletion; it is the art of remodeling.
- (iii) **Brevity is good but not at the cost of clarity:** Brevity is the soul of précis writing. But brevity is not to be achieved at the cost of clarity. If the addition or retention of a few words add to the clarity of your précis, they should be included by all means.
- (iv) **Use your own language:** Précis has to be written, as far as possible, in your own words.
- (v) **Précis is always written in the third person:** If the author has used the autobiographical form of narration or description, you should change the form. You should begin your précis with '*The author says...*' Secondly, you should avoid the use of direct speech in your précis. The use of indirect speech will make it more compact.
- (vi) **No comments please!** You are not supposed to give any comments, appreciative or critical, on the ideas expressed in the passage. Your job is to interpret faithfully and not to evaluate the mind of the author. You are reproducing – briefly and relevantly – and not creating.
- (vii) **Reduce the passage to its one third:** Unless otherwise indicated, you are supposed to reduce the passage to one-third of its original length.

6. Write précis of the second paragraph of the unit.

Punctuation

Parenthesis is also used to mark off explanatory or supplementary material.

Examples

- i. Mr. Ajmal (the fat man) has got a job.
- ii. My brother (the naughty boy) is sick today.
- iii. Shazia (the intelligent girl) is studying.
- iv. The boys (wearing black shoes) are playing in the ground.
- v. The phone (on the table) is ringing.

7. Write eight sentences using parenthesis to mark off explanatory or supplementary material.

Pronunciations

Preposition	Usage	Example
On	• Days of the week	<i>On Monday</i>
	• Calendar dates	<i>On 17th / on 17th May / on 17th May 2012</i>
	• 'Special' days	<i>On my birthday / on my wedding anniversary</i>
In	• Months/Seasons	<i>In January / in winter</i>
	• Year/Decade	<i>In 2012 / in the 1980s</i>
	• Period of the day	<i>In the morning / afternoon / evening</i>
	• After a certain period ('When')	<i>In two hours / in a few minutes</i> (literally - two hours/a few minutes from now)
At	• 'Night'	<i>At night, we... (not 'in the night')</i>
	• 'Weekend'	<i>At weekends, I normally - ('on weekends' is also correct)</i>
	• A precise time	<i>The staff meeting is at 9:30</i>
(From...) to	• Marking a period of time	<i>From Monday to Wednesday</i>
	• Telling the time	<i>Twenty (minutes) to five</i>
Past	• Telling the time	<i>Half past eight</i>
Till/until	• Marking a period of time	<i>From Monday till / until Wednesday</i>
	• Marking How long	<i>We are working on this till / until June</i>
By	• 'At the latest'	<i>I will finish it by Monday</i>
	• 'Up to this point'	<i>By December 2011, we had completed half</i>
Since	• 'From then to now'	<i>I've been working here since 2004</i> (= for six years)
For	• 'Over this period of time'	<i>The project was for four years</i>
Ago	• 'At this past point'	<i>It started three years ago (= in 2009)</i>
Before / Prior to	• 'Earlier than this point'	<i>Before / prior to this policy, no such mechanism existed</i>

8. Complete the following sentences by inserting the correct preposition.

- i. I went to Sibi _____ 2010.
- ii. He will meet me _____ Monday.
- iii. Come to my home _____ 3' O'clock.
- iv. He jumped _____ the river.
- v. My brother has gone _____ library.

Changing the narration

Direct Speech

In direct speech we repeat speaker's exact words. These words are in quotation marks, for example, He said, 'I am working hard.'

Indirect Speech

In indirect speech we do not repeat speaker's exact words rather it is a report on what someone else said or wrote without using that person's exact words, for example, He said that he was working hard.

9. Change the direct speech into indirect speech.

- i. She said, 'It is raining heavily.'
- ii. Amjad said, 'I have a car.'
- iii. The teacher said, 'I have been to Karachi.'
- iv. Mother said, 'I am going to prepare lunch in the kitchen.'
- v. He said, 'My brother bought a motorbike.'
- vi. He said to him, 'Please wait for me.'
- vii. My friend asked, 'Do you read books?'
- viii. She said to me, 'where do you work?'
- ix. The teacher said, 'Open the door.'
- x. She said, 'Who are you?'

10. Change the indirect speech into direct speech.

- i. He told that two and two make four.
- ii. Teacher told the class that earth revolves around the sun.
- iii. He requested me to lend him my book.
- iv. She exclaimed that the house was very lovely.

- v. Imran said that he would give me a pen.
- vi. He said that he had been teaching English for two years.
- vii. Amjad asked what they should learn that day.
- viii. Afzal said that he would be using the car next Sunday.
- ix. She said that she had been to Sibi.
- x. He asked me if I play football.

Oral Communication

Etiquettes of interacting with audience

- Be relaxed and confident.
- Give your short introduction.
- Introduce your topic in a sequence and logical manner.
- Use polite expressions, like I would like... May I have your attention please, I would like to draw your attention towards..., etc.
- Your voice should be audible to all the people listening to you.
- Involve your audience by asking questions.
- Do not discourage an individual whose answer is incorrect or not to the point.
- Follow proper manners, reflecting your maturity, sensibility and politeness.

11. Divide the class into different groups and ask each group to choose a group leader. Then assign them the task of preparing a presentation on 'importance of reading'. After their preparation each group leader will present a presentation on the given topic, take questions from the students and answer them.

A SILLY MASTER (STORY)

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- recognize the author's purpose and point of view.
- make connections between their own lives and the characters, events, motives, and causes of conflict in texts.
- write a story.
- use transitive and intransitive verbs.

Pre-reading

- When does someone require first aid?
- Have you ever given first aid to someone?

Once there was a very rich man, named Qasim. He had worked hard on his fields and Allah had given him a lot of wealth for his hard work. He had built a house in the city because he wanted his son and daughter to be well-educated. His two children were very young when they moved to the city. Qasim's children were so used to city life that they never went to the village again. Qasim earned a lot of money from his lands, but now most of the work was done by his servants. He depended on an old servant, Jamal for the management of his fields.

Jamal was very clever, but his master, Qasim, was cleverer. He could tell by going round his lands how much grain his fields were going to produce. He could easily estimate the expected income. He gave Jamal no chance to deceive him. In this way Qasim was earning a lot without doing anything.



Qasim's children were living a comfortable life. Naeem, his son, was a **simpleton**. He never took the trouble of going to the village to inspect the fields and the crops as his father gave him enough money for his personal expenses.

Qasim had grown old and fallen ill, and soon passed away. Naeem had to take the place of his father. His mother advised him to go to the village and check if everything was going on well. The cotton crop had been harvested and sold, but Jamal had sent them lesser amount than usual. Naeem's mother wanted that her son should personally inspect the fields as his father used to do.

Naeem did not want to go away from the city. He was so used to the comforts of city life that he felt uneasy when he had to go to the village. But his mother kept on advising him. So he went to the village and stayed with his manager, Jamal. It was the winter season and the evenings were especially very cold. Jamal had lit a fire in the room and Naeem was sitting by the fire place. Suddenly he heard a strange noise. The jackals were howling outside.

"What's the noise?" asked Naeem.

"It is the noise of jackals," replied Jamal.

"They are sitting outside and howling."

"I do not like this noise", said Naeem. "Please send them away."



Jamal went outside and returned after a few minutes and said, "Sir, they have come because you are here. You are their master. They are cold. They want you to give them warm blankets."

"But I did not bring any blankets from the city," said Naeem.

"In that case you can give them some money for the blankets. They will go to the shop and buy blankets with the money," said Jamal.

Naeem handed him a thousand rupee note for the jackals. Jamal put the money in his pocket and went outside. He threw some stones at the jackals and

they ran away. Naeem was now feeling tired. He went to bed and slept soundly that night.

The next night, the jackals came again when Naeem was sleeping. He was disturbed by the noise. He called Jamal and said, "The jackals are here again. I cannot sleep because they are howling loudly. Go out and talk to them. Why have they come back and are making so much noise?"

Jamal went out of the room, stayed there for a few minutes and came back again.

"They are hungry, sir," said Jamal. "They want some food. They are not cold because you gave them money to buy blankets. They are asking you for food because you are their master."

"But I have no food to give them. Can they buy food from the shops? Take these thousand rupees and tell them to buy food. Jamal again put that money in his pocket, went outside and scared the jackals away. The jackals ran away and Naeem was able to sleep peacefully.

The next night, Jamal was in his master's room when they heard the noise of jackals again. They were howling around the house.

"Listen to that noise," said Naeem. "These jackals are here again. I gave them money for blankets and food. What do they want now?"

Jamal went outside. He threw stones at the jackals and they ran away. When he came back, Naeem asked, "What did they want?"

"They did not want anything, sir, replied Jamal. "They had simply come to say, "Thank you."

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. Why did Qasim build a house in the city?
- ii. Why did Qasim trust Jamal?
- iii. Why could not Jamal deceive Qasim?
- iv. Was Naeem as clever as his father? If not, give some reasons.
- v. Why did Naeem's mother advise him to go to the village?

- vi. Why was Naeem hesitant to go to the village?
- vii. What did Naeem hear while sitting in the room?
- viii. How much money did Naeem give to Jamal to get rid of the Jackals on the first night?
- ix. What happened the next night?
- x. How did Jamal prove to be a clever servant?

2. Choose the correct option to complete the following sentences.

- i. Qasim had built a house in the city
 - a) because he wanted his son and daughter to be well-educated.
 - b) because he wanted his sons to be well-educated.
 - c) because he wanted his children to be farmers.
 - d) because he wanted his children to be illiterate.
- ii. Qasim earned a lot of money from his lands, but
 - a) now most of the work was done by his servants.
 - b) now some of the work was done by his servants.
 - c) now some of the work was done by his brothers.
 - d) now most of the work was done by his uncles.
- iii. Jamal was very clever, but his master,
 - a) Qasim was fool.
 - b) Qasim, was more clever.
 - c) Qasim, was cleverer.
 - d) Qasim was wise.
- iv. The cotton crop had been harvested and sold, but Jamal had sent them
 - a) lesser amount than usual.
 - b) more amount than usual.
 - c) least amount than usual.
 - d) most amount than usual.
- v. His mother advised him to go to the village and check
 - a) if animals were fine.
 - b) if everything was going on well.

- c) if Jamal was sick.
- d) if their house was sold.
- vi. Jamal had lit a fire in the room and
 - a) Qasim was sitting by the fire place.
 - b) Naeem was sitting in the lawn.
 - c) Naeem was sitting by the computer.
 - d) Naeem was sitting by the fire place.
- vii. The jackals were
 - a) howling outside.
 - b) barking outside.
 - c) crying outside.
 - d) sitting inside.
- viii. Naeem handed Jamal
 - a) a Ten rupee note for jackals.
 - b) a fifty rupee note for jackals.
 - c) a thousand rupee note for goats.
 - d) a thousand rupee note for the jackals.
- ix. Who had been deceiving Naeem?
 - a) Qasim had been deceiving Naeem.
 - b) Jackals had been deceiving Naeem.
 - c) Jamal had been deceiving Naeem.
 - d) Shopkeeper had been deceiving Naeem.
- x. "They did not want anything", sir, replied Jamal,
 - a) "They had simply come to say, sorry".
 - b) "They had simply come to buy tomatoes."
 - c) "They had simply come to frighten you."
 - d) "They had simply come to say, Thank you".

Critical Thinking

3. Write a paragraph on 'Think before you speak'.

Writing

4. Write a story about an unforgettable event of your life.

Grammar

Transitive and intransitive verbs

Transitive verbs

Transitive verbs are action verbs that have an object to receive that action.

Examples

- i. My mother taught me.
- ii. She read a story yesterday.
- iii. I wrote a paragraph.

Intransitive verbs

Intransitive verbs are action verbs that they do not have an object receiving the action.

Examples

- i. He jumped.
- ii. I laughed.
- iii. The baby cried.

5. Write five sentences each using transitive and intransitive verbs.

Unit 13

TRY AGAIN (POEM)

By: William Edward Hickson

Students Learning Outcomes

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

- scan the text to answer the comprehension questions.
- skim text to infer main idea.
- give personal response with justification.
- use thesaurus to locate the synonyms.
- use third conditional sentences.
- ask, restate and simplify directions and instructions.

Pre-reading

- What is the importance of struggle in life?
- If we fail in any task, what should we do?



Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again.

Then your courage should appear,
For if you will **persevere**,
You will conquer, never fear,
Try, try again.

Once or twice, though you should fail,
Try, try again;
If you would at last prevail,
Try, try again.

If we strive, 'tis no disgrace
Though we do not win the race;
What should you do in that case?
Try, try again.

If you find your task is hard,
Try, try again;
Time will bring you your reward,
Try, try again;

All that other folk can do,
Why, with patience, should not you?
Only keep this rule in view,
Try, try again.

Reading and thinking skills

Comprehension

1. Answer the following questions.

- i. What is the lesson taught in the first stanza?
- ii. What should one do if he does not succeed?
- iii. How is failure not a disgrace?
- iv. Why do people fear in doing difficult tasks?
- v. What can we learn from our failure?
- vi. How can we overcome the fear?
- vii. Why is patience essential for becoming victorious?
- viii. How many times should we try and why?

2. Choose the correct option to complete the following sentences.

- i. If we do not succeed in first attempt
 - a) we should quit it.
 - b) we should keep on thinking.
 - c) we should try again.
 - d) we should not try again.
- ii. Fear of failure can be controlled by
 - a) trying again and again.
 - b) crying again and again.
 - c) discussing again and again.
 - d) eating again and again.
- iii. Patience is an important factor in
 - a) helping others.
 - b) encouraging friends.
 - c) losing victory.
 - d) achieving victory.
- iv. A difficult task requires
 - a) money and power.
 - b) courage and patience.
 - c) friends and enemies.
 - d. neighbours and assistants.

- v. When others can perform difficult tasks,
 - a) you cannot.
 - b) you should not.
 - c) you can as well.
 - d) you could not.
- vi. The poem 'Try again' is written by
 - a) William Wordsworth.
 - b) John Keats.
 - c) William Edward Hickson.
 - d) William Blake.
- vii. The theme of the poem is need of determination and persistency in
 - a) becoming victorious.
 - b) becoming patient.
 - c) becoming teacher.
 - d) becoming intelligent.
- viii. If a task is hard and difficult
 - a) we should quit it.
 - b) we should take it easy.
 - c) we should not quit it.
 - d) we should be angry.
- ix. Struggle may not bring success
 - a) at last.
 - b) at once.
 - c) at twice.
 - d) at thrice.
- x. Winners never quit and
 - a) quitters never quit.
 - b) winners never win.
 - c) quit and win.
 - d) quitters never win.

Critical Thinking

3. What is the main idea of the poem?
4. Give your personal opinions/response about the poem with justification.

Writing

- i. Paraphrase all the stanzas of the poem.
- ii. Write summary of the poem.

Vocabulary

5. Use thesaurus to locate the synonyms of the following words.

Words	Synonyms
heed	
succeed	
conquer	
prevail	
reward	

Grammar

Third Conditional Sentences

Remember

Third conditional sentences are used for untrue situations in the past. Their meaning is untrue in the present and the past. We can also say that the third conditionals are used to talk about events or situations in the past that could have happened, but did not. In 'if clause' we use had + third form of verb and in 'result clause' we use would + have + third form of verb.

Examples

- i. If she had invited him, he would have attended the party. (neither she invited him nor he attended the party)

- ii. If the teacher had enough money, he would have bought three expensive cars. (neither teacher had enough money nor he bought three expensive cars)
- iii. If I hadn't quit college, I would have been a teacher.
- iv. If you had helped him, he would have won the first prize.
- v. I would have helped her if she had asked me well in time.

6. Write five third conditional sentences.

7. Complete the following sentences by following the pattern of third conditional sentences.

- i. If it had snowed yesterday, we all would have _____. (enjoy)
- ii. If they had _____ (write) letters, they _____ (improve) their writing.
- iii. If we had _____ (catch) the earlier train, we would have _____ (got) there on time but we were late.
- iv. If I hadn't eaten so much, I _____ (will) not have felt sick.
- v. He would have _____ (be) on time for interview if he _____ (has left) the house at eight.
- vi. They would have helped me if I _____ (have tell) the mearlier.
- vii. He would have attended the lecture if I had _____ (invite) him.
- viii. Saira would not _____ (have gain) too much weight if she had been on diet.
- ix. If you had _____ (be) my teacher, I would have learnt a lot from you.
- x. He would not have _____ (attend) the class if he had _____ (be) sick yesterday.

Writing

8. Write an essay on 'Struggle is key to Success'.

Oral Communication

Asking for directions

i. How do I get to.....?

Excuse me, how do I get to the post office?

ii. Is there a near here?

Excuse me, is there a bank near here, please?

iii. Could/Can you tell me the way to?

Could you tell me the way to the bus station, please?

iv. Could/ Can you tell me where the ... is?

Excuse me, could you tell me where the restaurant is, please?

Giving/telling directions

- i. Go straight on...
- ii. Turn left ...
- iii. Turn right...
- iv. Go past...
- v. Keep going until you go to ...
Keep going until you go to the bank.
- vi. Take the first/second turn on your left/right.

Conversation (asking, telling and restating directions)

Faheem: Excuse me, could you tell me the way to the library, please?

Mujtaba: Yes, sure. Go straight on and keep going until you get to the post office. Then turn left and keep going until you get to the Quetta hotel. Turn right at the Quetta hotel and the library is on your right.

Faheem: Do I have to turn right at the Quetta hotel?

Mujtaba: No, turn right at the Quetta hotel.

Faheem: Oh! Could you tell me the directions once again, please?

Mujtaba: Why not! Now listen carefully. Go straight on and keep going until you get to the post office. Then turn left and keep going until you get to the Quetta hotel. Turn right at the Quetta hotel and the library is on your right.

Faheem: Thank you very much.

9. Work in pairs. Ask and tell directions of your school from your home.

Revision (Unit 9-13)

1. Answer the following question.

- i. How were trees used by the earliest man?
- ii. What things are made from wood?
- iii. Which country is the largest producer of rubber in the world?
- iv. How do trees serve us in other commercial ways?
- v. What things are included in first-aid box?
- vi. When should we apply an antibiotic on a wound?
- vii. Why should we have elastic bandages in our first aid box?
- viii. Why should not we keep on checking to see if the bleeding from wound has stopped?
- ix. How can a book guide us?
- x. What is your hobby?

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

- i. Trees always make an essential part of the scene.
- ii. The best poetry gives us the noble thoughts and beautiful imaginings clothed in depressed and musical language.
- iii. First aid knowledge ranges from taking care of cuts to dealing with an unconscious person.
- iv. Struggle is key to success.
- v. If we lose we should try again.
- vi. The poem 'Try again' is based on freedom.

3. Choose the correct option to complete the following sentences.

- i. Trees help _____ the atmosphere.
a) decrease b) increase
c) regulate d) grow
- ii. Minor cuts and scrapes _____ stop bleeding on their own.
a) hardly b) usually
c) sometime d) never

7. Change the narration of the following sentences.

- i. Father said, 'I am going to office.'
- ii. He said to me, 'Are you coming with me.'
- iii. I said to him, 'Who are you?'
- iv. He said to me, 'Can you help me?'
- v. The old man said to the boy, 'Please help me.'
- vi. The teacher said to the student, 'Always work hard.'

8. Paraphrase the last stanza of the poem 'Try-Again'.

9. Write summary of the poem, 'Try-again'.

Critical Thinking

10. Why are trees considered to be important for clean environment?

Creative writing

11. Write an essay on planning and raising awareness among the masses about importance of first aid during natural calamities.

Glossary

Words	Meanings
abandon	to leave/quit
abstinence	not allowing yourself
abundance	in large quantity
adherence to	sticking to
affection	love and kindness
ancestral	inherited
barrier	hurdle
bewildered	confused
bliss	great joy
boasted	praised oneself
bounties	reward
breath	life
confers	bestows / rewards
confers	compare
congenial	suitable
conjure	think / imagine
craftsmen	skilled labour
crown	reward
daffodils	flowers growing wild and in gardens. They mark the coming of the spring.
dash	move quickly
deceased	dead
delve	to search
diminishing	becoming smaller
disharmony	lack of unity or balance
dissemination	growth/spread
embraced Islam	accepted Islam
essential	important
feuds	bitter and lengthy quarrel
fluttering	making quick irregular movements
give up	to leave/quit

Words	Meanings
glee	happiness
grumble	complaint
identical	same
illicit trafficking	illegal - movement
immense	huge / great
immerse	to be completely involved in something
in letter and spirit	written out and acted upon
incurable	cannot be cured
indispensible	cannot be separated
intellectual	highly intelligent
intermingled	mixed together
invaluable	price less/very valuable
is passing away	i.e he is old and his days are nearly over.
jocund	happy
latex gloves	rubber / plastic gloves
leisure	free/enjoyment
lurch	to move in an irregular way, especially making sudden movements backwards or forwards or from side to side
luxurious	enjoying pleasure
maim	to injure a person so severely that a part of their body will no longer work as it should
milky way	the broad shining group of stars circling the sky
morality	rules of right conduct
obligatory	essential
organism	having life

Glossary

Words	Meanings
out-did	surpassed
pensive	sad
persuade	convince
petty	small/minor
phenomenon	set / characteristics
practicable	applicable/workable
preserve	to protect
prone	tending to/incline to
quinine	a medicine to treat malaria
regulate	to control/manage
renown	fame
safety foremost	safety first of all
scattering	throwing / dropping
simpleton	a person lacking common sense
solitude	loneliness / being alone
sorrow	traces of wrinkles
sprightly	lively
spurt	gush out/rush out
straying	lost/wandering

Words	Meanings
swallow books	reading books aimlessly
supplanted	replaced one thing with another
to flash	to appear suddenly
to float	to move through the air
to twinkle	to shine brightly
toil	hard work
tossing	moving up and down
trafficking	movement
tremendous	huge
vales	valleys
vary	differ / change

Teacher's Guide

Unit 1

- Conduct a pre-reading activity. Ask students what they know about Hazrat Muhammad-ur-Rasool Ullah Khatam-un-Nabiyeen (ﷺ). After that ask students to do reading of the text aloud, one by one and explain meanings of the difficult words. The teacher should ensure that the words are properly and correctly pronounced while reading. In the mean while the teacher must circulate among them to ensure that they are working properly and attentively.
- Help the students deduce meanings of the difficult words and use them in sentences.
- Tell the students the definition and some basic rules of writing a unified paragraph and then ask them to write the paragraph.
- Ask students to translate the given paragraph into Urdu.
- Revise the major types of nouns and ask students to do the given activity.
- Explain gerund and gerund phrases with help of the given examples. After that ask them to do the given activity.
- Explain type of sentences along with the examples, after that write a sentence on the board and ask students to change it into negative and interrogative sentences.
- Explain the expressions of expressing hopes and fears by using them in sentences. Then encourage students to read the given conversation in pairs. Then invite them to use these expressions in their own sentences and after that ask them to construct dialogue in pairs and perform in front of the class.

Unit 2

- First of all ask some warm up questions about modern inventions and discoveries.
- Tell the students to do the reading of first two paragraphs and ask them some questions about the same text to check their reading comprehension.

- After this tell them to do the reading of the whole unit and do the comprehension questions. You can also explain meanings of the difficult words.
- Encourage students to extract the main idea and supporting details of the given paragraph.
- Help students in finding correct spellings of the given words.
- Help them in finding the synonyms of the given words and use in sentences.
- Ask students to recall the rules of change of number of nouns and write the plural of the given nouns.
- Illustrate the use of adverbs learnt earlier with the help of the given examples and ask students to use adverbs in their own sentences.

Unit 3

- Encourage students to describe the given pictures and ask them what idea comes in mind after looking at the pictures.
- Tell them to do silent reading of the text and deduce meanings of the difficult words.
- After reading the text tell them to do the comprehension questions.
- Encourage them to recall the information given in the text and answer the question No 3.
- Do the given activity of alphabetizing the book titles, words and names.
- Ask them to write expository composition with the help of the transitional devices of comparison and contrast.
- Explain nouns that change meanings in the plural form with the help of examples and after that ask students to use the given words in their own sentences.
- Explain clauses and phrases by giving them different examples of clauses and phrases, after that ask them to identify clauses and phrases in the given activity.
- Explain main, subordinate and relatives clauses by writing examples on the board. After that encourage students to give examples of main, subordinate and relative clause.
- Get punctuation activity done.

- Tell them the expression for polite refusal and ask students to do the given activity in pairs.

Unit 4

- First of all ask some general questions about nature, then read the poem a loud.
- After reading the poem, explain the meanings of the difficult words, so that they could do the comprehension questions.
- Explain syllable division and stress pattern, so that students could pronounce the words properly.
- Explain figurative language (similes and metaphors) with the help of the given examples and ask them to give examples.
- Explain 'imagery' in poetry and its effect and impact on reader.
- Literary techniques such as personification, repetition and alliteration should be explained one by one by giving examples, so that they could comprehend them properly.
- Ask students to do the writing activity.

Unit 5

- Ask pre reading questions before reading of the unit. Explain meanings of the difficult words so that they could do the comprehension questions properly.
- Tell students to extract the main points of any paragraph and develop a mind map to summarize the text.
- Ask some relevant questions about the given picture and encourage them to describe it.
- Explain different parts of the formal letter and ask them to write a formal letter to city Mayer.
- Explain verbosity and avoiding verbosity by giving them examples and ask them to do the given activity.
- Do the given activity of regular and irregular verbs, as it is not a new phenomenon.
- Use the appropriate convention of interruption in your own sentences and then ask them to read the sentences showing conventions of interruption.

After that arrange a group discussion activity and ask students to use proper conventions of interruption in their discussion.

Unit 6

- Conduct a pre-reading activity to assess their previous knowledge about unity, faith and discipline.
- After reading and explaining the meanings of difficult words ask students to do skimming and scanning to find out the answers to the comprehension questions.
- Ask students to do the given activity of writing an application.
- Encourage students to translate the given paragraph into Urdu.
- Explain present and past participles with the help of the given examples and ask students to give their own examples. After that do the given activity.
- Explain order of adjectives with the help of the given chart and examples. After that encourage them to make sentences, following the correct order of adjectives in sentences.
- Explain and do the given punctuation activity with the help of the given pictures.

Unit 7

- Conduct a pre-reading activity by asking some questions about Handicrafts of Balochistan.
- Ask them to do the skimming of the text enabling them to do the comprehension questions.
- Encourage them to find out meanings of the difficult words and use them in sentences.
- Describe the given format of email by explaining different parts. After that ask students to analyze writing formal and informal emails with the help of the given chart. After that ask them to write formal and informal emails with the help of the given table.
- Explain infinitive and infinitive phrases with the help of the given examples. Encourage them to give examples. After that ask them to do the given activity.
- Explain the use of parenthesis and ask students to do the given activity.

- Divide the class into different groups and ask students to create and deliver class presentations with the help of the given guideline.

Unit 8

- Conduct pre-reading activity and ask some usual questions about kindness.
- Use scanning and skimming technique to find out the answers to the comprehension questions. Encourage them to find out meanings of the difficult words as well.
- Explain writing a personal narrative with the help of the given guideline and ask students to write a personal narrative.
- Explain and help students in analyzing the common roots, meanings and their examples with the help of the given chart.
- Ask students to recall the use of degrees of comparison of adverbs and read the given explanation with the help of examples. After that ask them to do the given activity.

Unit 9

- Conduct pre-reading activity and ask students to do silent reading of the text and after this, they can do the comprehension questions.
- Guide students in locating meanings of the given phrases and idioms.
- Explain writing 'persuasive essay' with the help of the given guideline and sample, then ask students to write a persuasive essay on getting education is essential for all.
- Explain use of semicolon and ask students to write sentences showing use of semicolon.
- Explain first and second conditional sentences with the help of the given examples and after that ask students to do the given activities of conditionals.
- Encourage students to participate in the given group discussion activity.

Unit 10

- Ask questions about providing first aid.
- After reading and explaining the unit, ask students to do the comprehension questions.

- Ask students to translate the given paragraph into Urdu.
- Encourage students to do the writing task of proof-reading and editing.
- Do the punctuation activity.
- Encourage students to recall the rules of changing the voice and ask them to do the given activity of active and passive voice.

Unit 11

- Ask students to go through the text. Meanings of the difficult words are to be explained. Ask them to do the comprehension questions.
- Ask students to infer and write the missing words in the given passage.
- Encourage them to write the précis of the passage.
- Ask students to do the punctuation and prepositions activities.
- Help students in recalling the rules of changing the narration and do the given activity of changing the narration.
- Practically tell students the etiquettes of interacting with people by using the required expressions and then arrange an activity so that students could use the proper expressions reflecting etiquettes.

Unit 12

- Read the story aloud so that they could understand it and do the comprehension questions.
- Encourage students to write a story based on their personal experience.
- Explain transitive and intransitive verbs with the help of examples and invite them to give examples.

Unit 13

- Conduct a pre-reading activity by asking questions related to importance of struggle in life. After that ask one student to recite the poem aloud. Explain meanings of the difficult words and ask students to do the comprehension questions.
- Explain third conditional sentences with the help of the given examples and encourage students to make third conditional sentences. After that do the given activity of conditionals.
- Tell them the expressions of asking and telling directions and ask them to do the given activity.