

Textbook of English Grade 7th



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Textbook of
English

Grade



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OUR MOTTO

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**Textbook of
English Grade - 7**



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Preface

English textbook for Grade VII has been developed according to the revised Curriculum 2017 to develop quality textbooks. With its new design and layout it meets the desired standards of quality textbooks. The book comprises a collection of materials, carefully developed to enhance communicative competence among learners with the help of oral and written instructional materials.

The main objective of this textbook is to enable the learners to acquire logical, interactive and communicative skills. The contents will inculcate ideas and nourish critical thinking skills in young minds. The students will benefit from the appropriate sociolinguistic and psycholinguistic aspects of English language duly addressed in the book.

The National Book Foundation has always strived for improvement in all qualitative aspects of its books ranging from designing and writing to printing. This new edition of class 7 English textbook incorporates graphics, content and exercises. The balanced blend of these elements is intended to make learning more pleasant according to the modern pedagogical principles. While developing the book the learning needs of the students are given due consideration. The production of this textbook is a collaborative effort and process, involving the writers, reviewers, technical facilitators, graphic designers and the staff and Professional Experts of the National Book Foundation.

It's a combined efforts of all engaged in its production. The textbook is an improved version on the previous editions. However there is always room for further improvement. All suggestions from the teachers will definitely help us to further improve it in the coming years. Such feedback will be highly appreciated.

May Allah guide and help us (Ameen).



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Unit No. 1

Blessings of Allah (سبحانه وتعالى)

After reading this unit the students will be able to:

- ❖ read a narrative and understand that it is a connected account from memory
- ❖ read a magazine article and learn to understand its logical flow of thoughts
- ❖ identify and talk about the blessing within ourselves and around us
- ❖ analyse the text for details and produce narrative style of writing
- ❖ know and learn types of narration and their conversion
- ❖ identify and use names for the groups of animals/birds
- ❖ identify and use of suffixes
- ❖ use prepositions in an appropriate way
- ❖ recount events using fluency devices
- ❖ use new idioms

Pre-Reading:

Teacher will open up a brain storming session with the whole class to list that day's events first and write these in order. Then for each action or event explore and find Allah's blessings in it.

It may look like this:

- 1- Woke up in the morning → Blessing of sleep and then waking up
- 2- Had shower → Blessing of clean water supplied to your home
- 3- Got ready for school → Blessing for a purposeful day

Tip for the teachers: For better time management this activity can be led by teacher using

Unit No. 1**Blessings of Almighty Allah** سبحانه و تعالی

It was still the early hours just before the break of dawn. Three human figures were seen sitting on a giant rock, waiting for the sun to rise. The air was refreshing and chirping of birds was adding to the calmness around. They were sitting there, utterly **spellbound** by the magical moment unfolding in front of them. They all seemed to be **immersed** in a state of deep spiritual peace as the mighty Margalla Hills lit up in an incredible golden glow right in front of them.

It was Saturday morning; Zahra and Taha along with their father were on Trail No 5 in Margalla Hills. Islamabad is encircled by the Margalla Hills towards its north and north-west borders. The city administration has maintained many trails in the hills for hikers which not only unfold the beauty of wild life in the hills but also provides the city dwellers with an incredible opportunity to maintain health and fitness. Zahra and Taha are also amongst the youth who love to explore the natural beauty of these hills and regularly go for hiking. It was, however, the first time that they had gone for hiking at such an early hour of the day.

They had left home just after Fajer prayers and started hiking on the trail. It took them thirty-five minutes to get to the middle of trail where they crossed a fresh water stream and settled on a higher rock. They were there to capture the panoramic view of the city from above in the rising sun. Zahra broke the silence and exclaimed:

"What a wonderful idea to experience the morning glory here today!" Taha replied, "Yes, indeed. All credit goes to Baba Jani".

Their father smiled **affectionately** and said, "All praises to Allah (سبحانه و تعالی) who has blessed us with this day to experience and recognize His countless blessings". Both Zahra and



Unit No. 1

Taha nodded in agreement. Their father continued, his voice loaded with **gratitude**,

"Indeed, it is only Allah (سبحانه وتعالى) who has created this world and many others. Look at this serene plantation, flowing clear water stream, chirping birds, cool breeze and then the sun which is rising from its **destined** place and lighting up the sky and everything beneath it".

Zahra added quickly, "And these beautiful purple and yellow wild flowers growing on the hills in the absence of any gardener!"

They all smiled on this mention and then there was a brief moment of silence as if in respect of the peace spread in the graceful hills.

They all watched in awe while golden sunlight started spreading across the thick green wild vegetation. The air was fresh and a light breeze was touching their faces, while a **flock** of birds was passing above them.

Taha said thoughtfully, "How many different and diverse blessings has Allah (سبحانه وتعالى) **bestowed** on us, Indeed Allah (سبحانه وتعالى) alone is the Creator of all".

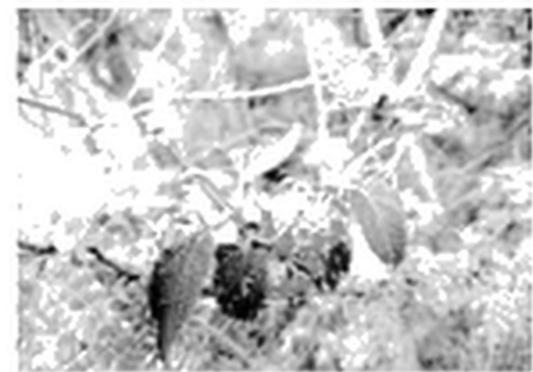
Zahra chimed in, "And do not forget the blessing of family and friends in our life while counting all other blessings around us."

"Of course Zahra," said her father, "and our purpose-built physique is also a gift of Allah (سبحانه وتعالى). We have strong bodies, as well as intellect to live our life purposefully".

Zahra spread her arms in joy and said, "I wish I could capture this serenity for always. I am thankful that I can save this day and these feelings as a treasured memory in my mind forever."

Their conversation was **interrupted** when a group of monkeys suddenly appeared from behind the bushes and sat near them. "Perhaps they are here in search of food. It seems that we should leave this place now and move ahead", said their father. Taha stood up **reluctantly** and reading his facial expressions Zahra said, "Baba Jani, I think this was enough for today and we should go home now. Taha seems to be tired." Their father smiled knowingly and Taha added quickly, "In fact, I am feeling hungry and want to enjoy the blessing of delicious breakfast, Mummy must have prepared by now!"

Zahra chuckled in delight and they all started **descending** from the high point of Trail 5 walking towards the car parking. All were pleased with themselves and thankful for the wonderful experience they just had and were hoping to be in that beautiful environment again



Common Wild Flowers in Islamabad especially in Spring Season

Unit No. 1

**Understanding and Comprehension**

1- Answer the following questions:

Reading for detail:

- a. What was the time and day when the family of three went for hiking in Margalla Hills?
- b. Can you name the place where they went?
- c. Is this the only place to visit in Margalla Hills?

Reading for meaning:

- d. What provides city dwellers the opportunity to maintain health and fitness?
- e. What is meant by "our purpose-built physique"?

Reading for inference:

- f. Why were they mesmerized and what made them start a conversation?
- g. What were the thoughts of the father on the beauty of the environment they were in?
- h. What time of the year might this have been? Give reasons for your answer.

Reading for analysis:

- i. How is our "purpose-built physique" a blessing for us? Think about it and give your answer with three reasons.

**Working with Words:**

1- Vocabulary, Diction and Pronunciation

In Class VI, you learned about phonetic symbols and transcription. Recalling that experience read the words with the help of phonetic script and practice in class. Also learn their spellings and meanings.

Unit No. 1

Words/ Classification	Phonetic Transcription	Meaning
Spellbound <i>verb</i>	/ˈspɛlbʌnd/	hold the complete attention of (someone) as though by magic; fascinate.
Immersed <i>Verb</i>	/ɪˈmɜːs/	dip or submerge in a liquid.
affectionately <i>adverb</i>	/əˈfekʃənətli/	in a way that displays fondness or love
Bestowed <i>Verb</i>	/bɪˈstəʊ/	confer or present (an honour, right, or gift).
Gratitude <i>Noun</i>	/ˈgratɪtjuːd/	the quality of being thankful; readiness to show appreciation for and to return kindness.
Destined <i>adjective</i>	/ˈdestɪnd/	(of a person's future) regarded as developing as though according to a pre-existing plan.
Sprawling <i>adjective</i>	/ˈsprɔːlɪŋ/	spreading out over a large area in an untidy or irregular way.
interrupted <i>adjective</i>	/ɪntəˈrʌptɪd/	stop the continuous progress of (an activity or process).
Descend <i>Verb</i>	/dɪˈsend/	move or fall downwards.

TASK:

Work in pairs and help each other in making sentences of the words given in the table above. *For example:* The sailor was *spellbound* by the view of deep blue ocean sparkling under sunlight.

Unit No. 1

Reading Makes Us Wise!!

This reading section is added to help students improve reading skills. Students should be advised to use given techniques of silent reading on their own. While reading they should use indicators given in the box towards the right.

Water: One of Allah's Greatest Blessings By: Harun Yahya

One of the great blessings that human beings cannot manufacture, despite having all the raw materials available, is water. The greatest requirement of life, is provided readymade for us by God. We cannot watch water forming in a laboratory nor produce it ourselves. Water came into being one time only during the creation of the Earth; the same water has been allowing living things to survive ever since.

It is impossible for life to exist without water. Water is a substance specially created by God as the basis for life, and with all its physical and chemical properties created in such a way as to support life. Millions of different life forms on Earth survive by means of water, and it helps in creating the necessary balance for life to exist.

Water is a molecule that results from two hydrogen atoms bonding to one oxygen atom. Oxygen and hydrogen atoms are abundant in nature, but they do not just bind together to form water; these atoms need to collide in order to produce water. This collision essential for the formation of water is only possible at a very high temperature and at a very high level of energy.

The high temperatures needed to produce water are not currently present on Earth. It is therefore impossible for new water molecules to form.

Silent Reading

While reading the text use indicators to help you read for understanding and retention:



I have a question / I don't understand



It is surprising / It is a new thing for me



I can relate this / I can make a connection (text, self, world)



Circle any difficult word, guess from contextual clues



I think this is the main idea



It is amusing / Interesting

You may create other indicators to help you read better



About the Author of the article:

Harun Yahya, (born on February 2, 1956) Harun Yahya, is a Turkish writer who has written extensively on the scientific evidences found in Islam in general and in The Noble Qur'an in specific. The book *Miracles of The Qur'an* is one of his most famous books.

Unit No. 1

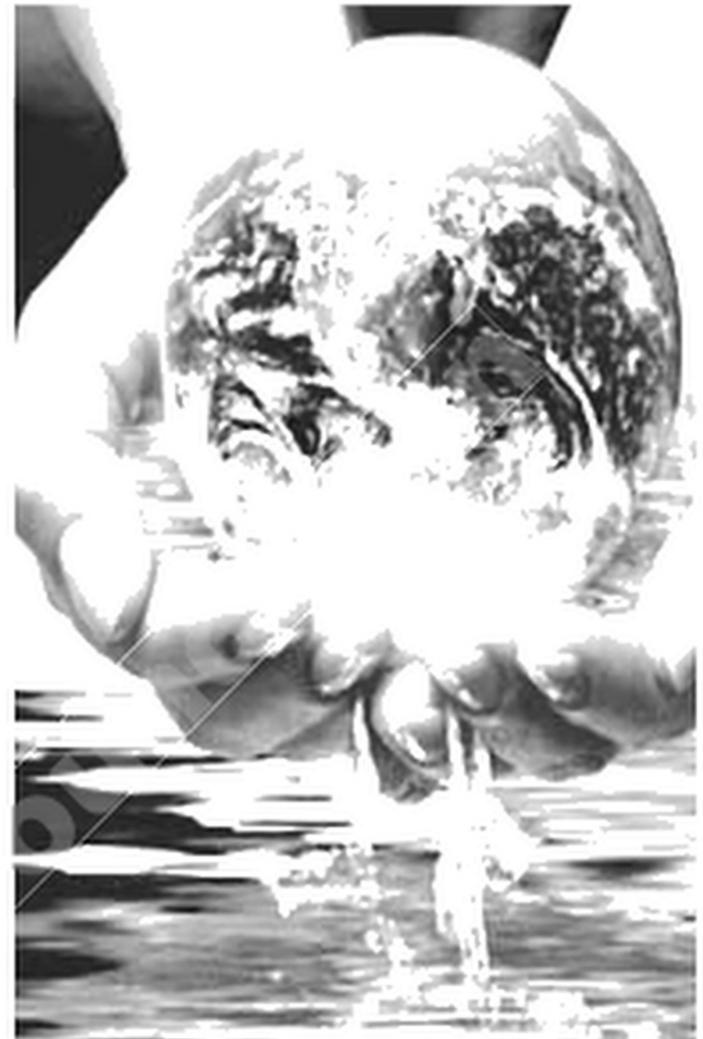
The water on Earth which we drink and use, and that constitutes the seas and oceans, is the water that formed as the result of the high temperatures during the creation of the Earth 4.5 billion years ago. However, that is by no means the end of the miraculous properties of water.

There is no water, the precondition for life, on any of the other 63 celestial bodies in the Solar System. Yet a large part of the Earth is covered by water; indeed, the seas and oceans represent three quarters of the surface of the Earth. There are also countless lakes and rivers on the land. The glaciers on the peaks of mountains are the frozen form of water and a significant amount of the Earth's water is also in the sky. A cloud contains tens of thousands and sometimes even millions of tons of water. Part of that water sometimes descends in the form of droplets, rain. There is also a certain amount of water vapour in the air you are breathing now.

Rains, seas, rivers, streams, oceans, the drinkable water that appears when you open the faucet: Most people are so familiar with the idea of water that they may never think of the importance of much of the world being covered with it. Yet water is a very rare compound in space. The fact that of all the known celestial bodies only the Earth has water - and the fact that this water is drinkable - is a most miraculous fact.

Although human beings can survive for one or two weeks without food, they cannot go any more than three or four days without water. The body consists of 55 per cent to 75 per cent water, and can lose up to two to three litres of water per day through activities such as perspiration and respiration. The water lost is made up by the water drunk.

This article can be accessed online at <https://www.harunyahya.com/en/Articles/188476/water-a-blessing-from-allah>





Language Corner

1-Narrative Style of Writing:

The four main genres of writing are: descriptive, expository, persuasive, and narrative. Narrative writing is the most frequently used writing style in both fiction and non-fiction writing. In a narrative style, the author not just tries to impart information, but also construct a story which has characters and settings. It has a sequence of events, the plot that unfolds the story in a sequence. Types of narrative writings are: oral histories, novels/novellas, poems, short stories, anecdotes.

TASK: Fill in the blanks with the help of the word bank given at the bottom of this narrative.

_____, the city was not as crowded it is today. _____, there was one traffic light on the main road, and the traffic was regulated well. _____, as the population of the city grew, this increased the number of vehicles on the road. _____ traffic jam had become a regular feature on the main road. _____ needed more traffic lights to keep the traffic smooth.

In the early days, First, So the city, In later years, Resultantly

2-Revision of nouns, adjectives, verbs and adverbs:

Make four columns named as nouns, adjectives, verbs and adverbs. Now write the words given below in the relevant column.

Serenity, actively, stumbling, landscape, flock, anxiously, chucked, knowingly, mesmerized, hilly, family, pearly, berries, quietly, chilly, refreshing, hike, trail, administration, graceful, maintain, descend, friends, friendly, scenery, hills, gigantic, delicious, blessing, Mummy

Verbs	Nouns	Adverbs	Adjectives

Unit No. 1

3-Understanding Meaning of Suffixes and their usage:

A **suffix** is added to a root word to change the meaning of the word. For example in *beautiful*, 'ful' is the suffix.

In the column A below, commonly used suffixes are given while in column B their meanings are given. Draw a line from the suffix to its meaning.

Hint: If you're stuck, think of a word you know that ends with that suffix.

A-Common Suffixes	B-Meaning of Suffixes	C-Examples of words after adding suffixes.
-able	more than	Applicable, _____
-ful or -full	characteristic or way of being	Thankful, _____
-less	the most	Harmless, _____
-ly	action or state	
-ment	believes or does	
-ist	characterized by/inclined to	
-ness	worthy of, able to	
-est	without	
-er	full of	
-y	is like	

TASK: Circle the words with suffixes in the paragraph below.

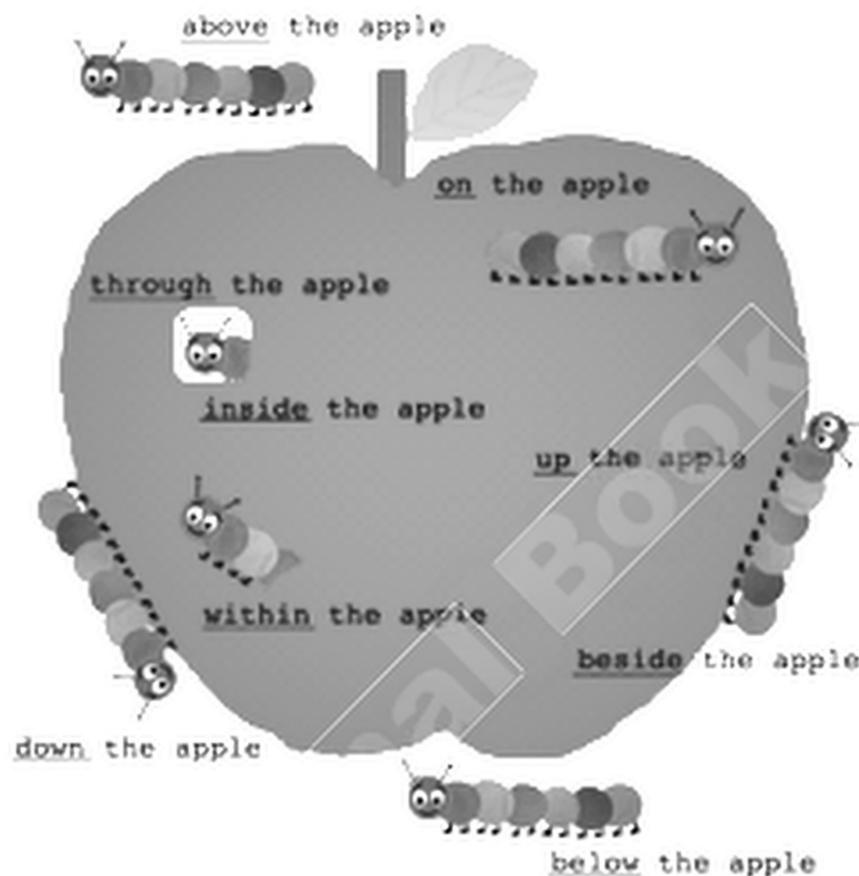
You don't have to be a botanist to grow your own food! The warmest time of year is the best time for planting some seeds, while others can only grow when planted during colder times. Some plants, like tomatoes, become droopy if you don't water them daily. You must make sure the soil has just the right amount of wetness for each type of plants. Gardening can be difficult, but the right knowledge can make it easier.

Unit No. 1

4-Understanding and Using Prepositions at Right Places:

A **preposition** is a word which expresses relationship of a noun or a pronoun to other words of the sentence. For example, in the sentence "The students were having a discussion **about** the exams", "**about**" is the preposition which shows the relationships between the noun with other words of the sentences. Some of the commonly used prepositions are:

'in, of, to, at, by, for, with, under, above, into, upon, about, behind, beside, before, after, towards, inside, outside, below, around, between, among, since'



Task: Enlist the prepositions shown in this picture:

- i. _____
- ii. _____
- iii. _____
- iv. _____
- v. _____
- vi. _____
- vii. _____
- viii. _____
- ix. _____

5-Revising Punctuation:

Rewrite the following sentence using capital letter, commas, full stops, apostrophe, quotation marks, question marks and exclamation marks where required.

- i. this boys bicycle is an efficient machine
- ii. omar lives in the busiest part of the city
- iii. fabiha asked her mother what she was cooking for dinner tonight
- iv. please attend your school in tidy uniform polished shoes and combed hair.
- v. what an awesome hit exclaimed zayn with joy

Unit No. 1



Creative Writing

A **recount** retells an experience or an event that happened in the past. The purpose of a **recount** can be to inform, entertain or to reflect and evaluate. A **recount** can focus on a specific section of an event or retell the entire story. A **recount** should always be told in the order that things happened. A personal recount retells an activity the writer has been personally involved in. Followings are tips to write a well-constructed personal recount.

ORIENTATION

- **WHO** was involved?
- **WHAT** happened?
- **WHERE** did this event take place?
- **WHEN** and **HOW** did it happen?

SEQUENCE OF EVENTS

- Important events in the **ORDER** they happened
- Use **PAST TENSE** eg. had, ate
- Use **FIRST PERSON** e.g. I or We, if you are involved or **THIRD PERSON** if you are not involved

RE-ORIENTATION

- Briefly summarise what happened

TASK: Write a personal recount of your best weekend spent in the recent past.

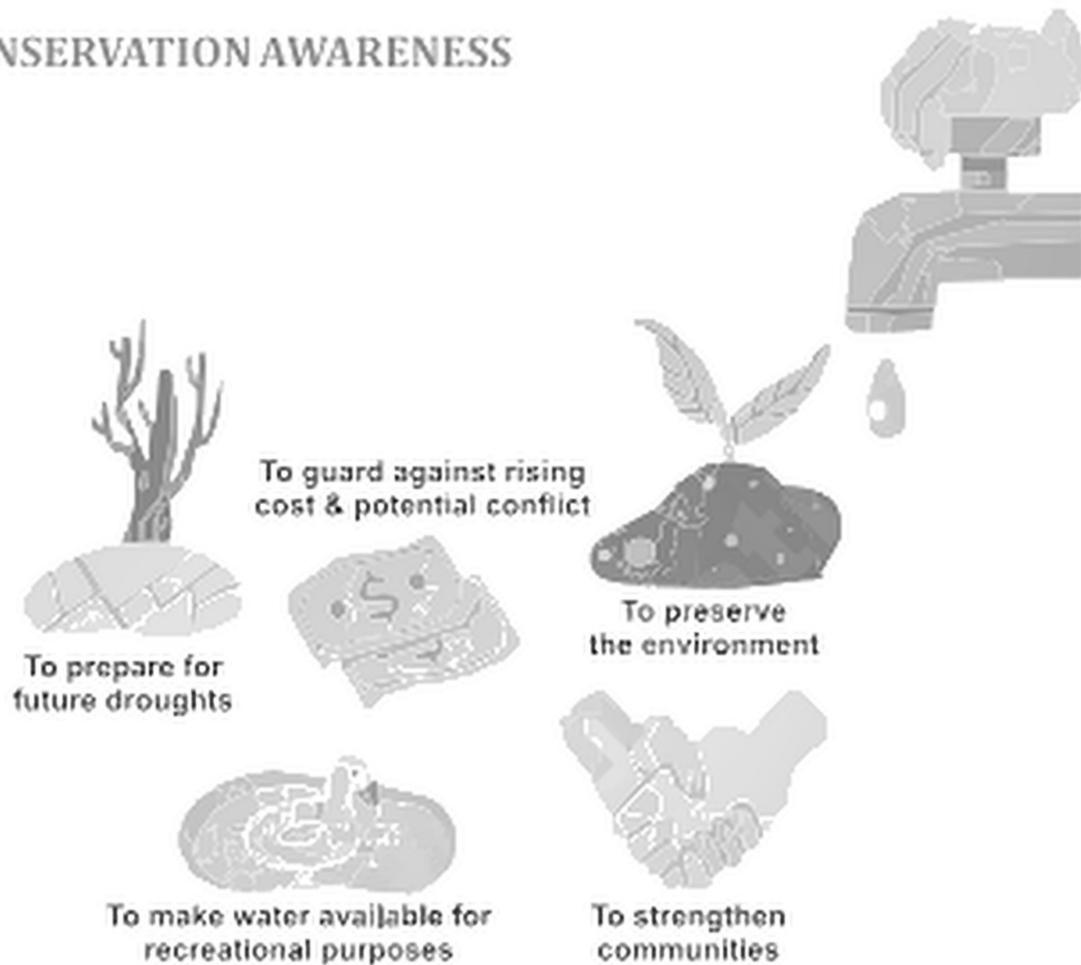
Unit No. 1

A PROJECT OF WATER CONSERVATION AWARENESS

❖ Problem Situation:

This summer Bilal's colony is facing acute water shortage and everyone around is worried about it. Since it was the talk of the town, Bilal and his friends too often discuss this issue. They realized that one reason behind this shortage of water was the unchecked wastage of water. Together they want to run a campaign on thoughtful use of water

with the aim of educating people on the ways they can avoid its wastage and conserve whatever water resources are available in their colony. What suggestions would you give him to design his campaign?



- ❖ Do some research on this topic to find if there is any success story of past attempts.
- ❖ Design a leaflet or poster which Bilal and his friends can use as a resource in their campaign. Include images to make it more attractive and persuasive.

Fluency of Expression

1- Learn Idioms for fluent expression:

In class VI you learnt a number of idioms and their usage. Idioms add fluency and beauty to your written and spoken expression. You will be introduced to more idioms in class VII. Learn the following idioms and try to search for more to add to your collection. With the help of your friends and teacher make sentences using the following idioms.

Unit No. 1

No	Idioms	Meaning	Usage in Sentences
01	To count one's blessings	To reflect on the good things in one's life and be grateful for them	
02	A blessing in disguise	An unfortunate event or situation that leads to unforeseen positive outcome	
03	Be a mixed blessing	To have both positive and negative results	
04	Thankful for the small blessings	Grateful for small benefits one has in an overall difficult situation	
05	With my blessing	Expressing consent or agreement	

2- Fun Reading:

Linguistic Fun through Pun:

Using **pun** to create fun is getting increasingly popular in recent times. A **pun** is a joke exploiting the different possible meanings of a word or the fact that there are words which sound alike but have different meanings. Following are two such examples of pun. Enjoy reading!

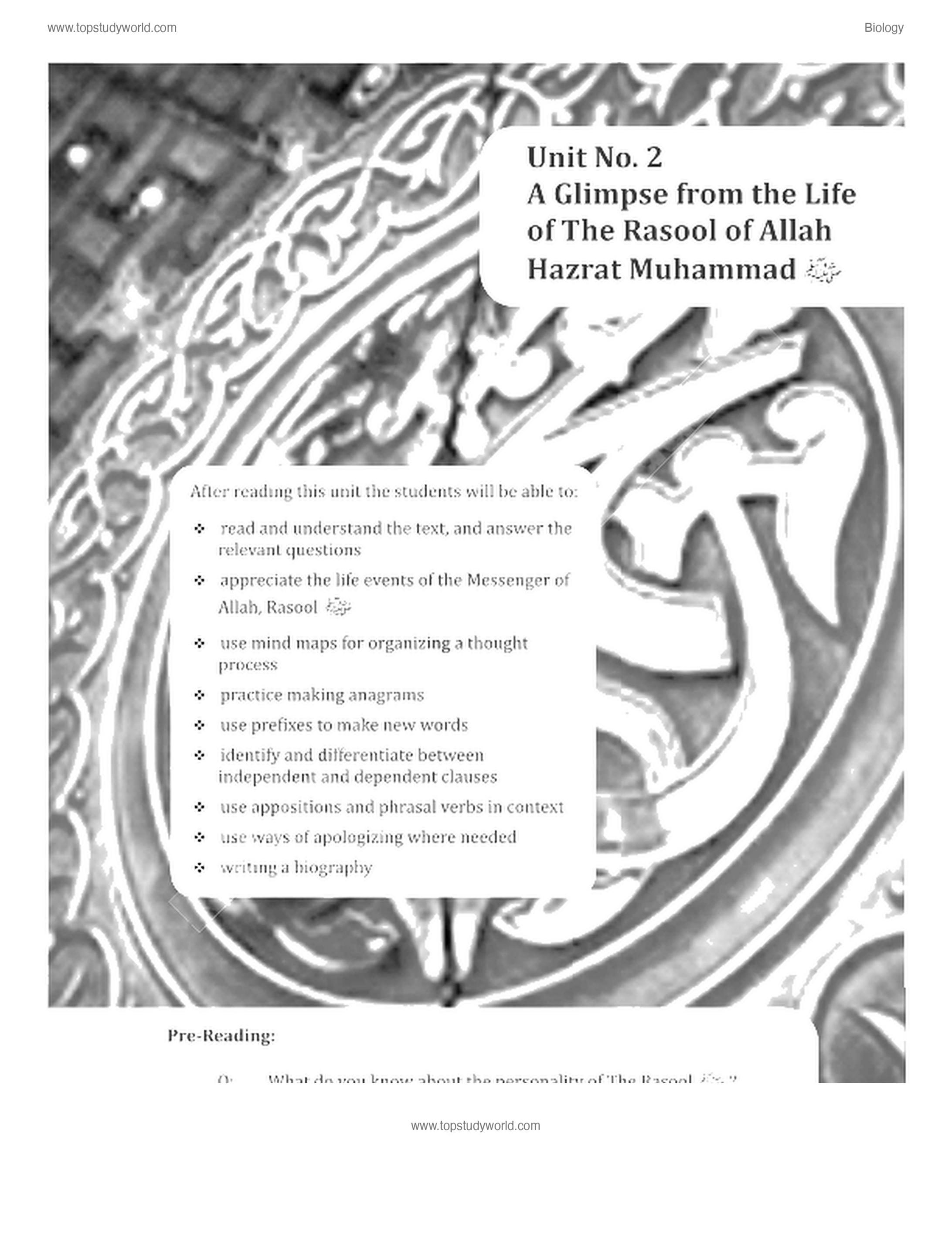
I am reading a book about anti-gravity. It's impossible to put it down.

Put hot water. You will get wet.

Weblinks used for this unit:

<https://owlcation.com/humanities/Indirect-Speech>

<https://www.literacyideas.com/recounts>



Unit No. 2

A Glimpse from the Life of The Rasool of Allah Hazrat Muhammad ﷺ

After reading this unit the students will be able to:

- ❖ read and understand the text, and answer the relevant questions
- ❖ appreciate the life events of the Messenger of Allah, Rasool ﷺ
- ❖ use mind maps for organizing a thought process
- ❖ practice making anagrams
- ❖ use prefixes to make new words
- ❖ identify and differentiate between independent and dependent clauses
- ❖ use appositions and phrasal verbs in context
- ❖ use ways of apologizing where needed
- ❖ writing a biography

Pre-Reading:

- Q. What do you know about the personality of The Rasool ﷺ?

Unit No. 2

A Glimpse from Life of the Rasool of Allah, Hazrat Muhammad ﷺ

One of the titles of the last Rasool ﷺ of Allah ﷻ, Hazrat Muhammad ﷺ is Ummi which implies that Rasool Allah ﷺ did not get any formal education; rather, he got divine education. In the Qura'an Allah ﷻ has called His Rasool as Nabi-ul-Ummi. Allah ﷻ has chosen His Nabi-ul-Ummi to teach humanity all the knowledge of this world and beyond. The first revelation which the Archangel Hazrat Jibrael عليه السلام brought to Hazrat Muhammad ﷺ was the first five Ayah of Surah Al-Alaq. In these Ayah Allah ﷻ commanded us all to "read" thus emphasizing the act of reading and seeking knowledge.

This blessed moment fell on a Monday and the year was 610, the month was Ramadan, and the place was Mount Nur. It was here that Archangel Hazrat Jibrael عليه السلام descended and told Hazrat Muhammad ﷺ, his duty as a Rasool of Allah. Hazrat Jibrael عليه السلام embraced Hazrat Muhammad ﷺ and said "Read!". "I do not know how to read," the Rasool of Allah responded. Hazrat Jibrael عليه السلام embraced him for two more times and said the same word, "Read!" Every time the Rasool of Allah, Hazrat Muhammad ﷺ replied the same, "I do not know how to read!"

Then Hazrat Jibrael عليه السلام finally said to him:

"Read in and with the Name of your Lord, Who has created-Created human from a clot clinging (to the wall of the womb). Read and your Lord is the All-Magnificent, Who has taught (human) by the pen-taught human what he did not know." (Al-Alaq 96:1-5)

Things were now clearer; for when it was in the name of the Allah ﷻ, everything could be read. This included everything one could see or hear as these all are signs confirming their Creator. This order to "Read" by Allah ﷻ also spoke of a new beginning for the duty that lay ahead for The Rasool of Allah. It also emphasized the significance of "reading" by using one's intellect to seek and explore knowledge. Thus it has become the foremost duty of every Muslim to acquire knowledge regardless of gender or race.

Having completed his first duty in the cave of Hira on Mount Nur, Hazrat Jibrael عليه السلام disappeared immediately. After a while Hazrat Muhammad ﷺ realized that every word of

Unit No. 2

realized the burden of responsibility on his shoulders which was the mission to introduce people to a way of life that was willed by Allah ﷻ. He returned home shivering with excitement and said: "Cover me, cover me!". He then put his blessed head on the knees of our mother Hazrat Khadija رضى الله عنها and upon her asking, told her the event of that blessed day. Hazrat Khadija رضى الله عنها, a woman of experience, resolve and patience, remained very calm while listening to him. Then she said: "Rejoice, O son of my uncle! Be resolute and steadfast where you are! I swear by He who holds Khadija's life in His hand that you are the Messenger that these people are waiting for." Then she covered the Messenger of Allah and left him alone in their house to knock on the door of her cousin Waraqa bin Nawfal. He was the scholar of Holy Books and after listening to what Hazrat Khadija رضى الله عنها told him, he confirmed that this was the great honour that had also come to Hazrat Musa عليه السلام and Hazrat Isa عليه السلام.

The Messenger of Allah kept visiting the cave of Hira in Mount Nur while longing to meet Hazrat Jibrael عليه السلام and to receive the next message from Allah ﷻ. When forty days of suspension passed after the first revelation for which he had waited for forty years, he heard the voice of truthful Hazrat Jibrael عليه السلام again which was saying: "O Muhammad! You are The true Rasool of Allah." Here the second revelation was gifted to The Rasool of Allah which was Surah al-Muddathir. This is the first surah to be revealed as a whole and begins with:

"O, you cloaked one (who has preferred solitude)! Arise and warn! And declare your Lord's greatness! And keep your clothing clean! Keep away from all pollution." (Al-Muddathir 74:1-5)

These verses were clarifying the mission of the Last Rasool. These asked him to hold the hands of others and to declare the name of his Lord to all. From now on he would talk about the existence and unity of Allah ﷻ. He would be emphasizing the necessity of believing in the Judgment Day and he would try to establish the truths of Islam. He undoubtedly fulfilled his responsibility with perfection and to this day the message of Allah ﷻ is reaching humanity in every part of this world. Allah ﷻ has perfected His religion through Hazrat Muhammad ﷺ and in The Qura'an He has verily called Hazrat Muhammad ﷺ the last of His Rasools. This finality was told as:

"Muhammad is not the father of (any) one of your men, but (he is) the Messenger of Allah and last of the Prophets. And Allah has knowledge of everything."

All praises and gratitude to Allah who has blessed us to be born as Muslims and to have the Noble Qura'an and Sunnah of The Rasool of Allah to provide us guidance in every field of life.

(Abridged and adapted from the book "Prophet Muhammad-The Sultan of Hearts" by Resit Haylamaz)

Unit No. 2



Understanding and Comprehension

Answer the following questions:

Reading for detail:

- a. What was the date and place where Hazrat Jibrael عليه السلام brought the first revelation to Hazrat Muhammad ﷺ?
- b. Where did Hazrat Muhammad ﷺ go after receiving the first revelation?

Reading for meaning:

- c. What is meant by "Nabi-ul-Ummi"? Why was The Rasool ﷺ given this title?

Reading for inference:

- d. What is the importance of seeking knowledge for every Muslim?
- e. What was the reaction of Hazrat Khadija رضى الله عنها after listening to the incidents of the first revelation?
- f. What is meant by the same honour as that has come to Hazrat Musa عليه السلام and Hazrat Isa عليه السلام?

Reading for analysis:

- g. Why was Hazrat Muhammad ﷺ called as 'O cloaked one!' in the second revelation?
- h. Why were 'seeking knowledge' and 'keeping oneself clean' two of the initial commands from Allah سبحانه وتعالى?



Working with Words:

1- Vocabulary, Diction and Pronunciation

Read the words with the help of phonetic script and practice in class. Also learn their spellings and meaning.

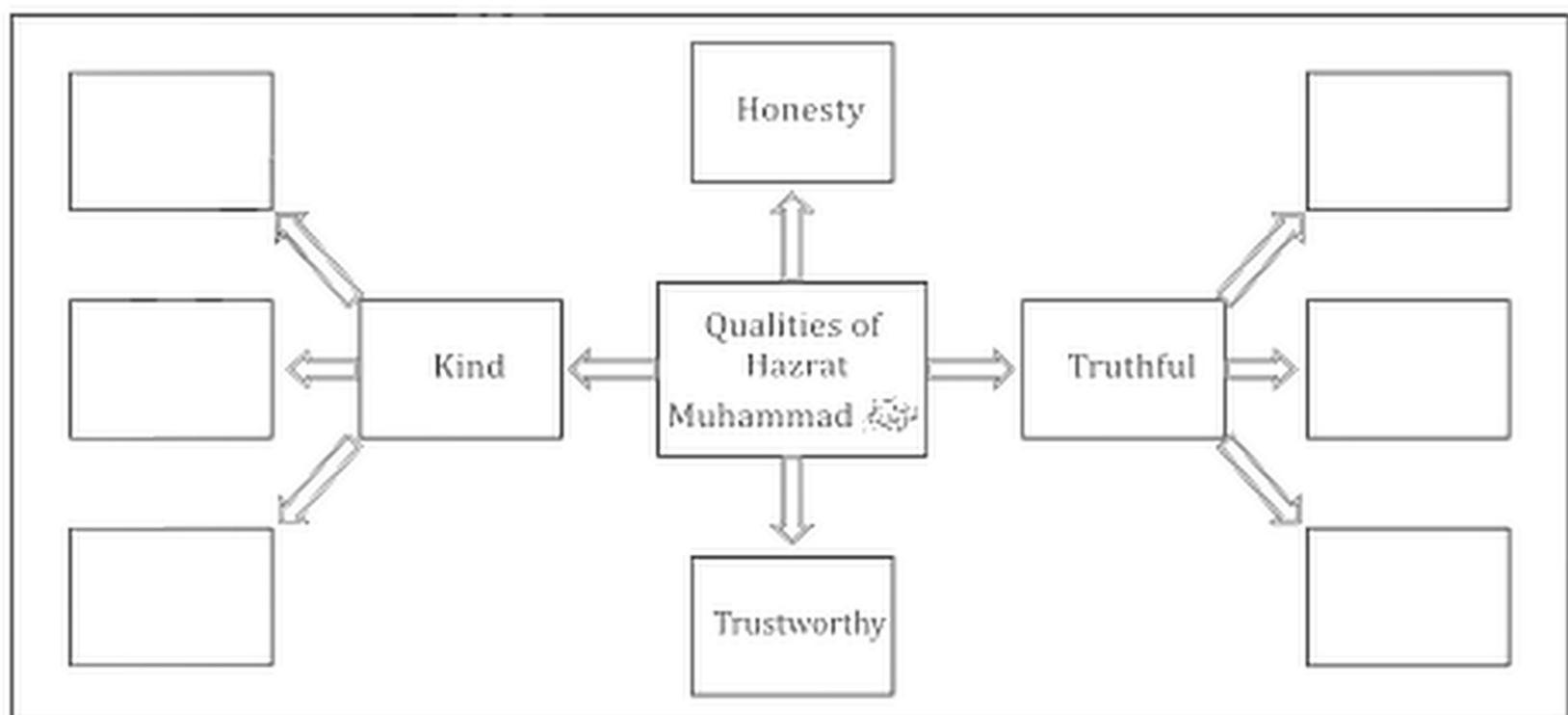
Unit No. 2

Words/ Classification	Phonetic Transcription	Meaning
Revelation <i>noun</i>	/rɛvə'leɪʃ(ə)n/	the divine or sacred message to humans.
Emphasize <i>verb</i>	/ɛmfə'saɪz/	give special importance or value to (something).
Intellect <i>noun</i>	/ɪntələkt/	A person's mental powers, the faculty of reasoning and understanding.
Devoted <i>adjective</i>	/dɪ'vɔ:tɪd/	very loving or loyal.
Resolute <i>Adjective</i>	/rɛzəlu:t/	Admirably purposeful, determined, and unwavering.
Steadfast <i>adjective</i>	/stɛd'fɔ:st/	resolutely or dutifully firm and unwavering.
Longing <i>Noun/adjective</i>	/lɒŋŋ/	i- a yearning desire. ii- having or showing a yearning desire.
Suspension <i>noun</i>	/sə'spɛnʃ(ə)n/	the action of suspending someone or something or the condition of being suspended.

Task: Use words given in the table above in your own sentences. Help your friend in making new sentences.

2- Mind Map:

A *mind map* is visual structure to brainstorm thoughts, and ideas. It is a diagram used to represent ideas linked to and arranged around a central concept. Complete the given *mind map* with qualities of Hazrat Muhammad ﷺ given in the text.



Unit No. 2

3. Word Types- Anagrams:

In class VI you have read that an anagram is formed by changing the position of the letter of a word. This creates a new word out of it. For example letters of **veto** can be rearranged to make another word **vote**.

Task: Form anagrams of the given words.

vote, anger, peon, pest, cape, meat, dome, angle, dire, serve

Reading Makes Us Wise!!

Silent Reading	
While reading the text use indicators to help you read for understanding and retention:	
 I have a question / I don't understand	 Circle any difficult word, guess from contextual clues
 It is surprising / It is a new thing for me	 I think this is the main idea
 I can relate this / I can make a connection (text, self, world)	 It is amusing / Interesting

You may create other indicators to help you read better

SOME CHEERFUL MOMENTS FROM THE LIFE OF HAZRAT MUHAMMAD ﷺ

a)- WHO ATE MORE DATES?

Once Hazrat Muhammad ﷺ, Hazrat Ali رضي الله عنه and a few other companions were eating dates from a big plate. While eating dates Hazrat Muhammad ﷺ put the seeds in front of Hazrat Ali رضي الله عنه. Resultantly, when all finished eating, there were no seeds in front of Hazrat Muhammad ﷺ, but a small heap in front of Hazrat Ali رضي الله عنه. Hazrat Muhammad ﷺ pretended to be surprised and asked Hazrat Ali رضي الله عنه if he ate most of the dates. Hazrat Ali رضي الله عنه humbly replied to him saying that "O Rasool of Allah! I have

b- CAMEL'S CALF:

Hazrat Anas رضي الله عنه narrated that once a man begged Hazrat Muhammad ﷺ for a camel for conveyance. Hazrat Muhammad ﷺ was in a jolly mood, so He said, "Yes, I will give you, but a calf (baby camel)". That person could not understand and got surprised and said, "O Rasool of Allah! what will I do with a calf of a camel?" (means how can I ride a calf?). Hazrat Muhammad ﷺ said, "Every camel is the calf of a camel (meaning that even after getting matured for riding, it remains the baby of a camel)

(Reference: Tirmizi, Abu Dawood)

c- NO HEAVEN FOR OLD PEOPLE:

Hazrat Anas رضي الله عنه narrated that once an old lady asked Hazrat Muhammad ﷺ to pray for her, so that Allah may bless her with heaven. He said, "Why will old women not enter heaven"?

She was shocked, began crying and asked, "Why old women will not enter heaven?"

Hazrat Muhammad ﷺ said, "Did you not read the verse of The Qur'an which says, "Women of heaven will be of young age." (Meaning that all people who died old will be made young first and then they will enter heaven.)

SMILE! It's Sunnah.



Language Corner

1- Prefixes:

A new word can be created by adding a prefix at the beginning of the word. This main word is called the root word. For example;

prefix + root word = new word

super + hero = superhero

Unit No. 2

Some commonly used prefixes and their meanings are given in the table below:

Commonly used prefixes	Meaning	Example
Super	above	Supernatural
Pre	Before	Pre-medical
Anti	Against	Anti-corruption
Dis	Not, opposite of	Disadvantage
Micro	Small	Microchip
Sub	Under	Submarine
Inter	Between	Intercity
Non	Not with	Nonaggression
Con	Together	Conjoin
Re	Again	Reappear

Task: In the table below some root words are given. By adding appropriate prefixes make new words.

Prefixes	Root Words	New Words
	Comfort	
	Mature	
	Play	
	Class	
	Woman	
	School	
	chip	
	Sense	

Unit No. 2

4-Types of Clauses:

Like a phrase, a clause is a group of related words; but unlike a phrase, a clause has a subject and verb. Clauses come in four types:

- i) main [or principle clause/independent clause],
- ii) subordinate [or dependent clause],
- iii) relative [or adjective clause], and
- iv) noun clause.

A verb clause has at least a subject and a verb. Other characteristics will help you distinguish one type of clause from another. An independent clause, along with having a subject and verb, expresses a complete thought and can stand alone as a coherent sentence. In contrast, a subordinate or dependent clause does not express a complete thought and therefore is not a sentence.

Examples:

1. When I get home (dependent or subordinate clause)
2. The lights are not on. (independent clause)
3. When you wake up (dependent or subordinate clause)
4. Put it on the shelf. (independent clause-understood subject "you")
5. Since it fell on the floor (dependent or subordinate clause)

Task: With the help of examples write at least two sentences for each type of clause.



Creative Writing

Biography writing is usually a written history of a person's life or it can be an account of the life of something (such as an animal, a coin, or a building). Following chronological order is crucial in writing any biography. Use cohesive devices like first, then, after that, later, finally etc.

Task: Write a short biography of a 'seed'.



Word Pool:

Soil, moisture, darkness, breaking of shell coat, grow, sunlight, standing straight, ~~canling leaves branches spreading height~~



Fluency of Expression

1- Some ways of Apologizing:

Apologizing is a way of showing respect and empathy for the wronged person. We apologize when we have done something wrong and it has caused other people hurtful feelings and trouble. An equally important mannerism is to accept that apology. Here are some ways of saying and accepting apology:

Some common ways of apologizing.	Acknowledging an apology
I'm sorry for.....	That's quite all right.
I'm sorry, but I did not.....	Please don't mention it.
I'm so sorry.....	There is no need to be sorry.
Please forgive me for.....	It's ok. Please don't mention it.
Please accept my apologies for.....	Thanks for your apology.
I do beg your pardon.....	Please excuse me,
Excuse me, please!	It's all right please.
I apologize for.....	I accept your apology.

Task: Some situations are given next page. Use one of the expressions given above for each of them. (This activity can be done in pairs where one student can apologize and the other would accept the apology.)

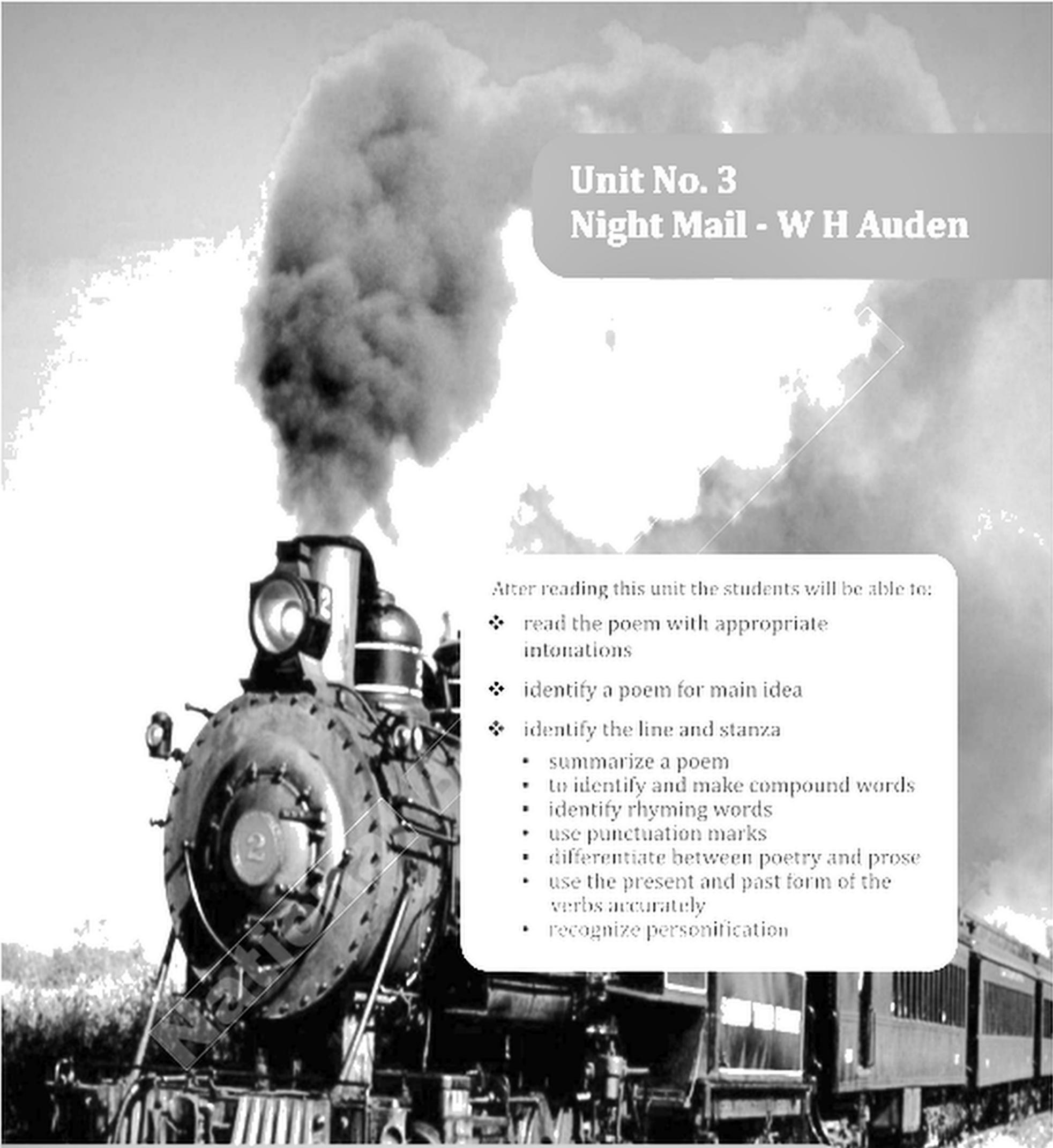
Unit No. 2

- i. You drop one of your father's favourite cups.
- ii. You accidentally spill ink on your friend's shirt.
- iii. You sneeze without covering your mouth.
- iv. You forgot to do your homework.
- v. You didn't eat lunch your mother gave you.
- vi. You bumped into someone and dropped his/her belongings.
- vii. You forgot to ask your sister to play with you when she wanted to.

2-Fun Reading:**Linguistic Fun through Pun:**

Reading **puns** is a great joy and they are easy to make too. The following are some examples of **puns**. Enjoy reading!

- ❖ The grammarian was very logical. He had a lot of common sense.
- ❖ Big Rig Carrying Fruit Crashes on the expressway - Creates Jam
- ❖ Why did the spider go to the computer? To check his website.
- ❖ Why are playing cards like wolves? They come in packs.
- ❖ Why are fish so smart? Because they live in schools.



Unit No. 3 Night Mail - W H Auden

After reading this unit the students will be able to:

- ❖ read the poem with appropriate intonations
- ❖ identify a poem for main idea
- ❖ identify the line and stanza
 - summarize a poem
 - to identify and make compound words
 - identify rhyming words
 - use punctuation marks
 - differentiate between poetry and prose
 - use the present and past form of the verbs accurately
 - recognize personification

Pre - Reading:

- a) *Have you ever travelled by train? If not, can you imagine what it would be like?*

Unit No. **3****Night Mail, W H Auden**

This is the night mail crossing the border,
 Bringing the cheque and the postal order,
 Letters for the rich, letters for the poor,
 The shop at the corner and the girl next door.
 Pulling up Beattock, a steady climb.....:
 The **gradient's** against her, but she's on time. 6

Past cotton-grass and **moorland** boulder,
Shovelling white steam over her shoulder,
Snorting noisily as she passes
 Silent miles of **wind-bent** grasses. 10

Birds turn their heads as she **approaches**,
Stares from the bushes at her **blank - faced** coaches,
 Sheep dogs cannot turn her course,
 They **slumber** on with paws across. 14
 In the farm she passes no one wakes,
 But a jug in the bedroom gently shakes.
 Dawn freshens, the climb is done.
 Down towards Glasgow she **descends**. 18



Wystan Hugh Auden
 (February 21, 1907-
 September 29, 1973) was
 an English-American poet.
 Auden's poetry was noted
 for its stylistic and
 technical achievement, its
 engagement with politics,
 morals, love, and religion,
 and its variety in tone,
 form and content.

**Understanding and Comprehension**

- What does the name of the poem indicate?
- What does the Night mail bring with it?
- What are the different landscapes that the train passes through?
- What does the poet mean by "blank faced coaches"?
- Why do the people and dogs continue to sleep as the train passes by?

Reading for Meaning

- Why does the poet call the train 'blank-faced coaches'?
- Who is 'she' in line 11?
- Who sleeps?
- Why does a jug shake in line 16? Where is it, exactly?



Working with Words

Vocabulary, Diction and Pronunciation

Work in pairs and help each other in making sentences of the words given in the table. For phonetic transcription, follow the chart given under the table.

Words/ Classification	Phonetic Transcription	Meaning
Gradient (noun)	/ˈɡreɪdɪənt/	ascent or descent, on a highway, railroad, etc.
Moorland (noun)	/ˈmɔːlənd/	a tract of open land often overgrown with shrubs
Shovel (noun)	/ˈʃʌvl/	a tool with broad blade for moving soil, snow etc.
Snorting (verb)	/snɔːrt/	breathing violently through nostrils with a loud sound
Wind-bent (adjective)		kept from sailing by a wind from the wrong direction
Approach (verb)	/əˈprəʊtʃ/	to come near
Stare (verb)	/ster/	to gaze fixedly and intently with open eyes
Slumber (verb)	/ˈslʌmbər/	to sleep, doze off
Descend (verb)	/dɪˈsend/	to go from a higher to lower place, to come down

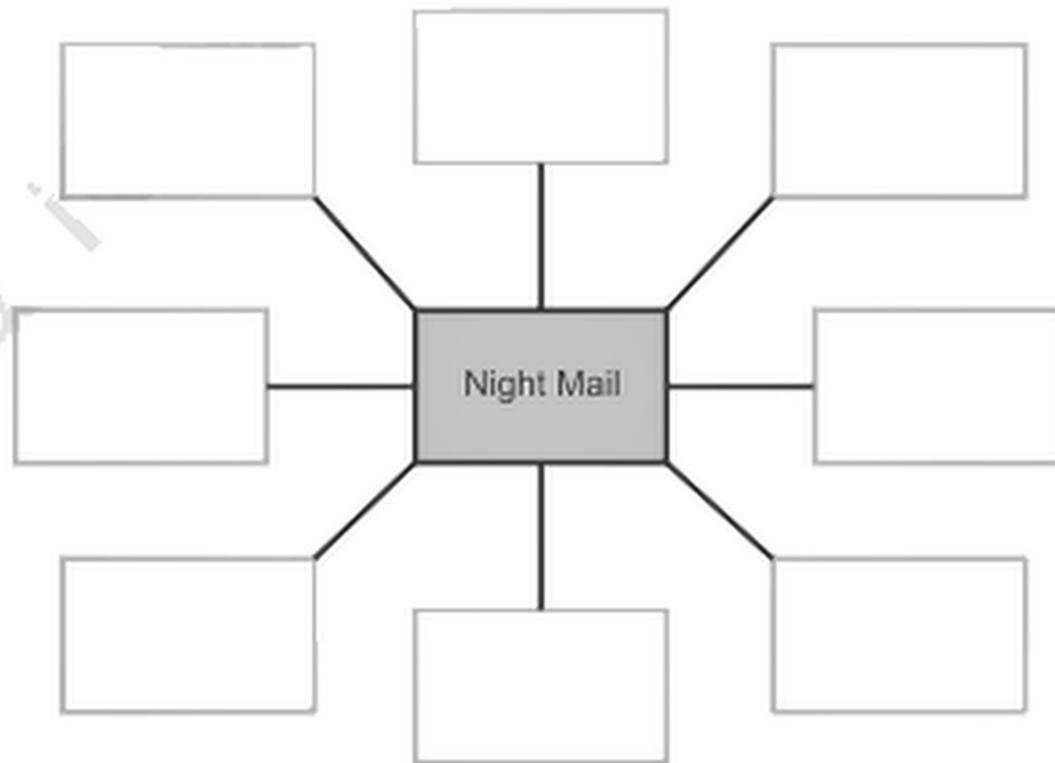
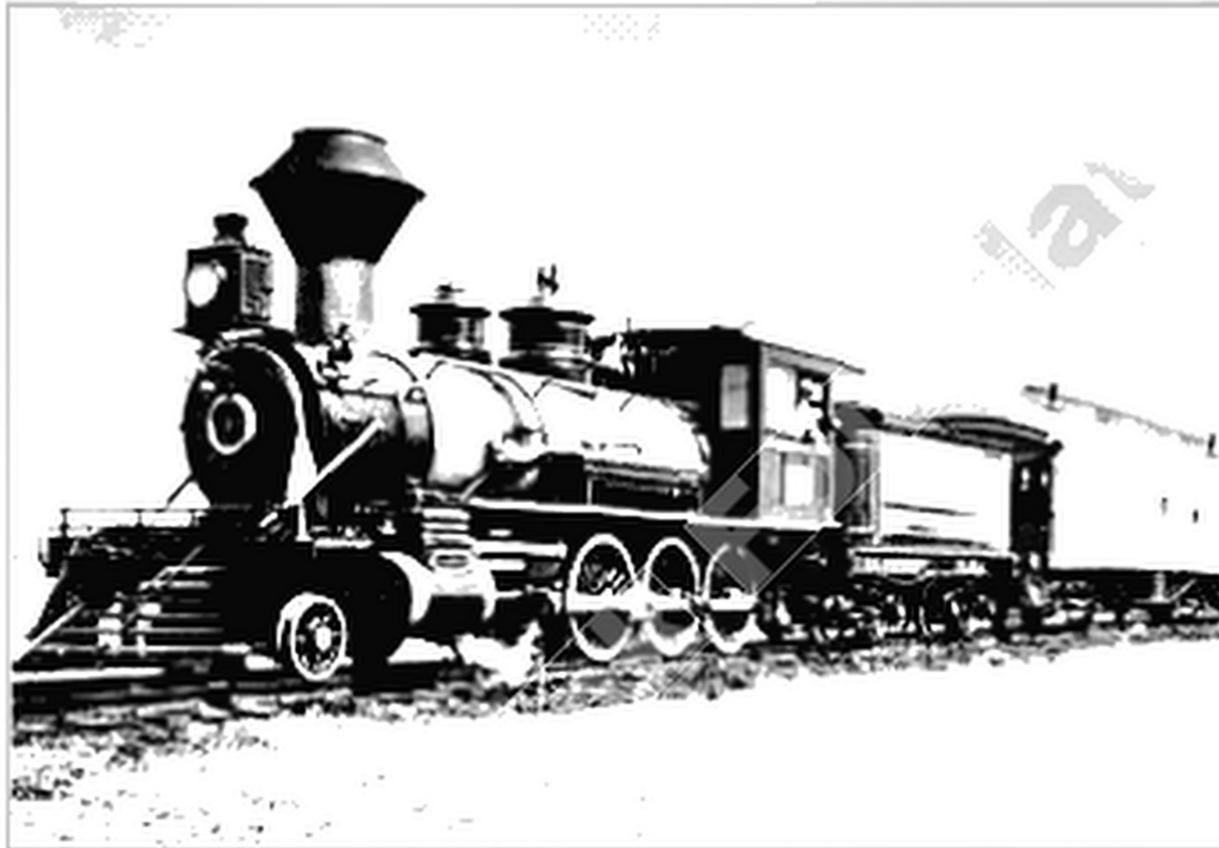
Note: Tell students the importance of stress and intonation in poetry. Tell the students to recite the poem. While answering the questions, the students will be able to comprehend the poem. Teachers can draw a big chart, label the ideas of a train travel, delivery of mail and then ask students what all comes to their mind. Enough time will be required for this task in the classroom. Students will identify the lines and stanzas in the poem.

Unit No. 3



Word Cloud

Word cloud is a group of words connected to the text. Based on the picture and the poem, write the key words in the boxes given below.



Unit No. 3



Language Corner

1 Degrees of Adjectives

Task: Complete the chart by writing degrees of adjectives as shown in the example

Adjectives	Comparing two	Comparing more
Example: big	bigger	biggest
noisily		
rich		
poor		
high		
lazy		

2 Homophones

Homophones are confusing because of the difference in meaning. Mixing up similar sounding words need to be understood. While writing these words, the mistakes can be easily noticed. In order to write correct English we need to understand the difference in the meaning of the homophones.

Example: Mail. I received my admission confirmation letter in the mail today.

Male. (opposite of female) My brother is blessed with a male child.

Task: Make meaningful sentences of these pairs of words.

birth, berth bail, bale principal, principle break, brake

3 Tenses

A verb is a **Doing word** or Action. These actions take place at different times:

i) *now*: present ii) *then* past iii) *still to happen*: future

These are known as:

Present tense Past tense Future Tense

Example: I do. I did. I will do.

Past Tense: The past tense of verbs expresses events or actions that already occurred.

Examples:

Task: Change the following sentences into past tense:

- i) They like to order Chinese food.
- ii) My uncle sleeps in the afternoon.
- iii) They are not prepared to travel next month.
- iv) The children bring apples and bananas to eat in the park.
- v) Mr. Hammad drives a truck.

4 Punctuation

Punctuate the following passage. The following punctuation marks are to be used.

- a. Full Stop (.) b. Comma (,) c. Capital Letter (ABC...)

Passage

the wright brothers invented the first successful airplane the first flight lasted for 12 seconds the two brothers took turns flying the plane a strong wind tipped the plane over the first airplane never flew again do you think it was an easy task

a. Full-stop or Period

A full-stop is used at the end of a statement or command.

Example: There are two windows in my room.

Do not make noise.

b. Comma,

A comma is used to separate three or more things in a sentence.

Instead of using the word **and** three times or more, we use commas, but we use the word **and** before the last thing. That is, instead of saying:

I bought a shirt and sweater and socks and shoes.

We say:

I bought a shirt, sweater, socks and shoes.

c. Capital letters

We begin the first word of a sentence with a capital letter.

Someone is knocking at the door.

My neighbours are very helpful.

What is the time by your watch?

Names of people, cities, countries, months, days and special places are written with capital letters.

Examples:

Unit No. 3

My parents are leaving for Karachi on Monday morning.

Task: Punctuate the sentences.

- i) my sister likes to collect stamps coins buttons ribbons comics
- ii) will you go to dubai from Karachi
- iii) no I don't want to go to the movie today
- iv) brazil is rich in natural resources
- v) we are having a party on Saturday and I am excited about it.



Creative Writing

1. Personification

Personification is when you give an animal or object qualities or abilities that only a human being can have. Personification is what the writer uses to bring non-human things to life.

Examples:

- i) The wind *howled* in the night.
- ii) Time *flies* when you are having fun.

Identify the object that has been personified in the poem given above.

Which words in the poem rhyme with *border, coaches, boulder* in the poem *Night Mail*.

Explain the difference between prose and poetry.

Identify 'personification' in the two poems.

Task: Write a poem with personification

2. A rail Route

Task: Plan a visit to your favourite station. Take help from a map and make a chart of one rail route, writing the names of the main stations on that route.

Fun Reading

1



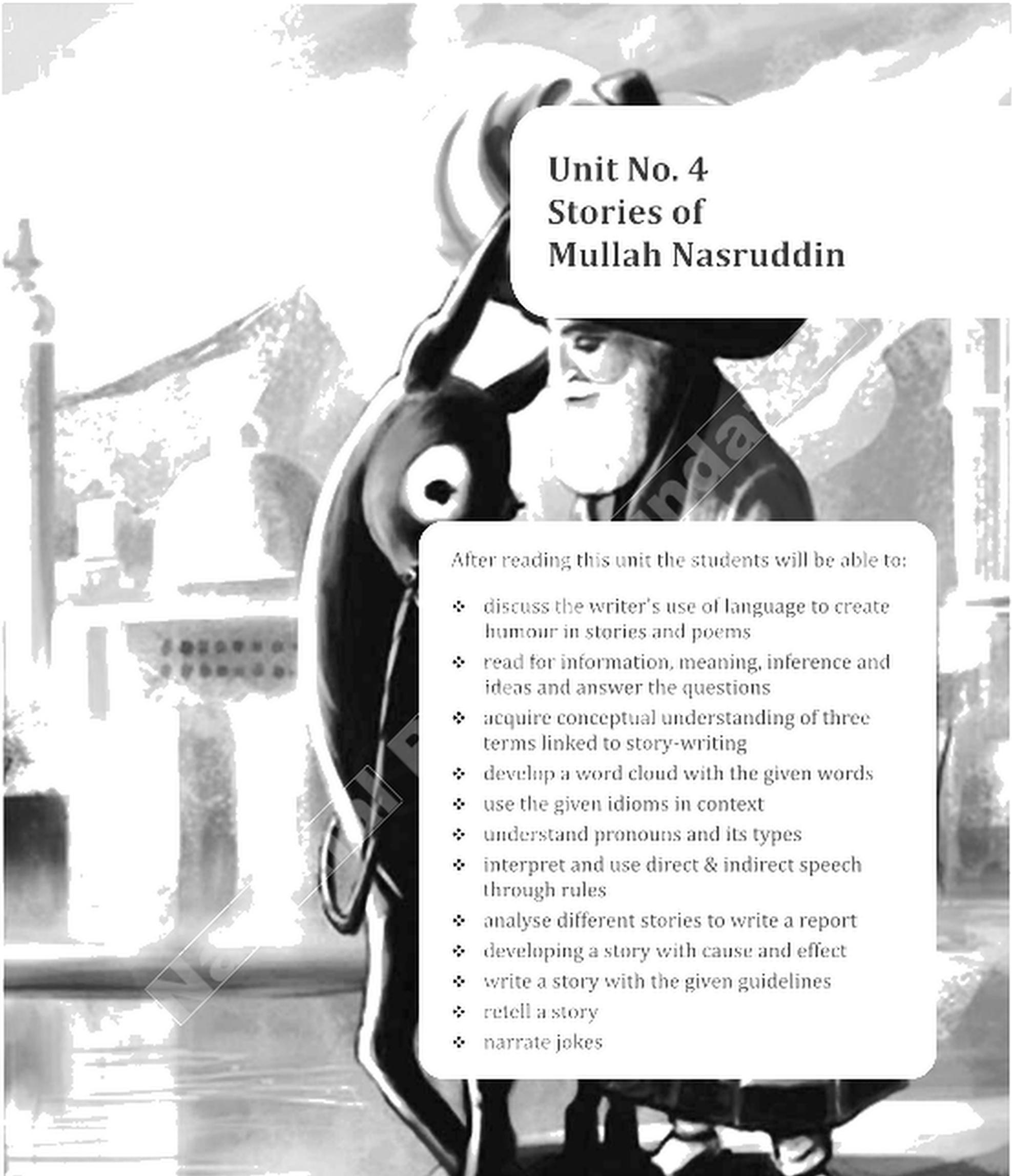
Tongue Twisters

Two Trains
Travel
Together to
Tovland

2

No need to light a night-light
on a light night like tonight.





Unit No. 4 Stories of Mullah Nasruddin

After reading this unit the students will be able to:

- ❖ discuss the writer's use of language to create humour in stories and poems
- ❖ read for information, meaning, inference and ideas and answer the questions
- ❖ acquire conceptual understanding of three terms linked to story-writing
- ❖ develop a word cloud with the given words
- ❖ use the given idioms in context
- ❖ understand pronouns and its types
- ❖ interpret and use direct & indirect speech through rules
- ❖ analyse different stories to write a report
- ❖ developing a story with cause and effect
- ❖ write a story with the given guidelines
- ❖ retell a story
- ❖ narrate jokes

Unit No. 4

Stories of Mullah Nasruddin

Mullah Nasruddin (1208 – 1284) is Turkey's best-known character who is very popular in the whole of Islamic world. In Turkish language, he is addressed as Hodja i.e. a title meaning teacher or scholar. Therefore, we translate the title as *Mullah* in Urdu language. As many as 350 stories have been attributed to this character.

Mullah Nasruddin was a witty man with a sense of humour. He was a good conversationalist as he knew how to talk to people in a simple, funny manner without showing anger. He teaches people how to handle daily matters of life with a wise and relaxed approach. Even when he fails in his work, he handles it humorously and makes everyone take it lightly. He succeeds in life through wit, innocence, mischief and pranks.

Enjoy reading three stories from his life!

The Man on the Tree

While-Reading:

What pranks do you play on your friends? Ex. Scare some one in the dark / tie shoe laces together etc.

One day, a man climbed up a tree. While climbing up, he did not realise how tall the tree actually was and kept climbing up. Upon reaching the top, when the man looked down, he realised that climbing down from the tree would not be as easy as climbing up. He could not think of any way of getting down without injuring himself seriously.



He asked the people who were passing by to help him. But nobody could think of a way of bringing him down safely. Soon, quite a few people gathered around the tree and tried to help the man, but no one knew what to do. The man remained stuck on top of the tree.

Just then, Nasruddin, who was walking by, saw this scene and wondered what was going on. The people standing around the tree told Nasruddin about the situation.

"Oh!" Nasruddin said, "I'll get him down in no time." He took a long rope and threw one end of it up to the man telling him to tie the rope around his waist.

Everyone wondered what Nasruddin's plan was. When one of them asked him, Nasruddin replied, "Just leave it to me. It's a foolproof plan."

When the man on the tree had tied the rope tightly around his waist, Nasruddin pulled the rope with all his force. As soon as Nasruddin did this, the man fell down from the tree and hurt himself badly. The bystanders were shocked at this. They turned to Nasruddin and asked, "What were you thinking? What kind of a silly plan was that?"

Nasruddin replied, "Well, once I did exactly the same thing and saved someone's life."

One man asked him, "Is that true?"

The Guest of Honor

One day, in the **midst** of his travels to give talks in various nearby villages, the **intrepid** Mulla Nasruddin came across a beautiful palace he had never seen before. After exploring all around the palace admiring its beauty he decided to enter. Being tired from all of his **wanderings**, he headed toward the first chair that he saw in the reception area. It happened to be the largest and most comfortable chair there.



As he was about to sit down, the palace guard quickly came over to him and said: "Sir, that chair is reserved for our guest of honor."

"I am much more than a **mere** guest, honorable or not," the Mulla replied without yet sitting down.

"Well, who are you? Are you a **diplomat**?" the guard asked.

"No, I am not a diplomat," the Mulla said. "I am much **higher** than that."

"Well, perhaps you're a minister," the guard suggested **suspiciously**.

"Not even close; I'm much higher than **that**," the Mulla said.

"Well, the only title higher than that is the title of king," the guard replied with anger. "Are you perhaps the king himself?" he asked **with great sarcasm**.

"No, I am much higher than **that**."

"Are you crazy? In this town, nobody is higher than the king," the guard said angrily.

"Ah, at last. Now you understand. I am nobody!" the Mulla said as he sat down.

The Turban is Mine

Nasrudin's old friend Eynolla came to visit him one day from a far away village.

"I want to introduce you to a few people," Nasrudin told Eynolla.

"OK," replied Eynolla, "but please lend me a turban, for I am not properly dressed."

So Nasrudin lent him the turban, and they went and visited one of Nasrudin's friends. "This is my friend Eynolla," Nasrudin said, "but the turban he's wearing is mine."

Unit No. 4

Deeply **annoyed** by the remark, Eynolla waited until they left the friend's house, and then said to Nasrudin, "Why did you comment about the turban I am wearing being yours?! Don't do that during our next visit."

So they made their next visit, and this time Nasrudin said, "This is my friend Eynolla-- and the turban he's wearing is his, not mine."

As they left, Eynolla once again expressed his annoyance, exclaiming, "Why did you go to such lengths to say that the turban was mine and not yours. Don't do it on our next visit."

So as they made the next visit, Nasrudin said, "This is my friend Eynolla...and I have nothing to say about whether the turban he is wearing is his or mine."

https://www.youtube.com/watch?v=RBj_QfexdmH



Understanding and Comprehension

A: Reading for detail

Answer these questions in a few words:

- What is common in the two words "Mullah" and "Hodja"?
- Why is Mullah Nasruddin popular in the Islamic world?
- List the characteristics of Mullah Nasruddin.

B: Reading for meaning

Answer these questions in complete sentences:

- Do you think Nasruddin failed in his attempt?
Explain with reference to story I:
- Who are the important people in our society?
Discuss with reference to story II:
- Why was Eynolla annoyed by Nasruddin's remarks about the turban in story III?

Looking for evidence:

- Read the para from where the question is formed.
- Underline the specific parts linked to the question.
- Think about inferences & connections

C: Reading for inference

Write True (T) or False (F) beside each of these statements. Cite evidence from the stories to support your answer:

- The bystanders were all very happy.
- Nasruddin is not the guest of honour.

D: Reading for ideas

Discuss your answers to these questions as a class or in groups:

- After reading the stories, what is your assessment of Mullah Nasruddin's character?
- Do you think it is better to resolve problems in an easy and humorous way? If yes, why?



Working with Words:

I-Vocabulary, Diction and Pronunciation

a-Read the words with the help of phonetic script and practice in class. Also learn their spellings and meaning:

Words/ Classification	Phonetic Transcription	Meaning
Mischief <i>noun</i>	/ˈmɪʃɪf/	action that annoys or irritates
Prank <i>Verb / noun</i>	/præŋk/	to play tricks, practical jokes
bystander	/ˈbaɪstændə(r)/	observer, onlooker, spectator, viewer
Midst <i>noun</i>	/mɪdst/	in the middle of something
Intrepid <i>noun / adverb</i>	/ɪnˈtrepɪd/	bold, brave, courageous
Wanderings <i>adjective</i>	/ˈwɒndərɪŋz/	aimless, slow, or pointless movement
Mere <i>adjective / adverb / noun</i>	/mɪə(r)/	Very simple, bare
Diplomat <i>noun</i>	/ˈdɪpləmət/	a person who represents his or her country's government in a foreign country
Suspiciously <i>adverb / adjective / noun</i>	/səˈspɪʃəsli/	doubtful, fishy, problematic, questionable
Sarcasm <i>noun / adjective / adverb</i>	/ˈsɑːkəzəm/	Insult mixed with humour

Unit No. 4



2-Word Cloud:

Make a Word Cloud on the stories of Mullah Nasruddin. You may take help from the three steps given under:

- Find three words that relate to the character traits of Mullah Nasruddin.
- character of stories.
- Choose the words written in bold



Reading Makes Us Wise!!

Silent Reading

While reading the text use indicators to help you read for understanding and retention:

? I have a question / I don't understand	 Circle any difficult word, guess from contextual clues
! It is surprising / It is a new thing for me	 I think this is the main idea
C I can relate this / I can make a connection (text, self, world)	 It is amusing / Interesting

You may create other indicators to help you read better

Dentist and the Crocodile by Ruedi Dahl

The crocodile, with cunning smile, sat in the dentist's chair.
He said, "Right here and everywhere my teeth require repair."
The dentist's face was turning white. He quivered, quaked and shook.
He muttered, "I suppose I'm going to have to take a look."
"I want you," Crocodile declared, "to do the back ones first.
The molars at the very back are easily the worst."
He opened wide his massive jaws. It was a fearsome sight--
At least three hundred pointed teeth, all sharp and shining white.



The dentist kept himself well clear. He stood two yards away.
He chose the longest probe he had to search out the decay.
"I said to do the back ones first!" the Crocodile called out.
"You're much too far away, dear sir, to see what you're about.
To do the back ones properly you've got to put your head

While-Reading:

- **Quivered / quaked**
– shake with fear
- **Muttered** – speak in a low voice
- **Probe** – explore/examine

Unit No. 4

The poor old dentist wrung his hands and, weeping in despair, He cried, "No no! I see them all extremely well from here!" Just then, in burst a lady, in her hands a golden chain. She cried, "Oh Croc, you naughty boy, you're playing tricks again!" "Watch out!" the dentist shrieked and started climbing up the wall. "He's after me! He's after you! He's going to eat us all!" "Don't be a twit," the lady said, and flashed a gorgeous smile. "He's harmless. He's my little pet, my lovely crocodile."

Roald Dahl

(1916 - 1990)



He was a British novelist, short story writer, poet, screenwriter, and fighter pilot. He is known for his humour.

Task:

1st Reading: What makes you feel that it is a humorous narration?

2nd Reading: Discuss the situation of the narration; is it real or unreal? Give reasons



Language Corner

1. Idiom

Idiom is a group of words in a fixed order that has a particular meaning, different from the meanings of each word on its own. In story III, an idiom "go to such lengths" is underlined as shown in the box

As they left, Eynolla once again expressed his annoyance, exclaiming, "Why did you go to such lengths to say that the turban was mine and not yours. Don't do it on our next visit." **Meaning:** try very hard to achieve or say something

- Other such idioms are:
 - a. go to any lengths - He'll go to any lengths to get what he wants.
 - b. go to great lengths - Some people go to great lengths to decorate their homes
- Find out the meanings of the following idioms and make sentences in your own words
 - go back to square one
 - go on record
 - go out of your mind
 - go over the top
 - go weak at the knees

Unit No. 4

2. Pronouns

- A pronoun is a word that takes the place of a noun.

Example:

Ali is a post man. Ali carries a blue bag.

{To make the second sentence sound better, you can change the word "Ali" to "he". The word "he" is a pronoun that takes the place of the word "Ali".

Given under are different types of pronouns.

i. SUBJECT PRONOUN:	
Subject pronouns replace nouns that are the subject of a sentence / clause. (generally used before the verb)	
Underline the subject pronouns	- I am 12 years old.
	- You seem upset.
	- Azmat is angry, and he wants Bilal to apologize.
	- This table is old. It needs to be repainted.
	- We aren't coming.

ii. OBJECT PRONOUNS:	
Object pronouns are used to replace nouns that are the direct or indirect object of a sentence / clause. (generally used after the verb)	
Underline the object pronouns:	- Give the book to me.
	- The teacher wants to talk to you.
	- Jamila is hurt because Bina pushed her.
	- Rasheed received a letter from him last week.
	- Mariyum can't find it.
	- Don't be angry with us.
	- Tell them to hurry up!

Unit No. 4

iii. POSSESSIVE PRONOUNS:

Possessive pronouns replace possessive nouns as either the subject or the object of a clause. Because the noun being replaced doesn't appear in the sentence, it must be clear from the context.

Underline the possessive pronouns	- This bag is mine.
	- Yours is not blue.
	- That bag looks like his.
	- These shoes are not hers.
	- That car is ours.
	- Theirs is parked in the garage.

iv. REFLEXIVE PRONOUNS

Reflexive pronouns like other pronouns refer back to the subject of the clause because the subject of the action is also the direct or indirect object. Only certain types of verbs can be reflexive. You cannot remove a reflexive pronoun from a sentence because the remaining sentence would be grammatically incorrect.

Underline the reflexive pronouns	- I told myself to calm down.
	- You cut yourself on this nail?
	- He hurt himself on the stairs.
	- The cat threw itself under my car!
	- The children can take care of themselves.

TASK: Find examples of pronoun types discussed above from the Unit and put them in the table below. Also mention the page no. for keeping record

Subject pronoun	Object Pronoun	Possessive Pronoun	Reflexive Pronoun
1			
2			
3			

Few points to remember

For direct and indirect speech we need to focus on the following points.

- I. **Change in Modal Verb Forms**
- ii. **Change in the tenses**
- iii. **Change in Time and Place**
- iv. **Change in Pronouns**
- v. **Change in punctuation for indirect speech** (Inverted commas, comma, question mark, exclamation mark are not used in an Indirect Speech.)

❖ **Imperative Sentences:**

a) Imperative Sentences (Command, Requests, Suggestions): An Imperative sentence is one which expresses a command or request or advice or suggestion. In order to change the Imperative sentences in indirect Speech, we change the reporting verb into advised, ordered, requested, suggested, commanded, threatened, forbade, etc.

Example:

- Direct - I said to the teacher, "Please explain this question once again."
Indirect - I requested the teacher to explain that question once again.
- Direct - He said to the students, "Do not make a noise."
Indirect - He forbade the students to make a noise. "OR"
Indirect - He ordered the students not to make a noise.

b) Exclamatory Sentences (Exclamations and Wishes): An exclamatory sentence is one which gives a sudden expression like joy, sorrow, wish or wonder, so we need to use words like wish, bless, pray, cry, exclaimed with joy, exclaimed with sorrow, exclaimed with wonder, etc. in the reporting verb while changing it into Indirect Speech.

Example:

- Direct - My dad said to me, "Bravo! You have made me proud."
Indirect - My dad applauded me saying that I had made him proud.
- Direct - She said, "God save my son."
Indirect - She prayed that God might save her son.

Unit No. 4

Practice Time:

Exercise # 1: Change the below sentences from Direct Speech to Indirect Speech by making the appropriate changes wherever necessary.

1. He said, "Alas! What a fool I have been."
2. She said to her friend, "Please lend me your pencil."
3. The teacher said to me very angrily, "Why are you late to the class?"
4. He said, "I can go to school every day."
5. "What a horrible sight!" we all exclaimed.
6. He says, "I am glad to be here this evening"

Exercise # 2: Insert the quotation marks and other appropriate punctuation marks in the following sentences to make them Direct Speech.

1. The servant says Dinner is ready
2. He says that he is glad to be here this evening.
3. My tuition teacher said to me Honesty is the best policy
4. He said that they have won the match.
5. The old man requested them to give him something to eat and said that he was hungry



Creative Writing

1. Story Analysis

Stories are important elements for the basic learning of children. It helps them make a better sense of the world in a fun and interesting way. Stories teach about human values, behaviors, the importance of relationships, and so many other things. However, it is also important to see the similarities and differences in the stories.

Step - 1

Analyse the stories as per the headings given in the table. The first story is done as an example:

S.no	Title	Characters	Situation	Tone
I	The Man on the Tree	Nasruddin, man on the tree, bystanders, one man	i. A man climbed up to a tree top ii. failed to get down iii. rescued by Nasruddin	Humour / failure /sad & happy
II				
III				

Step - 2: Write a short report: Which story out of the three do you like the most?

2. Story Writing:

Do you wonder from where writers get their ideas for stories? The secret is that writers don't think of all those ideas, in fact they are very observant people who collect themes from different sources and combine them to make an original story.

Follow the given steps to write your first story. Share it in the class

Step One: Ideas

- Look for ideas in real life, such as funny quotes, interesting people, or occurrences at school.
- Consider your favorite stories. You can use elements of them to make a new story.
- Brainstorm! Combine several ideas to form the basis of a new story

Step Two: Sketch the "basics" of your story

1. Choose a character - Sympathetic / kind / caring etc
2. Choose a situation -
 - a. problem / conflict / issue etc: This can be the topic as well
 - b. character develops a solution and brings the resolve

Step Three: Fill in the details: Character and Conflict

She said that she had never met such people before.

Character

- a. First, build your main character - the hero/heroine
 - b. Think about your secondary characters: hero's/heroine's friends and enemies.
- **Villain:** stops the hero/heroine from doing good
 - **Allies:** Assist the hero in reaching goals
 - **Mentors:** Wise characters who guide the hero
 - **Jokers:** Create humour and lighten things up! Often the main character's best friend is a joker

Situation → finding solution for a problem

A situation has three stages - beginning / middle / end

- **Beginning:** add the setting - describe the location and character the story is about
- **Middle:** bring in the problem which can be of a person, nature, object etc
 - your characters struggle to survive and fight among themselves.
 - Add more conflicts and obstacles if your story seems slow or not "big" enough.

Unit No. 4

Step Four: Planning the Scenes

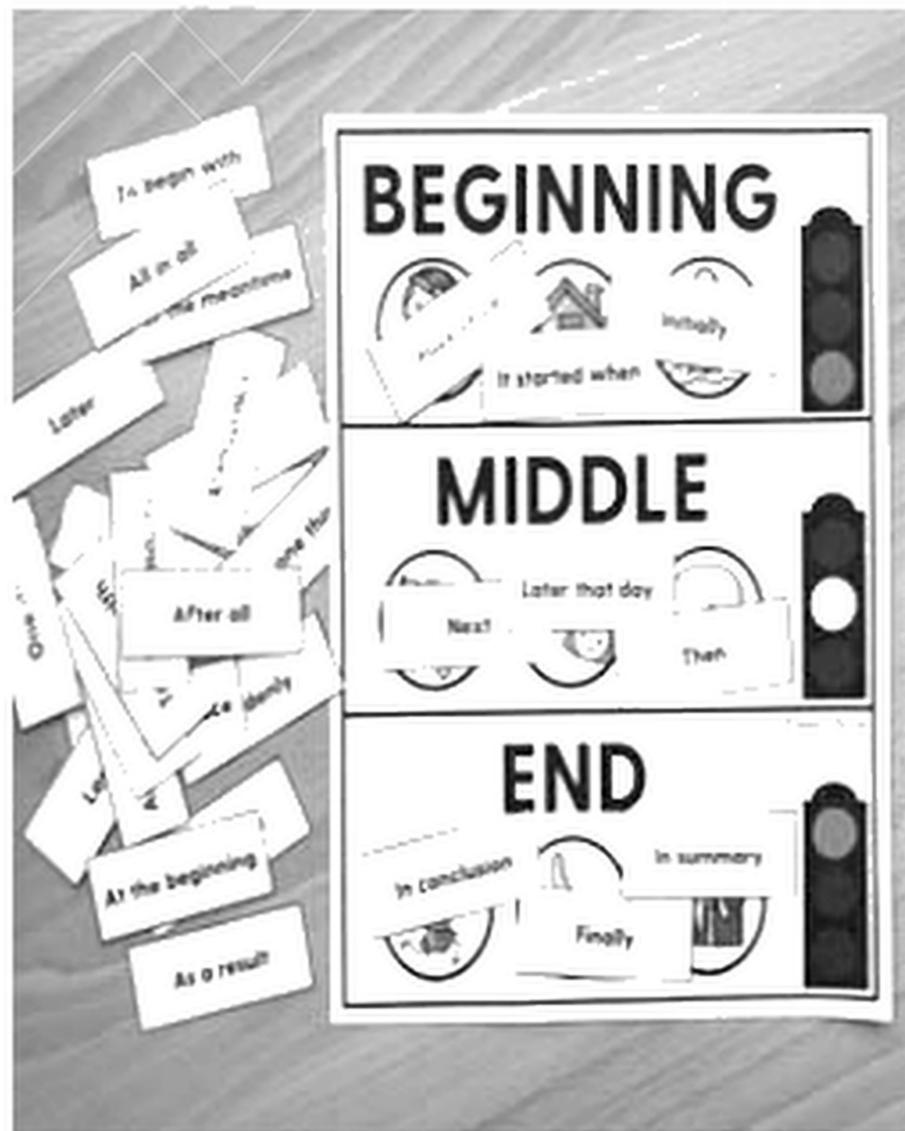
Character and conflict are the heart of your story. You may take help from movies, animation techniques, professions etc. The plot is just the sequence of events that happen as the character faces problems. Here are a few things to remember about plotting:

- The **plot** follows the effects of the character's actions and decisions.
- You want a **chain of events**, each affecting the next. Each link in the **chain** should be necessary to your story!
- The **final scene** – the big event – it should reward the good to maintain the adventure spirit. You may add suspense to it
- **Start with a bang! Your story's opening scene**
 - a. Start with the day that is different -- the day the hero is called to an adventure
 - b. Start your story as close to the "big event" as you can
 - c. Show the main character and the problem, or hint at the problem.
 - d. Use action to get your story rolling and make your reader want to see what happens next.

Step Five: Write

Begin with a rough draft - just concentrate on getting it all on paper. You can go back and fix things later. Once satisfied, write neatly on a paper and share it with the class.

Have fun! Good luck!





Fluency of Expression

1. Retelling the story

Out of the three stories of Mullah Nasruddin, which one did you like the most? Why did you like this story better than the other two? Share it with your family members.

Steps to Practice:

- i. Character
- ii. Setting
- iii. Problem
- iv. Events {sequence of events}
- v. Solution



2. Art of sharing Jokes:

Making People Laugh is a Fine Art

Here are four steps to help you tell a joke:

1. Relax: If you feel awkward, so will the other person
2. Vary your voice: Monotone speech makes the joke boring
3. Signal the punchline: A little pause adds to the suspense
4. Believe in the joke you are telling: If you think it's funny, they are more likely to agree

Now try these jokes with family and friends!

Q: What has one head, one foot and four legs?

A: A Bed

Q: What is the center of gravity?

A: The letter V

Q: What goes up, but never comes down?

A: Your age!

Q: Where does success come before work?

A: In the dictionary!

Q: What breaks when you say it?

A: Silence!

Unit No. 4

Fun Reading:

i. I scream, you scream, we all scream for ice cream.



ii. Four furious friends fought for the phone.



iii. A bicycle can't stand on its own because it is two-tired.



Unit No. 5 Fire

After reading this unit the students will be able to:

- ❖ enlist the measures to be taken in school in case of any emergency
- ❖ discuss the basic knowledge of FirstAid
- ❖ use verbs, adjectives, adverbs, idioms accurately
- ❖ use correct subject-verb agreement in sentences.
- ❖ converse in English on the given topic
- ❖ discuss how people should react in emergency situations to help others immediately
- ❖ use contextual clues to find the meanings of difficult words
- ❖ write a first hand account of any emergency situation

Unit No. **5****Fire**

(Adapted from "THE OUTSIDERS" by S E HINTON)

A school building suddenly caught fire when the school children had gathered in the playground for a picnic. Jerry is the narrator. Dally, Samantha and Bryan, are all school teachers who had come to enjoy the picnic with the children.

(Someone had called the fire Brigade without wasting time).

-----Dally suddenly **slammed** on the brakes and stared ahead. "Oh", he **whispered**. The school building was on fire!

'Let's go and see what has happened,' I said, jumping out of the car.

There was a crowd at the front side of the building, mostly little kids, and I wondered how they had reached there so quickly.

I asked the nearest person, 'What's going on?'

'Well, we don't know for sure', he answered with a good-natured **grin**. 'We were having a school picnic up there and the first thing we noticed was smoke coming out of the building. Thank goodness! The fire didn't spread due to the wet season'. Then he turned around and shouted, 'Stand back, children! The firemen will be coming soon.'

At that time Samantha came running up. 'Jerry, some of the kids are missing'.

Jerry replied, 'They are probably around here somewhere. You can't tell with all this confusion where they might be.'

"Froze" here means extremely scared of the situation

'No.' Samantha shook her head. 'They've been missing for at least an hour and a half. I thought they were at the swings.'

Then we all almost froze. Faintly, just faintly, you could hear someone **yelling**. And it sounded like it was coming from inside the building.

Samantha went white. 'I told them not to play inside the building----I told them', She looked like she was going to start screaming.

'I'll get them, don't worry!' I started to run towards the building, and Bryan caught my arm.

'I'll get them. You stay out!'

I looked back and saw an... All could think... We have to save the children. We have

Unit No. 5

'Where are the kids?'

'In the back, I guess.' I shouted, and we started **stumbling** through the building.

We pushed open the door to the back room and found four or five little children, about eight years old or younger, huddled in a corner. One was screaming his head off, and Bryan yelled, 'Stop crying! We are going to get you out!' The boy looked surprised and quit screaming. Bryan looked over his shoulder and saw that the door had turned black by flames, then pushed open the window and **tossed** out the nearest kid.

I also picked up a kid, leaned out the window and dropped him as gently as I could. A crowd was there by that time. Dally was also there, and when he saw me, he screamed, 'get out of there. The roof is going to cave in any minute.

"The roof is going to cave in any minute".
What does it mean?

I didn't pay any attention, although pieces of the old roof were crashing down. I **snatched** up another kid, and dropped him without waiting to see if he landed okay or not. I was **coughing** so hard I could hardly stand up. It was too hot. We dropped the last of the kids out as the front of the building started to **crumble**. Bryan **shoved** me towards the window. 'Get out!'

I leaped out of the window and heard **timber** crashing and the flames roaring right behind me. I **staggered**, almost falling, coughing and sobbing for breath. Then I heard Bryan scream, and as I turned towards him, he **clubbed** me across the back as hard as he could, so that I am not hit by the falling roof. I went down into a peaceful darkness-----.

I **ached** badly and wondered dimly where I was. I tried to think, but there was a high-pitched screaming going on, and I could not tell whether it was inside my head or out. Then I realized it was a siren. The police had come to rescue us. I was extremely thirsty and wished for some water. Someone with a cold wet cloth was sponging off my face, and a voice said, 'I think he's coming around.'

After reading this paragraph, discuss the condition of the narrator.

I opened my eyes. It was dark. I'm moving, I thought. I blinked at the stranger sitting beside me. He said, 'take it easy----you are in an ambulance.' 'Where's Bryan?' I cried, frightened at being in this car with strangers.

'They are in the other ambulance right behind us. Just calm down. You are going to be okay. You just passed out.'

With the timely handling of the situation, all children were safe and the injured were taken to the hospital.

Unit No. 5



Understanding and Comprehension

A: Reading for detail

Answer these questions in a few words:

- Give the reaction of the crowd in your words.
- Why is Jerry confused?

B: Reading for meaning

Answer these questions in complete sentences:

- What was the first indication that the children were inside the burning building?
- List the factors that made the rescue of the children difficult?
- Why do you think the kids had to be taken out without wasting any time?

C: Reading for inference

Write True (T) or False (F) beside each of these statements. Cite evidence from the stories to support your answer:

- The children were having picnic in the school.
- Samantha started to run in a direction opposite to the building.
- The door is totally burnt down .

Looking for evidence:

- Read the para from where the question is formed.
- Underline the specific parts linked to the question.
- Think about inferences & connections

D: Reading for ideas

Discuss your answers to these questions as a class or in groups:

- How important is it to have a fully equipped dispensary in the school?
- Do you think creating panic is a solution to a disaster? Discuss why.

1 Read the text carefully. Find the correct words to fill in the blanks:

- I shouted, and we started_____through the door.
- The boy looked_____and started_____.
- Bryan _____me towards the window.

Unit No. 5

- iv) I _____, almost falling, coughing and _____ for breath.
 v) The roof is going to _____ any minute.



Working with Words

1 Vocabulary, Diction and Pronunciation

Read the words with the help of phonetic description and practice in the class. Also learn spellings and meanings.

2 Words/ Classification	Phonetic Transcription	Meanings
Staggered <i>verb</i>	/ˈstæ ɹ əd/	to walk, move or stand unsteadily
Roaring <i>noun</i>	/ˈrɔ:ri ŋ /	a loud deep cry or sound
Leaped <i>verb</i>	/li:p/	jumped
Cinders <i>noun</i>	/ˈsɪndə(r)/	partially or mostly burned piece of wood, coal
Crackling <i>noun</i>	/ˈkrækli ŋ /	making slight cracking sounds rapidly
Slammed <i>verb</i>	/slæm/	shut with force and noise
Startled <i>verb</i>	/ˈstɑ:tlɪd/	to disturb or agitate suddenly as by surprise
Shove <i>verb</i>	/ʃʌv/	to push roughly or rudely
Clubbed <i>verb</i>	/klʌb/	to unite, combine, join together
Timber <i>noun</i>	/ˈtɪmbə(r)/	wooded land, growing trees themselves

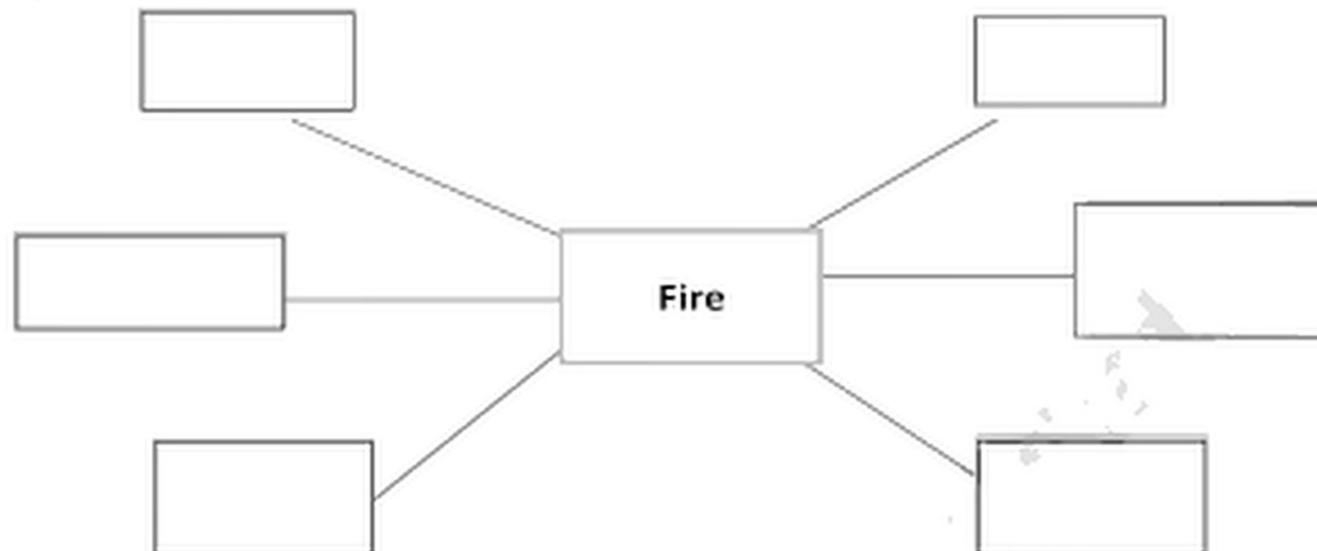
3 Task

Work in pairs and help each other in making sentences of the words given in the table above. Use a variety of sentence structure..

Unit No. 5

4 Word Cloud

A word cloud is a group of words connected with the theme word. Make a word cloud by filling in the boxes in the relevant words from the text.



5 Phrasal Verbs

A phrasal verb is a combination of words (a verb+ a preposition OR verb+ adverb) when used together, usually take on a different meaning to that of the original verb.

Example: Out

Phrasal verb	Meaning	Sentence
Pass out	Faint	It was so hot in the hall that the young man passed out.
Put out	Extinguish	The fire fighters put out the fire in ten minutes.
Break out	Beginning/starting of something.	The fire must have broken out during the night.

Now find five more phrasal verbs, their meanings and make meaningful sentences.



Language Corner

While learning about nouns, verb, adjectives and adverbs, you may have noticed that many base words can be modified as different parts of speech using suffixes such as *ed*, *able*, *ly*.

For instance, *respond*, belongs to a large family that includes *respond* (verb), *response* (noun), *responsive* (adjective), *responsively* (adverb). Now see whether you can complete the

Unit No. 5

Noun	Verb	Adjective	Adverb
satisfaction	satisfy	satisfactory	satisfactorily
	suspect		
grief		apologetic	
	repeat		
rebellion		sympathetic	

8 Sentence

As we already know that a group of words which makes complete sense is called 'sentence'. It always has a subject and a predicate.

- i) It sounded like it was coming from inside the building. (sentence)
- ii) The kid looked surprised and quit screaming. (sentence)

Predicate

The part of a sentence containing a verb and stating something about the subject is a predicate.

- i) She looked like she was going to start screaming. (predicate)
- ii) I jerked loose and ran on. (predicate)

Simple subject and simple predicate

The simple subject is the main word in the complete subject.

Example: My friends play hockey. The words *my friends* make up the **complete subject**. The word *friends* is the **simple subject**.

The simple predicate, also called the verb, is the most important word in the complete predicate.

Example: The tiny turtle ran into the ocean.

The words *ran into the ocean* make up the **complete predicate**. The verb ran is the simple predicate.

Unit No. 5

Underline the simple predicate in each of the following sentences:

- 1 The rooster sang loudly.
- 2 He seemed very excited.
- 3 The fox came to the tree.
- 4 The baker sells chocolate cakes.
- 5 She has drawn colourful pictures.
- 6 My neighbour's garden is clean.
- 7 Rehana is afraid of the monkeys.
- 8 Hadi's report is fantastic.

Make as many sentences as you can by joining the subject to the predicate part of each sentence:

Subject	Predicate
1 Usman	got up from the dinner.
2 He	went to his bedroom.
3 His mother	washed all the dishes.
4 His father	went to his office.
5 His sister	likes to read novels.

Fluency of Expression /Oral Activity

Discuss with your class fellows how should schools be equipped to face disasters like an earthquake, flood or fire. Discussion may include having First aid boxes, calling the relevant authority, identifying emergency exit and fire drill.

Idioms

Learn the following idioms and use these in daily conversation.

Sr.No	Idioms	Definitions
1	spread like a wild fire	to spread, circulate very quickly and rapidly
2	haste makes waste	quickly doing things results in a poor ending
3	without a doubt	for certain, surely
4	lend me your ear	to politely ask for someone's attention
5	a piece of cake	a task that can be accomplished very easily

Reading Makes Us Wise!!

Silent Reading	
While reading the text use indicators to help you read for understanding and retention:	
? I have a question / I don't understand	 Circle any difficult word, guess from contextual clues
! It is surprising / It is a new thing for me	 I think this is the main idea
C I can relate this / I can make a connection (text, self, world)	 It is amusing / Interesting

You may create other indicators to help you read better

Measures to be taken during an earthquake

An earthquake is a natural disaster which can be devastating, causing loss of lives. Most areas of Pakistan lie on the fault line, so they are more prone to earthquakes. If you ask your parents and teachers about the earthquake in 2005, they will tell you that it caused huge losses in terms of precious lives and property.

During an earthquake, following measures must be taken:

1. Do not panic.
2. Try to move out into open areas. If this is not possible, take shelter under table or stairs.
3. Do not run as you may fall and hurt yourself and others.
4. Running will cause a stampede which will hurt more people.
5. Do not push others.
6. Do not turn on gas or water connections.
7. Be careful about broken glass and debris.
8. Stay out of damaged buildings as they become unstable and collapse.
9. Do not waste time in gathering your belongings.
10. Ask your teacher about the evacuation plan during such occasions.
11. Know the location of fire extinguishers in the building.
12. First aid kit should be readily available at school as well as at home.

Unit No. 5

 Creative Writing

1 Write about a similar incidence in which you might have helped any child, a woman or an old man.

2 Subject---Verb Agreement

Subject---verb agreement simply means that the subject must agree in number. This means both need to be either singular or plural.

Ex: The cat jumps down.

A plural subject must have a plural verb.

Ex: The cats jump down.

Fill in the blanks with the right form of verb in brackets.

- i) They-----by bus. (travels, travel)
- ii) We usually-----lunch at this restaurant. (eat,eats)
- iii) The dog-----at strangers. (bark, barks)
- iv) The children-----to their teacher. (talks, talk)
- v) My mother-----nice meals, (cook, cooks)
- vi) You don't -----how to write an essay. (know, knows)

Reading for Fun

Tom Sawyer by Mark Twain

Unit No. 6 Robotics

After reading this unit the students will be able to:

- ❖ read for information, meaning, inference and ideas
- ❖ develop conceptual understanding of words with multiple applications
- ❖ develop close-reading / silent reading skills
- ❖ use of verb "put" as a phrasal verb
- ❖ use transitional devices in sentences
- ❖ create compound sentences using conjunctions
- ❖ write a dialogue applying all four types of sentences
- ❖ prepare Venn diagram as a technique for compare and contrast
- ❖ speak for a minute on a given topic

Doc - Dordim

Unit No. 6



Robotics



As a child you played with blocks, making figures, shapes and objects. This creative activity kept you busy for hours. Then you started building things out of your imagination with lego pieces. With the passage of time, the experiments of plastic toys and computer machines brought huge entertainment in the toy industry. Such toys are generally called robots and at times they are given proper names as well.



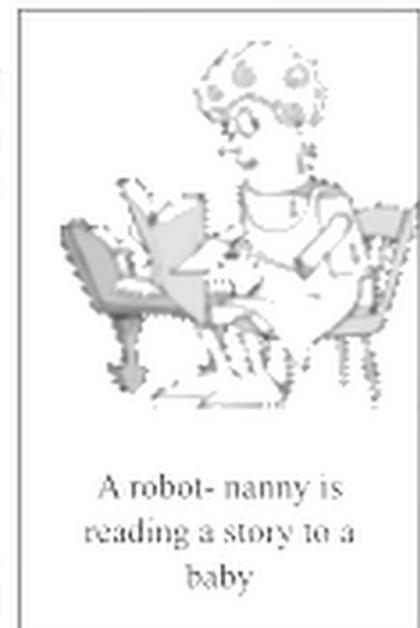
You play and enjoy computer games for hours. The challenge in the game is created through action, attack, adventure, role-play, **simulation** and artificial intelligence (AI) **techniques**. This is machine-brain which helps computers and robots to have the ability to understand human behavior. A robot that fills a box with biscuits can "count" the number. Similarly, a computer can determine the amount of traffic on a street to calculate when to change the traffic light. This science is in the early stages, but robots are being developed that can make decisions to serve food, translate words from one language to another, and get information from outside resources to solve problems.



The word Robot comes from the Czech word "robota" which means "forced work or labor." We use the word "Robot" today to mean any man-made machine. It can perform work or other actions, normally performed by humans, either **automatically** or by remote control.

Robotics is the science and study of robots. Robots can be made from a variety of materials including metals and plastics. Most robots are composed of three main parts that control its operations:

1. The Controller - also known as the "brain" / AI - is run by a computer program. Often, the program is very detailed as it gives commands for the moving parts of the robot to follow.
2. The mechanical parts include motors, pistons, grippers, wheels, and gears that make the robot move, grab, turn, and



Unit No. 6

3. Sensors tell the robot about its surroundings. Sensors allow the robot to determine sizes, shapes, space between objects, direction, and other relations and properties of substances. Many robots can even identify the amount of pressure necessary to apply for grabbing an item without crushing it.

Initially, robots were introduced in an automobile plant for moving huge car parts around. **Gradually**, these were developed for homes as toys, vacuums, dish washers and programmable pets. Today robots are a part of many aspects of industry, medicine, science, space exploration, construction, food packaging and are even used to perform surgery.

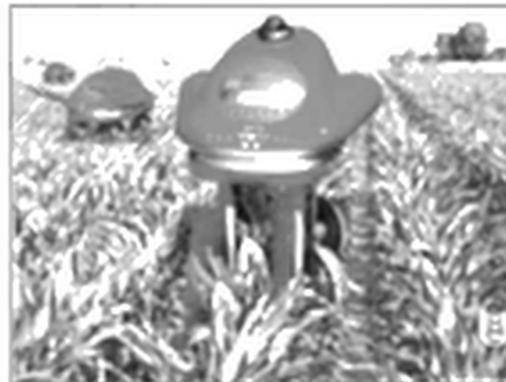


With the development of nano-robots which are microscopic in size, robots can now be put into very small spaces to perform a function. For example, these may be placed in the blood stream to perform surgical procedures that are too delicate or too difficult for standard surgery. These will be able to target cancer cells and destroy them without touching healthy cells.



Agricultural robots speed up the slow, repetitive and dull tasks of farmers. They allow farmers to focus on improving the overall production of crops. Some of the most common robots in agriculture are used for:

- harvesting and picking
- weed control
- mowing, seeding, spraying and thinning
- sorting and packing
- utility platforms



Robots are often cheaper to use as compared to manual labour. Secondly, it is easier for robots to do the same things over and over again with **precision** and without boredom. Thirdly, robots can accomplish some dangerous tasks, e.g. they can explore inside gas tanks, mines, volcanoes, travel the surface of Mars or other places too dangerous for humans to go. With advancement in robotics, we can design even more sophisticated robots to help make daily life easier and much more interesting.

Unit No. 6



Understanding and Comprehension

A: Reading for detail

Answer these questions in a few words:

- Which robot mentioned in the text do you like the most? Give a reason.
- What are the main functions of a nano robot?

B: Reading for meaning

Answer these questions in complete sentences:

- Artificial Intelligence (AI) gives a mind to a robot. Discuss in your own words?
- Do you think agricultural robots will do a better job of growing food for every one? How?

C: Reading for inference

Write True (T) or False (F) beside each of these statements. Cite evidence from the passage to support your answer:

- A robot cannot control traffic.
- A machine has a brain.
- Food can be packed in boxes by robots.

Looking for evidence:

- Read the para from where the question is formed.
- Underline the specific parts linked to the question.
- Think about inferences & connections

D: Reading for ideas

Discuss your answers to these questions as a class or in groups:

- Do you think humans beings will become lazy when most of the work will be done by robots in the future? Give reasons
- What type of a robot will help your mother in her household work?



Working with Words:

1-Vocabulary, Diction and Pronunciation

a-Read the words with the help of phonetic script and practice in class. Also learn their spellings and meaning.

Unit No. 6

3- Conceptual understanding – Construct your own knowledge:

Three nouns which have variety of meanings are used in the text. These are given in the table below. Different meanings of these words are mentioned. Choose the correct option relating to the text and write in the last column.

S.No.	Nouns	Meanings	Use in the text
1	Intelligence	<p>a. thinking ability: understand, learn, to form judgment / opinion, reasoning</p> <p>b. information collected by government / group about countries / enemies</p>	
2	operation	<p>a. mathematics process such as addition to produce one set of numbers</p> <p>b. medical process for doctors to cut body open to repair / remove / replace unhealthy or damaged part</p>	
3	function	<p>a. purpose / duty / the way something works</p> <p>b. mathematical relationship between two or more sets</p> <p>c. ceremony / social event / official ceremony</p>	

Reading Makes Us Wise!!

Silent Reading

While reading the text use indicators to help you read for understanding and retention:

<p>? I have a question / I don't understand</p>	<p> Circle any difficult word, guess from contextual clues</p>
<p>! It is surprising / It is a new thing for me</p>	<p> I think this is main idea</p>
<p>C I can relate this / I can make a connection (text, self, world)</p>	<p> It is amusing / Interesting</p>

You may create other indicators to help you read better

Our Robotic Successes

In Pakistan, the field of robotics is gaining a lot of popularity. It has been introduced as a subject in sixty universities. This will enhance research and development in creating, designing and making robots to help us resolve our issues through the use of technology.

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we see robots as fire-fighters, nurses, teachers, technicians, housemaids etc. The field of entertainment has been transformed through the use of robotics and animation. Read and enjoy some of these developments:

Football Team for RoboCup

Pakistan is the first south asian country to get its team selected for the international competition Robo-cup. RoboCup brings together some of the finest minds in technology from around the world. Established in 1997, its mission is to create a team of robots capable of beating the human World Cup champions by 2050. Altogether, there are twenty teams from different countries in this world cup. A team consists of six players in uniform which helps them to send ball passes to each other. The opposite team has a different uniform and that helps them to make their moves for scoring goals. They play independently by following the movement of the ball. The robots show a lot of balance in their structure as they lift a foot to kick the ball. The body flexibility allows them dance-like movements which they can show-off if and when they win the RoboCup.



Robotic Wheel Chair

In collaboration with the health service sector, researchers have been continually trying to improve the support provided to aging population, accident victims and people in need of mobility assistance. An inbuilt camera helps to find an easy and comfortable path for the rider. The research will further facilitate people without limbs - robotic structures can become their arms and legs and help them improve their quality of life.

These examples must have inspired you to study the subject of robotics. Look around at the issues of people and environment around you, What type of a robot would you like to create? Remember! At first your aim is to take care of the issue but later you have to ensure the success of your robot.



Design your robot and BEST OF LUCK!



Language Corner

1. Phrasal Verbs with "Put"

A phrase that combines a verb with a preposition or an adverb or both and that functions as a verb whose meaning is different from the combined meanings of the individual

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- The third sentence of Text – 1 Robotics shows the example of the use of "Put" as a phrasal verb. Read it again

However, the computer has suddenly put life in some plastic toys and through human-like movement has brought huge entertainment.

- Choose a phrasal verb from the box to complete the sentences given under. The meanings are given to help you.

Phrasal Verbs with Put

Put off - to postpone

Put up with - to tolerate

Put down - to insult

Put on - to dress oneself

Put up - to adjust

Put across - to communicate something.

Put out - to publish

Put back - to put something where it was previously

Now decide which phrasal verb is needed in each sentence:

- I can't _____ this cat anymore, it's driving me crazy!
- Please _____ the milk in the fridge when you're finished with it.
- Can we _____ the meeting until Wednesday please?
- He is _____ an act to win everybody's sympathy.
- They _____ a new newsletter every Friday. It's worth reading.
- I was trying to _____ my point of view but no one was listening.

2. Transitional Devices

Transitional devices are words or phrases that help carry a thought from one sentence to another, from one idea to another, or from one paragraph to another. These link sentences and paragraphs together smoothly so that reading is comprehended.

A table is given below with 05 types of Transitional Devices, with examples. Read the two text passages again to locate what devices are used in the texts. Write these in the relevant boxes.

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S.no	Transitional Devices Headings + examples	Text - 1 Robotics	Text - 2 Our Robotic Successes
1	To indicate more information: Besides...furthermore...in addition...in fact...however		
2	To Show sequence of ideas: first... second... third...also ... lastly...after...before...in the meantime...next...so...then		
3	To show Time: While...second...today...later... Next...tomorrow...afterward...as soon as...now...next week... about... when suddenly...during... until...yesterday		
4	To show location: Above...across...around...behind... beside... between...in back of...in front of...inside... near...outside... over...under		
5	To Summarize or Conclude: in conclusion...lastly...to sum up... hence...therefore...thus...as a result...consequently		

3. Compound Sentences

A **compound** sentence is two or more clauses joined with the help of conjunctions; such as **for**, **and**, **nor**, **yet**, **so**, **when** etc. A clause is a group of words containing a subject and a predicate and functions as a complex sentence. An example is given to help you understand better.

Example: Mr. Morton was going to ride his motorcycle, **so** he put on his helmet.

Subject

Predicate

con S P

Read the sentences given under and mark subject (S), predicate (P) and conjunction (con).

- When it rained, they went inside.
- I love opening the windows when the cool breeze blows.
- She walked to the store in order to buy chocolate.

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4. If that's a cupcake, I'm having it.
5. Let's go for a walk while the sun's still out

Task: Find out 05 compound sentences from the book and write these down in your notebook.



Creative Writing

1. Dialogue Writing using 4 Types of Sentences:

Write a dialogue of at least 12 sentences using all the four types of sentences. You may begin like this.

Task:

Me: I like you. Will you be my friend?

—: Yes! Why not?

You are already familiar with the types of questions. The chart is given for a quick revision.

Types of Sentences and Examples

Declarative (information / ideas) - A robot is a machine.

Imperative (command / request) - Watch for traffic on the road.

Exclamatory (emotion / expression) - I'm so excited!

Interrogative (question) - What time is it?



2. Compare & Contrast:

Imagine you are standing in front of a shop and have to decide what to choose - pizza or ice-cream - only one. How do you decide? In order to make the best decision, you could use a Venn diagram to map it out.

- A **Venn diagram** is a visual brainstorming tool used to compare and contrast two (sometimes three) different things. **Comparing** is looking at traits that things have in common, while **contrasting** is looking at how they differ from each other. It is
- It is made up of two large circles that intersect with each other to form a space in the middle. Where the two circles intersect, you would write traits that the two things have in common. In either side of the intersecting space, you would write the differences among the two things.



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Task: The pictures of two robots are given under with headings.

- Prepare a venn diagram showing similarities and differences.
- Which robot is better? Write down 2-3 reasons for your choice.



Teddy robot for young patients



Robot Nurse for all hospital duties



Fluency of Expression



1. Public Speaking - one minute prepared speech:

Choose a topic from the two given under and prepare it according to the format shown in the box.



- Robot as a pet - Define your expectations?
- Should we have robots in our hospitals?



Speech format:

- **Purpose:** inform, entertain, or persuade
- **Research:** use textbook, newspapers, etc.
- **Stages:** a. Introduction, b. middle, c. End {Use transitional devices like: first, next, hence etc}
- **Expression:** speak with confidence and with eye contact
- **Palm Cards:** write main points clues on cards

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3. Fun Reading:

1. Two poems are given below. It's the Robot talking. Choose one and prepare it for the class competition. As you prepare, practice the following:

- i. contractions
- ii. punctuation marks
- iii. meaning of the lines

I

I, robot
 Don't have the capacity
 To dream about tomorrow
 But I never spell a word wrong

**II**

I'm just a robot
 I have no fears
 I lack emotion
 And I shed no tears.

2. Meet Miko: He can see, hear, speak and feel.

What command will you give to Miko?

Q. Hello Miko!



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قومی ترانہ

پاک سر زمین شاد باد! کشورِ حسین شاد باد!
تو نشانِ عزمِ عالی شان ارضِ پاکستان
مسکرتے یقین شاد باد!

پاک سر زمین کا نظام قوتِ اخوتِ عوام
قوم، ملک، سلطنت پائندہ تابندہ باد!
شاد باد منزلِ مسراد!

پرچم ستارہ و بلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال
سایہ خدائے ذوالجلال!