

What will I learn?**READING**

- Use pre-reading strategies to predict the content of a text by using prior knowledge and asking questions
- Skim text to have a general idea of the text
- Deduce the meaning of difficult words from context
- Scan to answer short questions
- Use critical thinking to respond to the text
- Use intensive reading strategies

SPEAKING

- Use functional language to make plans

LANGUAGE PRACTICE

- Illustrate the use of “used to” for past habits and routines
- Illustrate the use of prepositions of position

WRITING

- Write a sample descriptive unified paragraph on a given topic
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- Write a clear topic sentence
- Add adequate supporting details
- Write a concluding sentence

STUDY SKILLS

Preparing an outline for oral presentation

FUN

Practising tongue twisters to become fluent speakers

1.1 READING COMPREHENSION

UNIT: 1

Pre-Reading

- a) How many friends do you have?
- b) Are all friends that we have good and helpful?
- c) In what ways do friends help each other?
- d) Make a list of good qualities that you think a good or an ideal friend should have.
- e) Share your list with your partner.



Note for Teachers: First of all, ask the students the questions given above. Once you have discussed and the students have developed their list and shared with each other, you can ask them to share points from their list with the whole class. Next, ask the students to read the text silently and do exercise 1 .

Reading Text

Friends in Trouble

There lived two close friends, Basit and Raheel, in a village near Hyderabad. In school, they studied together and in the evening both friends enjoyed playing cricket together. On weekends, they usually went to the nearby canal for fishing. Often, they also went on long walks in the nearby forest because they liked listening to the birds chirping, watching the animals at play, and looking at the beautiful flowers. They always enjoyed each other's company. They laughed, joked and had a great time the whole day.

Basit was a kind and helpful boy by nature. Moreover, his parents had always taught him to be a kind, sympathetic, helpful and sincere person. He behaved very nicely with all his friends, but he had a special place in his heart for Raheel. Basit always helped Raheel with his homework. He was always willing to guide and help him whenever he faced any difficulty or problem. He also happily gave one of his fish to Raheel when he failed to catch any because, luckily, Basit often managed to catch more fish than Raheel. Although Basit was very active and very intelligent, he was not good at climbing trees. Raheel, on the other hand, was very good at climbing trees, as he had a tall tree in his house, which he had been climbing from an early age.

One day, Raheel and Basit decided to go to the nearby forest to enjoy the natural beauty. Being nature lovers, they kept walking along the path of the forest, all the time talking and enjoying the natural beauty all around them. They were so curious about everything that they just kept on following whatever caught their attention, not realizing that they had wandered deep into the forest. Suddenly, they realized that they had lost their way; they became very worried because their parents and the villagers had often told them about the dangerous beasts living in the forest. However, they decided to remain calm and promised not to leave each other in case of danger.

1.1 READING COMPREHENSION

UNIT: 1

They kept walking through the forest, trying to find their way back home. But all their efforts were in vain. All of a sudden, they saw a huge, black bear coming towards them. They got frightened. This is where Raheel showed his selfish nature and said, "Look Basit, we are in great trouble. As I see it, we have only two choices, either we climb on a tree and save ourselves or we start running. Since I am good at climbing, I'm going to climb a tree. As you do not know how to climb, it would be a good idea for you to run as quickly as you can to save your life."



Basit was extremely shocked to hear this. He had never expected that his friend would abandon him like this because he loved and trusted his friend sincerely. As the bear came nearer, Basit was paralyzed with fear. Finding no other way, he quickly lay flat on the ground, stopped breathing, and pretended to be dead. When the bear reached him, it smelt his body, probably thought he was dead, and did not touch him. Soon the bear just walked away.

After a while, Basit heard his friend coming down the tree and guessed that the bear had gone away. He stood up and looked at Raheel angrily. But Raheel, instead of feeling ashamed or apologising to his friend for having abandoned him, just asked excitedly, "Basit, what did the bear whisper in your ear?" From his position high up in the tree, he had seen that the bear had brought its face close to Basit's head and thought that the bear had said something to his friend.

Basit looked at his friend angrily and replied, "He advised me not to trust a friend who leaves his friend at the time of danger." Hearing this, Raheel felt embarrassed. He did not know what to say and started to walk away. Basit followed him silently. Since Raheel had seen the way out from the top of the tree, both friends quickly got out of the forest and reached their homes.

While Reading

Exercise 1

If you are asked to select another topic for the story from the following list, which one would you choose?

- a) Beautiful friends are a blessing
- b) A beautiful forest
- c) A friend in need is a friend indeed
- d) A kind bear

1.1 READING COMPREHENSION

UNIT: 1

Vocabulary

Exercise 2

Match the meanings of the words given in the text and write the answers in the answer column. One has been done as an example.

| S No | Words | S No | Meaning | Answers |
|------|---------------|------|---|---------|
| 1. | sympathetic | a. | unable to move | 1 g |
| 2. | nature lovers | b. | walked around without any purpose | |
| 3. | curious | c. | without any success | |
| 4. | wandered | d. | ashamed | |
| 5. | dense | e. | saying sorry | |
| 6. | in vain | f. | speak very softly | |
| 7. | abandon | g. | kind to someone who is sad or hurt | |
| 8. | paralyzed | h. | thick | |
| 9. | apologising | i. | those who enjoy nature | |
| 10. | whisper | j. | leave someone because it is dangerous to stay | |
| 11. | embarrassed | k. | wanted to know | |

Post Reading

Exercise 3

Read the text and find out whether the following statements are true or false. Write (T) in the given blanks if they are true and (F) if they are false. One has been done as an example.

- Basit and Raheel studied in the same school. T
- They loved playing inside the house.
- Basit never helped Raheel.
- Raheel was good at climbing trees.

1.1 READING COMPREHENSION

UNIT: 1

5. They went to the forest because they enjoyed nature. _____
6. They were attacked by a bear. _____
7. Both Basit and Raheel climbed up a tree when they saw a bear. _____
8. The bear did not hurt Basit. _____
9. Raheel saved his friend from the bear. _____
10. Basit and Raheel reached their homes safely. _____

Exercise 4

Read the questions carefully and circle the right answer.

1. What did both the friends do on the nearby canal on weekends?

- | | |
|------------|-----------|
| a. laughed | b. joked |
| c. swam | d. fished |

2. What kind of a place was the forest that they visited?

- | | |
|---------------|--------------|
| a. safe | b. dangerous |
| c. very small | d. too dark |

3. How did they feel when they visited the forest?

- | | |
|---------------|--------------|
| a. spellbound | b. unhappy |
| c. curious | d. depressed |

4. Why did Basit not climb tree?

- a. because he avoided climbing trees
- b. because he did not know how to climb a tree
- c. because he was not afraid of animals
- d. none of these

5. What frightened them in the jungle?

- a. lion b. jackal
- c. bear d. tiger

6. How did Basit feel when he saw the bear coming towards him?

- a. happy b. sad
- c. upset d. frightened

7. What did Basit say that the animal had whispered in his ear?

- a. It advised him to trust a friend who leaves his friend at the time of danger.
- b. It advised him to be honest with a friend who leaves his friend at the time of danger.
- c. It advised him not to trust a friend who leaves his friend at the time of danger.
- d. None of these.

Exercise 5

Work with a partner. Read the text and orally complete the following sentences. After you have done it orally, write the complete sentences in your notebooks.

- 1. Raheel and Basit went for long walks in the forest because.....
- 2. Basit was a kind and helpful boy because.....
- 3. Basit sometimes gave fish to Raheel because.....
- 4. Raheel was good at climbing trees because.....
- 5. They lost their way in the forest because.....
- 6. When they realized that they were lost, they were worried because.....

7. When they saw the bear coming, Raheel told Basit to run because.....
8. Basit was shocked when his friend told him that he was going to climb the tree because.....
9. Basit laid down on the ground and stopped breathing because.....
10. They were finally able to get out of the forest quickly because.....

Exercise 6

Work in pairs, discuss the following questions and write the answers in your notebooks.

- 1) What do you think is the main idea of the story?
- 2) What did Raheel do at the time of danger?
- 3) What did Raheel think the bear had done?
- 4) Do you think that the bear actually said something to Basit? Why/ why not?
- 5) What would you do if you were Basit?
- 6) What would you do if you were Raheel?
- 7) What do you think happened after this incident?



1.2 SPEAKING

UNIT: 1

Use functional language to make plans

Work in groups of three and practice the following dialogues at least three times. Change roles every time.



Soomar Hurrah! The final exams are over. How about visiting the Miani forest?

Jannat Oh! it's a great idea! I was also thinking about it.

Ayaz Why not go to a beach?

Soomar A visit to Miani will not only be fun but it will also help us in writing the report for our next year's project work.

Ayaz Oh yes! I remember, the teacher told us about it last week.

Jannat I think going to the Miani forest is a great idea.

Continue working in the same group of three and, based on the above sample, write a dialogue making a plan to visit the museum. After you have developed the dialogue, practise it at least three times. Change roles every time.

Note for Teacher: You can continue practising this structure by dividing the class into groups of four. Ask each group to plan an activity for the class, for example, picnic, party, mela, exhibition, sports day, annual day, Eid Milan, cultural day, etc. You can then ask each group to come up and present their plan through role play.

Use of “used to” for past habits/ routines

We often use '*used to*' with a verb when we talk about some past habits or routine; something that we regularly or often did in the past but do not do anymore.

Read the following passage carefully and see that the bold words (used to) show past habits/ routines.

Seema **used to** get up early in the morning but she never **used to** brush her teeth. She **used to** have breakfast without brushing her teeth. She often **used to** fall sick. Her mother **used to** take her to the doctor. One day the doctor asked her if she brushed her teeth. Seema felt ashamed and started to brush her teeth. Now she remains healthy.

Exercise 1

Look at the following table. It has eight complete sentences. The words in column A and column C are in the right order but those in column B are all mixed up.

Work in pairs. Select the correct word from Column B to complete each sentence and write the complete sentences in your notebooks.

Example: 1. When I was a child I used to ride a bicycle.

1.3 LANGUAGE PRACTICE

UNIT: 1

| S No | Column A | Column B | Column C |
|------|--------------------------------------|----------|-------------------------|
| 1 | When I was a child I used to | bite | a bicycle. |
| 2 | Essa used to | play | mangoes |
| 3 | Seema used to | take | early in the morning. |
| 4 | When I was a child my father used to | visit | care of me. |
| 5 | They used to | love | historical places. |
| 6 | Our pet dog used to | get up | our guests. |
| 7 | My grandfather used to | tease | with the children. |
| 8 | His brother used to | ride | everyone in the family. |

Exercise 2

Work in pairs; use the verbs given below to make complete sentences showing past habitual actions. One sentence is given as an example. Write the sentences in your notebook.

Example: Her brother **used to open** his shop early in the morning.

| | | | | | | | |
|------|-------|------|------|------|------|------|---------|
| open | drive | make | give | sell | call | send | receive |
|------|-------|------|------|------|------|------|---------|

Exercise 3

When you were in your primary classes which of your habits did your parents like / did not like? Make a list of your good and bad habits in two columns. Some of the habits are given below as examples.

| Good Habits | Bad Habits |
|-----------------|--------------------------------|
| eat food slowly | throw wet towel on the bed |
| do work on time | tease younger brother / sister |
| | |
| | |
| | |

Note for Teacher: Divide the students in pairs, make sure that the students understand that they have to make their own sentences in Exercise 2.

Now use the good and bad habits that you have written in the table to form complete sentences, using “used to” to talk of past habits. Remember, these should not be habits that you have right now. An example is given below. Write the sentences in your notebook. Once you have completed, share with your partner.

Example: When I was in class five I used to eat food slowly.

Prepositions of Position

A preposition is a word which shows a relationship between a noun or pronoun and another word. Prepositions are mostly put before the words they control. They show relations of different kinds.

Example: The coin **was under** the sofa (position)

The coin **rolled under** the sofa (movement)

Some prepositions that show position are:

in, inside, outside, on, under, at, by, beside, near, above, below, behind, among, between.

Exercise 4

Complete the following sentences by choosing one word from those given in the brackets at the end of each sentence.

- 1) Please put this book ____ the table. (inside, at, on, in)
- 2) Her shoes are ____ the bed. (in, on, under, before)
- 3) My teacher is ____ the class. (in, at, above, below)
- 4) A huge crowd is waiting ____ the stadium. (on, above, outside, under)
- 5) Their house is ____ their school. (at, near, in, below)
- 6) I have put the baby ____ the cot. (in, at, before, behind)
- 7) The train is ____ the station. (in, at, under, above)
- 8) Murree is about 7000 ft. ____ the sea level. (below, behind, on, above)

Exercise 5:

Fill in the blanks with correct prepositions from the list given earlier.

1. The boys fell _____ the pond yesterday.
2. Let's go _____ as it is going to rain.
3. Many minerals were found _____ the surface of the earth.
4. We can get most of the things that we need _____ our house.
5. The old man is resting _____ the tree as it is very hot.
6. I always keep my mobile phone _____ the top shelf.
7. Please go and see who is _____ the door.
8. The mouse is _____ the log in the corner.

Exercise 6:

Use at least 7 prepositions from the list given earlier in your own sentences.

1.4 WRITING

UNIT: 1

Exercise 1

Write a **descriptive** paragraph on My Favourite Place in your notebooks, based on the guidelines given below.

Some words that can help you are:

above under nearby opposite to near across
below to the right to the left similarly among also

Topic Sentence

My favourite place is my neighbourhood park. I like it for many reasons.

Supporting sentences

1. _____
2. _____
3. _____

Concluding Sentence

(This is a re-statement of your topic sentence using different words; include the details and words that support your topic).

Exercise 2

Work in pairs and develop a mind map on one of the following topics. After you have prepared your mind map, work individually and write a paragraph in your notebook, following the guidelines given above. Once both of you have written your paragraphs exchange your notebooks and read each other's work based on your mind map.

1. My School
2. Our Hospital

Repeat the above process for the second topic, i.e., develop a mind map in pairs, write the paragraph individually, and then read each other's paragraph.

Note for Teachers: Tell the students that they do not have to use all the words given above; they can use some of these and some other of their own.

Outlining for Oral Presentations

Outlining is a useful skill. It will help you to note down your ideas and organize the materials according to a logical pattern. Below is a sample of how outlines are prepared.

Sample***Beginning***

- * Make sure people are paying attention, greet the audience
- * Introduce your topic, state the main idea

Middle

- * Support your main idea with one detail
- * Support your detail with reasons/ examples
- * Link your details and reasons/ examples with the main idea in the final statement

End

- * Rephrase the main idea

Exercise 1

In your notebook, write the three headings given above. Leave three lines after each heading. From the box below, select the sentence(s) according to the section in which they will fall. Now, write down these sentences under the heading where they should be. This will give you an idea of a complete outline.

- a) In addition, it can bring a change in your life.
- b) Greeting.
- c) To begin with, studying is an exercise for the mind.
- d) Studying or getting an education is important for a number of reasons.
- e) In other words, I believe that studying is very important for everyone.
- f) Finally, studying and getting educated will help in national development.

1.5 STUDY SKILLS

UNIT: 1

After you have written down the sentences, read them a few times as if you were giving a presentation. Next, work with a partner and each one of you should give a presentation to each other. You may look at your outline but don't read from it.

Exercise 2

Work with your partner and fill the following template. You will have to present it to a group of your classmates.

Title: Why do people study?

Beginning

Middle

End

Exercise 3

Now, below are 3 titles. Work individually and use ONE of them to develop an outline, based on the pattern you have already practised. You will have to present it in front of the class.

1. Why is sunshine important?
2. Why is rain important?
3. Why is school important?

Note for Teachers: For exercise 2, divide the students in groups of four to six students and ask each one of them to present to their group. For exercise 3, ask the students to come up and present in front of the whole class.

Recite the following tongue twisters as fast as you can.

Six swans swam swiftly southwards.

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

Four furious friends fought for the phone.

Never trouble trouble till trouble troubles you.

Sheena leads Sheila needs.

Double bubble gum bubbles double.

The queen in green screamed.

Silly sheep, weep and sleep.



Note for Teacher: Prepare chits with A, B, C, upto H written on them. Put these in a box or any other thing so that the students cannot see them. Ask the students to practise reciting the given tongue twisters as fast as they can. Divide the class into two groups and call students one by one from each group and ask them to pick up a chit. They will have to recite that tongue twister very fast. On the blackboard, draw two columns. Write Quaid e Azam for one group and Allama Iqbal for another. When a student from any group recites the tongue twister fast and correctly, that group will get one mark. The group with more marks will be the winner,