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The Seeking of
Knowledge is obligatory
for every Muslim.

"Corruption erodes society"

A textbook of

English

Grade VIII

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TEXTBOOK BOARD PESHAWAR

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Introduction

This revised edition of **English Textbook for Grade VIII** contains material from the original book as well as new entries agreed upon by the English subject experts at the Textbook Board, DCTE and private sector. The overall revision of the current edition was undertaken to align the textbook, amongst others, with the Standards for textbooks included in the Minimum National Standards for Quality Education in Pakistan. Therefore, the current revised edition has been revised with a view to make it more representative textbook of the National Curriculum 2006; in content and organization, presentation, layout, assessment, cultural values and elimination of all forms of biases. This revised version of the textbook comprises new essays, stories, poems lessons, illustrations, fresh layout and design. The exercises have been carefully designed under new headings and now include speaking and listening components designed to develop oral-aural language skills. The exercises provide ample opportunities for practice and contain drill work as well as imaginative/ creative tasks.

The exercises are based on these headings:

Context – wide variety of reading material, includes factual accounts, stories based on nature, environment, fantasy, adventures, fables and poetry.

Comprehension – relating directly to the context; to develop child's ability to read and comprehend.

Grammar – including formal areas of language study, syntax, structure, punctuation and its usage. The language and grammatical structures are elementary; there is ample revision and repetition.

Composition/writing – developing functional and creative writing skills.

Listening and speaking – involving listening skills, proper pronunciation, structure, functional vocabulary, expression and debating skills.

Editor

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Comprehension

Questions & answers agree or disagree with reason

Questions & answers, MCQs

Questions & answers, cloze exercise

Questions & answers

Questions & answers, MCQs

Questions & answers, MCQs

Questions & answers

Questions & answers, MCQs

Questions & answers, MCQs

Questions & answers

Grammar

Long and short vowel sound, silent letters, syllable division, synonyms stress rules,

Common & proper noun, collective noun, count & uncount noun, material & abstract noun, number noun

Gender nouns, possessive forms of animate and inanimate nouns, noun phrase, context / comparison clues

Diphthongs & triphthongs, pronouns, function of possessive, reflexive, indefinite and emphatic pronouns, pronoun - antecedent agreement

Helping & linking verbs, modal verbs, infinitives, metaphor, simile and personification

Regular & irregular verbs, transitive & intransitive verbs, present and past participles, analogous pairs

Synonyms & antonyms, sentences with direct and indirect objects, identify and differentiate between a sentence, clause and a phrase

Use of tenses learnt earlier recognize the form and various functions and illustrate use of past perfect tense

Convert and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences, simple and compound sentences.

Apply rules of a, an and the, articulate complex tongue twisters, identify and pronounce consonant clusters

Writing

Summary of the lesson, paragraph of about 50 to 60 words on "Patience of the Holy Prophet ﷺ"

Story "The Strange Voyage of Sindbad" in third person describing events and incidents, paragraph describing a dangerous situation

Composition following conventions of essay writing, formal dialogue between a flood victim and a news reporter

Complete the mind map below and write a unified paragraph on "Computer"

Paraphrase and summary of the poem

Proof Read and Edit Texts for Errors (Sentence structure, subject / verb agreement, noun / pronoun agreement, reference words, connectives, punctuation and spelling)

Summary of the lesson "The Handicrafts of Pakistan", paragraph on "Handicrafts of Khyber Pakhtunkhwa".

Summary of the lesson "The Handicrafts of Pakistan", paragraph on "Handicrafts of Khyber Pakhtunkhwa".

Story "Someone Who Works Hard to Earn", essay on "dignity of labour"

Paraphrase and summary of the poem

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Unit	Page	Title	Theme	Oral Communication Skill
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Comprehension	Grammar	Writing
Questions & answers Cloze exercise	Degree of adjectives, absolute adjectives, varying position of adjectives in sentences, form adjectives from nouns and verbs, adjective phrases	Write the story "The devoted Mate", character sketch of Asfandiyar, paragraph using the following topic sentence, "Education plays an important role in bringing peace"
Questions & answers Cloze exercise Fact and opinion	Prepositions of position, time, movement and direction, compound prepositions, use of since and for, prepositional phrases	Two paragraphs of comparison between Chinese New Year and Eid-ul-Fitar.
Questions & answers Agree or disagree with reason	Use comma to separate an introductory phrase containing a verb from the main sentence, recognize and use colon to list items and introduce long quotation	Summary of the lesson "Ibn-e-Sina, the Great Muslim Scientist", paragraph on "Golden Age of Islam", descriptive essay on "A Great Muslim Scientist".
Questions & answers Fill in the blanks Match the column	Minimal pairs common problem consonants, pronounce weak form of personal pronouns, modal verbs, prepositions, articles and conjunctions	Paraphrase and summary of the poem, a dialogue between the kingfisher and the peacock
Questions & answers MCQs	Hyphen to indicate division of a word, dash as a separator to indicate sentence broke off, indicate direction of thought	Letter to cousin on how human activities is destroying natural beauty write address on envelop, describing places
Questions & answers Cloze exercise	Direct and indirect, change the narration of statements, requests, orders and questions, quotation marks to enclose a direct quotation	Write the story "The Life we build for ourselves" in first person, paragraph on "integrity", expository Essay
Questions & answers MCQs	Different kinds of adverbs learnt earlier, position of adverbs, degrees of comparison of adverbs, adverbial phrases	Paraphrase and summary of the poem
Questions & answers	Use passive voice for various purposes	Write a paragraph on "Clean and Green Surroundings", essay on "Personal Hygiene"
Questions & answers MCQs	synonyms and antonyms, first and second conditional sentences	Essay on "Types of Etiquettes", paragraph on "Etiquettes and Good Manners"
Questions & answers	Parenthesis to enclose numbers or letter, mark off explanatory material, mark off explanatory material, Ellipses indicating an omission	Write the story "The Farmer's Dog", write a story with the following beginning _____

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English Grade VI

Unit 1

The Holy Prophet's Justice

SLOs

By the end of the unit, the students will be able to:

- ❖ write a clear topic sentence using specific words, vivid verbs, modifiers etc.
- ❖ analyze features of an effective topic sentence i.e. specific word, vivid verbs and modifiers.
- ❖ read a text to describe orally and in writing, character traits using evidence from the text.
- ❖ use summary skills to extract salient points and develop a mind map to summarize a text.
- ❖ choose appropriate word definition and identify part of speech of a word through abbreviation used.
- ❖ locate synonyms in children's thesaurus.
- ❖ differentiate between long and short vowel sounds and recognize how vowel length can change the meaning.
- ❖ recognize and pronounce silent letters in words.
- ❖ recognize syllable division of words in aural and written text.
- ❖ demarcate words into syllables with the help of dictionary.
- ❖ comprehend and apply in speech the word stress rules for example stress shift for emphasis and change in meaning in parts of speech.
- ❖ recognize, pronounce and represent primary and secondary stress in words with the help of dictionary.
- ❖ ask and respond to questions of personal interest.



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English Grade VIII

1



Pre-reading

- ❖ Why did non-Muslims trust the Hazrat Muhammad ﷺ ?
- ❖ How did the Hazrat Muhammad ﷺ set high and noble ideals for all mankind?
- ❖ How can people achieve perfection in the moral, spiritual and social areas of life?

Reading

In the Qur'an, Allah commands believers:

"O believers! Stand firm for justice as witnesses for Allah even if it is against yourselves, your parents, or close relatives. Be they rich or poor, Allah is best to ensure their interests. So do not let your desires cause you to deviate from justice. If you distort the testimony or refuse to give it, then know that Allah is certainly All-Aware of what you do." (Surat an-Nisa, 4:135)

Hazrat Muhammad ﷺ abided by Allah's commands, even before he was entrusted with the duty of apostleship, justice, was instilled in him as a nucleus as a result of divine training. From the time of his childhood, the Hazrat Muhammad ﷺ remained outside the moral degeneration of the societies in the Age of Ignorance. He opposed oppression and injustice in his youth, and he joined the Pact of Social Justice, Hulf-ul-Fudul association which was formed for fair commercial dealing in pre-Islamic Makkah. Hulfuf' means oath whereas "Fudul" means people with virtue.

English Grade VIII

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2

Before Islam the administration of justice system was not based on a sound foundation among the Arabs. There was no written law to be taken as a basis for implementation and resolving conflicts was left to the discretion of judges. However, the decision was not absolute, because the powerful might not conform to judgments against them. For this reason, the weak were usually found guilty. Hazrat Muhammad ﷺ based the Justice system on the Principle to give a person his / her due; no matter whatever his / her stature may be; dominant or oppressed. During Hazrat Muhammad's ﷺ time a cottage was built on a piece of land belonging to two brothers. The heirs disputed ownership of the cottage. They went to the Rasool ﷺ to resolve the issue. He assigned Huzayfa B. Yemin (رضي الله تعالى عنه) to handle the case. Huzayfa (رضي الله تعالى عنه) went to the cottage for discovery and investigation, took statements from various people, took evidences from witnesses and presented his decision to Hazrat Muhammad ﷺ for his approval. He considered the decision and approved it. In the institution of justice established by Hazrat Muhammad ﷺ, the judge makes a decision according to evidence; thus, a and the presentation of unfounded evidence were emphatically forbidden. Gains made by deceiving a judge and getting a positive decision although it is not one's right is referred to as **"A piece of fire"** by Hazrat Muhammad ﷺ.

The Holy Quran instructs the Muslims to maintain justice even when dealing with their enemies. **"O you who believe, be maintainers of justice (and bearer of) witness for (the sake of) God. Let not hatred of a people incite you to act unjustly; be just — this is nearer to righteousness. And fear God surely God is aware of what you do."** (Surah al-Maida, 5:8) As head of the state of Madinah, Hazrat Muhammad ﷺ decided all cases on merit with justice and fairness. Once a Quraish woman was found guilty of stealing; some people wanted to save her from punishment in order to

Teacher's guideline

- Help the students to read the text to describe orally and in writing, character traits using evidence from the text.

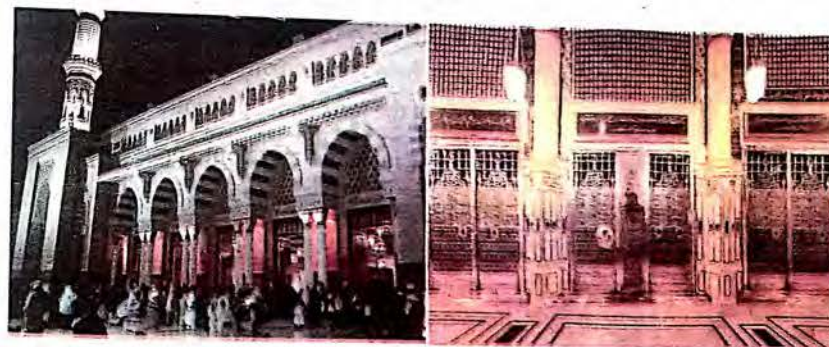
protect the honor of the family of Quraish. They wanted to hush up the whole affair. They asked Hazrat Asama bin Zaid (رضي الله تعالى عنه), who was very dear to the Rasool ﷺ to intercede on her behalf. Hazrat Muhammad ﷺ became very angry and said, **"Bani Israel was ruined because of this. They applied law to the poor and forgave the rich"**.

During a Sermon, an Ansari, seeing some men from the tribe Banu Tha'lba stood up and pointed towards them and said, "Oh Messenger of Allah! Their ancestor killed a member of our family. We appeal to you to get one of them hanged in exchange of that."

Hazrat Muhammad ﷺ replied, **"The revenge of the father cannot be taken on his son."**

Hazrat Muhammad ﷺ proved by his own example that no one could be more firm for justice than him, even if it was against his own interest or the interest of those who were near and dear to him. He decided every case brought to him, by friend or foe with justice, without fear of favour. A person of such magnitude transcends the barriers of time and space. People of all ages can find something in his life to provide them with guidance in their various fields of activity.

The Holy Qur'an clearly mentions this aspect of his life, **"There has certainly been for you in the Messenger of Allah an excellent pattern for anyone whose hope is in Allah and the Last Day and [who] remembers Allah often."** (Quran 33:21)



Glossary

Words	Meanings
apostleship	a person who strongly believes in a policy or an idea and tries to make other people believe in it
degeneration	the process of becoming worse or less acceptable in quality or condition
implementation	the act of making something that has been officially decided to happen or be used
witness	a person who sees something happen and is able to describe it to other people
evidence	the facts, signs or objects that make you believe that something is true
transcend	to be or go beyond the usual limits of something
guilty	feeling ashamed because you have done something that you know is wrong or have not done something that you should have done
emphatically	in a very clear way that involves speaking with force
magnitude	the great size or importance of something; the degree to which something is large or important
intercede	to speak to somebody in order to persuade them to have pity on somebody else or to help settle an argument
investigation	an official examination of the facts about a situation, crime, etc.
ignorance	a lack of knowledge or information about something
fairness	the quality of treating people equally or in a way that is reasonable
barrier	an object like a fence that prevents people from moving forward from one place to another

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English Grade VIII

Exercise

Comprehension

A. Answer the following questions:

- Describe an event of justice from the life of Hazrat Muhammad ﷺ from text.
- What is referred to as "A piece of fire" by Hazrat Muhammad ﷺ?
- Why was an inquiry initiated by Hazrat Muhammad ﷺ while resolving the land dispute?
- How does the Holy Quran emphasize justice?
- What is the main idea of the lesson?
- What role can justice play in our lives?

B. Respond to each statement by writing an explanation as to why you agree or disagree.

1. We live in a fair and just society.

I agree / disagree because _____

2. It is important to treat others with justice and fairness.

I agree / disagree because _____

3. Revenge can sometimes be justified.

I agree / disagree because _____

4. There is justice and fairness at my school.

I agree / disagree because _____

English Grade VIII

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Vocabulary

A Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used.

opposed oppression approval decision heir adopted distinction

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

unfriendly opposing danger approval false resolve issue

C Underline the silent letters in the following words.

climb bridge edge comb subtle debt doubt

D Use a dictionary to demarcate the following words into syllables.

orderly disagree manager direct gardener silently lovingly

Teacher's guideline

- Revise with the students that a dictionary will tell the part of speech a word can be. The part of speech is usually denoted with an abbreviation.

adj. = adjective	adv. = adverb	conj. = conjunction
v. = verb	n. = noun	pre. = preposition
- Help the students use a thesaurus to locate the synonyms closest to the meaning of the given words in the context.

Writing

A Complete the mind map and write down the summary of the lesson "Hazrat Muhammad ﷺ Justice".



B Read the first paragraph of the lesson carefully. Underline the specific words, vivid verbs and modifiers.

C After brainstorming and developing ideas, write a simple and unified paragraph of about 50 to 60 words on "Patience of Hazrat Muhammad ﷺ" using a clear topic, sentence specific words, vivid verbs and modifiers.

Teacher's guideline

- Revise with the students:
 - Topic Sentence:** A topic sentence is a sentence, that states or suggests the main idea (or topic) of a paragraph.
 - Features of a topic sentence:**
 - Specific words:** Particular words that reflect the main idea.
 - Vivid verbs:** Descriptive verbs that give detail to an idea.
 - Modifiers:** An adjective or adverb that provides additional information.
- Help the students identify and utilize effective study skills e.g. mind map for generating ideas.

Listening and Speaking

Ask and respond to questions of personal interest

Work in pairs and practice the dialogue below to ask and respond to questions of personal interest.

Nida: Asalam-o-Aliakum Sara! Are you interested in reading Islamic History?

Sara: Walaik-um-Asalam Nida! Yes, I have a passion for reading Islamic History.

Nida: Ok good, do you read it now-a-days?

Sara: Yeah, I have got a book from my uncle?

Nida: Great! Do you want to visit the library for getting some books?

Sara: Of course, why not. We'll find a lot of our interest there.

Nida: Really! I think we should go there tomorrow.

Sara: Yes, sure.

Grammar

Long and short vowel sounds

When a vowel sound is like its name, this is called a long sound. A vowel letter can also have short sounds. Whether a vowel has a long sound, a short sound, or remains silent, depends on its position in a word and the letters around it.

Short Vowels

The most common sound for each vowel is its "short" sound:

- **ă**, pronounced /æ/ as in apple, pan, or mat,
- **ĕ**, pronounced /e/ as in elephant, pen, or met,
- **ĭ**, pronounced /ɪ/ as in insect, pin, or mitt,
- **ŏ**, pronounced /ɒ/ as in octopus, ostrich, upon, or motto,
- **ŭ**, pronounced /ʌ/ as in umbrella, pun, or mutt.

Long Vowels

The alphabet sounds (when the vowel "says its name") are called "long vowels."

We call them 'long' because we hold them longer than the short sounds, but they are completely different sounds— not a longer version of the same sound.

- Long A (ā), pronounced /eɪ/ as in ate, mate, fate.
- Long E (ē), pronounced /i:/ as in eat, meat, feet.
- Long I (ī), pronounced /aɪ/ as in mite, might, fight.
- Long O (ō), pronounced /ou/ as in oats, mote, moat,
- Long U (ū), pronounced /u:/ in mute, cute, flute.

Silent 'E' Rule: When a vowel and consonant are followed by an 'e', the 'e' is almost always silent, but it causes the preceding vowel to be long.

Example:

ate	plane	bite	nine	rope	note	cube
-----	-------	------	------	------	------	------

Other Long Vowels: A vowel at the end of a syllable is almost always long.

Example:

l	we	he	she	go	try	cry
---	----	----	-----	----	-----	-----

Tell whether the vowels in bold are long or short.

coat	o dd	program	soda	psy cho	use	stun
------	-------------	---------	------	----------------	-----	------

refuse	u gly
--------	--------------

Teacher's guideline

- Revise vowel and consonant sounds with the students and explain the difference between long and short vowel sounds.

Stress

Syllables in English words don't all have the same level of loudness. Some are loud, some are short and quiet, some are in between. English has three levels of stress:

- **Primary stress:** the loudest syllable in the word. In one-syllable words, that one syllable has the primary stress. Primary stress is marked in a dictionary by putting a raised vertical line [ˈ] at the beginning of the syllable.
- **Secondary stress:** syllables which aren't completely unstressed, but aren't as loud as the primary stress. Secondary stress is marked with a lowered vertical line [ˌ] at the beginning of the syllable in a dictionary.

Examples:

/ɪˈnʌf/

enough

Enough

/ˈfəʊtəɡrɑːf/

photograph

PHO-to-graph

A few things to remember:

- **A word can only have one stress.** In a very long word you can have a secondary stress, but it is always a much smaller stress.
- **Only vowels are stressed, not consonants.**

Word stress rules

Two-Syllable nouns and adjectives

In most two syllable nouns and adjectives, the first syllable takes on the stress.

Examples:

SAMples

CARton

PURple

RAIny

CHIna

HAPpy

Two-Syllable verbs and prepositions

In most two syllable verbs and prepositions, the stress is on the second syllable.

Examples:

reLAX

reCEIVE

diRECT

aMONG

aSIDE

beTWEEN

Words ending in er, ly

For three-syllable words ending with the suffixes er or ly, the stress is placed on the first syllable.

Examples:

Orderly

Silently

LOvingly

MANager

GARDener

EASier

Words ending in consonants and in y

If there is a word that ends in a consonant or in a y, then the first syllable usually gets the stress.

Examples:

CLarity

QUALify

GRAdient

GENorous

Note

There are many two-syllable words in English that can be pronounced in two different ways. The stress change also changes the part of speech of the word.

Examples:

PREsent

a gift (noun); non past or future (adjective)

preSENT

to give something to someone (verb)

Object

something you can see and touch (noun)

obJECT

to disagree with something (verb)

Use a dictionary to find word stress in the following words.

media

bacteria

ingredient

patient

ancient

mysterious

Unit 2

The Strange Voyage of Sindbad

SLOs

By the end of the unit, the students will be able to:

- ❖ make predictions about story line / content, characters, using contextual clues and prior knowledge.
- ❖ use dictionary to locate guide words, locate entry words and choose appropriate word definition.
- ❖ use appropriate pronoun antecedent relationship and transitional devices with in a paragraph.
- ❖ analyze story elements : characters, events, setting, plot, theme, tone
- ❖ read a story to retell it sequentially.
- ❖ read a story to summarize it.
- ❖ recognize the authors purpose.
- ❖ identify the speaker or narrator in a selection.
- ❖ read a text to analyze characters, their motives, actions and emotional responses.
- ❖ present a character sketch orally and in writing.
- ❖ give a personal response about characters giving reasons to support the response.
- ❖ recognize genres of literature e.g. fiction, poetry, legend, myth.
- ❖ write a short narrative in the first or third person.
- ❖ demonstrate use of more common and proper, collective, countable and uncountable nouns.
- ❖ differentiate between and demonstrate use of material and abstract nouns
- ❖ apply the rules of change of number of nouns learnt earlier.
- ❖ recognize and demonstrate use of certain nouns whose plural form has two meanings in some cases e.g. arm-arms; (limbs), weapons.
- ❖ some nouns change their meaning in the plural form e.g. air – atmosphere, airs- pride.
- ❖ use various functions to ask and express opinions, emotions, wishes needs and requirements by giving reasons.

Pre-reading

Sindbad is a fictional sailor and one of the heroes of "The Arabian Nights". During his voyages throughout the seas east of Africa and south of Asia, he has fantastic adventures going to magical places, meeting monsters, and encountering supernatural phenomena.

- ❖ Look at the title and the pictures of the story and try to predict what happens in this voyage of Sindbad.

Reading

I had inherited considerable wealth from my parents but being young and foolish, I wasted it carelessly. Finding that riches speedily take to themselves wings if managed badly, I began to think of how I could make the best of what still remained to me. I sold all my household goods by public auction and joined a company of merchants who traded by sea. I obtained goods as were suitable for the places I intended to visit, and embarked in a good ship with other merchants. We went from island to island, often making excellent bargain: until one day we landed at a spot which, though covered with fruit trees and springs of excellent water, appeared to possess neither houses nor people. While my companions wandered here and there gathering flowers and fruit sat down in a shady place, and, having heartily enjoyed the provisions I had brought with me, I fell asleep.



Teacher's guideline

Ask the students to retell the story sequentially

How long I slept I do not know but when I opened my eyes and started to my feet I perceived with horror that I was alone and that the ship was gone. I ran here and there in despair, and found that the ship I sailed in has left the shore. I took courage and looked for means of escape. I climbed a tall tree and looked towards the sea but finding nothing hopeful there, I turned landward and my curiosity was excited by a huge dazzling white object, so far off that I could not make out what it might be.

Descending from the tree, I hastily collected what remained of my provisions and set off as fast as I could go towards it. As I drew near it seemed to me to be a white ball of immense size and height and when I touched it, I found it marvelously smooth and soft. As it was impossible to climb it — for it presented no foot-hold — I walked round about it seeking some opening, but there was none. By this time the sun was near setting, but quite suddenly it fell dark, something like a huge black cloud came swiftly over me, and I saw with amazement that it was a bird of extraordinary size which was hovering near. Then I remembered that I had often heard the sailors speak of a wonderful bird called a Roc, and it occurred to me that the white object which had so puzzled me must be its egg.

Sure enough the bird settled slowly down upon it, covering it with its wings to keep it warm, and I sat close beside the egg in such a position that one of the bird's feet, which was as large as the trunk of a tree, was just in front of me. Taking off my turban I tied myself securely to it with the hope that the Roc, when it took flight next morning, would bear me away with it from the deserted island.



NOT FOR SALE

English Grade VIII

As soon as the dawn appeared the bird rose into the air carrying me up and up till I could no longer see the earth, and then suddenly it descended so quickly that I lost consciousness. When I became aware that the Roc had settled and that I was once again upon solid ground, I hastily untied my turban from its foot and freed myself.

The valley in which I found myself was deep and narrow, and surrounded by mountains which towered into the clouds and were so steep and rocky that there was no way of climbing up their sides. As I wandered about, seeking anxiously for some means of escaping from this trap, I observed that the ground was covered with diamonds. This sight gave me great pleasure, but my delight was speedily damped when I saw also numbers of horrible snakes so long and so large that the smallest of them could have swallowed an elephant with ease. Fortunately for me they seemed to hide in caves of the rocks by day, and only came out by night, probably because of their enemy the Roc.

All day long I wandered up and down the valley, and when it grew dusk I crept into a little cave and, having blocked up the entrance to it with a stone, I ate part of my little store of food and lay down to sleep, but all through the night the serpents crawled to and fro, hissing horribly. In the morning when the snakes went to their dens, I came tremblingly out of my cave and wandered up and down the valley once more, kicking the diamonds contemptuously out of my path, for I felt that they were indeed vain things to a man in my situation. At last, I sat down upon a rock, but I had hardly closed my eyes when I was startled by something which fell to the ground with a thud close beside me. It was a huge piece of fresh meat, and as I stared at it several more pieces rolled over the cliffs in different places. It was the merchants throwing great lumps of meat into the valley which fell with so much force upon the diamonds that they stuck to it. When the eagles pounced upon the meat and carried it off to their nests to feed their hungry children, the merchants would scare the eagle away and secure the treasure.

Teacher's guideline

- Tell the students the difference between fiction, poetry, legend and myth.
- Tell the students that stories about fictitious people can inspire real people to improve their lives, improve the lives of others or do well in general.

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I had an idea and I began by picking up all the largest diamonds I could find and storing them carefully in the bag which had held my provisions; this I tied securely to my belt. I then chose the piece of meat which seemed most suited to my purpose and, with the aid of my turban, bound it firmly to my back; this done I laid down upon my face and awaited the coming of the eagles. I soon heard the flapping of their mighty wings above me and had the satisfaction of feeling one of them seize upon my piece of meat, and me with it, and rise slowly towards his nest, into which he presently dropped me.

Luckily for me the merchants were on the watch and setting up their usual outcries, they rushed to the nest scaring away the eagle. Their amazement was great when they discovered me. I made a deal with them by showing them the diamonds I had brought from the valley. The merchants agreed to take me along, I stayed with them several days, and then as they were journeying homewards, I gladly accompanied them.

Before we left I exchanged one of my diamonds for much goodly merchandise by which I profited greatly on our homeward way. At last I reached home, where my first action was to bestow large sums of money upon the poor, after which I settled down to enjoy tranquilly the riches I had gained with so much toil and pain.

Glossary

Words	Meanings
dazzling	so bright that you cannot see for a short time
descending	to come or go down from a higher to a lower level
immense	extremely large or great
marvelous	extremely good; wonderful
amazement	a feeling of great surprise
hovering	to stay in the air in one place
swiftly	quickly; after a very short time
desolate	empty and without people, making you feel sad or frightened

inherited	to receive money, property, etc. from somebody when they die
embarked	to get onto a ship; to put something onto a ship
bargain	a thing bought for less than the usual price
perceive	to notice or become aware of something
despair	the feeling of having lost all hope
curiosity	a strong desire to know about something
turban	a long piece of cloth wound tightly around the head
puzzled	unable to understand something or the reason for something
securely	in a way that is safe or protected against harm, crime, etc.

Exercise

Comprehension

A. Answer the following questions:

- Write the character sketch of Sindbad?
- Why did Sindbad auction all his household goods?
- Why did he spend night in a little cave?
- Identify the speaker or narrator of the story "The Strange Voyage of Sindbad".
- What is the theme and setting of the story?
- Who threw the large pieces of raw meat on the diamonds? Why?
- Pick out at least three transitional devices from the text.
- Suggest a new ending for the story.

B. Choose the correct option.

- The sky went dark because.....
a. a big egg was lying there
b. a giant bird flew over Sindbad's head
c. merchants were throwing meat
d. It was about to rain heavily
- Sindbad got money from the voyage by
a. selling all his provisions
b. robbing the ship of the merchants
c. taking diamonds from the valley
d. finding money in the eagle's nest

1 "Riches speedily take to themselves wings if managed badly" means

- money goes very quickly if you are not careful
- a rich man is like a bird with wings, it can fly away
- working hard your whole life to be rich wastes your life
- riches bring arrogance and pride that deceive men

2 Sindbad was left alone in the valley because

- the merchants were angry with him and refused to take him along
- a giant bird took him into his nest
- he saw diamonds in the valley and got greedy
- he went to sleep on the island and his ship went away

3 Roc was an / a

- enormous legendary bird
- huge mythical snake
- gigantic egg of a bird
- massive sized diamond

Vocabulary

A Use dictionary to find the meaning of the following words. Also find guide and entry words for the following words.

steep merchant treasure scaring bestow kicking cliffs

B Put the following sentences in sequential order and summarize the story.

- I soon heard the flapping of their mighty wings above me and had the satisfaction of feeling one of them seize upon my piece of meat, and me with it, and rise slowly towards his nest.
- I ran here and there in despair, and found that the ship I sailed in has left the shore
- I then chose the piece of meat which seemed most suited to my purpose and, with the aid of my turban, bound it firmly to my back.

- Taking off my turban I tied myself securely to it with the hope that the Roc, when it took flight next morning, would bear me away with it from the deserted island.
- The merchants agreed to take me along, I stayed with them several days, and then as they were journeying homewards, I gladly accompanied them.
- In the morning when the snakes went to their dens, I came tremblingly out of my cave and wandered up and down the valley.
- I sold all my household goods by public auction and joined a company of merchants who traded by sea.

A Point out the nouns in the following sentences and say whether they are common, proper, collective or abstract.

- The book was lying on the table.
- We cannot live without water.
- He gave me a bunch of grapes.
- The jury has given its verdict.
- Smoking is injurious to health.

B Decide whether the nouns in bold are countable (C) or uncountable (U).

- My father drinks two big **glasses** of water every morning.
- The **bread** my mother prepares is delicious.
- Drivers** must be careful; the road is slippery.
- Some **policemen** are organizing road traffic to avoid any accidents.
- I bought three bottles of mineral **water** for our picnic.

C Write the plural of the following words.

city house analysis family life photo phone
sandwich nurse woman elf cherry tomato hero
box mosquito party system foot village fish

Some nouns have different meanings in the singular and in the plural.

Example:

air	atmosphere
airs	affected manners / pride
blind	unable to see because of injury, disease, or a congenital condition
blinds	a screen for a window, especially one on a roller or made of slats
character	the mental and moral qualities distinctive to an individual
characters	people in a novel, play, or film
custom	a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time
customs	the official department that administers and collects the duties levied by a government on imported goods
content	someone who is in a state of peaceful happiness
contents	the things that are held or included in something
good	having the required qualities; of a high standard
goods	merchandise or possessions
force	strength or energy as an attribute of physical action or movement
forces	an organized military force equipped for fighting on land, sea or air
spectacle	a visually striking performance or display or some visual scene
spectacles	a pair of glasses
wood	the hard fibrous material that forms the main substance of the trunk or branches of a tree or shrub, used for fuel or timber
woods	an area of land, smaller than a forest that is covered with growing trees
manner	a way or method in which a thing is done or happens
manners	polite or well-bred social behavior or etiquette one follows

Use the following singular and plural forms in sentences.

manner-manners

air-airs

character-characters

blind-blinds

Nouns whose plural form has two meanings

Example:

• **arm – arms**

each of the two upper limbs of the human body from the shoulder to the hand.

weapons; armaments

• **glass – glasses**

A drinking container.

A pair of lenses set in a frame.

Listening and Speaking

Expressing Emotions

Make groups of four and practice the following dialogues expressing emotions of happiness, surprise, sadness and displeasure.

Happiness

Mother: I was pleased to see your room today.

Anum: Yes, mother I tried to put things in order.

Mother: You deserve a reward. What would you like?

Anum: Thank you Mother, I'd love an ice cream.

Surprise

Anum: Mother, a surprise for you. Make a guess.

Mother: Give me a hint, Anum.

Anum: It is school related.

Mother: You have become the games captain.

Anum: No, I have become the head girl of my school.

Mother: That's wonderful. I am very happy, Anum.

Sadness

Anum: Mother why are you sad?
Mother: Anum, I have a sad news to tell you.
Anum: What Mother?
Mother: Your pet dog has died.
Anum: Oh no! I don't believe it.
Mother: I knew you'd be wise. I have put him in the veterinary hospital.

Displeasure

Asad: Tahir, I didn't expect this from you.
Tahir: Why? What have I done?
Asad: You disclosed our closely guarded secret to the teacher.
Tahir: Which secret?
Asad: That we were late for class because we were watching cricket.
Tahir: I had no choice. The pardon was conditional to our telling the truth.
Asad: Oh great! So you actually saved us all.

Writing

A Write the story "The Strange Voyage of Sindbad" in your own words in third person.

- use sequential order
- use specific adjectives and adverbs
- use appropriate tense
- use appropriate transitional devices
- include quotation (actual words) and thoughts and emotions of the participants of the incident

B Have you ever set out for an adventurous journey, e.g. hiking, climbing up a hill or crossing a river by swimming? Write a paragraph of about 150 words, describing the dangerous situation you had during your journey. Use appropriate pronoun antecedent relationship and transitional devices within the paragraph.

The Moments of Time

- identify the main idea of a text from topic / picture / title / headings / key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- write a composition of three or more paragraphs following conventions of essay writing.
- utilize comparison, appositive phrases and synonyms to deduce the meaning of the unfamiliar words.
- recognize that:
 - introductory paragraph carries the main idea of the essay.
 - each one of the body paragraphs develops the main idea through key ideas. The key ideas are developed through supporting details.
 - the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.
 - paragraphs are linked through various transitional devices.
- analyse and compare various informal and formal dialogues to note differences of features, vocabulary, style and tone.
- use summary skills to transfer the written text to a cloze paragraph.
- write and revise short formal dialogues.
- ask and express opinions, needs and requirements by giving reasons.
- change the gender of nouns.
- recognize, differentiate and demonstrate use of possessive forms of more animate and inanimate nouns.
- scan to locate an opinion.
- distinguish fact from opinion.

Pre-reading

- ❖ Why do people sometimes build cities or towns near a river?
- ❖ What are different disasters?

Reading

Maria was sitting in the class, listening attentively to her teacher talk about the devastating floods of July 2010 and August 2013 in Pakistan. The teacher was highlighting the possible causes of flood and held Monsoon rains to be the chief cause of the devastating floods of 2010. She explained that floods occur when heavy rainfall leads to the unfettered flow of large quantities of water that the soil is unable to absorb. The soil loses its ability to absorb water particularly in areas where people have chopped down trees, without planting new ones. The teacher further added that Natural Hazards can be catastrophic for the communities that fall victim to them. In a reflective manner, she declared 2010 floods to be one of the worst disasters in the history of Pakistan for it affected approximately 20 million people. The flood usurped homes, crops, and infrastructure, and claimed about 2,000 lives. Millions of the people became vulnerable to malnutrition and waterborne diseases and approximately 1.6 million people were rendered homeless. Listening intently, many questions formed in Maria's mind. She raised her hand to get the teacher's attention.



Teacher	Yes, Maria. Do you want to say something?
Maria	Teacher, may I ask what you mean by natural hazards?
Teacher	A hazard is a phenomenon or a process, either natural or human made, that can endanger a group of people, their belongings and their environment, if they do not take precautions. Some hazards are natural while others are caused as a result of human activity, industrial or technological hazards including explosions, fires, toxic chemical spillages, etc. Wars and terrorism are also man made hazards.
Maria	Excuse me teacher, what is a disaster then? And how are disasters different from hazards?
Teacher	I am so glad you asked that question, many people don't know the difference between hazards and disasters. A hazard converts into a disaster for people who are vulnerable to it. For example, for people who live too close to rivers and ravines that could flood and destroy the surrounding settlements.
Zara	(Raising her hand) How can we reduce the risk of disasters?
Maria	When a hazard like an earthquake or flood strikes, people with no preparation and training are the worst hit. People who don't know how to deal with the situation are more vulnerable than those who can cope with the hazard.
Teacher	That's correct. We clearly, cannot stop natural hazards from happening. But we can make them less damaging, if we plan and prepare how to deal with them when they occur.
Zara	What can people do to cope with the hazard of flood and not let them turn into such tragic disasters, like the floods of 2010?
Teacher	We can mitigate the risk of any disaster by taking certain steps. For instance, people should be warned about the danger of an imminent flood when its first signs appear. This can be done through announcements on loudspeakers and helping them move to safe places.

Maria	Livestock should be shifted to safe places too. Other necessary movable things, such as expensive household items and jewelry can also be secured in easily movable containers.
Teacher	Absolutely! We should also have arrangements for provision of clean water to the affected people.
Tahira	Teacher, these are steps to deal with the emergency and to avoid potential adverse impacts, but what can we do to minimize the risks of disaster in future?
Teacher	(Looking at all the students) Would anyone like to share ideas on how the risks of a disaster can be minimized?
Nadia	(Raising her hand) We should plan and be prepared before the disaster strikes. For instance, housing plans for the future should ensure the selection of safe locations. Mud walls and rooftops of existing houses should be repaired, especially before the arrival of rainy season.
Teacher	That's correct. In addition the river embankments should be properly secured. Community members should be prepared with lights and tools and a plan for digging drains to channelize floodwater when a flood hits the area.



Maria	These are steps that the community must take, but what about the government's responsibility? What must the government do?
Teacher	The government should work closely with the communities and synchronize all efforts to reduce the risks of disaster. Besides providing timely information on the imminent hazards, it should also ensure that all risk are mitigated to reduce the dangerous effects of floods.
Tahira	Teacher, what about the schools? Should the schools also take certain measures to be prepared for disasters?
Teacher	Excellent question, Tahira. Yes, all schools should have School Safety Plans including easy to execute evacuation plans. All schools should ensure that students follow the instructions provided through periodic drills for disaster preparedness. The attendance registers should always be updated to know the exact head count. This will ensure that all present are evacuated.
Class	Thank you teacher. We had a fruitful discussion today and we learned a lot about flood disaster and its risks reduction.
Teacher	It was a pleasure discussing this topic with you. As members of your families and communities your role in mitigating disasters is a very important one. I wish you all the best.

Glossary

Words	Meanings
unfettered	not controlled or restricted
chopped	to cut something into pieces with a sharp tool such as a knife
catastrophic	causing a lot of damage and suffering
rendered	to cause somebody/something to be in a particular state or condition

malnutrition	a poor condition of health caused by a lack of food or a lack of the right type of food
embankments	a wall of stone or earth made to keep water back or to carry a road or railway/railroad over low ground
channelize	a passage that water can flow along, especially in the ground, on the bottom of a river, etc.
imminent	likely to happen very soon
phenomenon	a fact or an event in nature or society, especially one that is not fully understood
vulnerable	weak and easily hurt physically or emotionally
settlements	an official agreement that ends an argument between two people or groups
cope	to deal successfully with something difficult
ravine	a deep, very narrow valley with steep sides
livestock	the animals kept on a farm, for example cows or sheep
mitigated	to make something less harmful, serious, etc.
evacuation	the process of moving people from a place of danger to a safer place

Exercise

Comprehension

A Answer the following questions:

- How did the floods of 2010 affect the people and environment?
- How would you differentiate between a hazard and a disaster?
- What is meant by vulnerability to disasters?

- How can we mitigate the risks of floods?
- What measures should the schools take for minimizing the risks of floods?
- What steps can the government take to lessen the risks of disaster?
- What factors contribute to floods?
- Identify at least one sentence having an opinion and a sentence indicating fact?

B Use summary skill to complete the cloze paragraph.

The teacher further added _____ Natural Hazards can be _____ for the communities that _____ victim to them. In _____ reflective manner, she declared _____ floods to be one _____ the worst disasters in _____ history of Pakistan for _____ affected approximately 20 million _____. The flood usurped homes, _____, and infrastructure, and claimed _____ 2,000 lives. Millions of _____ people became vulnerable to _____ and waterborne diseases and _____ 1.6 million people were _____ homeless.

Vocabulary

Context / Comparison clues

Utilize comparison clues to deduce the meaning of underlined words.

1 My best friend has been a companion to me for five years.

In this sentence, the word **companion** means _____

- a. mother b. friend c. brother d. father

2 I meandered through the woods and did not win the race.

In this sentence, the word **meandered** means _____

- a. jogged b. ran c. hurried d. wandered

3 In the pirate story, there were the good guys against the buccaneers.

In this sentence, the word **buccaneers** means _____

- a. actors b. helpers c. students d. pirates

4 If you don't conquer your fears, they will beat you.

In this sentence, the word **conquer** means _____

- a. talk about b. lose c. win d. love

5 The good guy in the story was strong and kind, unlike the villain.

In this sentence, the word **villain** means _____
a. superhero b. friend c. bad guy d. hero

Grammar

A Change the gender in the following sentences.

- 1 She met that girl at the party.
- 2 This lady is rowing a boat.
- 3 He told his teacher the truth.
- 4 The cow ate the green grass.
- 5 The hen is a useful bird.

B Circle the correct possessive nouns, keeping in view animate and inanimate nouns.

- 1 The desk's edge / edge of the desk is very sharp and pointed.
- 2 She plans on opening a men's / mens fashion apparel.
- 3 Children's / childrens' software development is not of high importance.
- 4 The sheep's food supply / food supply of the sheep was threatened.
- 5 The lions' / lions's usual source of water has dried up.
- 6 The two mothers-in-law's cooking / mother-in-laws' cooking was awesome.
- 7 The witches' brooms / brooms of the witches were hidden in the corner.
- 8 The hotel's windows / windows of the hotel are beautifully constructed.

Listening and Speaking

Make groups of four and practice the following formal and informal dialogues and note the difference between the two.

Formal Dialogue

Admission to a School

Mr. Afzal: Good morning, sir. May I come in?

Principal: Yes, please do.

Mr. Afzal: I am Muhammad Afzal from Swat, and this is my son, Subhan.
Principal: Please sit down.

Mr. Afzal: I have been transferred to Peshawar, just recently. I am here in connection with my son's admission to class VIII.
Principal: Mr. Afzal, the admissions have closed formally last week but let me see what I can do for you. Subhan, tell me something about your academic background?

Subhan: I was a student at the Govt. High School, Swat. I have cleared class VII with an aggregate of 89%.

Principal: Good, and did you ever participate in debates, dramatics, or sports in your school?

Subhan: Yes, sir.

Principal: Do you have your certificates for these co-curricular activities?

Subhan: Yes Sir. They are all in this file along with a letter of recommendation from my Ex-Principal. I would like to mention that I was the monitor of the class.

Principal: I am glad to hear that, Subhan. Leave your file with me. We'll see what we can do for you.

Subhan: Thank you very much, Sir.

Mr. Afzal: Thank you, Sir! I am extremely grateful for the time you have given us and the interest you have taken.

Informal Dialogue

Rina: Hi, Lubna. Good to see you. When did you return from Chitral?

Lubna: Last night.

Rina: The weather must have been good.

Lubna: It was simply fabulous. The afternoons were a little warm but the mornings and evenings were extremely pleasant.

Rina: It has been extremely hot here. We had a light shower the other day. Since then it has become very humid.

Lubna: Maybe the monsoon is setting in.

Rina: I hope so. There'll be some respite from this oppressive heat

Writing

A Write a composition of three or more paragraphs on "Causes of Floods and Risk reduction" following conventions of essay writing:

- introductory paragraph
- body paragraph
- concluding paragraph

B Write a formal dialogue between a flood victim and a news reporter on "The Relief Measures by the Government"

Teacher's guideline

Use with the students conventions of essay writing and tell them that:

- the introductory paragraph carries the main idea of the essay.
- each one of the body paragraphs develops the main idea through key ideas. The key ideas are developed through supporting details.
- the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.
- paragraphs linked are linked through various transitional devices.

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Unit 4

Computer and Internet

SLOs

By the end of the unit, the students will be able to:

- ❖ use pre-reading strategies to predict the content of a text from topic / picture / title / headings / key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- ❖ use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- ❖ write a simple unified paragraph on a given topic:
 - write a clear topic sentence using vivid verbs, modifiers etc.
 - add adequate supporting details (example, illustration, definition, evidence, comparison, contrast, cause and effect) to develop the main idea.
 - use appropriate transitional devices within a paragraph.
- ❖ use dictionary to:
 - locate guide words locate entry words choose appropriate word definition.
 - identify part of speech of a word through abbreviation used.
- ❖ identify and correctly pronounce diphthongs and triphthongs in words.
- ❖ demonstrate use of pronouns as subject and object. Recognize function of and use possessive, reflexive and emphatic pronouns.
- ❖ demonstrate extended use of question words.
- ❖ identify and demonstrate function and use of relative pronouns which, who and that.
- ❖ use more indefinite pronouns.
- ❖ demonstrate use of pronoun-antecedent agreement recognizing their relationship.
- ❖ recognize and demonstrate appropriate expressions and etiquettes for a telephonic conversation.
- ❖ recognize that text comprises a group of paragraphs that develop a single theme or idea.

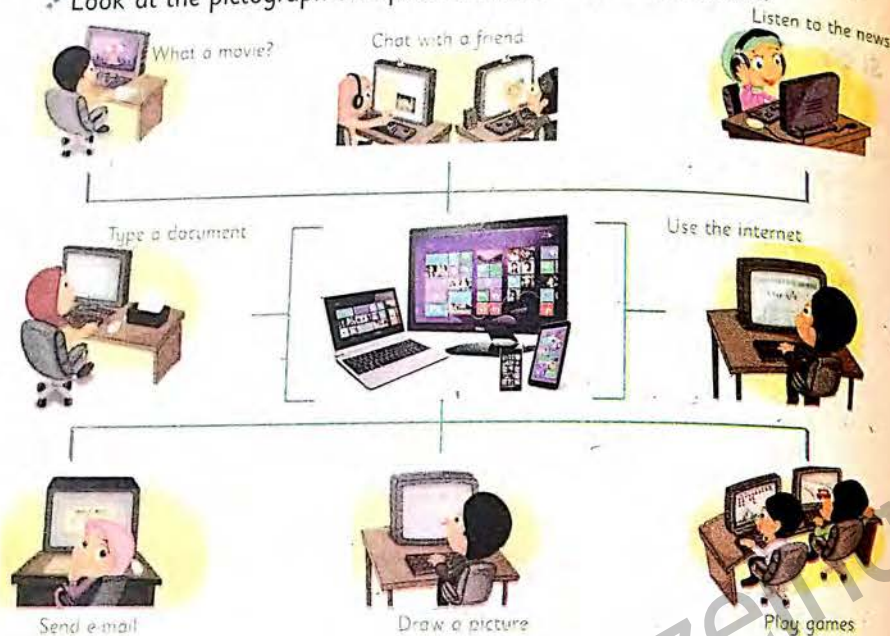
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Pre-reading

❖ Look at the pictograph and predict what the lesson is about.



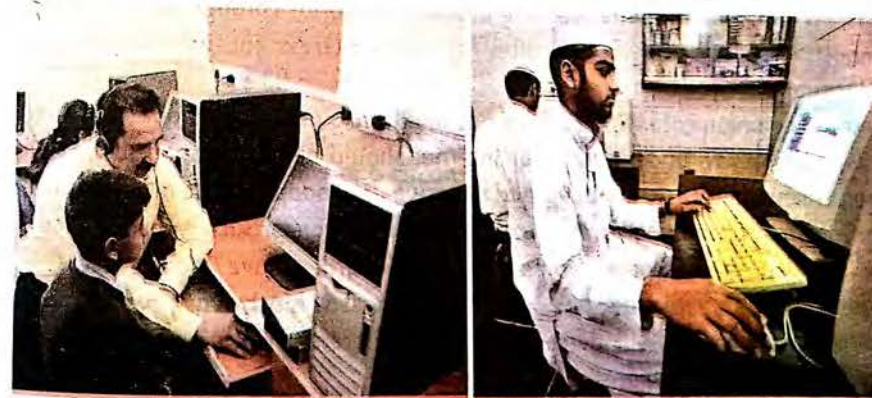
Reading

Computer is one of the most brilliant gifts of modern science. It is an electronic machine used to solve various problems. This is done by the instructions given to it using various programs called software. The ability of computers to follow generalized sets of operations, called programs, enables them to perform an extremely wide range of tasks. The first mechanical computer was designed by Charles Babbage; the British mathematician in the year 1849, that prototype of computers was totally different from modern computers but its basic structure was quite similar. Babbage attempted to make the first automatic computing engine, but he failed to complete it. Parts of his incomplete machine are on display in the Science Museum of London.

The machine he had designed was finally made in 1991. Then in the year two thousand the printer Babbage had designed for the engine was also completed. So the first complete Babbage Engine was completed 153 years after it was designed.

Modern computers are electronic and digital. They comprise hardware and software. Hardware is any part of the computer that has a physical structure such as keyboards or mouse, wires, transistors and circuits while the instructions and data are called software. In short, software is any set of instructions that tells the hardware what to do and how to do it. Other examples of software include web browsers, games and word processors. Everything you do on your computer will rely both on your hardware and software.

Computer is a very useful machine and can perform a variety of tasks very easily like typing documents, sending emails, playing games and browsing the web. It is also a tool to edit or create spreadsheets, presentations and even videos. Computers have become a part of our everyday lives; for example, desktops or laptops are referred to as personal computers. They come in many shapes, sizes, designs and colours and perform many functions in our daily lives at home and in the office. Even when we withdraw cash from ATM, or wait at the traffic signal on the road, or use a calculator, we are using some form of computer. A desktop computer includes a computer case, monitor, keyboard, power cord and a mouse. This can only be used with electric power. However,



laptop computers are battery-powered computers that are more portable than desktops, allowing you to use them almost anywhere. They are light weight smart devices and can be carried anywhere.

A recent innovation in computers is the development of handheld computers like the iPads or tablets. These are handier computers that allow greater portability than laptops. Instead of a keyboard or mouse, tablets use a touch-sensitive screen for typing and navigation, making them by far the most sophisticated form of computers. However, it does not perform all functions that a desktop or laptop can perform. For example, it has no port to insert a USB or a writer to play DVD or CD.

The smart phones that we generally use are also a type of computer. They can also do things like browsing the internet, sending emails and playing games. The latest form of television is also called smart TV which has applications that let you access various types of online content. For example you can stream videos from internet directly onto your TV.

Many computers are connected to internet these days. Internet is a global computer network providing a variety of information and communication facilities. We can sit at home and be connected to the whole world through internet. You can perform many functions through internet sitting at home which were initially performed manually. It is a convenient way of making payments online for your utility bills and several other tasks. Internet has also opened doors for social networking around the world. Through various search engines you can browse websites of your interest for information and education.

You can communicate with your friends and family across the globe. However, it is important to understand that internet should be used responsibly as we may encounter websites that spread negative and inappropriate messages and the information may be harmful to us and our dear ones. Such websites should be avoided at all costs. Computers and internet have made access to information, knowledge and entertainment so much easy which was unimaginable in previous generations. Hence, internet is a very useful tool if used with care and responsibility.

Glossary

Words	Meanings
brilliant	extremely clever or impressive
invention	a thing or idea that has been invented
amazing	very surprising, especially in a way that makes one full of pleasure
activities	situation in which something is happening or a lot of things are being done
forecast	a statement about what will happen in future based on information that is available now
carry out	to put into execution, complete a task.
manually	by hand rather than a machine
multiple	more than one
accuracy	the state of being exact or correct
enormous	extremely large
software	the programs, etc. used to operate a computer
prototype	the first design of something from which other forms are copied or developed
transistor	a small electronic device used in computers, radios, televisions, etc. for controlling an electric current as it passes along a circuit
innovation	the introduction of new things, ideas or ways of doing something
handier	easy to use or to do
navigation	the skill or the process of planning a route for a ship or other vehicle and taking it there the way that you move around a website or the Internet when you are looking for information

Exercise

Comprehension

A Answer the following questions:

- 1 How many paragraphs are there in this essay?
- 2 What is the main idea of the second last paragraph?
- 3 Why is a "program" essential for a computer?
- 4 What are the different uses of a computer?
- 5 How has internet facilitated human beings?
- 6 How is computer useful for students?

Vocabulary

A Use the following phrases in sentences of your own.

by virtue of by far global village brilliant gift store house
every walk of life around the globe carry out useful application open doors

B Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used. Also find guide words and entry words for the following.

information harmful encounter website payment laptop

C Use internet to find what the following abbreviations stand for.

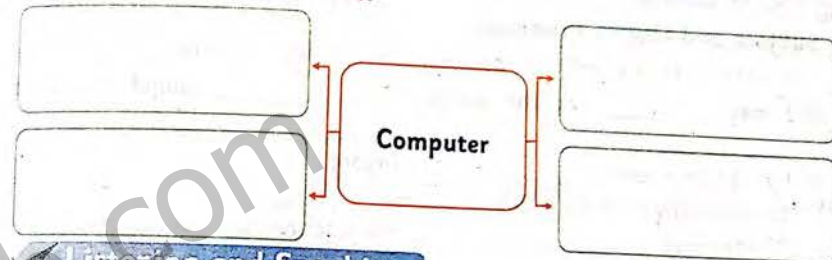
USB DVD CD TV ATM CPU

Teacher's guideline

Revise with the students that 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.

Writing

A After effective brainstorming, complete the mind map below and write a unified paragraph on "Computer" using specific words, vivid verbs, modifiers etc. Use appropriate supporting details and transitional devices.



Listening and Speaking

Conversation on the telephone

Work in pairs and develop a dialogue to demonstrate appropriate expressions and etiquettes for a telephonic conversation.

Introductions on the telephone

- 1 Hello, this is Kamal on the line. Is that Nabeel?
- 2 Hello, this is Kamal calling! Nabeel are you able to hear me?
- 3 Hello, it's Hamid from the dentist's office, here. I'd like to speak to Mr. Mateen regarding his appointment.

Taking a message

- 1 I am sorry, Sumaira is not here at the moment. May I know who is calling?
- 2 Rashid is not in. Would you like to leave a message?

Ending a conversation

- 1 Thanks for calling, I must hang up now.
- 2 I'll speak to you again.
- 3 It was nice speaking to you.
- 4 Do call again.

Making special requests

- 1 Could you please repeat that?
- 2 Can you speak a little louder, please?
- 3 Can you just hold on for a minute? I have another call coming in.

Grammar

Subject and Object Pronouns

Fill in the blanks with an appropriate subject or object pronoun.

- 1 I met _____ at the party but _____ didn't recognize _____.
- 2 I think I have seen _____ before.
- 3 You shouldn't have done this to _____.
- 4 Where could _____ have gone at this hour of the night?
- 5 He took _____ with _____.
- 6 All of _____ arrived on time.

Possessive Pronoun

Possessive Pronouns are words like mine, yours, his, her, ours, theirs etc.

Fill in the blanks with appropriate possessive pronoun.

- 1 Maria has already eaten her lunch, but I'm saving _____ until later.
- 2 My computer is a Mac, but _____ is a PC.
- 3 We gave them our telephone number, and they gave us _____.
- 4 My pencil is broken. Can I borrow _____?
- 5 Our car is cheap, but _____ is expensive.
- 6 You can't have any chocolate! It's all _____.

Reflexive Pronoun

Reflexive pronouns are words like himself, herself, itself, myself, themselves, yourself, yourselves and ourselves.

Fill in the blanks with appropriate reflexive pronoun.

- 1 Rashid made this T-shirt _____.
- 2 Lubna did the homework _____.
- 3 We helped _____ to some cola at the party.

- 4 Samina, did you take the photo by _____?
- 5 I wrote this poem _____.
- 6 He cut _____ with the knife while he was doing the dishes.

Emphatic Pronouns

An emphatic pronoun refers back to another noun or pronoun in the sentence to emphasize it. When reflexive pronouns are used for emphasis they are called emphatic pronouns.

Example:

- Asma will do it **herself**.

The **emphatic pronoun herself** emphasizes that Asma will do it. **Asma** is the **noun** being emphasized.

Similarly, The scouts cooked these cakes **themselves**.

The **emphatic pronoun themselves** emphasizes that the scouts cooked the cakes.

Relative Pronouns

Fill in the blanks with relative pronouns **who**, **which** or **that**.

- 1 Mr. Asim, _____ is a taxi driver, lives on the corner.
- 2 We often visit our aunt in Charsada _____ is in Khyber Pakhtunkhwa.
- 3 That's Adnan, the boy _____ has just arrived at the airport.
- 4 Thank you very much for your e-mail _____ was very interesting.

Indefinite pronouns

Fill in the blanks with Indefinite pronouns.

- 1 Would you like _____ to eat?
- 2 It was really dark and I couldn't see _____.
- 3 Does _____ live in that house?
- 4 It doesn't matter where we go. We can go _____ we want to.
- 5 This is boring. There's _____ to do.

Pronoun - Antecedent Agreement

Antecedent: A noun or a word that a pronoun refer to.

Fill in the pronoun that agrees with its antecedent in the sentences below.

- 1 A person needs to see _____ dentist twice a year.
- 2 The committee members put _____ signatures on the document.
- 3 If any one of the sisters needs a ride, _____ can call me.
- 4 Each of these companies had _____ books audited.
- 5 Some of the crockery has lost _____ shine.

Question Words

Make questions for the following sentences using question words.
(who, why, how, what, when etc)

- 1 Bashir designed this house.

- 2 The weather is fine.

- 3 She walks home from school because she does not have transport facility.

- 4 The children are solving the sum.

- 5 Palwasha runs with her dog on Sundays.

Unit 5

The Dawn's Awake

SLOs

After reading the lesson the students will be able to:

- ❖ identify line and stanza.
- ❖ read poem and give orally or in writing:
 - ❑ main idea.
 - ❑ theme and its development.
 - ❑ summary.
 - ❑ personal response with justification.
 - ❑ paraphrase.
- ❖ use paraphrasing skills to paraphrase stanzas.
- ❖ mark thought groups in the stanza.
- ❖ restate the message in simple prose.
- ❖ replace poetic words with simple ones.
- ❖ analyze how the poet uses language to appeal to the senses through use of figurative language including similes, personification and metaphor.
- ❖ apply summary skills to familiar / unseen passages and poems to.
 - ❑ write summary / precis of simple passages.
 - ❑ summarize poems.
- ❖ recognize literary technique such as personification.
- ❖ describe the object being personified.
- ❖ deduce meaning of difficult words from context.
- ❖ illustrate use of helping verbs in speech and writing.
- ❖ illustrate use of linking verbs.
- ❖ recognize and demonstrate function and use of modal verbs learnt earlier.
- ❖ recognize and demonstrate function and use of infinitives.
- ❖ use critical thinking to respond to the text (post-reading):
 - ❑ apply world knowledge and own feeling / opinion to the text read.
 - ❑ evaluate material read.

Pre-reading

Metaphor

- ❖ A **metaphor** is a figurative device in which one thing is compared to another unlike thing.
- ❖ A **metaphor** directly compares the two things — saying that one thing is the other. This makes it different from a **simile**. Simile uses “like” or “as” to compare, but a metaphor says that one thing is the other.

Example:

- 1 That child is a bear when he is sleepy.
- 2 The dancer was a graceful eagle taking flight.
- 3 This pie is heaven!
- 4 You are my sunshine!
- 5 The book was an addiction — I couldn't put it down.

Reading

The Dawn's awake!
A flash of smouldering flame and fire
Ignites the East. Then, higher, higher,
O'er all the sky so grey, forlorn,
The torch of gold is borne.

The Dawn's awake!
The dawn of a thousand dreams and thrills
And music singing in the hills
A paean of eternal spring
Voices the new awakening:

The Dawn's awake!
Whispers of pent-up harmonies,
With the mingled fragrance of the trees;
Faint snatches of half-forgotten song—
Fathers! Torn and numb,—
The boon of light we craved, awaited long;
Has come, has come!

By Otto Leland Bohanan

Deduce the meaning of the following words.

awake

flame

higher

light

About the poet

Otto Leland Bohanan poet and composer was born in around 1895 in Washington, D.C. and educated in the public schools in Washington. He is a graduate of Howard University, School of Liberal Arts, Washington, D.C., and did special work in English at the Catholic University in that city.

Glossary

Words	Meanings
forlorn	pitifully sad and abandoned or lonely unlikely to succeed, come true, etc.
paean	a song of praise or triumph
smouldering	to burn slowly without a flame
dawn	the time of day when light first appears
ignites	to start to burn; to make something start to burn
fragrance	a pleasant smell
borne	start of an idea or feeling
pent-up	a feeling that cannot be expressed or released
eternal	happening often and seeming never to stop without an end; existing or continuing forever
boon	something that is very helpful and makes life easier for you
mingled	to combine or make one thing combine with another
numb	unable to feel, think or react in the normal way

Exercise

Comprehension

A Answer the following questions:

1. What is the mood of the poem? How does the use of figurative language by poet contribute to the mood of the poem?
2. What is the theme of the poem?
3. Do you like the poem "**The Dawn's Awake**"? Why?
4. Reread first and second stanza of the poem. What natural item is described as having human characteristics and what human characteristics does this item have?
5. Identify the rhyming words in the poem.
6. Identify an example of metaphor in the poem, explain which two things are being compared.

B Choose the correct option.

1. Read this line from the third stanza of the poem.

A paean of eternal spring

Voices the new awakening.

What does this mean in the poem?

- a. The spring season has arrived after months of autumn.
- b. The spring season is singing a song after years of silence.
- c. It is time of freedom and victory after years of slavery.
- d. The voice of spring can be heard after years of silence.

2. Read these lines from the fourth and fifth stanzas.

Faint snatches of half-forgotten song—

Fathers! Torn and numb,—

The boon of light we craved, awaited long,

What is the tone of these lines?

- a. These lines are sad and express suffering.
- b. These lines are gloomy and express joy.

- c. These lines are joyful and express pleasure.
d. These lines are cheerful and express enjoyment.

3 Read this line from the last stanza of the poem.

The boon of light we craved, awaited long,

What does the phrase "awaited long" mean?

- a. something that someone has been waiting for a long time
b. something that someone has not been anticipating
c. something that someone has unlooked for
d. something that someone has not been waiting for a long time

4 What feature of "The Dawn's awake" tells the reader that it is a poem?

- a. It tells a story.
b. It is about nature.
c. It is written in stanzas.
d. It has personification.

5 Which line from the poem supports the idea that an early or flourishing stage of development is everlasting?

- a. The dawn of a thousand dreams and thrills.
b. And music singing in the hills.
c. A paean of eternal spring.
d. Voices the new awakening.

Vocabulary

A There are many poetic devices in Emily Dickinson's poem "The dawn a Walk" including metaphor, simile and personification.

1 Metaphor is present in the first stanza.

The torch of gold is borne

This is a metaphor because _____

2 Personification is present in the first line.

The Dawn's awake!

This is personification because _____

3 Personification is present in the third stanza.

And music singing in the hills

This is a personification because _____

4 Personification is present in the second stanza.

Voices the new awakening-

This is personification because _____

B Use dictionary to:

- find appropriate word definition
- identify pronunciation with the help of pronunciation key
- identify syllable division and stress pattern

flash	crave	torch	gold	dream	spring	thrill
harmony	faint	torn	whisper	snatch	east	await

C Find three nouns from the poem then change those adverbs into adjectives.

Writing

What is paraphrasing?

Paraphrasing is re-writing the poet's words or ideas in your own words without altering the meaning. A stanza takes the shape of prose. It is about the same length as the original, because the purpose is to re-phrase without leaving out any important point.

Keep the following points in mind while paraphrasing a poem.

- Mark thought groups in the stanza.
- Paraphrase the message in simple text.
- Change poetic words with simple ones.

Example:

Stanza:

The Dawn's awake!
A flash of smouldering flame and fire
Ignites the East. Then, higher, higher,
O'er all the sky so grey, forlorn,
The torch of gold is borne.

Paraphrase:

In this poem, he reminds readers of the hardships that African Americans had experienced in the past. He says that after a long period of slavery and hardships, finally everyone will be able to fully enjoy the nice day. The sky had been dark and gloomy for a long time but lastly the golden light of sun is visible.

AC Paraphrase the second stanza of the poem.

How to summarize a poem?

Summary is putting down the main ideas of someone else's work in your own words. A summary is always shorter than the original because the idea is to include only the main points of the original work and leave out the irrelevant.

Keep the following points in mind while summarizing a poem.

- Read the poem thoroughly.
- Try to understand the meaning.
- Write down the points.
- Arrange the points in order.
- Find the conclusion.
- Write it in proper order.
- A summary is usually one-third the size of the original.

BC Write the summary of the poem.

Grammar

Verbs Helping Verbs

Identify the helping verb(s) in each sentence.

- 1 My sister has promised to come with us to Bunair.

- 2 Samina and Dawood will prepare a presentation for the class.
- 3 We should read another story book.
- 4 We should not waste our time watching TV.
- 5 My brother will be flying out of Karachi tomorrow morning.
- 6 We have been studying all week for the final exam.
- 7 I can help you tonight if you will drive me home later.
- 8 I know that I must make a decision soon, but first I may ask my teacher for advice.
- 9 Maria could not start her car this morning, so she will probably not go to work today.

Linking Verbs

Make use of following verbs as linking verbs in your own sentences.

- a. seem b. become c. is/are/ am/ d. was/ were

Example: I am a student.

You seem drowsy.

Modal Verbs

Rewrite the sentences and use the verbs can, may or must.

- 1 She will return to night. She _____ return tonight.
- 2 Don't stand up! You _____ stand up!
- 3 I'm sure they will finish it in a minute. They _____ finish it in a minute.
- 4 Please, do it for me. _____ you do it for me?
- 5 I'd like to see your children. _____ I see your children?

Fill in the blanks with modal verbs i.e. could / couldn't, should / shouldn't, must / mustn't, may / may not, can / can't.

- 1 I didn't feel very well yesterday. I _____ eat anything.
- 2 You _____ look at me when I am talking to you.
- 3 I was using my pencil a minute ago. It _____ be here somewhere!

- 4 You _____ forget your sun cream. It's going to be very hot!
5 _____ I go to the bathroom, please?
6 His excuse _____ be true, but I don't believe.

Infinitives

- A base form of verb without tense e.g to work or work, to jump or jump, to sneeze or sneeze, to cry or cry, to read or read etc.
- Use the following verb as infinitives in your own sentences.
a. eat b. speak c. smash d. talk e. help.

Example:

He wanted to read that book.

Listening and Speaking

To Acknowledge Others' Contribution

Role play: In pairs develop a dialogue on "Appreciating your teacher for his / her contributions". Following are some expression on how to acknowledge others' contribution.

- 1 I would like to express my very great appreciation to _____.
- 2 I would like to offer my special thanks to _____.
- 3 Advice given by _____ has been a great help in _____.
- 4 I am particularly grateful for the assistance given by _____.
- 5 Assistance provided by _____ was greatly appreciated.
- 6 I wish to acknowledge the help provided by _____.
- 7 Mr / Ms _____ provided me with very valuable _____.
- 8 My special thanks are extended to the staff of _____ school for _____.

Unit 6

The Founding Father of Pakistan

SLOs

By the end of the unit, the students will be able to:

- use pre-reading strategies to predict the context of a text from topic / picture / title / headings / keywords and visuals etc. by using prior knowledge, asking questions and contextual clues
- use dictionary to:
 - identify appropriate word definition of the following words.
 - identify syllable division and stress pattern.
 - identify part of speech of a word through abbreviation used.
- illustrate use of regular and irregular verbs in speech and writing.
- illustrate use of transitive and intransitive verbs.
- analyse analogies; complete analogies correctly.
- use polite forms to negotiate and reach conclusions.
- proof read and edit texts for errors of
 - sentence structure
 - subject / verb agreement
 - noun / pronoun agreement
 - reference words, connectives
 - punctuation and spelling



Pre-reading

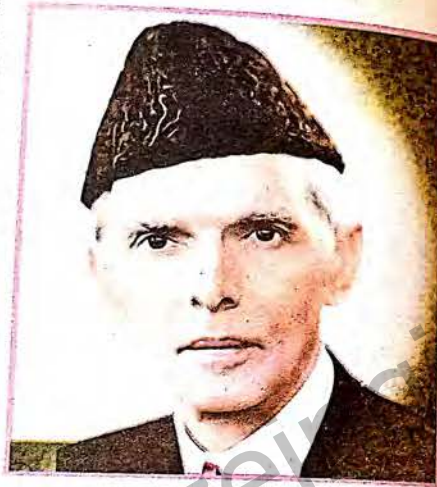
Look at the title and predict what the lesson is all about.

Reading

A great man is one who achieves something great in life. Quaid-e-Azam Muhammad Ali Jinnah is one of them because he is the man who turned the dreams of the Muslims of India into reality by creating Pakistan. He was born in a respectable family of Karachi on the 25th December, 1876. He got his early education in Karachi Mission School and then he got admission in Sindh Madrasatul Islam from where he got matriculation in 1892.

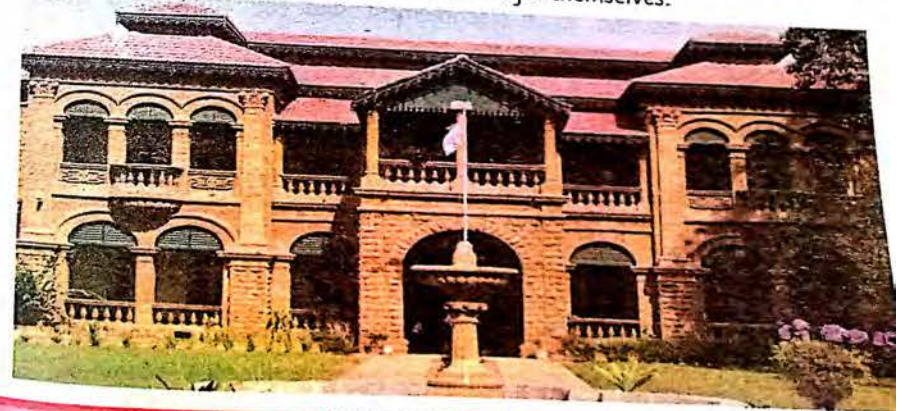
In his school days, he was keenly devoted to his studies. He was disciplined and punctual and strictly observed the rules of the school. All these things were signs of his future greatness. His teachers loved him dearly for his outstanding qualities. His father had a friend who discovered in Quaid-e-Azam the signs of a great man, therefore, he advised his father to send this talented young boy to England for higher studies. Accordingly, Quaid-e-Azam left for England in 1895. There he was admitted to Lincoln's Inn from where he obtained the degree of Bar-at-Law. After returning home, he started to work as a lawyer. Soon fortune smiled on him and within a short span of time, he was recognized as a distinguished lawyer.

In the early days of his political career Quaid-e-Azam firmly believed in concerted struggle of all communities for the freedom of the Sub-continent.



Consequently, he first joined All India National Congress in 1906 and then All India Muslim League in 1913. He also brought reconciliation between the Congress Party and the Muslim League in the form of Lucknow Pact, 1916. It was because of this pact that he was given the title of **"Ambassador of Hindu-Muslim Unity"** by Sarojini Naidu. But soon Quaid-e-Azam realized that the ambition of the Congress was to establish Hindu rule in India. He left the Congress in 1920 and devoted his services for the uplift of Muslim League. When Quaid-e-Azam took the charge as President of All India Muslim League, the party was politically, socially and economically at its lowest ebb. His leadership ignited a new inspiration amongst the Muslims of the Sub-continent. He created political consciousness amongst them and channelized them for the demand of a separate homeland for the Muslims of the Sub-continent. It was his wise guidance and visionary leadership that Muslims regained their lost confidence and became a powerful political force of the Sub-continent. The creation of Pakistan was due to the untiring labour, missionary zeal and exemplary leadership of Quaid-e-Azam.

The historical Pakistan Resolution was passed on 23rd March 1940. It was in Lahore in a huge public gathering that the Muslim league demanded the division of India into two parts. The Quaid-e-Azam Muhammad Ali Jinnah declared; "Now the Muslims will have a country of their own with the name of Pakistan". Each and every Muslim responded to his clarion call. With one voice, the Muslims demanded a separate homeland for themselves.



He was a highly intelligent, strictly disciplined, hardworking, supremely self-confident man and was driven by the dream and the capability to drive others. Jinnah was a man of very strong determination. His integrity was beyond reproach. Gandhi called him an **"impossible man"** for he would never compromise on his principles. He stood like a rock against opponents. The British were intent on the political unity of Indian Sub-continent but Jinnah led his movement with such a skill and tenacity that ultimately both the British and the Congress had no option but to agree to the partition of India.

It was the very first day when Pakistan came into being, Quaid-e-Azam, on this occasion told his people, "You are free to go to your temples; you are free to go to your mosques or to any place of worship in this state of Pakistan. You may belong to any religion or caste. We are, all citizens of one state."

Throughout his political struggle for the achievement of a homeland for the Muslims of the sub-continent, he remained a sick man but he did not give up his struggle. He died thirteen months after the creation of Pakistan and was buried in Karachi. He will always be alive in the hearts of the nation.

Glossary

Words	Meanings
concerted	done in a planned and determined way, especially by more than one person, government, country, etc.
reconciliation	an end to a disagreement and the start of a good relationship again
ebb	the period of time when the sea flows away from the land
ignited	to start to burn; to make something start to burn
consciousness	the state of being able to use your senses and mental powers to understand what is happening
channelized	to direct money, feelings, ideas, etc. towards a particular thing or purpose
visionary	original and showing the ability to think about or plan the future with great imagination and intelligence

noble	having fine personal qualities that people admire, such as courage, honesty and care for others
ambassador	an official who lives in a foreign country as the senior representative there of his or her own country
span	the length of time that something lasts or is able to continue
inspiration	the process that takes place when somebody sees or hears something that causes them to have exciting new ideas or makes them want to create something, especially in art, music or literature
tenacity	the quality of not giving up something easily; the quality of being determined

Exercise

Comprehension

A Answer the following questions:

1. Why was Jinnah called the Ambassador of Hindu-Muslim Unity?
2. What great qualities did M.A. Jinnah show when he was a school boy?
3. What disillusioned Quaid-e-Azam at the beginning of his political career?
4. Why did Gandhi call Quaid-e-Azam as "an impossible man"?
5. Why do the people call M.A. Jinnah, the father of the nation?
6. Describe the qualities of the Quaid-e-Azam in four sentences.
7. Read the third paragraph fast and give its theme.

Vocabulary

A Use dictionary to:

- identify appropriate word definition of the following words.
- identify syllable division and stress pattern.
- identify part of speech of a word through abbreviation used.

keenly devoted punctual sincerely ambition untiring zeal

B Complete analogous pairs below.

- Evening is to morning as dinner is to _____.
a. breakfast b. soup c. coffee d. supper
- Left is to right as horizontal is to _____.
a. below b. middle c. down d. vertical
- All is to many as few is to _____.
a. some b. never c. none d. always
- Butcher is to knife as hairdresser is to _____.
a. scissors b. hair c. curls d. blond
- warm is to hot as old is to _____.
a. oldest b. young c. years d. antique

Writing

Proof read and edit texts for errors

To proofread or edit a text, keep the following points in mind:

Sentence Structure

- Does the paragraph have a clear topic sentence using specific words, vivid words, modifiers etc.?
- Does it have adequate supporting detail?
- Are the events in chronological / sequential / spatial order?

Punctuation

- Does each sentence end with an end punctuation mark?
- Have you used commas to set off items in a series?
- Are apostrophes in place to show possession or to mark contractions?
- Have you properly punctuated any conversation with quotation marks?

Capitalization

- Have you started sentences and conversation with a capital letter?
- Have you capitalized specific people, places, or things?

Usage

- Have you misused any of the commonly mixed homonyms such as there, their, they're, to, too, two, its, it's, our, are, your, you're?

Grammar

- Do your subjects and verbs agree?
- Have you kept your verb tenses consistent?

A Proof read and edit the following text for errors.

the beach
do you no what riaz did last weekend. he goed to the beach with his family.
First, riaz builded a huge sand castle. then, he collect seashell's and rock's
after that, he goed swimming with his brother. riaz has a wonderful time at
the beach.

Grammar

Regular and Irregular Verbs

The difference between a regular and an irregular verb is the formation of the simple past and past participle. Regular verbs are dependably consistent—the simple past ends in **ed** as does the past participle.

Examples:

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
to laugh	laugh(s)	laughed	laughed	laughing
to start	start(s)	started	started	starting
to wash	wash(es)	washed	washed	washing
to wink	wink(s)	winked	winked	winking
to jump	jumps(s)	jumped	jumped	jumping

In contrast, the simple past and past participle of irregular verbs can end in a variety of ways, with absolutely no consistent pattern.

Examples:

Infinitive	Simple Present	Simple Past	Past Participle	Present Participle
to drive	drive(s)	drove	driven	driving
to feel	feel(s)	felt	felt	feeling
to put	put(s)	put	put	putting
to swim	swim(s)	swam	swum	swimming

Distinguishing Regular and Irregular Verbs

Dictionaries are perhaps the most valuable tool one can use in distinguishing between regular and irregular verbs. If only one form of the verb is listed, the verb is regular. If the verb is irregular, the dictionary will list the principal parts of the other forms.

Complete each sentence below with the appropriate past participle form of the regular / irregular verbs in brackets.

Last weekend my friend and I _____ (go) to a very nice party. Afzal, my friend, _____ (buy) a very big present and _____ (keep) it in our car; then we _____ (drive) for two hours and _____

(reach) a very big house. It was a very elegant five-storey house but all the lights were off. We _____ (get) very confused and a little _____ (scare). I _____ (ask) Afzal to go back home, but he _____ (insist) on staying. When we _____ (knock) on the door, I _____ (realize) it was open. I _____ (hear) a little noise and when we _____ (walk) in the house most of my friends and family _____ (shout): "HAPPY BIRTHDAY SAADI!" It was a surprise party for me! We _____ (eat) delicious food and _____ (enjoy) all night long.

Transitive and Intransitive Verbs

Transitive Verbs:

Transitive verbs require an object to complete their meaning.
subject + **transitive verb** + (object)

Intransitive Verbs:

Intransitive verbs don't require an object.

Verbs that are Transitive and Intransitive

Many verbs can be both transitive and intransitive.

They can be transitive in one sentence and intransitive in another sentence.

Example:

- You have **grown** since I last saw you. (intransitive)
- You have **grown** a beard since I last saw you. (transitive)
- The plane will **take off** in five minutes. (intransitive)
- Please **take off** your shoes before entering the house. (transitive)

Use the following words in sentences of your own to show whether these act transitively / intransitively / as both transitive and intransitive.

stopped broke melted fell won walk read

Listening and Speaking

In groups of three, practice and develop a dialogue to use polite forms to negotiate and reach conclusions.

Unit 7

The Handicrafts of Pakistan

SLOs

By the end of the unit, the students will be able to:

- ❖ use pre-reading strategies to predict the content of a text.
- ❖ write a clear topic sentence using specific words, vivid verbs, modifiers etc.
- ❖ analyze features of an effective topic sentence i.e. specific word, vivid verbs and modifiers.
- ❖ use summary skills to extract salient points and develop a mind map to summarize a text.
- ❖ use dictionary to:
 - choose appropriate word definition.
 - locate entry word and guide word.
- ❖ choose appropriate synonyms and antonyms from children's thesaurus.
- ❖ analyse and use sentences with direct and indirect objects.
- ❖ identify and differentiate between a sentence, clause and a phrase. Identify and differentiate between main and subordinate clause.
- ❖ use various functions to express dissatisfaction, disapproval and disagreement politely.



63

NOT FOR SALE

English Grade VIII

Pre-reading

- ❖ What are handicrafts?
- ❖ Can you name handicrafts of your region?

Reading

Our beautiful country Pakistan is a land of colours and rich culture. Pakistan has inherited a rich cultural heritage from its history which is 7000-9000 years old. The imprints left by successive civilizations have left a rich heritage of handicrafts. The different regions with wide variety of tradition and culture, dialects, folklore, music, dresses and costumes have much to offer to any connoisseur of handicrafts.

Each region has its own set of handicrafts. For example, Multan, Bahawalpur and Hala are famous for the blue pottery made of special clay found in these areas. These are wrought by the inherited skill of artisans into paper-thin pottery noted for its elegance, delicacy of design and decorative patterns painted thereon.

Similarly, brassware handicrafts can still be found displaying master craft of the artisans. They make decorative plates, vases, bowls and similar other things in exquisite designs reminiscent of the great Mughal period. In Peshawar, brass work is done on many things like household utensils of daily use to decoration pieces. Likewise, Chiniot and areas adjacent to Kashmir are famous for the exquisite carving in wood and woodcrafts inlaid with ivory, which are highly



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NOT FOR SALE

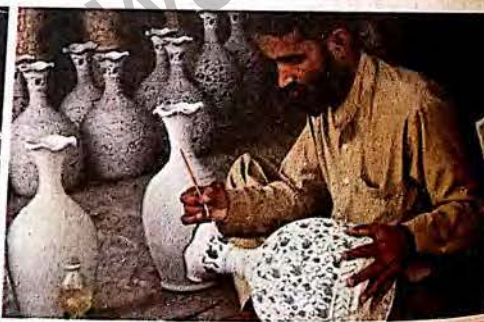
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prized by tourists. Carving in ivory is a very specialized art requiring a high degree of skill and patient work on the part of the artisan. Caskets with delicate lace work are highly prized. The present artisans have inherited the skill from generations going far back into the past. The carved wooden furniture in wide range is exported in huge quantities because of its richness in design and high quality wood.

Moreover, cane basket work include stripped cane woven by skilled craftsmen to produce articles of utility such as baskets, hand bags, ladies bags, mats etc. in elegant designs decorated with floral patterns which make these articles coveted owing to their exquisite craftsmanship. In the northern areas and hill stations, the canes and the handicrafts made of cane are very famous among the tourists and holiday makers.

Embroidery is one of the most sought out handicrafts of Pakistan the world over. Swat is well-known for thread embroidery, whereas, in D.G.Khan mirror work is done on clothes. Works of these types are called "Kadhai." Chitrali "Patti," that is woven on handlooms and Kadhai done on Chitrali Chugha is very famous. Needle-work in Balochistan is of various designs and embroidery techniques which vary from place to place. Different areas of Balochistan are known for their distinctive designs. Dera Bugti is famous for 'Kowchik' stitching pattern, which is embroidered on shawls and shirts for the women. It is famous and popular everywhere in Pakistan.

Marble carving generally come from Balochistan and Khyber Pakhtunkhwa. The utility articles of Balochistan include marble carved in decorative patterns, which represent a rare craftsmanship of the area; the skill having been passed on from generations to generations over a period in the past which would



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perhaps go back to the Palaeolithic age. The onyx made show pieces are really eye catching.

Sialkot is famous for predominately handmade sports goods based on indigenous raw materials. These sports good, especially the footballs have gained world-wide recognition since several decades. Besides sport good, Sialkot also boasts off its surgical goods and tableware which are also a class of their own. Sialkot also produces musical instruments including bagpipes which are exported to Scotland.



Camel-skin lamps and shades decorated in colourful floral patterns represent an ancient handicraft to meet the needs of today. Multan, the city of saints is famous for camel skin lamps, beside its exotic blue pottery. Rilli, the astonishingly attractive patchwork quilt, is made in the rural areas of Balochistan and Sindh. The Sindhi typical Topi (cap) and Ajrak (shawl) are distinctive handicrafts of Sindh.

The Pakistani handicrafts are famous for its creative designs, colours and attractive texture. They provide jobs to a large number of people who earn their living by sheer hard work. These amazing artisans produce some of the most fascinating handicrafts that depict the rich cultural heritage of Pakistan and its glorious history. Moreover, they are famous around the world.



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Glossary

Words	Meanings
heritage	the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character
imprints	to have a great effect on something so that it cannot be forgotten, changed, etc.
successive	following immediately one after the other
civilization	a society, its culture and its way of life during a particular period of time or in a particular part of the world
dialect	the form of a language that is spoken in one area with grammar, words and pronunciation that may be different from other forms of the same language
folklore	the traditions and stories of a country or community
connoisseur	an expert on matters involving the judgement of beauty, quality or skill in art, food or music
wrought	caused something to happen, especially a change / to shape or mould something
reminiscent	reminding you of somebody/something from past
carving	an object or a pattern made by cutting away material from wood or stone
ivory	a hard yellowish-white substance like bone that forms the tusks (= long teeth) of elephants and some other animals
inlaid	(of furniture, floors, etc.) decorated with designs of wood, metal, etc. that are set into the surface
pattern	the regular way in which something happens or is done
exotic	from or in another country, especially a tropical one; seeming exciting and unusual because it is connected with foreign countries
quilt	a decorative cover for a bed, made of two layers with soft material between them
glorious	deserving or bringing great fame and success

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distinctive	having a quality or characteristic that makes something different and easily noticed
elegance	the quality of being attractive and showing a good sense of style
delicacy	the quality of being, or appearing to be, easy to damage or break
exquisite	extremely beautiful or carefully made
woven	to make cloth, a carpet, a basket, etc. by crossing threads or strips across, over and under each other by hand or on a machine called a loom
boast	to talk with too much pride about something that you have or can do
bagpipe	a musical instrument
coveted	to want something very much, especially something that belongs to somebody else
indigenous	belonging to a particular place rather than coming to it from somewhere else

Exercise

Comprehension

Answer the following questions:

- How are the artisan and craftsmen the cultural recognition of Pakistan?
- Which are the famous handicrafts of Khyber Pakhtunkhwa?
- Which handicrafts is Multan famous for?
- Which handicraft of Balochistan is dated back to the Palaeolithic age?
- What are the handicrafts of Sialkot and what is it famous for?
- How can handicrafts contribute to the economic growth of the country?

Vocabulary

B Find synonyms and antonyms of the following words using thesaurus.

delicacy decorative patterns elegant indigenous covet floral

Listening and Speaking

Express dissatisfaction, disapproval and disagreement politely

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In pairs develop and practice a dialogue to express your feelings of disaffection, disapproval and disagreement in daily life.

Grammar

Sentence, Phrase and Clause

What is a phrase?

A phrase is a collection of words without a subject/verb or complete thought. Since a phrase neither has a subject nor a verb, it cannot form a 'predicate'. Phrases can be very short – or quite long.

Example:

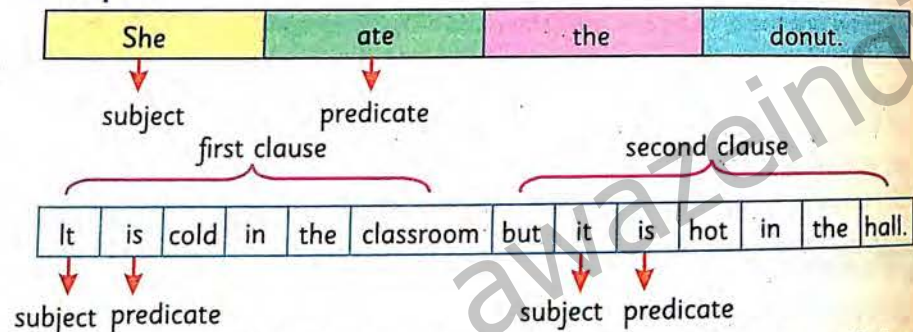
- "After dinner"
- "Waiting for the rain to stop".

Phrases cannot be used alone; it has to be part of a sentence where it is used as part of speech.

What is a clause?

Clauses are groups of words that have both subjects and predicates.

Example:



Unlike phrases, a clause can sometimes act as a sentence – this type of clause is called an **independent clause**, independent clause could be used by itself as a complete sentence.

Some clauses can't be used on their own – these are called **subordinate clauses**, and need to be used with an independent clause to complete their meaning.

Example of a subordinate clause is:

- When the man broke into the house (this clause need to be paired with another clause)

Example of an independent clause is:

- "the dog barked at him"
- "When the man broke into the house, the dog barked at him."

What is a sentence?

A complete sentence has a subject and predicate, and can often be composed of more than one clause. As long as it has a subject and a predicate, a group of words can form a sentence, no matter how short.

Example:

• "You ate fish."
Sentences can also combine multiple clauses or phrases to add additional information about what is described. Clauses may be combined using conjunctions – such as "and", "but" and "or".

Example:

• He went out to dinner but didn't enjoy the meal.
This example is composed of two independent clauses, "**he went out to dinner**" and "**he didn't enjoy the meal**", combined with a conjunction- "**but**"

A State whether the following groups of words are phrases, independent clauses or subordinate clauses.

- 1 Over my head _____
- 2 Because I was afraid _____
- 3 I didn't get very much sleep _____
- 4 That night _____
- 5 I knew what happened _____
- 6 So that I could get some rest _____
- 7 I heard the cat's meow _____
- 8 Sitting by the broken plate licking the crumbs _____
- 9 When I finally got up _____
- 10 I got so tired _____

Unit 8

Letter to the Editor of a Newspaper

SLOs

By the end of the unit, the students will be able to:

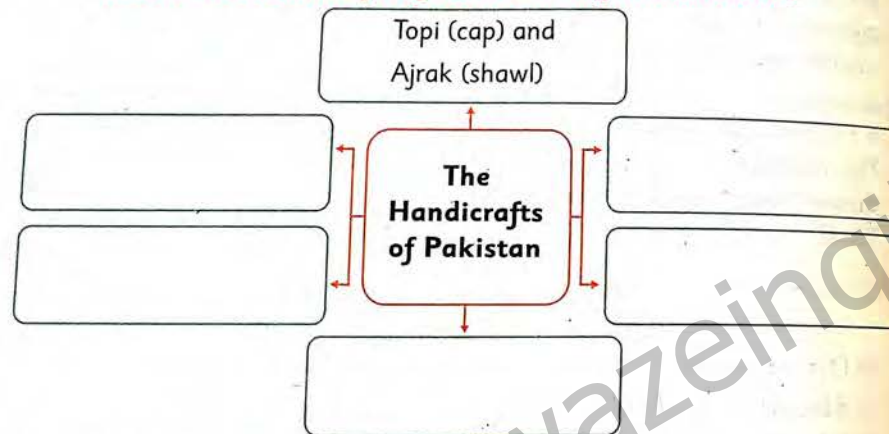
- ❖ ask, restate and simplify directions and instructions.
- ❖ analyze and compare various informal and formal letters to note differences of conventions, vocabulary, style and tone.
- ❖ write formal letters to people in immediate and extended environment for various purposes:
 - follow conventions of formal letter with respect to layout, salutations etc. recognize and demonstrate use of appropriate vocabulary, style and tone in formal letters.
 - write the address on the envelop clearly and in proper format.
- ❖ write application to people in extended environment revise for
 - correct format, layout.
 - appropriate vocabulary, style, tone.
- ❖ identify and utilize effective study skills e.g. making a mind map, brainstorming for generating and developing ideas.
- ❖ recognize and use appropriate transitional words within and beyond paragraphs for better coherence and cohesion.
- ❖ recognize the function of transitional devices used for coherence and cohesion at discourse level.
- ❖ illustrate use of tenses learnt earlier.
- ❖ recognize the form and various functions and illustrate use of past perfect tense.

B Read and analyse each sentence. Circle the predicates and underline the subjects. Draw a line separating the clauses in the sentence.

- 1 My sister and I were at my grandma's house when the phone rang.
- 2 My sister almost fainted because she was hungry.
- 3 I love learning, so I spend a lot of time reading.
- 4 After working late into the night, Amir fell asleep on his desk.
- 5 I took the dog to the park.

Writing

A Complete the mind map and write down the summary of the lesson "The Handicrafts of Pakistan" in your note books



B Read the first paragraph of the lesson carefully. Underline the topic sentence, specific words, vivid verbs and modifiers.

C After brainstorming and developing ideas, write a simple and unified paragraph on "Handicrafts of Khyber Pakhtunkhwa. Write a clear topic sentence, using specific words, vivid words, modifiers etc.

Pre-reading

Format for Formal Letter

abc Colony,
ABC City-400005

**Sender's
address**



Dated: 14 May 2017

Date of writing the letter

The Editor
XYZ Colony,
XYZ City-400001

**Receiver's Designation
and address**

Subject: a short description of cause
of writing the letter

**Purpose of writing letter
in one sentence**

Respected Sir/Madam,

Salutation

Body of the letter:
(i). Introduction
(ii). Main content
(iii). Conclusion + End of letter

**Main content of the letter.
It includes attention acquire
from receiver.**

**Your introduction and
purpose of writing the
letter in details. Also, the
conclusion in second para.**

Thanking you,
Yours sincerely/faithfully/truly,

Complimentary closing

Name
(Designation if present)

**Name of the sender and
designation if given**

Reading

House # 240/B,
Mahallah Rub Nawaz,
Railway Road,
Bannu.
Dated: June 23, 2017

The Editor,
The Pakistan Times,
Islamabad.

Subject: Awareness among the public about pollution hazards.

Dear Sir / Madam,

Through the esteemed column of your newspaper, I wish to create awareness among the public about pollution hazards.

Pollution is basically contamination. All of us have heard about this from our early school days, but the problem does become more obvious and more complicated as we delve into it. We do know that there are many effects of pollution and they are all harmful, but the extent to which we know about the effects of pollution has changed quite a bit.

Air pollution is the contamination of the air when harmful contaminants are released into the air. One of the biggest effects of air pollution is global warming. It also causes other problems like acid rain, ozone layer depletion, etc.



As a result of this, people are being exposed to more harmful UV rays that have increased the occurrence of cancer among people. In the long run, it can also make people get lung cancer, skin cancer etc. Some of the biggest causes of air pollution are cars, motorized vehicles, industries, etc.

Water pollution is the contamination of water bodies such as ponds, lakes, rivers, oceans. Some of the biggest causes of water pollution are industrial effluents and people recklessly dumping waste in the water bodies. Water pollution can lead to loss of water resources for humans and it can also cause depletion of water life. Pollution of water bodies deprive people of drinking water facilities. This is the reason why all of the types of pollution, water pollution is the one that is most obviously felt. Another hidden effects of pollution of water is the fact that the contaminants in water can damage the water life, thereby affecting the entire food chain. Contaminated water can cause many types of diarrheal diseases, including Cholera, and other serious illnesses such as guinea worm disease, typhoid, and dysentery.

Noise pollution is one of the kinds of pollution caused mostly due to urbanization and industrialization. The diseases caused by noise pollution includes fatigue, irritation, insomnia etc. In fact, it is a well-known cause for migraines. It can also cause loss of hearing at a really young age for a lot of people. Noise pollution, since it renders people incapable of sleeping and resting completely, can also cause insomnia in the long run, which would have a lot of health repercussions as well.

Land pollution is contamination of the soil that is caused due to over dumping, over utilization of soil and chemicals being injected into the soil.



Poor disposal systems, excessive use of fertilizers and pesticides in agriculture, etc. cause soil pollution, especially in agricultural areas. The plants would absorb all the harmful chemicals from the soil, thereby spoiling or even poisoning the person's food. Groundwater sources can also become contaminated due to soil pollution, which would cause water shortage problems as well.

In order to battle pollution, it is essential for people to know more about it for they will be able to fight against pollution only if they are aware of what the types are and what the repercussions of not controlling pollution will be.

I have tried to bring in the lime-light the sources of pollution and its effects on human and plant life. I hope this will awaken the people to their role in making the environment clean.

Thanking you,

Yours faithfully,
Sadia Inam.

Glossary

Words	Meanings
contaminated	to make a substance or place dirty or no longer pure by adding a substance that is dangerous or carries disease
pesticides	a chemical used for killing an insect or animal that destroys plants; food, etc.
migraine	headache that is felt one half of head.
fatigue	a feeling of being extremely tired, usually because of hard work or exercise
delve into	to try hard to find out more information about something
hazards	a thing that can be dangerous or cause damage
repercussion	an indirect and usually bad result of an action or event that may happen sometime afterwards

esteemed	great respect and admiration; a good opinion of somebody
awareness	knowing something; knowing that something exists and is important; being interested in something
recklessly	in a way that shows a lack of care about danger and the possible results of your actions
obvious	easy to see or understand
awaken	to wake up; to make somebody wake up
dumping	the act of getting rid of something that is not wanted
insomnia	the condition of being unable to sleep
depletion	the reduction of something by a large amount so that there is not enough left

Exercise

Comprehension

A. Answer the following questions:

1. Identify different kinds of pollution.
2. Explain why it is important to keep the environment free of pollution.
3. How does pollution affect our environment?
4. What are some things we can do to prevent further pollution of our earth?
5. Find at least three causes of pollution and their effect on the environment from the letter.

B. Choose the correct option.

1. Noise is _____.
a. loud sound b. unwanted sound c. constant sound d. slow sound
2. _____ causes air pollution.
a. ozone b. oxygen c. industries d. pesticides
3. The diseases cholera, typhoid and jaundice are due to _____ pollution.
a. air b. water c. soil d. food items
4. All of the following are water hygiene disease except _____.
a. insomnia b. typhical c. dysentery d. cholera

5. Land pollution is the _____

- a. contamination of the air when harmful contaminants are released
- b. contamination of the soil that is caused due to over dumping
- c. pollution caused mostly due to traffic and pressure horns
- d. contamination of water bodies such as ponds, lakes, rivers, oceans

Listening and Speaking

Make group and ask, restate and simplify direction and instructions.

Put the verbs into the correct tense (simple present or present continuous)

1. Look! Sara (go) _____ to meet her aunt.
2. On her right hand, Sara (carry) _____ her handbag.
3. The handbag (be) _____ very beautiful.

Put the verbs into the correct tense (simple past or past perfect)

1. Look! Sara (go) _____ to meet her aunt.
2. On her right hand, Sara (carry) _____ her handbag.
3. The handbag (fall) _____ on the road.
4. She (return) _____ from her uncle's house yesterday.
5. She (intend) _____ to visit all her relatives.

Writing

Format for Application Writing

_____ } (the name and address of the person to whom the application is addressed)

Subject: _____ (reason of application)

_____ (salutations)

_____ } body of application
(give reasons and mention time)

Closing _____

Signature _____

Date _____

Example:

The Principal,
Government High School,
Saddar, Peshawar.

Subject: Leave Application

Sir / Madam,
With due respect, I want to state that I am not in a position to attend the school as I am down with Chickenpox. Since it is a contagious disease, I have been advised quarantine and a few days complete rest by the doctor.

Kindly grant me leave for ten days, i.e. 6th Dec 2017 to 16th Dec 2017.

Thanking you,

Yours obediently,

Anum (roll # 123)

Class: VIII-B

Dated: 6th Dec 2017.

A. Write an application to the Deputy commissioner for financial help.

B. After effective brainstorming, write an essay on the topic "Let's Stop Pollution" to highlight how everyone must work to stop pollution of the air, water, and land. Use appropriate transitional words like (thus, then, accordingly, consequently, therefore, henceforth) within and beyond paragraphs for better coherence and cohesion.

Unit 9

Someone Who Works Hard To Earn

SLOs

By the end of the unit, the students will be able to:

- ❖ use dictionary to:
 - locate guide and entry words.
 - locate appropriate word definition.
- ❖ Agree and disagree policy at appropriate time.
- ❖ analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- ❖ identify the speaker or narrator in a selection.
- ❖ recognize the author's purpose and point of view.
- ❖ classify use convert and make declarative (affirmative and negative), interrogative, exclamatory and imperative sentences.
- ❖ Identify and differentiate between simple and compound sentences.
- ❖ write a narrative in the first person which describes events:
 - use sequential order.
 - use specific adjectives and adverbs.
 - use appropriate tense.
 - use appropriate transitional devices.
 - include quotations, thoughts and emotions of the participants in the incident.
- ❖ analyze summary skills to write summary of passages.
- ❖ write two paragraphs of comparison between persons, places or objects:
 - use appropriate similes and metaphors for comparison.
 - use correct connectors.
- ❖ choose appropriate word definition. Write a composition of three or more paragraphs following conventions of essay writing:
 - introductory paragraph.
 - body paragraph.
 - concluding paragraph.

Pre-reading

❖ Predict the content by looking at the picture below.



Reading

I was just getting ready to leave my office and I remembered that my wife had asked me to bring 1 dozen bananas. When I stepped out, I saw an ill-looking old lady across the road. She was selling fresh bananas on the street. I usually bought bananas from a big grocery shop few blocks away from my office but since I was in hurry to reach home today, I thought about buying them from across the road only.

I went to the old lady and asked her the price. She quoted Rs. 37 per dozen. I said, "But the store where I usually buy from gives them for Rs. 30 per dozen, can't give me for the same price?"

The Old Lady said, "No Sir, I cannot afford to match that price. I can sell them to you at Rs. 36 per dozen. That's best I can afford to give you for."

I told her, "Never mind".

I left in my car towards the usual grocery shop.

I went inside and picked up a good bunch of bananas. I went to the cashier pay for the bananas but I was surprised when the cashier told me that price bananas per dozen is Rs. 50.

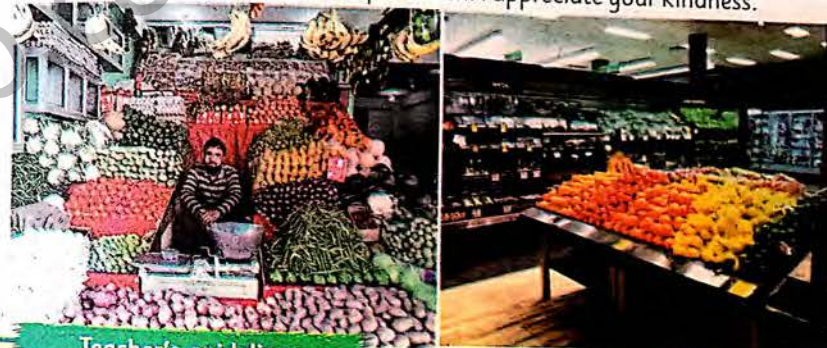
I told the cashier, "I have been buying fruits and vegetables from here since many years and this is a steep price increase, can't you offer me a better deal for being a loyal customer?"

The cashier turned a deaf ear to what I said and replied, "Sorry Sir, our prices are fixed and we do not bargain."

I felt little bad with that flat attitude. I thought for a second and put those bananas back. I went back to the Old Lady. She recognized me instantly and told me, "Sir, I can't match that price, I won't be able to earn any profit."

I told her, "Don't worry about the price; I will pay you Rs. 50 per dozen! Now give me 2 dozen."

The Old Lady got very happy, she packed 2 dozen of banana and said, "I can take Rs. 50 but I will take Rs. 36 per dozen. I appreciate your kindness."



Teacher's guideline

- Explain the students that moral / meaning of a story narrative is not explicit (clearly stated), they are implied. Moral is what we can learn from a story narrative, it must be inferred.
- Themes / meaning / morals are about the real world.
- Explain to the students how does the small world of the story connect to the big world.
- Ask the students to identify the speaker or narrator in the lesson.

She also told me, "My husband used to own a small fruit shop but he got very sick. We have no child or any relatives who could support us. We had to sell his shop to cover his medical bills but he could not survive." Tears were flowing from her eyes. She said, "But now to support myself I am trying to sell what I can afford to buy and sell, so I can survive for what's left of my life." I told her, "Do not worry, you are doing well and from tomorrow on, I will only buy bananas from you."

I pulled out my wallet and gave her Rs. 500 extra and said, "Take this and bring more different fruits to sell tomorrow, consider this an advance payment for fruits I will be buying from you. You can earn more if you have more choices of fruits to sell." The Old Lady thanked me.

Later, I recommended many of my colleagues to buy fruits from the lady, which they did. And with the support from me and many other buyers, she made a better living.

Often we choose to go in big malls or big grocery shops for shopping. We always pay the fixed price without bargaining. That is fine as we all have choices and people who run their business have their liabilities too. However, we need to spare a moment and think that why we have no courage or reason to bargain while shopping at big shops and why we try to bargain heavily with small street vendors? Think wisely. Always be helpful and supportive to someone who works hard to earn and has a need for it. Think what I had thought for a second and why I decided to buy from the Old Lady:

Glossary

Words	Meanings
dozen	a group of twelve of the same thing
grocery	connected with food and other goods sold by a grocer or at a supermarket
afford	to have enough money or time to be able to buy or to do something

deaf ear	to ignore or refuse to listen to somebody/something
attitude	the way that you think and feel about somebody/something; the way that you behave towards somebody/something that shows how you think and feel
bargain	to argue in an aggressive way and force somebody to agree on the best possible price or arrangement
instantly	immediately or without delay
appreciate	to recognize the good qualities of somebody/something
liability	the state of being legally responsible for something
vendor	a person who sells things, for example food or newspapers, usually outside on the street
steep	rising or falling quickly, not gradually
spare	that is not being used or is not needed at the present time / kept in case you need to replace the one you usually use; extra
courage	the ability to do something dangerous, or to face pain or opposition, without showing fear
quoted	to tell a customer how much money you will charge them for a job, service or product

Exercise

Comprehension

Answer the following questions:

- Why we should prefer buying from street vendors rather than big stores?
- How did the author come in touch with the Old Lady?

3. Describe the Old Lady and her problems.
4. What was author's opinion about the Old Lady as a street vendor?
5. How did the Old Lady react when he offered her Rs. 50 per dozen for bananas?
6. Retell the narrative in the form of a dialogue.

B. Choose the best option to answer each question.

1. The Old Lady was working hard _____.

- a. to have a competition with the big grocery stores.
- b. to survive for what was left of her life.
- c. to cover her husband's medical bills.
- d. to pay her children's school fee

2. The big grocery shop did not bargain because _____.

- a. their prices were fixed.
- b. the fruits were fresh and ripe.
- c. of competition with other big grocery stores.
- d. of advertisement of shops and products.

3. 'I left in my car towards the usual grocery shop'. In this sentence

'I' refers to _____

- a. the cashier
- b. the author's colleagues
- c. the author
- d. the Old Lady

4. The author did not buy bananas from the big store because _____.

- a. the bananas were costly
- b. he was in hurry
- c. the bananas were not fresh
- d. he had no money

Vocabulary

A. Locate guide and entry words for following in dictionary.

street banana store lady colleague medical wife

- B. Find and underline the direct quotations enclosed in quotation marks from the context
- C. Rewrite five sentences from the narrative which have transitive verbs.
- D. Write the meaning of the following phrases and use them in sentences.

give in give way give up give over give out give off give back

Writing

A. Write down the summary of the narrative 'Someone Who Works Hard to Earn'.

B. Write an essay of about 200 words on 'Dignity of Labour', following conventions of essay writing.

C. Write a paragraph of comparison and contrast between the Old lady and the cashier of big grocery shop.

- use appropriate similes and metaphors for comparison and contrast and connectives of comparison and contrast.

D. Write a short narrative in first person to describe 'A Road Accident'

Teacher's guideline

- Remind the students about how to write a summary.
- Tell the students that while writing a narrative in first person they must use sequential order, specific adjectives and adverbs, appropriate tense, include quotations and appropriate transitional devices.
- Remind the students about conventions of essay writing.

Simple Sentences

A simple sentence contains a subject and a verb. It expresses a complete thought.

Examples:

- The train was late.

↓ ↓
Subject Verb

- Maria took the bus.

↓ ↓
Subject Verb

Compound Sentences

A compound sentence refers to a sentence made up of two independent clauses (or complete sentences) connected to one another with a coordinating conjunction.

Coordinating conjunctions are for, and, nor, but, or, yet, so.

Examples:

- I waited for the bus but it was late.

↓ ↓
Independent clause independent clause
 ↓
 Conjunction

Exercise: Identify each sentence as either simple or compound.

- 1 My dog eats fruit of any kind but she will not eat meat or cheese.
- 2 The new rug in the living room is beautiful but it does not match the furniture.
- 3 Kulsoom applied for a job in accounting at the new medical facility in town.
- 4 I went to the store without a list so I bought all junk food.
- 5 The flowers in the garden behind our house are in full bloom at this time.

Types of sentences

1. Declarative sentence
2. Imperative sentence
3. Interrogative sentence
4. Exclamatory sentences

A **declarative sentence** simply makes a statement or expresses an opinion. In other words. It makes a declaration. This kind of sentence ends with a period.

Examples:

I want to be a good writer. (makes a statement)

My friend is a really good writer. (expresses an opinion)

An **imperative sentence** gives a command or makes a request. It usually ends with a period but can, under certain circumstances, end with an exclamation mark.

Examples:

Please sit down.

I need you to sit down now!

An **interrogative sentence** asks a question. This type of sentence often begins with who, what, where, when, why, how, or do and it ends with a question mark.

Examples:

When are you going to Lahore?

Do you know the weather will be tomorrow?

An **exclamatory sentence** is a sentence that expresses great emotion such as excitement, surprises, happiness and anger, and ends with an exclamation point.

Examples:

It is too dangerous to climb that mountain!

I got an A on my book report!

A Identify whether the sentence is declarative, imperative, interrogative, or exclamatory.

- 1 The tiny sailboat overturned in the gale.
- 2 Do you like coconut milk?
- 3 The villagers were afraid the volcano would erupt soon.
- 4 Your perfume stinks!
- 5 Sidra read the barometer every 15 minutes before the storm.

B Add the correct ending punctuation. Then write whether the sentence is declarative, imperative, interrogative, or exclamatory.

- 1 Shake the salad dressing for me _____
- 2 Who threw the baseball through the window _____
- 3 Get down from there _____
- 4 Hurrah _____
- 5 The kitten began to nestle against his mother _____

Unit 10

What a Blessing

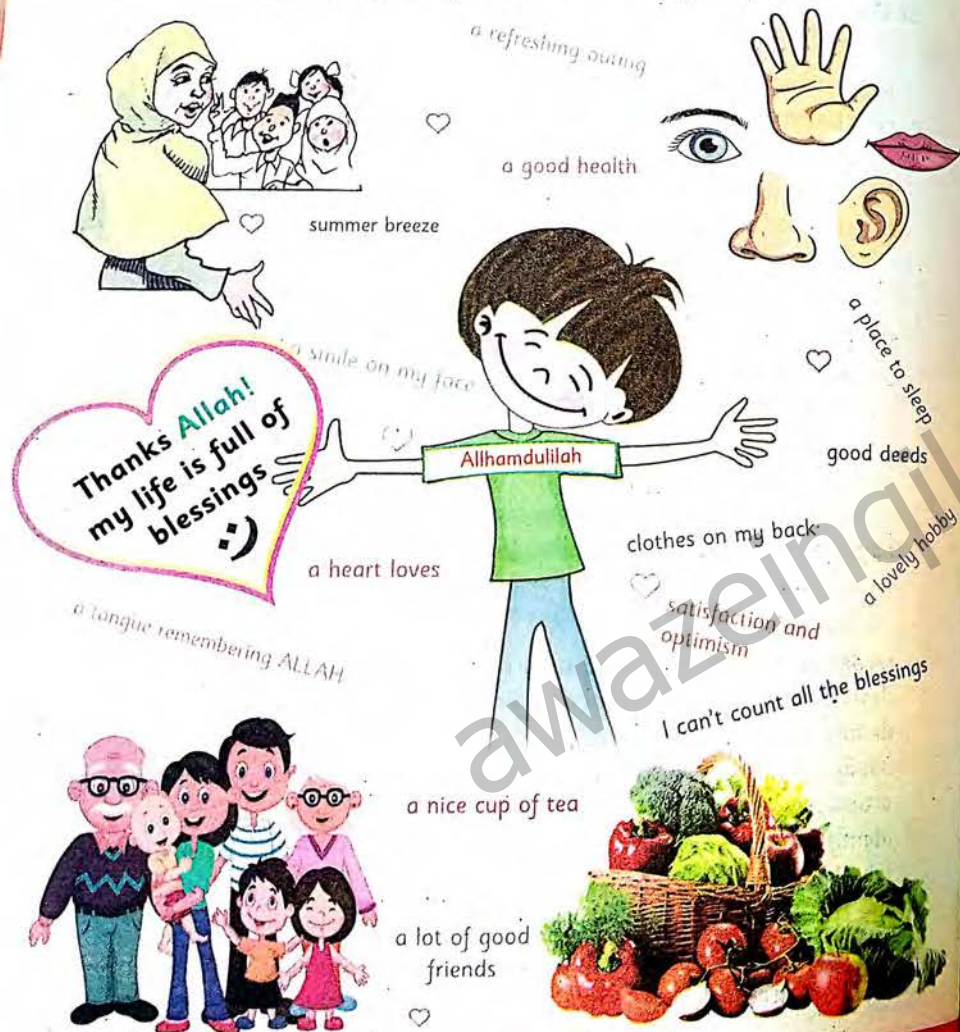
SLOs

By the end of the unit, the students will be able to:

- ❖ identify line and stanza.
- ❖ read poem and give orally or in writing:
 - ❑ main idea.
 - ❑ theme and its development.
 - ❑ summary.
 - ❑ personal response with justification.
 - ❑ paraphrase.
- ❖ use paraphrasing skills to paraphrase stanzas:
 - ❑ mark thought groups in the stanza.
 - ❑ restate the message in simple prose.
 - ❑ replace poetic words with simple ones.
- ❖ analyze how the poet uses language to appeal to the senses through use of figurative language including similes, personification and alliteration.
- ❖ apply summary skills to familiar / unseen passages and poems to:
 - ❑ write summary / precis of simple passages.
 - ❑ summarize poems.
- ❖ recognize literary technique such as personification.
- ❖ describe the object being personified.
- ❖ deduce meaning of difficult words from context.
- ❖ apply rules of a, an and the wherever applicable in speech and writing.
- ❖ articulate complex tongue twisters.
- ❖ identify and pronounce consonant clusters with developing accuracy in initial and final positions.
- ❖ use critical thinking to respond to the text (post-reading):
 - ❑ apply world knowledge and own feeling / opinion to the text read.
 - ❑ evaluate material read.

Pre-reading

❖ Look at the pictograph and predict the content of the poem.



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NOT FOR SALE

English Grade VIII

Reading

What a blessing it is to wake up every single day,
To hear the birds chirping as they go on their merry way,
And to watch the little squirrels as they come out to play,
Then to make ready for another crazy and hectic day,
Or maybe a walk by the stream or stroll along the bay-
Thank you Lord for letting me live another precious day.

What a blessing it is to wake up every single day,
No matter if it's cold, and the sky is dark and grey,
And I'm snuggled up in bed under my fluffy duvet,
Or if first light appears over a beautiful clear bay,
And the sun touches my heart with a piercing little ray-
Thank you LORD for letting me live another precious day.

What a blessing it is to wake up every single day,
To go about with whatever I have planned for the day,
Then to retire at the end of it, happy and gay,
Even if my bed be in a barn on a prickly bed of hay,
And the horses say goodnight with a friendly little neigh-
Thank you Lord for letting me live another precious day.

What a blessing it is to wake up every single day,
With all these blessing I have no option but to say,
Life is so wondrous, and admit that really all is okay,
As we go down on our knees and with thanks we pray.
Before we drift off into dreamland, far, far away-
Thank you LORD for letting me live another precious day!

English Grade VIII

NOT FOR SALE

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Deduce the meaning of the following words from the text.

blessing	chirping	merry	crazy
stream	precious	fluffy	ray
gay	hay	admit	pray

Glossary

Words	Meanings
hectic	very busy; full of activity
stroll	to walk somewhere in a slow relaxed way
snuggled	to get into, or to put somebody/ something into, a warm comfortable position, especially close to somebody
duvet	a large cloth bag that is filled with feathers or other soft material and that you have on top of you in bed to keep yourself warm
bay	a part of the sea, or of a large lake, partly surrounded by a wide curve of the land
piercing	affecting you very strongly, especially in a way that causes you pain
retire	to stop doing your job, especially because you have reached a particular age.
prickly	give somebody an unpleasant feeling on their skin,
wondrous	strange, beautiful and impressive
drift	a slow steady movement from one place to another;

Exercise

Comprehension

A. Answer the following questions:

- Are we thankful enough to Allah for all our blessings? How?
- Why is life 'wondrous' according to the poet?
- Explain the line 'Before we drift off into dreamland, far, far away-'.
- What is the meaning of the following line?
"Even if my bed be in a barn on a prickly bed of hay,"
- Write down the theme of the poem "What a Blessing".
- How does the poet express his gratitude to God in the second stanza?

Vocabulary

A. Find words in the poem which mean the same as:

God sent

allowing

cheerful

valuable

B. Use dictionary to:

- find appropriate word definition for the synonyms of the above words
- identify pronunciation of these synonyms with the help of pronunciation key
- identify syllable division and stress pattern for these synonyms

Writing

Paraphrase example:

First Stanza:

In the first stanza of this beautiful poem, the poet expresses the felling of gratitude to God for blessing us wake up every morning and live another beautiful day. It is a blessing to witness the beauty of nature in the form of singing birds and squirrels at play. Each one of us have something planned for day, whether we spend it working or by taking a walk along the bay, each moment is special and for that the poet is thankful to God for letting him live another day.

A Paraphrase the 2nd stanza of the poem.

B Write the summary of the poem.

Listening and Speaking

Articulate the following tongue twisters in front of the class.

1 Peter Piper picked a peck of pickled peppers.

Teacher's guideline

Tell the students that:

- Alliteration is the repetition of the same or similar consonant sounds usually at the beginning of words that are close together.
- By using this technique, poets carefully choose and arrange ordinary words and make music with them.
- Examples of alliteration come to us in the form of tongue twisters as well.

A peck of pickled peppers Peter Piper picked.
If Peter Piper picked a peck of pickled peppers?
Where's the peck of pickled peppers Peter Piper picked?

2 How much wood would a **woodchuck** chuck if a woodchuck could chuck wood?

He would chuck, he would, as much as he could, and chuck as much wood, as a woodchuck would if a woodchuck could chuck wood.

Grammar

Consonant Clusters

A consonant cluster in a word is a group of consonants with no vowels between them. The longest possible cluster in English is three consonant sounds at the start, such as 'splash', and four at the end, as in 'twelfths'.

Example:

The tongue twister 'The sixth twisty crisp' has several consonant clusters in it, making it difficult to pronounce.

A Circle the initial and underline the final consonant cluster in the following words.

accents	small	against	aspects	attempts	axe	sky
contexts	diamonds	ears	earth	sphere	laughed	pram
free	risked	sculpts	stamps	glow	shred	tempts

Pronouncing "the"

When the definite article ("the") comes before a word that begins with a vowel, it is stressed as /ði/ like "thee."

Example:

"the (/ði/) elephant"

When "the" comes before a word that begins with a consonant, it is unstressed as /ðə/ like "tha"

Example:

"the (/ðə/) car"

Choose the correct article: a, an, the or no article

- 1 Are you coming to _____ party next Saturday?
- 2 I bought _____ new pair of jeans yesterday.
- 3 I think _____ man over there is very ill. He can't stand on his feet.
- 4 I read _____ book you had sent me.
- 5 She was wearing _____ nice dress when she met him.
- 6 I am crazy about reading _____ history books.
- 7 She is _____ nice girl and _____ intelligent student.
- 8 Do you want to go to _____ restaurant where we first met?

The Devoted Mate

SLOs

By the end of the unit, the students will be able to:

- ❖ make predictions about story line / content, characters, using contextual clues and prior knowledge.
- ❖ use dictionary to locate guide words, locate entry words and choose appropriate word definition.
- ❖ use summary skills to transfer the written text to a diagram, flow chart or cloze paragraph.
- ❖ use appropriate pronoun antecedent relationship and transitional devices within a paragraph.
- ❖ analyze story elements: characters, events, setting, plot, theme, tone.
- ❖ read a story to retell it sequentially and summarize.
- ❖ recognize the authors purpose.
- ❖ read a text to analyze characters, their motives, actions and emotional responses.
- ❖ Present a character sketch orally and in writing.
- ❖ give a personal response about characters giving reasons to support the response.
- ❖ recognize genres of literature e.g. fiction, poetry, legend, myth.
- ❖ write a short narrative in the first or third person describing events and incidents:
 - ❑ use sequential order.
 - ❑ use specific adjectives and adverbs.
 - ❑ use appropriate tense.
 - ❑ use appropriate transitional devices.
 - ❑ include quotation (actual words) and thoughts and emotions of the participants of the incident.
- ❖ classify adjectives into different types. Change and use degree of adjectives with reference to than and the.
- ❖ recognize and use absolute adjectives.
- ❖ locate the varying position of adjectives in sentences.
- ❖ form adjectives from nouns and verbs.
- ❖ identify and use adjective phrases.
- ❖ use conventions and dynamics of group discussion and interaction to summarize the main points of discussion for the benefit of the whole group.

Pre-reading

- ❖ Do you know what is peaceful coexistence?
- ❖ What are the ways to live in peace with others?

Reading

There is a famous saying, 'when we respect others we are respected in return'. Once it so happened that a very diligent Pakistani student named Asfandiyar went from his village to study in a big university in a foreign country. He was very nervous prior to his departure because he was afraid that the students of the university might not accept him and make fun of him. His mother told him a story of Hazrat Hassan Basri who was a famous Muslim saint. Once Hazrat Hassan Basri went on a sea voyage during which he was subjected to ridicule by his fellow travellers for his simple appearance. Hazrat Basri instead of reacting adversely to their insults, forgave them, and maintained a respectful attitude towards them. Ultimately the fellow passengers realized their mistake and asked for forgiveness for their disparaging attitude. Asfandiyar's mother asked him to always remember this story and respect all his fellow students as that is what Allah teaches us through the Holy Quran.



When Asfandiyar started his studies in the university, his worse fears came true. The other students thought Asfandiyar to be different from them and found his simplicity strange and often ridiculed him. Asfandiyar, however, never interfered in the affairs of others and always remained to himself and focused on his studies. He soon made some friends and was admired by his teachers because of his hard work and respectful attitude. There was a group of students who thought themselves above the rest and continued to pick on Asfandiyar. But he was never discouraged. He always turned a deaf ear to their insulting attitude. Actually he always kept the story of Hazrat Hassan Basri in his mind. Asfandiyar was following the true injunctions of Islam. Our religion teaches us to live with others in peace and harmony. Islam advocates respect of all humankind and for extension of help to others in the hour of need. It happened that one of the rude students was Asfandiyar's roommate in the hostel. His name was Jack. Even though Jack shared Asfandiyar's room, he hardly ever spoke to him. He was always spending time with his own group of friends. Asfandiyar always took care not to disturb him and kept mostly to himself.

One day Jack, suddenly fell seriously ill. His condition grew from bad to worse, and a point came that he lost consciousness. The university administration shifted him to a hospital and informed his parents. Asfandiyar was very concerned for Jack as he knew that Jack's parents lived very far and it would take a few days for them to get there.

He went to the hospital to see Jack only to realize that Jack was all alone in the hospital. His friends were not by his side. Asfandiyar decided to take care of



Jack till his parents arrived. He served the ailing Jack day and night selflessly. He didn't leave Jack's side till Jack's father arrived. During this time Jack's friends would come for a few minutes to see him and then leave. None of them wanted to spend time looking after him. When Jack's father came to the hospital to look after his son, he was very impressed by the sincere devotion of Asfandiyar. He advised Asfandiyar to take rest as he looked dead tired and exhausted but Asfandiyar replied politely, "Don't worry about me please, I am quite well". He had been taking care of the patient for three days, giving him medicines on time and nursing him carefully.

A few days later Jack's health began to recover. When he fully regained consciousness, he looked around in the room to see his closest friends but there was none. His father told him the whole story about the selfless services of Asfandiyar. He told Jack that his dear friends hardly came to the hospital to enquire after his health. Jack felt ashamed of how he had behaved with Asfandiyar and how he had laughed at him. He asked for Asfandiyar's forgiveness and offered him a hand of friendship.

Asfandiyar replied that as a Muslim it was his duty to care for his sick friend. He told Jack that Islam believes in peaceful co-existence and not only emphasizes on forgiving the transgressor but to also do him well whenever possible and especially in the hour of need. Jack was so impressed by what Asfandiyar said that he pledged that from then onwards he would respect everyone and live with others peacefully regardless of their social class, religion, colour or creed. They both became good friends.



NOT FOR SALE

English Grade VIII

Glossary

Words	Meanings
inferred	to reach an opinion or decide that something is true on the basis of information that is available
injunction	an official order given by a court which demands that something must or must not be done
advocate	to support something publicly
disparaging	suggesting that somebody/something is not important or valuable
adversely	in a way that is negative and unpleasant and not likely to produce a good result
ridicule	in a way that is negative and unpleasant and not likely to produce a good result
devotion	great love, care and support for somebody/something
exhausted	very tired

Exercise

Comprehension

Answer the following questions:

1. What does the story of Hassan Basri teach us?
2. Why did the university students make fun of Asfandiyar?
3. Why did Asfandiyar decide to look after Jack in the hospital? Do you agree with his decision? Give reasons for your answer.
4. What role can we all play in promoting peaceful coexistence with everyone around us?
5. What is the theme of the story 'The Devoted Mate'?
6. What are the benefits of living peacefully?

English Grade VIII

NOT FOR SALE

7. Why did Jack's attitude towards Asfandiyar change?
8. Have you ever helped any body in your life? How?
9. How did Jack's father express his feeling towards Asfandiyar?

B. Complete the cloze paragraph.

One day Jack, suddenly _____ seriously ill. His condition _____ from bad to worse, _____ a point came that _____ lost consciousness. The university _____ shifted him to a _____ and informed his parents. _____ was very concerned for _____ as he knew that _____ parents lived very far _____ it would take a _____ days for them to _____ there.

Vocabulary

A. Use dictionary to find the meaning of the following words. Also find guide and entry words for the following words

concerned selfless pledge regain patient simplicity recover

B. Put the following sentences in sequential order and summarize the story.

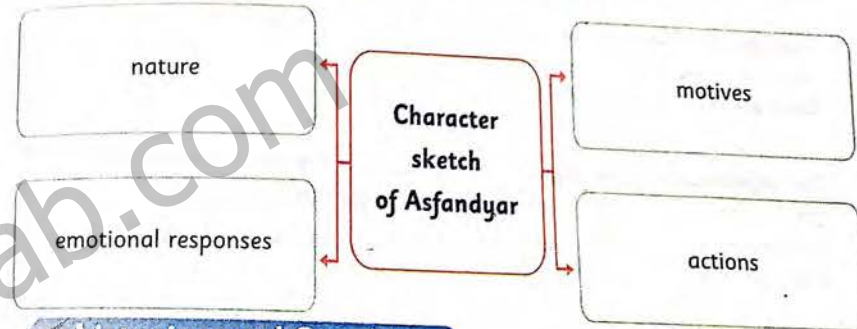
- He had been taking care of the patient for three days, giving him medicines on time and nursing him carefully.
- Our religion teaches us to live with others in peace and harmony.
- Asfandiyar replied that as a Muslim it was his duty to care for his sick friend.
- His condition grew from bad to worse, and a point came that he lost consciousness.
- When Asfandiyar started his studies in the university his worse fears came true.
- His mother told him a story of Hazrat Hassan Basri who was a famous Muslim saint.

Writing

A. Write your own story on the same theme using the following beginning.

- Once on my way back home I came across my class fellow Adil. He had an accident and.....

B. With the help of the mind map below, write the character sketch of Asfandiyar from the story 'The devoted Mate'.



Listening and Speaking

In groups of four discuss "Peaceful Co-existence" with reference to current world scenario. After fruitful discussion and exchange of ideas summarize the main points of discussion for the benefit of the whole group.

Teacher's guideline

Help the student to keep following points in their minds write writing or story:

- use sequential order
- use specific adjective and adverbs.
- use appropriate tense
- use appropriate transitional devices

Grammar

Adjectives

Adjectives are words that modify (change) nouns and pronouns. In the sentence "he was fast" the word "fast" is an adjective that describes the pronoun "he".

Do you remember?

Types of adjectives

The adjectives of quality describe the nature of a subject or a noun or showing the kind or quality of nouns or pronouns.

Example: kind, weak, nice, etc.

The adjectives of quantity tell us the amount, or the approximate amount, of the noun they describe. They give a sense of proportion to the whole communication.

Example: many, much, most, etc.

The adjectives of size describe the amount of space occupied by someone or something; it describes how large or small someone or something is.

Example: large, immense, etc.

The adjectives of origin describe where a person, place or thing may have come from.

Example: Irish, Australian, southern, etc.

The adjectives of shape describe the shape of nouns or objects.

Example: round, flat, triangle, etc.

The adjectives of colour describe the colour of nouns or objects.

Example: pale, green, blue, etc.

Classify the following adjectives according to different types and write them in the correct column.

spherical	long	tasty	dark	round	massive	circle
bulky	old	little	silver	less	small	slim
English	broad	Chinese	bony	Mexican	oblong	stout
red	pretty	orange	silver	square	new	golden

quality	quantity	size	origin	shape	colour

Degrees of Adjectives

The Positive Degree

The positive degree of an adjective makes no comparison.

- A tall building.
- This is a beautiful car.

The Comparative Degree

The comparative degree compares two people, things, activities or qualities

- A taller building than this one.
- She runs faster than I do.

The Superlative Degree

The superlative degree compares a person, thing, activities or quality with the group.

- The tallest building in the town.
- This is the most beautiful car.

Complete the following sentences using the appropriate form of the adjective in brackets. Also insert the and than to show comparison

1. She is _____ her sister. (pretty)
2. Suraya is _____ girl in the class. (intelligent)
3. Russia is _____ country in the world. (large)

- 4 This is _____ book I have ever read. (interesting)
5 It was _____ trip. (memorable)

Absolute Adjectives

Some adjectives express ideas that cannot be graded.

Example:

- A person can't be more or less dead.
A sphere can't be more or less round.

Pick out absolute adjectives in the following sentences.

- 1 She wore a perfect diamond ring on her finger.
2 He has a unique name.
3 He's completely fascinated by history.
4 This exercise is absolutely impossible.
5 That film is really terrifying. Don't go and see it on your own.

Varying Position of Adjectives

- Adjectives usually go before the nouns they modify.
 - ✦ She is a **nice** girl.
- Sometimes we put an adjective after the noun for the sake of emphasis.
 - ✦ There lived an old man **strong** and **wicked**.
- Adjective stands after linking verbs.
 - ✦ We **feel bored**.

Rearrange the following sentences in the correct order of position of adjectives.

- 1 pencils two got I've orange
2 got you phone a have mobile new
3 got red blanket a Mateen
4 haven't got a classroom we big
5 the following read line carefully
6 She silver the in a ring box. put
7 easy is the solution no to problem there

Formation of Adjectives from Nouns and Verbs

There is no general rule for making adjectives. We know they are adjectives usually by what they do (their function) in a sentence. However, some word endings (suffixes) are typical of adjectives.

suffix	examples
-able, -ible	comfortable, readable, incredible, invisible
-al, -ial	comical, normal, musical, industrial, presidential
-ful	beautiful, harmful, peaceful, wonderful
-ic	classic, economic, heroic, romantic
-ical	aeronautical, alphabetical, political
-ish	British, childish, Irish, foolish
-ive, -ative	active, alternative, creative, talkative
-less	endless, motionless, priceless, timeless
-eous, -ious, -ous	spontaneous, hideous, ambitious, anxious, dangerous, famous
-y	angry, busy, wealthy, windy

Form adjectives from the following nouns and verbs. Also use the adjectives in sentences of your own.

hero talk wind beauty use like hill

Adjective phrases

An adjective phrase always has an adjective acting as the head. The adjective phrase may also contain words or phrases before or after the head (modifiers and complements):

Adjective (head):

That's a **lovely** cake.

These flowers are **wonderful**.

Adjective preceded by a modifier (underlined):

That soup is pretty cold.

Many of the exercises are fairly difficult.

Adjective + a modifier after it:

The food was **tasty** enough.

The car is **economical** for its size.

Adjective + a word or phrase which is required to complete its meaning (a complement):

She was **aware** of the danger of travelling alone.

Some people weren't **willing** to pay extra to book a seat on the plane.

Adjective preceded by a modifier + a word or phrase which is required to complete its meaning (a complement):

We're not very **keen** on having an activity holiday.

Are you really **interested** in rock and roll?

Identifying an Adjective Phrase

To identify an adjective phrase, look at the first word of the group of words. If the first word is an adverb or preposition, there is a good chance that the phrase is an adjective phrase. If the group of words is modifying the noun or subject of the clause or sentence, then the phrase is in fact an adjective phrase.

Identify the adjective phrases in the following sentences.

- 1 Have you ever seen an elephant with a white skin?
- 2 He was wearing a crown made of gold.
- 3 There I met a girl with blue eyes.
- 4 Wild beasts in small cages are a sorry sight.
- 5 A man with a long beard came to see me.

The Chinese New Year

SLOs

By the end of the unit, the students will be able to:

- ❖ use pre-reading strategies to predict the content of a text from topic / picture / title / headings / key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- ❖ use summary skills to transfer the written text to a diagram flow chart or cloze paragraph.
- ❖ apply critical thinking to interact with text and use intensive reading strategies to distinguish fact from opinion.
- ❖ use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- ❖ write two paragraphs of comparison between persons, objects or places:
 - ❑ use appropriate similes for comparison.
 - ❑ use correct connectors of comparison.
- ❖ write a simple unified paragraph on a given topic:
 - ❑ write a clear topic sentence using vivid verbs, modifiers etc.
 - ❑ add adequate supporting details (example, illustration, definition, evidence, comparison, contrast, cause and effect) to develop the main idea.
 - ❑ use appropriate transitional devices within a paragraph.
- ❖ use dictionary to:
 - ❑ locate guide words locate entry words choose appropriate word definition.
 - ❑ identify part of speech of a word through abbreviation used.
- ❖ illustrate use of prepositions of position, time, movement and direction.
- ❖ illustrate use of compound prepositions.
- ❖ illustrate use of since and for.
- ❖ use some prepositional phrases.

Pre-reading

- ❖ Can you name a few festivals of Pakistan?
- ❖ What is your favourite festival? How does your family celebrate it?

Reading

The Chinese New Year is the most important of the holidays for the Chinese. It is defined to be the first day of the first month in the traditional Chinese calendar. Unlike the Christian New Year, which is based on a solar calendar, the Chinese New Year is based on a traditional Chinese lunisolar calendar, whose date indicates both the moon phase and the time of the solar year. A lunar month is around 2 days shorter than a solar month. In order to "catch up" with the solar calendar, an extra month is inserted every few years. This is why, according to the solar calendar, the Chinese New Year falls on a different date each year. Chinese years are grouped in sets of 12 with each year being represented by an animal (zodiac sign).

According to tales and legends, the beginning of the Chinese New Year started with a mythical beast called the Nian. Nian would eat villagers, especially children. One year, all the villagers decided to go hide from the beast. An old man appeared before the villagers went into hiding and said that he's going to stay the night, and decided to get revenge on the Nian. All the villagers thought he was insane. The old man put red papers up and set off firecrackers. The day



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English Grade VII

after, the villagers came back to their town to see that nothing was destroyed. They assumed that the old man was a deity who came to save them. The villagers then understood that the Nian was afraid of the red colour and loud noises. When the New Year was about to come, the villagers would wear red clothes, hang red lanterns, and red spring scrolls on windows and doors. People also used firecrackers to frighten away the Nian. From then on, Nian never came to the village again.

During the Chinese New Year's celebration, people participate in many traditional activities. The Chinese believe that as they enter a new year, they should put behind them all things of the past. They clean their houses, pay off debts, purchase new clothes, paint their doors and window panes, and even get new haircuts. These activities symbolize new life and new beginnings. Homes are decorated with flowers and paper decorations stating wishes of prosperity, good luck, happiness, good fortune, wealth, and longevity for the coming year. Decorations of the incoming zodiac animal are also displayed. Red and gold are very popular colours to decorate with. Red represents power happiness, vitality (and scares away beasts). Gold represents wealth and good fortune.

One very important tradition of the Chinese New Year is exchanging gifts. A traditional gift that is given is small red envelopes filled with "lucky money". These envelopes are given to children by their family and friends. The red colour is used to bring good fortune, and the money inside is used by the children to buy holiday treats. These envelopes symbolize the giving of good fortune. Food is also very important to New Year's celebrations. Families and friends get together for large feasts. The foods served at these feasts vary, but what is served is always a tradition for that family.



English Grade VIII

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The dragon is another popular symbol for Chinese New Year. It is a symbol of strength, goodness, and good luck, and supernatural forces. The dragon is said to be a mythical combination of many animals. During New Years, one of the main events is a large parade down the city streets. As part of this parade, people dress up in dragon costumes and dance down the streets. These costumes are made of brightly coloured silk and decorated very extravagantly. Some of the dragons are 100 feet long! Men and boys perform intricate dragon dances with one person manipulating the head of the dragon and the rest moving the body. This day is celebrated as the Lantern Festival, and families walk the street carrying lighted lanterns.

A Chinese New Year celebration would not be complete without fireworks. There are many beliefs about why fireworks are used. One is that the noise wakes up the dragon that will fly across the sky to bring the spring rain for the crops. Another belief is that the noise of the fireworks is supposed to scare away all evil spirits and preventing them from coming into the New Year. Firecrackers are thrown at the feet of the dragons in the parade to keep them awake for the celebration. The dragons are believed to sleep the rest of the year.

The Eve of the New Year is the most strictly observed part of the holiday. It starts out with a late night feast with members of the family. At the stroke of midnight, the celebration really begins. The sky is filled with fireworks and the streets are filled with people wishing each other a happy new year. The next morning, gifts are exchanged among family members and friends. During the remaining days of the celebration, time is spent visiting friends and wishing



them luck in the New Year. New Year's Eve and the first three days of the New Year are officially observed as a holidays. During this time the majority of businesses shut down for the celebration. People return to work somewhere between the fifth and eighth day of the New Year, but the spirit of celebration lasts through the Festival of Lanterns on the 15th day of the New Year. It is important to remember that Chinese New Year is not only celebrated in China, but wherever there are Chinese people, there is a Chinese New Year celebration. The specific activities of the celebration often vary depending on the region, but the basic principles are the same.

Glossary

Words	Meanings
feast	a large or special meal, especially for a lot of people and to celebrate something
lanterns	a lamp in a transparent case, often a metal case with glass sides, that has a handle, so that you can carry it outside
mythical	a story from ancient times, especially one that was told to explain natural events or to describe the early history of a people; this type of story
parade	a public celebration of a special day or event, usually with bands in the streets and decorated vehicles
manipulating	to control or influence somebody/something, often in a dishonest way so that they do not realize it
intricate	having a lot of different parts and small details that fit together
symbolize	a person, an object, an event, etc. that represents a more general quality or situation
lunar	connected with the moon
phase	a stage in a process of change or development
inserted	to put something into something else or between two things
zodiac	the imaginary area in the sky in which the sun, moon and planets appear to lie, and which has been divided into twelve equal parts each with a special name and symbol

revenge	something that you do in order to make somebody suffer because they have made you suffer
insane	seriously mentally ill and unable to live in normal society
firecrackers	a small firework that explodes with a loud noise
scroll	a decoration cut in stone or wood with a curved shape like a roll of paper
longevity	long life; the fact of lasting a long time
vitality	energy and enthusiasm
supernatural	that cannot be explained by the laws of science and that seems to involve gods or magic
solar	of or connected with the sun
festival	a series of performances of music, plays, films/movies, etc., usually organized in the same place once a year; a series of public events connected with a particular activity or idea

Exercise

Comprehension

A. Answer the following questions:

- How is the date fixed for the Chinese New Year?
- Why do Chinese use red colour and fire work on New Year?
- How is the Chinese New Year connected to mythical beast called the Nian?
- Do you like the lesson? Why.
- What is the most interesting event of the Chinese New Year?

B. State whether the following statements are facts or opinion.

- Chinese New Year starts a new animal's zodiac year.
- The noise of fireworks wakes up the dragon that will fly across the sky to bring the spring rain for the crops.

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- The celebration lasts for 15 days till Lantern Festival.
- The dragon is another popular symbol for Chinese New Year.
- The red colour is used to bring good fortune, and the money inside is used by the children to buy holiday treats.

C. Complete the cloze exercise.

One very important tradition of the Chinese _____ Year is exchanging gifts. A traditional gift _____ is given in small red envelopes filled _____ "lucky money". These envelopes are given to _____ by their family and friends. The red _____ is used to bring good fortune, and _____ money inside is used by the children _____ buy holiday treats. These envelopes symbolize the _____ of good fortune.

Vocabulary

A. Use the following phrases in sentences of your own.

over the table

after this one

across the street

in the red shirt

Listening and Speaking

Interview your parents about traditions that you have in your families. Ask your parents how the tradition started and what special meanings it has. Share the responses of the interview with the class.

Teacher's guideline

- Encourage the students to ask about traditions connected to culture or celebrations.
- Tell the students about the concept of traditions and how they are often unique to different groups of people.

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Writing

Write two paragraphs of comparison between Chinese New Year and Eid-ul-Fitar.

- use appropriate similes for comparison
- use correct connectors of comparison

Grammar

Prepositions show us a noun's relationship to another word in the sentence. Prepositions usually come before nouns. Prepositions are often used to give us more information about time, place and movement / direction.

Time Prepositions

- I always wake up **at** 7 o'clock.
- Let's meet **on** Saturday.
- She goes to the gym **in** the evening.
- I have lived here **since** I was 15.
- You will have to wait **for** 10 minutes.

Prepositions of Position

- Your shoes are **under** the table.
- We hung the painting **on** the wall.
- The bike is **in** the garden.
- She is waiting **at** the bus stop.

Movement / direction Prepositions

- I am going **to** the park after work.
- Are you going **to** bed?
- We can drive **through** the tunnel.
- He entered **in** to the class.

A Now choose the correct preposition in each sentence:

1 Stay ____ the dog. It bites.

- a. onto b. to c. away from d. under

- 2 Please get ____ the stage, the performance is about to start.
a. off b. at c. up d. in
- 3 Quick! Get the ball before it rolls ____ the hill.
a. in b. at c. down d. by
- 4 What do you like to do ____ the weekend?
a. in b. on c. to d. up
- 5 I haven't seen her ____ June.
a. in b. since c. for d. on
- 6 We will next meet ____ the middle of next month.
a. on b. in c. of d. to
- 7 Her birthday is ____ 6th June.
a. on b. at c. for d. in
- 8 He was born ____ a farm.
a. on b. between c. at d. to

B Complete the following sentences with the correct preposition, to, toward, on, onto, in, or into.

- 1 Annie has returned ____ her home town.
- 2 The dog jumped ____ the lake.
- 3 Are the boys still swimming ____ the pool?
- 4 Tariq fell ____ the floor.
- 5 The plane landed ____ the runway.
- 6 We drove ____ the river for an hour but turned north before we reached it.
- 7 The kids climbed ____ the monkey bars.
- 8 The baby spilled his cereal ____ the floor.

Compound Prepositions

Compound prepositions are those prepositions which are formed by adding the preposition to a noun, an adjective or an adverb.

Examples: above, along, inside, around, before, behind, below, beneath etc.

- ⊙ The boys ran **around** the bench.
- ⊙ The book is **inside** the cupboard.
- ⊙ The fan is **above** the table.

Identify the compound preposition in each sentence below. First one has been done.

- 1 A cloud passed **in front of** the moon.
- 2 In our solar system, one planet next to Earth is Venus.
- 3 According to old theories, Venus was much like Earth.

Use of Since and For

The use of For

We use **For** when we measure the duration – when we say how long something lasts.

For + a period of time

To measure a period of time up to the present, we use the present perfect tense and not the simple present tense.

- ⊙ I **have known** her for a long time. (Correct)
- ⊙ I **know** her for a long time. (Incorrect)
- ⊙ I **have lived** here for ten years. (Correct)
- ⊙ I **live** here for ten years. (Incorrect)

The use of Since

Since gives the starting point of actions, events or states. It refers to when things began.

Since + a point in time (in the past), until now.

- ⊙ I've been waiting **since** 7 o'clock.
- ⊙ I have known him **since** January.

With **since** we use the present perfect tense or the past perfect tense.

- ⊙ I have been here **since** 5 o'clock and I am getting tired.
- ⊙ I had been working **since** 5 o'clock and I was getting tired.

Knowing when to use **FOR** and when to use **SINCE** is important. Therefore it is useful to look at a summary of the contrast between **FOR** and **SINCE**.

FOR to mention a specific period (or duration) of time.	SINCE to mention the starting point of a period of time (continues to now).
I have been a doctor for fifteen years. (duration = 15 years)	I have been a doctor since 1992. (starting point = 1994)
My sister has lived in Frankfurt for nine months.	My sister has lived in Frankfurt since the beginning of March.

Complete the following sentences with since and for.

- 1 Laiba has lived here _____ ten years.
- 2 I haven't seen you _____ last March.
- 3 We sat and talked _____ 30 minutes.
- 4 Saman has been learning English _____ March 1999.
- 5 We haven't had an earthquake _____ 23 years.
- 6 I haven't heard from you _____ Saturday.
- 7 Maria hasn't eaten _____ 7:00 this morning.
- 8 He played basketball _____ over 20 years.

Prepositional Phrase

A prepositional phrase is a group of words that lacks either a **verb** or a subject, and that functions as a unified part of speech. It normally consists of a preposition and a **noun** or a preposition and a **pronoun**.

Rules for prepositional phrases:

- ⊙ Prepositional phrases always consist of two basic parts at minimum: the object and the preposition.
- ⊙ In formal English, prepositions are almost always followed by objects.
- ⊙ Adjectives can be placed between the prepositions and objects in prepositional phrases.
- ⊙ Prepositional phrases can act as **adverbs** or **adjectives**. When they are used as adjectives, they modify nouns and pronouns in the same way as single-word adjectives do.

Unit 13

Ibn-e-Sina, A Great Muslim Scientist

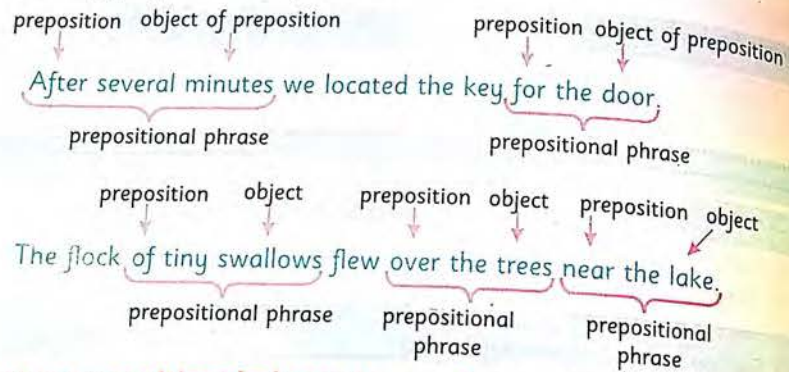
SLOs

By the end of the unit, the students will be able to:

- ❖ use pre-reading strategies to predict the content of a text from topic / picture / title / headings / key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- ❖ write a clear topic sentence using specific words, vivid verbs, modifiers etc.
- ❖ analyze features of an effective topic sentence i.e. specific word, vivid verbs and modifiers.
- ❖ read a text to describe orally and in writing, character traits using evidence from the text.
- ❖ use summary skills to extract salient points and develop a mind map to summarize a text,
- ❖ choose appropriate word definition and identify part of speech of a word through abbreviation used.
- ❖ locate antonyms in children's thesaurus.
- ❖ recognize and use varying intonation patterns to show attitude and emotions
- ❖ analyse written texts to use in their own writing, features of a simple descriptive composition about people.
- ❖ finer detail of physical description of face, build, cloths etc. of a person
- ❖ personality traits e.g. habits, attitudes, values etc.
- ❖ recognize and use comma to separate an introductory phrase containing a verb from the main sentence.
- ❖ recognize and use colon to:
 - ❑ introduce a list of items.
 - ❑ introduce a long quotation.

- ❖ When prepositional phrases are used as adverbs, they function the same way as single-word adverbs and adverb clauses do, modifying adjectives, verbs, and other adverbs.

Examples of prepositional phrases:

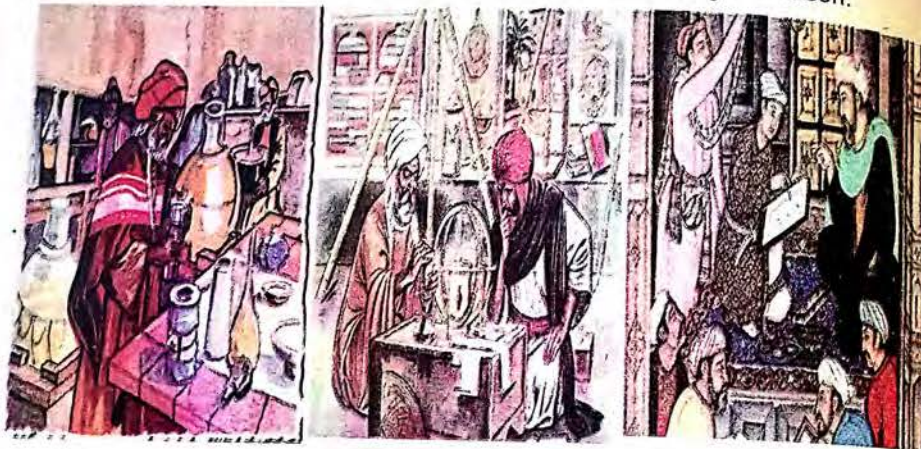


Choose a prepositional phrase to complete each sentence.

1. There are lots of birds nesting _____.
 - a. under the leaves
 - b. now
 - c. there
 - d. over the trees
2. After school, the children played cricket _____.
 - a. at the park
 - b. roughly
 - c. and baseball
 - d. over the park
3. Come _____ with me.
 - a. home
 - b. over
 - c. into the store
 - d. out the store
4. _____ the chair sat rotten in the upper floor.
 - a. Sad to say
 - b. Incredibly
 - c. For one hundred years
 - d. In store
5. I gave the children pizza _____ pancakes for breakfast today.
 - a. instead of
 - b. because of
 - c. any more
 - d. many to

Pre-reading

Look at the pictures below and predict the content of the lesson.



Reading

Muslim world has produced great scientists who had made remarkable contribution to science and technology. Due to their tireless and valuable research, they provided a stronger foundation to the present day science and technology. Among the galaxy of Muslim scientist, one shining star was Abu Ali Hussain Ibn-e- Abdullah Ibn-e-Sina. He was born 980 in AD at Afsana near Bukhara (Central Asia) and died in Hamdan in 1047. He is a true product of Muslim civilization in its climax of scientific growth. His contribution to the world of science was enormous.

It was just around the time of Ibn Sina's birth and in the subsequent years that Islamic Arabic culture reached its peak. Since the Arabic language was the accepted vehicle for the transmission of knowledge in this era, Ibn-e-Sina studied Arabic under Abu Bakr Ahmad bin. Muhammad al-Barqi al-Khwarizmi. As soon as he had mastered Arabic (his mother tongue was Persian), his father arranged for him a teacher of the Qur'an and another for literature. The young

pupil learned quickly from his two teachers, and before he was 10 years old, he knew the Qur'an and a considerable amount of literature. Next he developed a leaning towards philosophy, geometry and mathematics. He was then attracted by medical science, and devoted himself to it for a brief time, until he surpassed all the scholars of his age in this science.

Nuh bin Mansur Samani was the ruler of Bukhara at that time. He was affected by a disease that physicians failed to cure. Ibn-e-Sina was by then a well-known scientist and physician. The Physicians mentioned him to Nuh bin Mansur as a skilful physician and asked to call Ibn-e-Sina to the court.

Ibn-e-Sina visited Nuh bin Mansur and contributed to his treatment, and since then he became very close to the ruler of Bukhara. Ibn-e-Sina asked Nuh bin Mansur to give him permission to enter his great, well-known libraries. The ruler gave him the permission, and Ibn-e-Sina found many great books there some of which he even never heard of.

He started reading the books and learned a lot from them. At this time Ibn-e-Sina was 18 years old and had learned all branches of knowledge of his time. He later said, "I had a better memory then; my stock of knowledge now is still the same, but my knowledge is now more exact".

Ibn Sina's most famous works are those on philosophy and medicine. His philosophical views have engaged the attention of Western thinkers over several centuries, and his books have been among the most important sources in philosophy. In medicine, his great work, al-Qanun (The Canon), was translated into Latin towards the end of the twelfth century and became a



reference source for medical studies in the universities of Europe until the end of the seventeenth century.

Ibn-e-Sina, the great scientist of his time, has some original contribution to his credit, he for the first time detected the contagious nature of tuberculosis and diseases spread by water and close relationship between psychology and health. This man further added feather to his cap by doing work on anatomy and child health. He was pioneer scientist in describing the minute and graphic description of different parts of body. His other great work, "Kitab-Al-Shifa", a philosophical encyclopaedia cannot be overlooked. This book has covered a wide range of fields like philosophy, science, physics, mathematics, metaphysics, ethics, economics and politics. He is remembered for his discoveries in physics. He discussed inter-relationship between time and motion. His contribution to the fields of geography and chemistry has great importance as well.



Teacher's guideline

Divide the class into at least six groups and assign each group a paragraph. Ask the groups to write the topic sentence, specific words, vivid words and modifiers from the paragraph.

Glossary

Words	Meanings
transmission	the act or process of passing something from one person, place or thing to another
feather to cap	an achievement to be proud of / an act or deed to one's credit; a distinctive achievement
credit	an arrangement that you make, with a shop/store for example, to pay later for something you buy
pioneer	a person who is the first to study and develop a particular area of knowledge, culture, etc. that other people then continue to develop
metaphysics	the branch of philosophy that deals with the nature of existence, truth and knowledge
philosophy	the study of the nature and meaning of the universe and of human life
discoveries	an act or the process of finding somebody/something, or learning about something that was not known about before
graphic	very clear and full of details, especially about something unpleasant
encyclopaedia	a book or set of books giving information about all areas of knowledge or about different areas of one particular subject, usually arranged in alphabetical order
Latin	the language of ancient Rome and the official language of its empire
contagious	if a person is contagious, they have a disease that can be spread to other people by touch
anatomy	the scientific study of the structure of human or animal bodies

Exercise

Comprehension

A. Answer the following questions:

1. Why is Ibn-e-Sina still remembered today? What is the major work of Ibn-e-Sina and what does it contain?
2. What type of training and education do you think Ibn-e-Sina received?
3. What was the position of al-Qanun (The Canon) in the western countries?
4. How would you describe Ibn-e-Sina?
5. Write down the theme of the second paragraph.

B. Respond to each statement by writing an explanation as to why you agree or disagree.

1. Ibn-e-Sina was a great Muslim Scientist.

I agree / disagree because: _____

2. His philosophical views have engaged the attention of Western thinkers.

I agree / disagree because: _____

3. Muslim world has produced great scientists who had made remarkable contribution to science and technology.

I agree / disagree because: _____

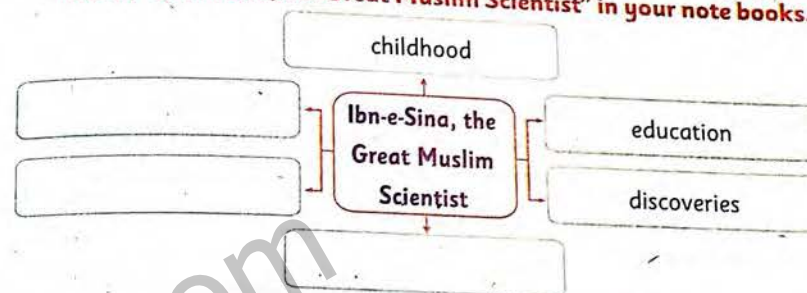
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Writing

- A. Complete the mind map and write down the summary of the lesson "Ibn-e-Sina, the Great Muslim Scientist" in your note books.



- B. Write a descriptive essay on "A Great Muslim Scientist"

Grammar

Intonation

Intonation describes how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.

Falling intonation

Falling intonation describes how the voice falls on the final stressed syllable of a phrase or a group of words. A falling intonation is very common in wh-questions.

Where's the nearest **p**ost-office?

What time does the play **f**inish?

We also use falling intonation when we say something definite, or when we want to be very clear about something:

I think we are completely **I**lost.

OK, here's the **m**agaz**i**ne you wanted.

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Rising intonation

Rising intonation describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions:

I hear the Health Centre is expanding. So, is that the new **d/actor**?
Are you **th/irsty**?

Fall-rise intonation

Fall-rise intonation describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure, or when we may have more to add:

I **do/n't** support any football team at the **m\om/ent**.
It rained every day in the **firs\t w/ee**k.

We use fall-rise intonation with questions, especially when we request information or invite somebody to do or to have something. The intonation pattern makes the questions sound more polite:

Is this your **cam\er/a**?
Would you like another **co\ff/ee**?

Following the intonation patterns practice the following expressions.

- Where is the degree college?
- What time does the game finish?
- I suppose we have completed the book.
- Oh! Here is the newspaper you wanted.
- Are you hungry?
- I don't think they will reach tomorrow.

Punctuations

Commas after Introductory Phrase

When an introductory prepositional phrase is very short (less than four words), the comma is usually optional. But if the phrase is longer than four words, use a comma.

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Example:

- Before the match starts, let's get some popcorn.
- After riding his bike around the neighborhood twice, Rasheed was sweating profusely.

Colon to Introduce a List of Items

We use a colon to introduce an item or a series of items. We do not capitalize the first item after the colon (unless it's a proper noun).

Example:

- You know what to do: practice.
- You may be required to bring many things: sleeping bags, pans, utensils, and warm clothing.
- I want the following items: butter, sugar, and flour.
- I need an assistant who can do the following: input data, write reports, and complete tax forms.
- I want an assistant who can do the following:
 - input data
 - write reports
 - complete tax forms

Avoid using a colon before a list if it directly follows a verb or preposition that would ordinarily need no punctuation in that sentence.

- I want: butter, sugar, and flour. (incorrect)
- I want butter, sugar, and flour. (correct)

Colon to Introduce a Quote

Use a colon if the introduction is an independent clause, and you should start the quotation with a capital letter.

Example:

- The guides always gave the same advice: "Leave them alone, and they will leave you alone."
(The guides always gave the same advice is an independent clause.)
- She offered the following advice: "Don't drink the water."
(She offered the following advice is an independent clause.)

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A Rewrite each given sentence, adding a colon where necessary.

1 These are my favorite colors purple, turquoise, pink and yellow.

2 I bought a lot of grocery at the store bread, meat, chicken and fish.

3 We covered many of the fundamentals in our writing class grammar, punctuation, style, and voice.

4 The teacher asked us to bring the following paper, oil paints, canvas and brushes.

5 My brother's favourite fruits are the following mango, orange, grapes and apple.

B Rewrite each of the following sentences using a colon.

1 I can't believe Jane said, "I'm not coming."

2 William Shakespeare said it best, "All the world's a stage and all the men and women merely players."

3 Mr. Sanaullah reported his findings, "The team is not ready to compete."

4 His standard answer was, "I don't know."

5 The man said it best, "We are not afraid".

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Listening and Speaking

Making Plans

Make pairs and make plans for different events. Practice the expressions below.

Ahmad: Hello

Wajid: Hi, how are you.

Ahmad: I am fine. How are you?

Wajid: I am fine too.

Ahmad: Where are you?

Wajid: I'm just at home.

Ahmad: Well, are you free tomorrow morning.

Wajid: No, sorry, I have a class.

Ahmad: Ok, are you free in the afternoon?

Wajid: Yes, I am free from 1 to 5 in the afternoon.

Ahmad: How about going out for lunch.

Wajid: Sure, sounds good, where do you want to go?

Ahmad: Do you like Chinese?

Wajid: No, thanks.

Ahmad: What about Italian?

Wajid: Oh! Fine with me.

Ahmad: Lets meet at the Italian restaurant on the Mall at half past one.

Wajid: Great! See you tomorrow.

Ahmad: Great! See you.

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The Kingfisher

SLOs

By the end of the unit, the students will be able to:

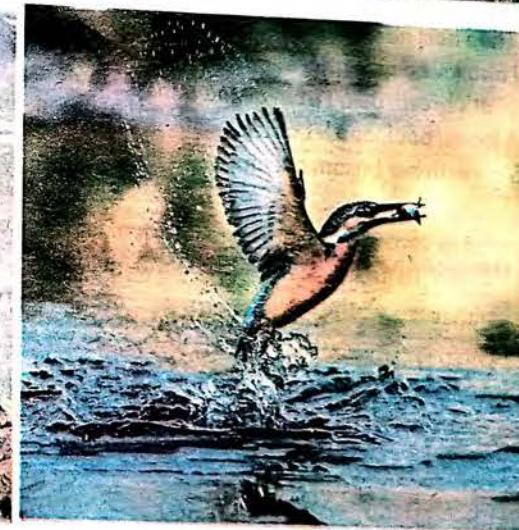
- ❖ identify line and stanza.
- ❖ read poem and give orally or in writing:
 - main idea.
 - theme and its development.
 - summary.
 - personal response with justification.
 - paraphrase.
- ❖ use paraphrasing skills to paraphrase stanzas:
 - mark thought groups in the stanza.
 - restate the message in simple prose.
 - replace poetic words with simple ones.
- ❖ analyze how the poet uses language to appeal to the senses through use of figurative language including similes, personification and alliteration.
- ❖ apply summary skills to familiar / unseen passages and poems to:
 - write summary / precis of simple passages.
 - summarize poems.
- ❖ recognize literary technique such as personification.
- ❖ describe the object being personified.
- ❖ deduce meaning of difficult words from context.
- ❖ identify and pronounce in minimal pairs common problem consonants including /v/, /w/, /ya/, /th/, /l/, /r/ etc.
- ❖ pronounce weak form of personal pronouns, modal verbs, their negatives, prepositions, articles and conjunctions.
- ❖ use conventions and dynamics of group discussion and interaction to present and explain one's point of view clearly.

Pre-reading

- ❖ Look at the title / picture and predict the content of the lesson.

Kingfisher facts to help you understand the poem better:

- ❖ Kingfishers are found by still or slow flowing water such as lakes, canals and rivers in lowland areas.
- ❖ These kingfishers are powder blue above with fine, white spotting on the wings and tail.
- ❖ Kingfishers have very keen eyesight, therefore, they have the ability to judge the distance of moving prey in water.
- ❖ Kingfisher has elegance in catching fish, so it is named as king fisher.



Reading

It was the Rainbow gave thee birth,
And left thee all her lovely hues;
And, as her mother's name was Tears,
So runs it in my blood to choose
For haunts the lonely pools, and keep
In company with trees that weep.

Go you and, with such glorious hues,
Live with proud peacocks in green parks;
On lawns as smooth as shining glass,
Let every feather show its marks;
Get thee on boughs and clap thy wings
Before the windows of proud kings.

Nay, lovely Bird, thou art not vain;
Thou hast no proud, ambitious mind;
I also love a quiet place
That's green, away from all mankind;
A lonely pool, and let a tree
Sigh with her bosom over me.

By William Henry Davies

Deduce the meaning of the following words.

thee thy thou art proud shining mankind



About the Poet

William Henry Davies was a Welsh poet and writer. He was born on 3rd July 1871, in Newport. Davies spent a significant part of his life as a vagabond, in the United Kingdom, but became one of the most popular poets of his time. He died on 26th September 1940 in Nailsworth.

Glossary

Words	Meanings
haunt	a place visited frequently by a particular / specific person
hues	a colour; a particular shade of a colour
glorious	deserving or bringing great fame and success
bough	a large branch of a tree
vain	that does not produce the result you want
hast	a way of saying 'you have'
sigh	to take and then let out a long deep breath that can be heard, to show that you are disappointed, sad, tired, etc.
ambitious	determined to be successful, rich, powerful, etc.
bosom	the front of a person's chest especially when thought of as centre of human feelings.
nay	(old-fashioned) used to emphasize something you have just said by introducing a stronger word or phrase

Exercise

Comprehension

A Answer the following questions:

- 1 Why does the poet connect the rainbow with the kingfisher?
- 2 What characteristics does the poet share with the kingfisher?
- 3 Why does the poet say that "And, as her mother's name was Tears"?
- 4 Why does the poet want the kingfisher to live with the peacocks?
- 5 What according to the poet, is the difference between the peacock and the kingfisher?
- 6 Why does the poet say, "Nay, lovely Bird, thou art not vain;"?
- 7 Write down the theme of the poem "The Kingfisher".
- 8 Do you like this poem Why?
- 9 Describe the objects being personified in the poem.

B Read the poem and fill in the blanks.

- 1 The rainbow gave all the lovely _____ to the kingfisher.
- 2 The kingfisher lives on _____.
- 3 Lawns are smooth as _____.
- 4 The kingfisher _____ its wings.
- 5 The kingfisher is neither proud nor _____.
- 6 The kingfisher loves _____ place.
- 7 Common point between poet and kingfisher is _____.

Vocabulary

A Find rhyming words from the poem.

B Find words in the poem which mean the same as:

silent determined even / flat magnificent deserted full of pride

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C Choose the describing words used in the poem for the following nouns.

peacock park pools kings place glass mind

D There is use of figurative language in the poem "The Kingfisher".

Simile is present in the third stanza.

On lawns as smooth as shining glass,
There is a simile because _____.

Personification is present in the second stanza.

Get thee on boughs and clap thy wings
This is a personification because _____.

E Use dictionary to:

- locate entry and guide words for the following.
- identify pronunciation with the help of pronunciation key.
- identify syllable division and stress pattern.

feather rainbow mother haunt glorious ambitious windows

Writing

A Paraphrase the third stanza of the poem.

B Write the summary of the poem.

Teacher's guideline

- Revise with the students that personification is giving human qualities to non human things / objects.
- Revise with the students the rules for paraphrasing and writing a summary.

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C Imagine both the kingfisher and the peacock are claiming to be the King of the bird's world. Both the birds are proud of themselves and pleading for their right to be the King.

Develop a dialogue between the kingfisher and the peacock. Write at least ten sentences. Make use of the following start:

Kingfisher: I am so colorful, I have every right to be the King of birds.

Peacock: Oh! You small bird, _____

Listening and Speaking

Make pairs and practice with each other how to agree and disagree politely.

Grammar

Strong form and weak form in English conversation

Grammatical words are words that help us construct the sentence but they don't mean anything: articles, prepositions, conjunctions, auxiliary verbs, etc. These words have no stress, and so they are weakened. That weakened form is called "weak form" as opposed to a "strong form", which is the full form of the word pronounced with stress. The strong form only happens when we pronounce the words alone, or when we emphasize them. Weak forms are very often pronounced with a schwa, and so are very weak and sometimes a bit difficult to hear properly.

Sometimes weak forms are easy to spot, because we use contractions in the spelling to show it:

- I am Pakistani (strong form) → I'm Pakistani (weak form)

But usually there is no change of spelling, only the pronunciation is different:

- But → strong form: /bʌt/ weak form: /bət/
- Tell him to go → strong forms /him/ /tu:/ weak form: /tel əm tə ɡəʊ/

As you can see, the grammatical words "him" and "to" are unstressed and have a weak form when pronounced inside a sentence.

Another example: I would like some fish and chips

- strong forms → /aɪ wʊd laɪk sʌm fɪʃ ænd tʃɪps/ This version sounds unnatural and, believe it or not, more difficult to understand for a native speaker.
- weak forms → /a wəd laɪk səm fɪʃ ən tʃɪps/ and we can use weaker forms sometimes: /əd laɪk səm fɪʃ ən tʃɪps/ so we can see that the auxiliary verb "would" has two weak forms /wəd/ and /d/

A With the help of a dictionary pronounce the grammatical below

- **auxiliary verbs:** am, are, be, been, can, could, do, does, has, had, shall, should, was, were, would
- **prepositions:** at, for, from, of, to
- **pronouns:** he, her, him, his, me, she, them, us, we, you
- **conjunctions:** for, and, but, or, than, that
- **articles:** a, the, an

Minimal Pairs for Consonants

Minimal Pair are words that are exactly the same, that have the exact same phonetic transcription, but which contrast in only one speech sound – the words that contrast in speech sounds have different meanings.

/b/	/p/	/b/	/v/	/v/	/w/
beach	peach	bali	volley	vet	wet
bored	poured	ban	van	vest	west
bull	pull	marble	marvel	valt	walt
nibble	nipple	curb	curve	vary	wary
carb	carp	jibe	jive	roving	rowing

A Family Trip to Naran

SLOs

By the end of the unit, the students will be able to:

- ❖ use dictionary to:
 - locate guide and entry words.
 - choose appropriate word definition and identify part of speech.
 - identify pronunciation with the help of pronunciation key.
- ❖ choose appropriate synonyms from thesaurus.
- ❖ analyze and compare various informal and formal letters to note differences of conventions, vocabulary, style and tone.
- ❖ write the address on the envelop clearly and in proper format.
- ❖ Analyse written texts to use in their own writing, features of a simple descriptive composition about places:
 - sufficient general details and finer details of size, colour, shape and texture.
 - defining characteristics of an object / place.
 - atmosphere of a place.
 - correct verb form.
 - appropriate adjectives and adverbs for vivid effect.
 - details in appropriate order.
- ❖ recognize and use hyphen to indicate the division of a word at the end of a line.
- ❖ recognize use dash as:
 - a separator to indicate that a sentence has been broken off.
 - an indicator of a new direction of thought.



Pre-reading

Informal Letters

Informal letters are social or friendly letters. They are usually written to people we know personally, for example members of our family, relatives, friends or pen friends.

The format

House # 15B
Near BHU Mira,
Besham.

Writer's/
Sender's
Address

1st March 2017

Date

Salutation: Dear Farah,

It was indeed a wonderful surprise to hear
from you again.

Opening
remarks

The contents

Do write to me again after your
examinations. Until then, good luck in the
exam!

Closing
remarks

Yours affectionately,
Sadia.

Ending
Signature

Teacher's guideline

- Revise and compare various informal and formal letters with the student to note differences of conventions, vocabulary, style and tone.

Reading

House # 166A,
Phase V, Hayatabad,
Peshawar.

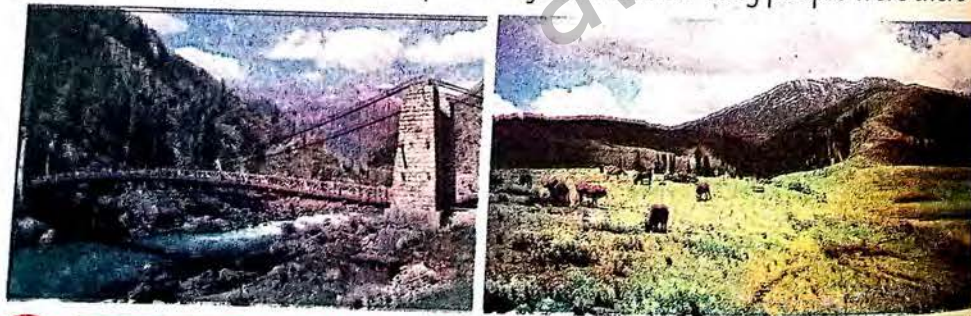
1st March 2017.

Dearest Sara,

I hope this letter finds you in good health and lots of happiness. Your letter had been waiting for me in our letter-box because we were away from home for about a week. Actually since quite some time we had been planning to visit Naran. Therefore, as soon as my examinations finished, my father arranged a family trip to Naran.

We left Peshawar early morning and in four hours reached Abbottabad, at our uncle's house. Next morning, we started our journey towards Naran. The noisy River Kunhar passes through city of Balakot thus we had to pass over a suspended bridge on River Kunhar. Such bridges are common throughout Northern Areas of Pakistan. Even animals are so deft in using such bridges to cross the River. The city was rebuilt after it was completely destroyed during 2005 earthquake.

We reached Naran at 3:50 pm and paid Rs. 100 entry fees collected by Naran Municipal Committee from each vehicle entering Naran. There was a little traffic jam in Naran Bazar. As we already had booked our room at PTDC motels, so we went to the PTDC reception and got keys of our room. After shifting our luggage in the rooms we went out for excursion. There was a wonderful spot for picnic 2 km upstream from Naran. Many people were there



enjoying Bar-b-que, playing cricket and even fishing. We had brought mangoes from home which we kept in the running water of River Kunhar and after 10 minutes they were as chilled as kept in freezer. The water of River Kunhar was so cold that it was hard to stand in water for more than 10 seconds. At many places we saw honey bee boxes along the side of road and father told us that because of its flora, Naran is known as "the botanist's paradise". We went further 5 km upstream on Naran-Jalkhad road and found many picnic spots. The river bed is wide and speed of Kunhar waters is quite normal here. In the evening we returned back and had dinner at Tikka House in Naran bazar. The taste of food was marvelous and mouth-watering. After dinner we went back to the hotel, and hit the bed because it had been a tiring day. On the second day, we got up at about 11:00 am, had breakfast at PTDC restaurant and left for Lake Saif-ul-Malook. Lake Saif-ul-Malook is 10 km away from Naran and since the road is rough we hired a jeep to get there. The lake has a majestic and mesmerizing natural beauty and pleasant atmosphere. The local people narrated the associated tale of fairies and history of Lake Saif-ul-Malook. The lake is also famous for being habitat of large size brown Trout fish, which weigh up to 7 kilograms. Lake Saif-ul-Malook also provides a marvellous view of Malika Parbat, which is the highest peak of Kaghan Valley. At 5:00 PM we reached back Naran, had dinner there and went back to the room in PTDC motels.



On the third day, after breakfast we checked out from the hotel and set our journey back to Abbottabad. We stayed a couple of days at our uncle's place and returned back to Peshawar yesterday. My dear friend, Pakistan is an amazing country with all seasons as well as all terrains including mountains, deserts, sea, glaciers and fertile plains. We witnessed glacial ice alongside Naran-Kaghan road while Peshawar is having a severe heat wave. If you get a chance, do visit Naran. It is a heaven on earth. Convey my regards to your parents.

Your loving friend,
Salma Khan.

Glossary

Words	Meanings
marvellous	extremely good; wonderful
glaciers	a large mass of ice, formed by snow on mountains, that moves very slowly down a valley
habitat	the place where a particular type of animal or plant is normally found
fertile	(of land or soil) that plants grow well in
majestic	impressive because of size or beauty
deft	skilful and quick
terrains	used to refer to an area of land when you are mentioning its natural features, for example, if it is rough, flat, etc.
check out	to pay your bill and leave a hotel, etc.
pleasant	enjoyable, pleasing or attractive
narrated	to tell a story
cultivated	to prepare and use land for growing plants or crops

Exercise

Comprehension

A Answer the following questions:

- Who is the narrator of the lesson?
- What does Naran present to the tourist?
- Describe the beauty of Lake Saif-ul-Malook?
- What is the main idea of the letter?
- How is the narrator's opinion about the people of Naran?

B Choose the correct option.

- I hope this letter finds you in good health and lots of happiness. In this sentence the phrase 'finds you' refers to _____.
 a. the time when the letter discovers you are in good health
 b. arrival of letter at a time when you are in good health
 c. the time when the letter loses you as being present
 d. the time when the letter looks at you in good health
- The noisy River Kunhar passes through city of Balakot. In this sentence 'noisy river' refers to _____.
 a. talkative and lively river
 b. loud and fast flowing river
 c. slow and gently flowing river
 d. unhurried and smoothly flowing river
- As soon as my examinations finished, my father arranged a family trip to Naran. In this sentence 'my' refers to _____.
 a. Sara b. Sara's father c. Salma's father d. Salma
- The taste of food was marvelous and mouth-watering. In this sentence 'mouth-watering' is a _____.
 a. hyphenated compound adjective
 b. hyphenated compound noun

- c. hyphenated compound verb
- d. hyphenated compound adverb

5 Lake Saif-ul-Malook provides a marvellous view of _____

- a. Malika Parbat
- b. Mount K-2
- c. Mount Everest
- d. Malam Jabba

Vocabulary

A Use dictionary to:

- locate guide and entry words for the following words.
- choose appropriate word definition and identify part of speech for the following words.
- identify pronunciation of the following words with the help of pronunciation key.

journey curve suspend maize habitat peak

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

amazing severe marvellous majestic pleasant livelihood paradise

C Look up the meaning of the following words in the dictionary and make sentences to clearly bring out the meaning.

- 1 Difference between 'hotel' and 'motel'.
- 2 Difference between 'lake' and 'stream'.
- 3 Difference between 'snow' and 'glacier'.
- 4 Difference between 'fauna' and 'floral'.
- 5 Difference between 'valley' and 'village'.
- 6 Difference between 'mountain' and 'hill'.

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Writing

A Write a letter to your cousin and discuss how human activities is destroying natural beauty of your city / village.

B Write your cousin's address on envelope clearly and in proper format.

The envelope is addressed to a cousin. It features a postage stamp with a value of 20.00 and a circular postmark. The address is written in the designated space. Below the address, there is a photograph of a large, ornate building, likely a historical or cultural landmark. The envelope is labeled with 'Post Office Savings Bank' and 'Urgent Mail Service'.

Teacher's guideline

- Help the students write a descriptive composition of a place by giving sufficient general details, defining characteristics, atmosphere, correct verb form, details in appropriate order appropriate adjectives and adverbs for vivid effect.

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Listening and Speaking

Make pairs and practice this dialogue.

Congratulating for getting an award

- Aunt: Salma, I heard that you've won an award in an All Pakistan Competition.
- Salma: Yes aunty!
- Aunt: What was the award for?
- Salma: I participated in the All Pakistan Essay Writing Competition. I got the second prize.
- Aunt: That's really great. Congratulations!
- Salma: Thank you aunty.
- Aunt: What was the topic?
- Salma: We had to write on - 'Building a New Pakistan'
- Aunt: That sounds very challenging.
- Salma: Out of thousand students sixteen students were short listed for the finals and the President of Pakistan was the chief guest on the final day.
- Aunt: Well done Salma. We're really very proud of you.

Grammar

Punctuation Mark

Hyphen

Dividing Words at End of Line

Hyphens are used to divide words at the end of a line when the word cannot fit on the remainder of the line.

Rules:

- 1 Divide the word between syllables. This means, of course, that one-syllable words are **never** divided.
- 2 The hyphen goes at the end of the line.

Incorrect	Correct
sup -port	sup- port

Do not divide proper nouns or proper adjectives.

Incorrect	Correct
Lah- ore	Lahore

Divide hyphenated word using the hyphen already in the word.

Incorrect	Correct
moth- er-in-law	mother- in-law

Do not divide a word at the end of a line if the parts of the word will be on two separate pages.

Divide the following words at the end of a line following rules of hyphen.

instruction	television	father-in-law	footsteps	elderly
Peshawar	dry-cleaning	security	butterfly	successful
well-being	full moon	ginger	traffic	Shahid

Dash

The dash is a punctuation mark that is similar in appearance to a hyphen or minus sign, but differs from both of these symbols in both length and function. Usage varies both within English and in other languages, but the usual convention in printed English text is as follows:

- A dash denotes a break in a sentence.

Example:

- A flock of sparrows—some of them juveniles—alighted and sang.
- The dash indicates a break in thought.
 - An indicator—a flashing light or an alarm—signals danger.
 - Rashid, how long do you think—Oh-God, what's that?

The Life we build for ourselves

SLOs

By the end of the unit, the students will be able to:

- ❖ make predictions about story line / content, characters, using contextual clues and prior knowledge.
- ❖ use dictionary to locate guide words, locate entry words and choose appropriate word definition.
- ❖ analyze story elements : characters, events, setting, plot, theme, tone recognize the authors purpose.
- ❖ identify the speaker or narrator in a selection.
- ❖ read a text to analyze characters, their motives, actions and emotional responses.
- ❖ Present a character sketch orally and in writing.
- ❖ give a personal response about characters giving reasons to support the response.
- ❖ recognize genres of literature e.g. fiction, poetry, legend, myth write a short narrative in the first or third person.
- ❖ analyse written texts to use in their own writing features of a simple expository composition showing cause and effect of an event or an action.
 - ❑ logical order of events or action.
 - ❑ appropriate connectives of cause and effect.
- Identify function of direct and indirect speech in texts.
- recognize the rules , and change the narration of statements, requests / orders and questions.
- recognize and use quotation marks to enclose a direct quotation.

Pre-reading

- ❖ How can you perform your role in life effectively?
- ❖ How do you perform your duties as a student?
- ❖ Why is quality of work important?

Reading

Amjad was a carpenter who built houses in a towns and villages. He built most of the houses for the people who lived in his village. He was a gifted carpenter. Unfortunately, he was never able to afford a home of his own. Now it was time for the elderly carpenter to retire from the company he was working for. On his last working day, his boss asked him, "Amjad, what are your plans after retirement?"

The carpenter said, "Sir, after leaving house building business, I want to build a house for myself and live a more leisurely life with my family".

Amjad added further, "I would miss the paycheck, but after all it's time to retire".

The boss was sorry to see his good worker go and asked, "Amjad, could you build just one more house as a personal favour?"

The boss further added, "I want you to build the finest house you are capable of, and I want you to spare no expense, for I intend to give this home to a dear friend.

Amjad agreed to the job and was about to begin when a thought struck him:



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"This wealthy man already has a few houses. I do not have my own. I will use inferior material, cut a few corners and do a quick job on the house, make it look real nice, and charge him the full amount. That way I can pocket the leftover money and finally afford to build my own house."

He resorted to shoddy workmanship and used inferior materials. It was an unfortunate way to end his career. When the carpenter finished his work, the boss went to view the house and was impressed. It looked beautiful from a distance.

The boss turned to the crooked carpenter and said, "The house looks wonderful, I am so glad that you spared no expense, as I told you earlier I intend to give this home to a dear friend who deserves a house like this one."

The boss shook the carpenter's hand, and with a huge smile gave him an envelope with a thank-you card and a folded piece of paper.

The carpenter was disdainful – until he unfolded the paper and found the deed to the house he had just built.

With that, he handed the keys over to the carpenter and said, "Here is your new home, my friend, my gift to you because you have been working with me for a long time".

This act of kindness greatly shocked the carpenter. He was ashamed of himself and was repenting on the fact that he not only betrayed his friend but also compromised on his integrity and honesty. Consequently, he had to live in a house for the rest of his life which he had built so carelessly. If he had not dishonoured his uprightness and virtues he would have been living in house of perfection and beauty. Imagine yourself as the carpenter and the house as your character. It is built by your choices and actions. Deceit, fraud, and dishonesty



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are like the low quality materials that the carpenter has used in building his house. The result will be creaky floor, leaky roof and fragile foundation. We usually build our lives carelessly, and with inferior material, deceit and in reactions rather than action. At critical moment of our lives we put up less than the best and then look with shock at the situation which we have created with our follies and blunders.

As result, we are living in a house which we have built with our own actions and reactions. If we had done honestly we would have not been feeling sorry for our folly and foibles.

Similarly, if we're not happy with what we see in our country, perhaps it's a direct consequence of what we've been building over the years. Thus, ask not what our country can do for us, ask what we can do for our country.

Glossary

Words	Meanings
betrayed	to hurt somebody who trusts you, especially by not being loyal or faithful to them
misjudge	to form a wrong opinion about a person or situation, especially in a way that makes you deal with them or it unfairly
remorseful	feeling extremely sorry for something wrong or bad that you have done
leaky	to allow liquid or gas to get in or out through a small hole or crack
excellence	the quality of being extremely good
consequence	a result of something that has happened
shoddy	made or done badly and with not enough care
foundation	a layer of bricks, concrete, etc. that forms the solid underground base of a building
disdainful	the feeling that somebody/something is not good enough to deserve your respect or attention

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Exercise

Comprehension

AC Answer the following questions:

- 1 Write the character sketch of Amjad, keeping in mind his motives, actions and emotional responses?
- 2 Why did Amjad agree to build the last house for his boss?
- 3 What is the theme and setting of the story?
- 4 What is the explicit and implied meaning of the story?
- 5 Why did Amjad compromise on quality of the house?
- 6 Do you like the story? Why?
- 7 Suggest a new ending for the story?

Vocabulary

AC Use dictionary to find the meaning of the following words. Also find guide and entry words for the following words.

leisure deserve wonderful quick expense crooked retire

Writing

AC Write the story "The Life We Build for Ourselves" in first person describing events and incidents:

Expository Essay

The expository essay requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.

The structure of the expository essay is held together by the following:

- A clear, concise, and defined thesis statement that occurs in the first paragraph of the essay.

- Clear and logical transitions between the introduction, body, and conclusion.
- Body paragraphs that include evidential support.
- Evidential support (whether factual, logical, statistical, or anecdotal).
- A bit of creativity.
- A conclusion that does not simply restate the thesis, but readdresses it in light of the evidence provided.

AC Using conventions of expository essay, describe three things you would like to change the world and explain why you would change them.

Grammar

Quotation Marks

The primary function of quotation marks is to set off and represent exact language (either spoken or written) that has come from somebody else. The quotation mark is also used to designate speech acts in fiction and sometimes poetry.

Use of direct quotation:

Direct quotations involve incorporating another person's exact words into your own writing.

- 12 Quotation marks always come in pairs.

Example:

"Don't forget to visit me in Lahore," Maria said.

- 21 Capitalize the first letter of a direct quote when the quoted material is a complete sentence.

Example:

Mr. Qadeer, who was working in his field that morning, said, "The alien spaceship appeared right before my own two eyes."

3 If a direct quotation is interrupted mid-sentence, do not capitalize the second part of the quotation.

Example:

"He likes to talk about cricket," she said, "especially when the World Cup is coming up."

Add quotation marks to each sentence, keeping in mind the rules for quotation marks.

1 There's a fifty percent chance of rain this afternoon, reported Tahira.

2 Azra asked, Do you think I should take my new umbrella to school?

3 Of course you should take it to school, answered Javed.

4 If it starts raining, Kiran added, you will be nice and dry.

5 Asma squealed, I see dark gray storm clouds rolling in.

Direct and Indirect Speech

Direct Speech

Direct speech repeats, or quotes, the exact words spoken. When we use direct speech in writing, we place the words spoken between quotation marks (" ") and there is no change in these words.

Example:

She says, "What time will you be home?"

She said, "What time will you be home?" and I said, "I don't know!"

"There's a fly in my soup!" screamed Simone.

Jameel said, "There's an elephant outside the window."

Indirect Speech

Reported or indirect speech is usually used to talk about the past, so we normally change the tense of the words spoken. We use reporting verbs like

Teacher's guideline

- Ask the students to identify direct quotation from the text read

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"say", "tell", "ask", and we may use the word "that" to introduce the reported words. Inverted commas are not used.

Example:

She said, "I saw him." (Direct speech)

She said that she had seen him. (Indirect speech)

"That" may be omitted:

She said she had seen him.

Direct speech	Indirect speech
Present simple She said, "It's cold."	Past simple She said it was cold.
Present continuous She said, "I'm teaching English online."	Past continuous She said she was teaching English online.
Present perfect simple She said, "I've been on the web since 1999."	Past perfect simple She said she had been on the web since 1999.
Present perfect continuous She said, "I've been teaching English for seven years."	Past perfect continuous She said she had been teaching English for seven years.
Past simple She said, "I taught online yesterday."	Past perfect She said she had taught online yesterday.
Past continuous She said, "I was teaching earlier."	Past perfect continuous She said she had been teaching earlier.
Past perfect She said, "The lesson had already started when he arrived."	Past perfect (NO CHANGE) - She said the lesson had already started when he arrived.
Past perfect continuous She said, "I'd already been teaching for five minutes."	Past perfect continuous (NO CHANGE) - She said she'd already been teaching for five minutes.

Teacher's guideline

- Remind the students about tenses and the rules for tenses.

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Modal verb forms also sometimes change:

Direct speech	Indirect speech
will She said, "I'll teach English online tomorrow."	would She said she would teach English online tomorrow.
can She said, "I can teach English online."	could She said she could teach English online.
must She said, "I must have a computer to teach English online."	had to She said she had to have a computer to teach English online.
shall She said, "What shall we learn today?"	should She asked what we should learn that day.
may She said, "May I open a new browser?"	might She asked if she might open a new browser.

Note - There is no change to; could, would, should, might and ought to.

Expressions of time if reported on a different day

this (evening)	that (evening)
today	that day
these (days)	those (days)
now	then
(a week) ago	(a week) before
last weekend	the weekend before the previous weekend
here	there
next (week)	the following (week)
tomorrow	the next/following day

Example:

Direct speech	Indirect speech
The doctor said to me, "Stop smoking!"	The doctor told me to stop smoking.
"Get out of the car!" said the policeman.	The policeman ordered him to get out of the car.
"Could you please be quiet," she said.	She asked me to be quiet.
The man with the gun said to us, "Don't move!"	The man with the gun warned us not to move.

Reporting questions

Normal order is used in reported questions, that is, the subject comes before the verb, and it is not necessary to use "do" or "did":

Direct speech	Indirect speech
"Where does Akram live?"	She asked him where Akram lived.
"Where are you going?"	She asked where I was going.
"Why is she crying?"	He asked why she was crying.
Asim said to me, "Do you like coffee?"	Asim asked me if I liked coffee.
Jameel said to her, "Will you buy the book?"	Jameel asked her whether she would buy the book.

Change the following into indirect speech.

- The girl said, "It gives me great pleasure to be here this evening."
- The man said, "I must go as soon as possible."
- She said, "I don't want to see any of you; go away."
- The teacher says, "If you work hard, you will pass."
- He asked, "Have you won?"

6 He said, "Let's wait for her return."

7 Alice said, "How clever I am!"

Listening and Speaking

Requests and permission

Practice the dialogues below to request or seek permission.

Permission for an outing

Rameez: Asalam-o-Aliakum Father!

Father: Hello, Rameez. How come you are up so early today?

Rameez: Father, my friends are going for an outing to Murree. Can I also go with them?

Father: Have you forgotten that your uncle is coming from Swabi and he'll be with us just for two days?

Rameez: Oh! I completely forgot. I don't think I'll go then. I'll persuade my friends to postpone the trip to next Sunday.

Request for leave from office

Assistant Manager: May I come in, sir?

General Manager: Yes.

Assistant Manager: Sir, I have come to request you to grant me three days leave from July 6th to 9th.

General Manager: I hope all's well?

Assistant Manager: Sir, my mother had a minor accident. She slipped and fractured her ankle.

General Manager: Give me the application. If you need any help please don't hesitate to ask.

Assistant Manager: Thank you, sir. That's very kind of you.

Unit 17

The Guest House

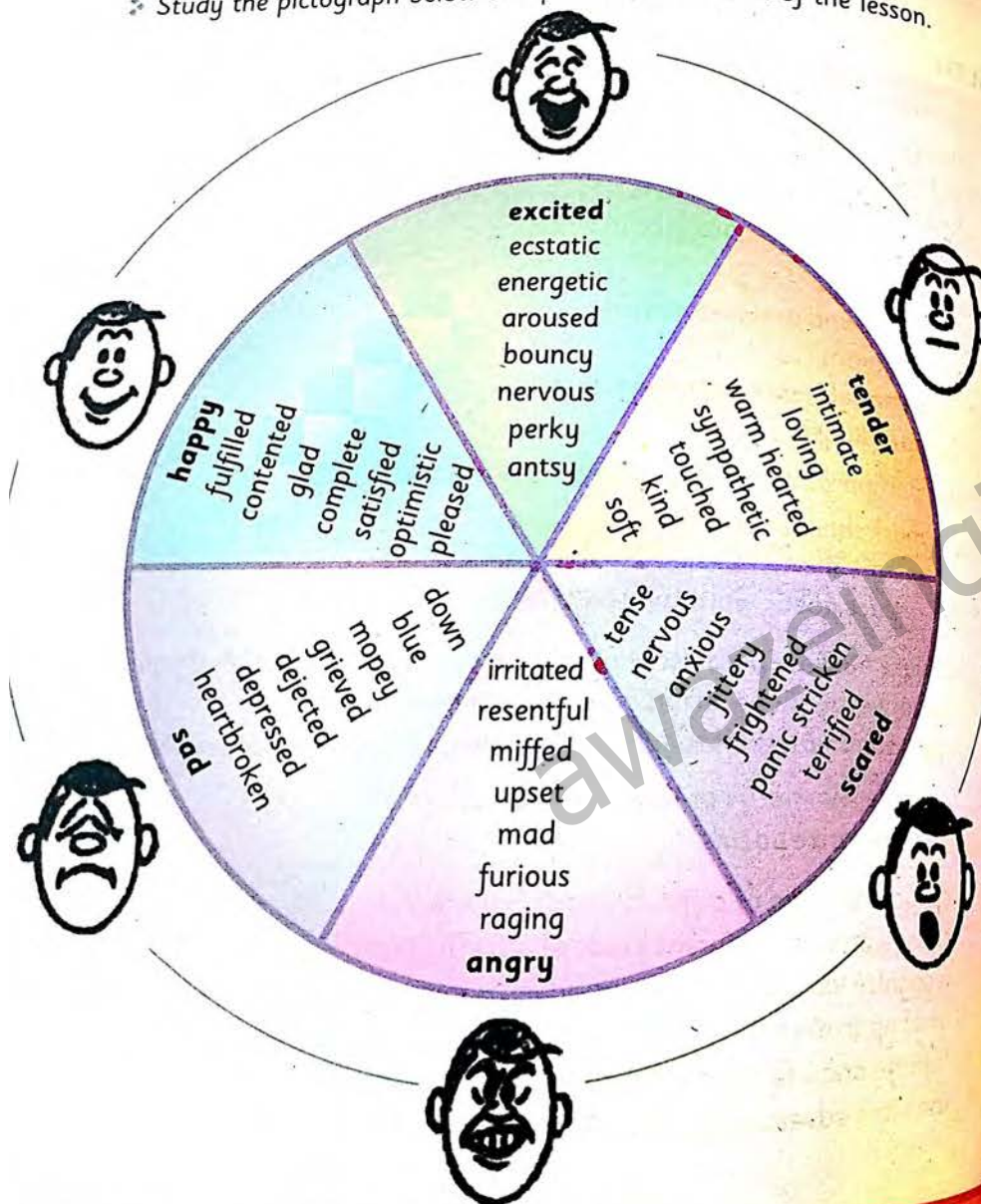
SLOs

By the end of the unit, the students will be able to:

- ❖ use pre-reading strategies to predict the context of a text from topic / picture / title / headings / keywords and visuals etc. by using prior knowledge, asking questions and contextual clues
- ❖ read poem and give orally or in writing:
 - main idea.
 - theme and its development.
 - summary.
 - personal response with justification.
 - paraphrase.
- ❖ use paraphrasing skills to paraphrase stanzas:
 - mark thought groups in the stanza.
 - restate the message in simple prose.
 - replace poetic words with simple ones.
- ❖ analyze how the poet uses language to appeal to the senses through use of figurative language including similes and metaphor.
- ❖ apply summary skills to familiar / unseen passages and poems to:
 - write summary / precis of simple passages.
 - summarize poems.
- ❖ deduce meaning of difficult words from context.
- ❖ classify and use different kinds of adverbs learnt earlier.
- ❖ recognize varying position of adverbs in sentences according to their kinds and importance.
- ❖ identify and use degrees of comparison of adverbs.
- ❖ use some adverbial phrases.

Pre-reading

Study the pictograph below and predict the content of the lesson.



Reading

This being human is a guest house.
Every morning a new arrival.
A joy, a depression, a meanness,
some momentary awareness comes
as an unexpected visitor.

Welcome and entertain them all!
Even if they are a crowd of sorrows,
who violently sweep your house
empty of its furniture,
still, treat each guest honorably.
He may be clearing you out
for some new delight.

The dark thought, the shame, the malice.
meet them at the door laughing and invite them in.
Be grateful for whatever comes.
because each has been sent
as a guide from beyond.

— **Maulana Jalaluddin Rumi,**
Translated by Coleman Barks

Deduce the meaning of the following words.

arrival	joy	shame	guide	beyond
---------	-----	-------	-------	--------

Teacher's guideline

- Ask the students to look for different connotative meaning of words in the poem.
- Tell them that connotation is the altitude and feelings associated with a word as opposed to its literal meaning e.g chair has connotation of power.

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About the Poet

Maulana Jalaluddin Rumi was a 13th century Persian poet, an Islamic dervish and a Sufi mystic. He is regarded as one of the greatest spiritual masters and poetical intellects. Born in 1207 AD, he belonged to a family of learned theologians. He made use of everyday life's circumstances to describe the spiritual world. Rumi's poems have acquired immense popularity, especially among the Persian speakers of Afghanistan, Iran and Tajikistan. Numerous poems written by the great poet have been translated into different languages.

Glossary

Words	Meanings
depression	a medical condition in which a person feels very sad and anxious and often has physical symptoms such as being unable to sleep, etc.
meanness	unkind behaviour
momentary	lasting for a very short time
awareness	knowing something; knowing that something exists and is important; being interested in something
unexpected	regard (something) as not likely to happen.
entertain	to invite people to eat or drink with you as your guests, especially in your home
violently	with great energy or strong movement, especially caused by a strong emotion such as fear or hatred
treat	to behave in a particular way towards somebody/something
honorably	In a way that is deserving of respect and admiration; in a way that shows high moral standards
grateful	feeling or showing thanks because somebody has done something kind for you or has done as you asked

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Exercise

Comprehension

A Answer the following questions:

- Who are the guests in Rumi's "The Guest House"?
- What message does the poet convey through the poem "The Guest House"?
- What two things does Rumi compare in the first two lines of "The Guest House"?
- How might you apply the message of "The Guest House" to your everyday life?
- Read the following line and tell whether it is a simile or metaphor. Give reason for your answer.

'This being human is a guest house.'

B Choose the correct option.

- What does word "furniture" mean in the following lines?
**who violently sweep your house
empty of its furniture,**
a. happiness b. equipment c. people d. instruments
- What comes as an unexpected guest in the poem "The Guest House"?
a. emotions and feelings b. friends and family
c. human beings d. visitors and guests
- In the poem the poet suggests to _____
a. face the painful thoughts with rejection and refusal instead of delight.
b. face the uncomfortable thoughts with acceptance and courage instead of contempt.
c. face the painful thoughts with denial and cowardice instead of approval.
d. face the comfortable thoughts with acceptance and courage instead of admiration.

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Vocabulary

A Use dictionary to:

- identify pronunciation with the help of pronunciation key.
- identify syllable division and stress pattern.

guest thought laughing beyond clearing furniture empty

B Find words in the poem which mean the same as.

despair cruelty brief brush sudden respectfully

Writing

Paraphrase

1st stanza

Rumi uses metaphors in this poem. Rumi says that being a human being is like being a guest house and your guests are your emotions. They are all unexpected guests. These guests may even sweep your furniture away, but then you'll be cleared out for new furniture. No matter if these guests are good or evil, they may have come for a good reason.

A Paraphrase the second stanza of the poem.

B Write the summary of the poem.

Listening and Speaking

In pairs discuss "Ups And Downs of Life". Present your ideas in front of the class.

Grammar

Adverbs

Kinds of Adverbs

In the following sentences underline the adverbs and state whether they are adverbs of manner, place, time, degree, reason or frequency.

1 The girl sang sweetly. _____

2 What is he doing outside? _____

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3 We visit them frequently. _____

4 I look forward to hearing from you soon. _____

5 The old woman was walking slowly. _____

6 The kittens are playing there. _____

7 He did not work hard, therefore, he failed. _____

8 The girls danced gracefully. _____

9 You are absolutely right. _____

10 We have been living here for several years. _____

Position of Adverbs

Rewrite the complete sentence using the adverb in brackets in its correct position.

1 He listens to the radio. (often)

2 They read a book. (sometimes)

3 Palwasha gets angry. (never)

4 Tehmina is very friendly. (usually)

5 I take sugar in my coffee. (sometimes)

6 Rashid and Farukh are hungry. (often)

7 My grandmother goes for a walk in the evening. (always)

Which of the following sentences is correct according to position of Adverbs?

1 **Never** a. I have never seen a whale. _____

b. I never have seen a whale. _____

c. Never I have seen a whale. _____

2 **Rarely** a. I am rarely late for work. _____

b. Rarely I am late for work. _____

c. I rarely am late for work. _____

3 **Always** a. I get up early always. _____

b. Always I get up early. _____

c. I always get up early. _____

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4. Sometimes

- It sometimes gets very windy here.
- Sometimes it gets very windy here.
- Both sentences are correct.

5. Often

- My boss is often bad-tempered.
- My boss often is bad-tempered.
- My boss is bad-tempered often.

Degrees of Comparison of Adverbs

There are three degrees of comparison in adverbs – the **Positive**, the **Comparative**, and the **Superlative**. The adverbs form their comparatives and superlatives using **-er** and **-est**, and **more** and **most**. Adverbs that end in **-ly** use the words **more** and **most** to form their comparatives and superlatives.

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

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

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

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

The comparative form is used to compare two things.

Examples:

- You speak **more loudly** than a loudspeaker.
- Sirius shines **more brightly** than all the other stars.

The superlative form is used to compare three or more things.

Examples:

- He arrived **the earliest**, so he had to wait for the others.
- Why do you have to speak **the most loudly** of all at the meeting?
- Of all the girls, your sister sang **the most sweetly**.

Some adverbs form the comparative and the superlative irregularly.

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

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Examples:

- Of the two teddy bears, which do you like **better**?
- This has to be the **farthest** I have ever walked in my life.

Fill in the blank with the correct comparative / superlative form of the adverb in brackets.

- He arrived _____ than expected. (early)
- I speak English _____ now than last year. (fluent)
- We walked _____ than the rest of the people. (slowly)
- They called us _____ in the afternoon. (late)
- My mother and my sister talked _____ than the other guests. (loudly)
- He hit his arm _____ than before. (hard)
- He had an accident last year. Now, he drives _____ than before. (careful)
- Jabbar can run _____ than Asim. (fast)
- Our team played _____ of all. (bad)
- He worked _____ than ever before. (hard)

Adverbial Phrase

An adverb phrase (or adverbial phrase) is a word group with an adverb as its head. This adverb may be accompanied by modifiers.

An adverb phrase can modify a verb, an adjective, another adverb, or even an entire sentence or main clause. As shown below, it can appear in a number of different positions in a sentence.

Examples:

- The air was warm, stirred **only occasionally** by a breeze.
- Snow fell **much earlier than usual**.

An adverbial phrase will usually describe **when, where, or how / how much** something happens.

When (Adverbial Phrase of Time)

An adverbial phrase of time states when something happens or how often.

Examples:

- I'll do it **in a minute**.
- After the game**, the king and pawn go into the same box.
- Do not wait for the last judgment. It takes place **every day**.

Where (Adverbial Phrase of Place)

An adverbial phrase of place states where something happens.

Examples:

- I used to work **in a brick factory**.
- I go **to my uncle's shop** every day.

How (Adverbial Phrase of Manner)

An adverbial phrase of manner states how something is done.

Examples:

- He would always talk **with a humorous tone**.
- He reads **in a low voice**.
- Palwasha said that she **sleeps like a baby**.

Adverbial phrase answers the same questions (how / how much, when, or where).

Underline the adverbial phrase and write the question it answers.

One has been done.

Examples:

- We raced our toy cars on the playground.**

Where did you race your cars? We raced our toy cars on the playground.

- We expect our grandparents to arrive in about an hour.

- My cousin watches television almost as much as you do.

- The weatherman says it will rain all day.

- Your brother plays soccer better than my brother does.

- Our friend drives on Mondays.

Unit 18

Cleanliness is Next to Godliness

SLOs

By the end of the unit, the students will be able to:

- ❖ use pre-reading strategies to predict the content of a text from topic / picture / title / headings / key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- ❖ use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- ❖ write a simple unified paragraph on a given topic:
 - write a clear topic sentence using vivid verbs, modifiers etc.
 - add adequate supporting details (example, illustration, definition, evidence, comparison, contrast, cause and effect) to develop the main idea.
 - use appropriate transitional devices within a paragraph.
- ❖ use dictionary to:
 - locate guide words locate entry words choose appropriate word definition.
 - identify part of speech of a word through abbreviation used.
- ❖ recognize and use passive voice for various purposes.
- ❖ recognize and rectify faulty punctuation in given passages and own work.



Pre-reading

- ❖ How can we create a clean living environment?

Reading

"Cleanliness is next to Godliness"

This highly valued proverb is known amongst generations. And it teaches us about the value of cleanliness. For a clean and healthy environment Cleanliness is one of the most important practices, which we need to adhere to. It is quite essential for all of us to know and learn about cleanliness, hygiene, sanitation and also various diseases, which are caused due to poor hygiene conditions. It could either be regarding personal hygiene or public hygiene. It is our social responsibility to keep our neighborhood clean and safe.

Moreover, Islam instructed Muslims to maintain the cleanliness of self and that of the roads and streets. This is considered a charity to eliminate the streets from impurities and filth. The Rasool ﷺ strictly warned against it and considered it one of the reasons to provoke Allah's curse and the people's curse, saying:

"Beware of the three acts that cause others to curse you: relieving yourselves in a watering place, on foot paths or shaded places." (Abu Dawud, No 26)



Cleanliness is the pathway to health and strength. Islam wants a healthy and strong Muslim society which is immune against infectious diseases and is capable of understanding and applying God's message and carrying it away to the whole world. The Holy Quran says:

"You are the best community that hath been raised up for mankind, enjoining what is right, forbidding what is wrong, and believing in Allah." (Surah Al-Imran, 3:110)

It is essential that we should develop certain habits like keeping our surrounding clean and avoid littering in public. Throwing garbage in the streets, roads or parks has become a common practice in our society. In public places dustbins are seldom found. Even if dustbins are placed, people do not use them properly. Rather, they prefer to throw garbage outside them. It is also observed that people clean their homes and shops and throw the garbage on the street without considering its implications. Even students throw garbage on the ground even in the presence of garbage bins. If we give up the habit of littering our environment and keep it clean, our society will be free from diseases like Dengue, swine flue, Jaundice or any other fast spreading illnesses. These are some ways in which we can keep our surroundings clean:

Don't litter in public places and roads. Set a good example. Use dust bins, it will help in keeping the society clean. If society is plagued by litter then consult with your society members and other authorities in order to raise awareness. Work with them and volunteers to clean the litters.



Plant trees in your society or we can also adopt any tree and take care of that. Trees will help in controlling the pollution at least a little bit. Having lots of trees in your society will help you have fresh air for you and your kids, maintain good health, and with a beautiful green society you can inspire others to follow the track and save the city and environment.

Islam is greatly in favor of the sowing and growing of trees so that the environment could stay healthy and humans could benefit from such kind of sowing. The Holy Prophet ﷺ said:

"If you have a sapling, if you have the time, be certain to plant it, even if Doomsday starts to break forth." (Al-Munawi, Fayd al-Qadir, iii, 30)

No other worldly environmental law can present the importance and imperativeness of plantation as does this hadith of Prophet ﷺ. Hence, for a Muslim it is of grave importance to pay attention towards plantation even in the direst circumstances.

In another hadith, Hazrat Muhammad ﷺ said:

"Whoever reclaims and cultivates dry, barren land will be rewarded by God for the act. So long as men and animals benefit from it He will record it for him as almsgiving." (Al-Munawi, Fayd al-Qadir, vi, 39; Haythami, Majmau al-Zawaaid, iv, 67-8.)

Thus, this hadith shows that how Islam has associated protection and preservation of plantation and environment with reward. Hence, when a Muslim sows and grows a tree, it is not just the environmental benefits that come from it, rather there is reward for it as well that awaits in the world hereafter.

Restore water, use eco-friendly things, do not dump electronic gadgets etc. Be eco-friendly by using bicycle instead of cars that makes a lot of noise and increases pollution.

By making sure that you and your surroundings are clean, you will be keeping your loved ones away from deadly diseases and most of all you will be helping everyone live a happy and a healthy life.

Glossary

Words	Meanings
evident	clear; easily seen
littering	small pieces of rubbish/garbage such as paper, cans and bottles, that people have left lying in a public place
implications	a possible effect or result of an action or a decision
imperativeness	relating to, or constituting the grammatical mood that expresses the will to influence the behavior of another / expressive of a command, entreaty, or having power to restrain, control, and direct
dump	to get rid of something you do not want, especially in a place which is not suitable
eco-friendly	not harmful to the environment
provoke	to cause a particular reaction or have a particular effect
sanitation	the equipment and systems that keep places clean, especially by removing human waste

Exercise

Comprehension

A Answer the following questions:

- In Islam 'cleanliness is half of faith', explain why?
- Explain the proverb "Cleanliness is next to godliness".
- How can we guard ourselves against the germs and bacteria?
- How can we keep our surrounding clean?
- How can we be eco-friendly?
- What is the main idea of the lesson?

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Vocabulary

A Fill in the missing words from the sentences and the crossword puzzle. Use the word bank to find clues.

Word Bank

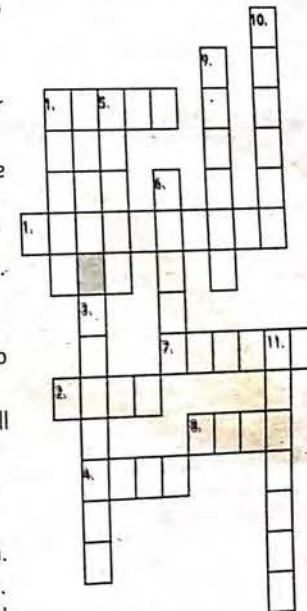
paper	newspapers	water	compost
plastic tree	bags	tap	reduce
trash	litter	room	lights

Across

- Take glass, cans and _____ to recycling centers.
- Use paper _____ for your groceries.
- Plant a _____ in your garden for oxygen.
- Turn off the _____ when you are brushing your teeth.
- _____, re-use and recycle.
- Always keep your _____ neat and clean.

Down

- Have a shower instead of a bath to save _____.
- Do not send _____ to the landfill because it does not decompose.
- Another word for rubbish is _____.
- Use both sides of scrap _____.
- Pick up _____ whenever you can.
- Turn _____ off to save electricity.
- Make _____ for your garden with your leftover food.



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B Use the following phrases related to environment in sentences of your own.

back to nature global warming balance of nature climate change

C Find the meaning of the following words from the dictionary and identify the part of speech of the word through abbreviation used. Also find guide words and entry words for the following.

preservation environment benefit plantation adapt volunteer

Listening and Speaking

In pairs discuss the picture below and present your ideas in front of the class.



Writing

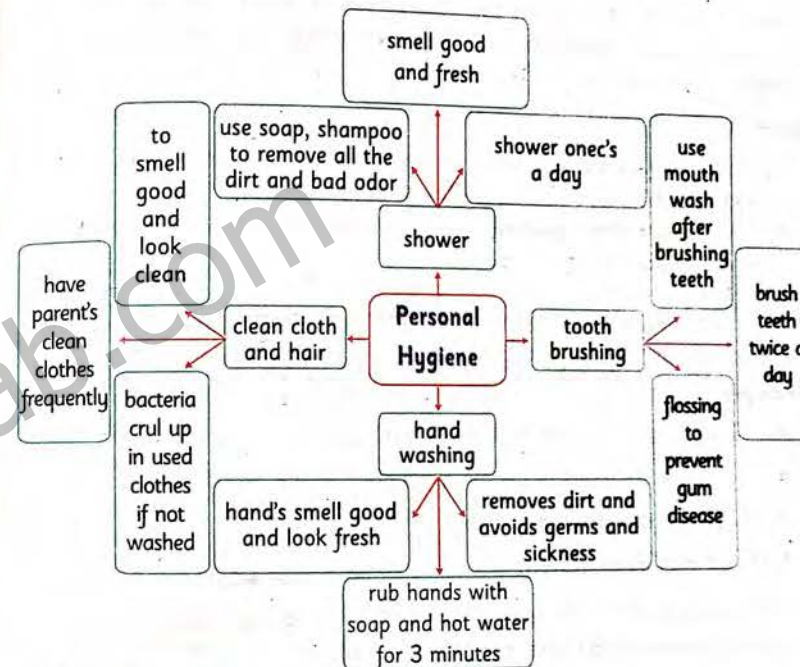
A Brainstorm ways to keep your environment at school and home healthy and safe. After brainstorm and discussion, write a paragraph on "Clean and Green Surroundings".

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B With the help of the mind map below write an essay on "Personal Hygiene", following conventions of essay writing.



Grammar

Punctuation and Capitalization

Punctuate and capitalize where necessary in the following paragraph.

once there was a little boy his name was hashir when he was of a year his father brought him toys he played with toys for sometimes then broke them the toys he broke were helicopter aero-plane a variety of motorcars and animals these toys were very costly his father bought them during his stay in china.

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Passive Voice for various purposes

The passive voice is used to show interest in the person or object that experiences an action rather than the person or object that performs the action. In other words, the most important thing or person becomes the subject of the sentence.

Example:

- The house **was built** in 1654. (= we are interested in the house, not in who built it.)
- The road **is being repaired**. (= we are interested in the road, not in the people who are doing the repairs.)

Sometimes we use the passive voice because we don't know or do not want to express who performed the action.

Example:

- I noticed that a window **had been left** open.
- Every year thousands of people **are killed** on our roads.
- All the cookies **have been eaten**.
- My car **has been stolen**!

The passive voice is often used in formal texts. Switching to the active voice will make your writing clearer and easier to read.

Passive	Active
A great deal of meaning is conveyed by a few well-chosen words.	A few well-chosen words convey a great deal of meaning.
Our planet is wrapped around in a mass of gases.	A mass of gases wrap around our planet.
Waste materials are disposed of in a variety of ways.	The city disposes of waste materials in a variety of ways.

If we want to say who or what performs the action while using the passive voice, we use the preposition **by**. When we know who performed the action and are interested in him, it is always better to switch to the active voice instead.

Passive	Active
"A Hard Day's Night" was written by the Beatles.	The Beatles wrote "A Hard Day's Night".
The movie ET was directed by Spielberg.	Spielberg directed the movie ET.
This house was built by my father.	My father built this house.

Forming the Passive Voice

The passive voice in English is composed of two elements:

the appropriate form of the verb 'to be' + past participle

Passive Voice with Infinitives

The infinitive passive voice is used after modal verbs and other most verbs normally followed by an infinitive.

Example:

- You **have to be tested** on your English grammar.
- John **might be promoted** next year.
- She **wants to be invited** to the party.
- I **expect to be surprised** on my birthday.
- You **may be disappointed**.

Decide whether the sentences are written in Active or Passive.

- 1 They often listen to music.
- 2 She is reading the newspaper now.
- 3 These cars are produced in Japan.
- 4 Alan teaches geography.
- 5 The bus driver was hurt yesterday.

Change these active sentences to passive.

1 The Government is planning a new road near my house.

2 My grandfather built this house in 1943.

3 The cleaner has cleaned the office.

4 He had written three books before 1867.

5 Jameela will tell you later about the plan.

Unit 19

Etiquettes of Travelling

SLOs

By the end of the unit, the students will be able to:

- ❖ predict the content of a text from topic / picture / title / headings / key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- ❖ write a clear topic sentence using specific words, vivid verbs, modifiers etc. recognize that:
 - introductory paragraph carries the main idea of the essay.
 - each one of the body paragraphs develops the main idea through key ideas. The key ideas are developed through supporting details.
 - the concluding paragraph contains a summary of the body paragraphs, and a general concluding statement.
 - paragraphs linked through various transitional devices are linked through various transitional devices.
- ❖ analyze features of an effective topic sentence i.e. specific word, vivid verbs and modifiers.
- ❖ use summary skills to extract salient points and develop a mind map to summarize a text.
- ❖ use dictionary to:
 - choose appropriate word definition.
 - locate entry word and guide word.
- ❖ choose appropriate synonyms and antonyms from children's thesaurus.
- ❖ use first and second conditional sentences.
- ❖ recognize and use the variant form of first conditional to express automatic or habitual results.

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Pre-reading

- ❖ Have you ever been on a bus or train and had to listen to someone obnoxiously chatting on his cell phone?
- ❖ Have you ever been pushed to the side or trampled on by rude passengers?

Reading

Today, the need for travel is an overwhelming one; be it for the purpose of education, business or recreation. You would probably hear a plane flying over your house every hour or see a bus filled with people blazing down the highway every now and then. Thanks to the advancements in technology the world of today has indeed become a global village where every country every continent is interconnected. Distance which was traveled in years can now easily be covered in hours.

Either, a person lives in a big city or a small village, him / her to deal with public transportation. One can make it the most positive experience possible by showing good manners – even when others don't. There is no point in mirroring bad behavior. It is important to follow certain rules of etiquette, which creates favorable conditions for traveling. Good manners, your dignity and calm attitude to what is happening will increase the chance of your comfort as well as others.



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As a pedestrian follow basic traffic rules by staying to the right as much as possible. This includes hallways, stairwells, and other areas where there is a constant flow of foot traffic. If you must pass someone, try to do it on the left, as you would in a car. Be considerate of anyone who is disabled or has a child. If you use public transportation, keep in mind that the person driving is a professional and should be treated with respect. Always greet the driver when you get on a bus or into a taxi and thank the person when you leave. If you see someone running to catch the bus, let the bus driver know so that she / he can wait if possible. Any time you are riding on public transportation and see a person who may be uncomfortable standing for any length of time, offer that person your seat. This includes the elderly, anyone on crutches, the disabled, or the blind.

Do not let your possessions overstep on others' personal space. If you get on public transportation with shopping bags, a brief case, or sample cases, do not put them on the seat next to you or set them in the aisle where others can trip over them. If you can, put them underneath the seat; if you cannot, hold them on your lap. Otherwise, hold everything as tightly to your sides as possible. Remember, buses and other transportation services are for people and are not meant to be your personal conveyance service.

Don't inflict your noise on others. This includes loud talking, electronics, and singing. Hold off on long cell phone conversations until you reach your stop. If you must listen to music, wear ear buds and keep the volume low enough so that only you can hear it.



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Do your best to make sure others don't have to deal with smells coming from you. Most public transportation has a policy of no smoking, adhere to that and wear deodorant.

Don't bring food and drink on public transportation. Not only do smells travel and intensify in small spaces, you risk spilling and causing a dangerous environment where people may slip and fall. Never drop your trash on the floor or seat of a train or bus. If you have something that needs to be disposed of, wait until you are near a trash receptacle and throw it away then.

Manners are an important thing to learn. Having good manners means acting in a manner that is socially acceptable and respectful. Excellent manners can help you to have better relationships with people you know, and those you will meet. Good manners convey respect to those you interact with.



Glossary

Words	Meanings
overwhelming	very great or very strong; so powerful that you cannot resist it or decide how to react

recreation	Activity done for enjoyment when you are not working.
blazing	extremely hot
interconnected	to connect similar things; to be connected to or with similar things
inflict	to make somebody/something suffer something unpleasant
crutches	one of two long sticks that you put under your arms to help you walk after you have injured your leg or foot
receptacle	a container for putting something in
possession	something that you own or have with you at a particular time
considerate	always thinking of other people's wishes and feelings; careful not to hurt or upset others
continent	one of the large land masses of the earth such as Europe, Asia or Africa
mirroring	a piece of special flat glass that reflects images, so that you can see yourself when you look in it
attitude	the way that you think and feel about somebody/something; the way that you behave towards somebody/something that shows how you think and feel
etiquette	the formal rules of correct or polite behaviour in society or among members of a particular profession
pedestrian	a person walking in the street and not travelling in a vehicle
underneath	under or below something else, especially when it is hidden or covered by the thing on top
elderly	(of people) used as a polite word for 'old'
adhere	to stick firmly to something
intensify	to increase in degree or strength; to make something increase in degree or strength
aisle	a passage between rows of seats in a church, theatre, train, etc., or between rows of shelves in a supermarket

Exercise

Comprehension

A Answer the following questions:

- 1 How can we live responsibly in the society?
- 2 What is meant by the phrase "mirroring bad behaviour"?
- 3 Why shouldn't one bring food and drink on public transportation?
- 4 What are some good manners a person should possess?
- 5 What is the theme of the lesson?
- 6 How do you travel from home to school? How do you follow travel etiquettes?

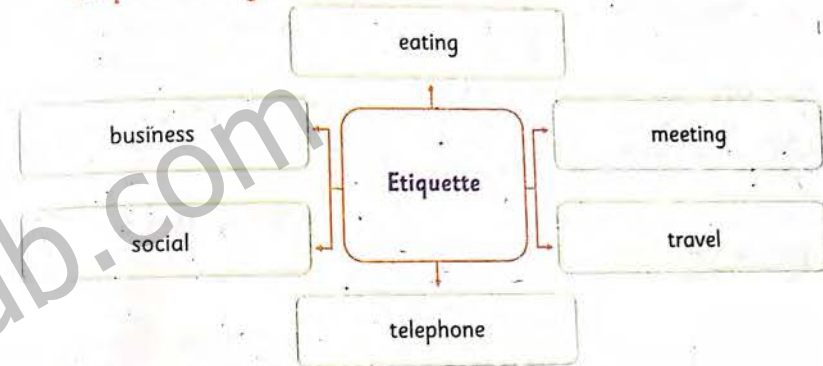
B Choose the correct option for the following sentences.

- 1 We show good manners and etiquettes when we _____.
 - a. do not talk with a full mouth
 - c. do not say thank you or sorry
 - b. do interrupt, or cut into a line
 - d. fight with each other
- 2 Good manners have been developed _____.
 - a. to give people more rules to learn
 - b. for no good reason
 - c. because people are mean
 - d. to make living together easier
- 3 We show good manners and etiquettes when we _____.
 - a. do not wait for our turn
 - b. give someone else our seat on a crowded bus
 - c. do not hold the door open for another person to walk through
 - d. do not knock before opening the closed door of a room
- 4 If I meet someone new and I want to show good manners, I should _____.
 - a. smile and say "hello"
 - b. pretend I don't see him /her
 - c. stare at that person
 - d. say nothing to him /her

- 5 If I'm sitting on a crowded bus or train and someone older than I comes, I should _____.
 - a. do nothing
 - b. get up and give that person my seat
 - c. stare at him
 - d. make fun of him

Writing

A With the help of the mind map write an essay on "Types of Etiquettes" in your note books.



Listening and Speaking

Polite expressions to show good manners

Work in pairs, practice the question below.

- | |
|---|
| Will you get a move on please, we are going to be late? |
| Will you close the door please; my hands are full? |
| Would you lend me Rs. 10 please; I forgot my wallet at home? |
| Would you please give me a hand here; I'm going to drop something? |
| Would you please bring your personal computer to work; as all the ones here have viruses? |
| Could you come in to work this Saturday? |
| Could you please make sure you are on time for the meeting? |

Try it yourself!

- 1 – Will you.....?
- 2 – Would you.....?
- 3 – Would you please.....?
- 4 – Could you (please).....?
- 5 – Could you possibly.....?
- 6 – Would you kindly.....?
- 7 – Would you mind.....?
- 8 – Would you be kind as to.....?

Grammar

The First Conditional

The first conditional has the **present simple** after 'if', then the **future simple** in the other clause:

if + present simple, ... will + infinitive

It's used to talk about things which might happen in the future. Of course, we can't know what will happen in the future, but this describes possible things, which could easily come true.

Example:

- If it **rains**, I **won't go** to the park.
- If I **study** today, I'll **go** to the party tonight.
- If I **have** enough money, I'll **buy** some new shoes.
- She'll **be** late if the train **is** delayed.
- She'll **miss** the bus if she **doesn't leave** soon.
- If I **see** her, I'll **tell** her.

Possible variations of the first conditional

Sometimes instead of **if + present + future**, we may have:

if + present + may/might (possibility)

- If the climate keeps warming, the Arctic **might be** warm enough for swimming.

if + present + may (permission) or **can** (permission or ability).

- If your documents are in order, you **may/can** leave at once. (permission)
- If it stops raining, we **can** go out." (permission or ability)
- if + present + must, should** or any expression of command, request or advice
- if you want to look slim, you **must/should** eat less meat.
- if you want to look slim, you **had better** eat less meat.
- if you want to look slim, **eat** less meat.

When if is used to mean as/since, a variety of tenses can be used in the main clause

Variations of the if-clause

Instead of **if + present tense**, we can have:

if + present continuous, to indicate a present actions or a future arrangement.

- If you are waiting for a bus (present action), you'd better join the queue.
- If you are looking for Peter, you'll find him upstairs.
- If you're staying for another night (future arrangement), I'll ask the manager to give you a better room.
- if + present perfect**

- if you **have** finished dinner, I'll ask the waiter for the bill.
- If she **has** written the letter, I'll post it.
- If they **haven't** seen the museum, we'd better go there today.

The Second Conditional

The second conditional uses the **past simple** after if, then 'would' and the infinitive:

if + past simple, ...would + infinitive

(We can use 'were' instead of 'was' with 'I' and 'he/she/it'. This is mostly done in formal writing).

It has two uses:

First, we can use it to talk about things in the future that are probably not going to be true.

Example:

- If I **won** the lottery, I **would buy** a big house. (I probably won't win the lottery)
- If I **met** the Queen of England, I **would say** hello.
- She **would travel** all over the world if she **were** rich.
- She **would pass** the exam if she ever **studied**. (She never studies, so this won't happen)

Second, we can use it to talk about something in the present which is impossible, because it's not true.

Example:

- If I **had** his number, I **would call** him. (I don't have his number now, so it's impossible for me to call him).
- If I **were** you, I **wouldn't go** out with that man.

Study each situation and complete the sentence below. Decide whether to use a first or second conditional structure.

- 1 According to the weather forecast there is a chance of snow tomorrow. If it _____ (snow), I _____ (need) to buy a pair of gloves.
- 2 Umair is deciding whether to go to France or Spain on his next holiday. If Umair _____ (go) to Spain, he _____ (be) very satisfied.
- 3 Jamal works 12 hours a day. If Jamal _____ (not/be) so busy, he _____ (have) more time for his family.
- 4 Kulsoom is out of work, but she goes shopping every day. If Kulsoom _____ (continue) to go shopping, she _____ (run out) of money.
- 5 Faria and Farzana are best friends. If Faria and Farzana _____ (be/not) best friends, they probably _____ (be/not) living together.

Unit 20

The Farmer's Dog

SLOs

By the end of the unit, the students will be able to:

- make predictions about story line / content, characters, using contextual clues and prior knowledge.
- use dictionary to locate guide words, locate entry words and choose appropriate word definition.
- use appropriate pronoun antecedent relationship and transitional devices within a paragraph.
- analyze story elements : characters, events, setting, plot, theme, tone
- read a story to retell it sequentially and summarize.
- recognize the authors purpose.
- read a text to analyze characters, their motives, actions and emotional responses.
- Present a character sketch orally and in writing.
- give a personal response about characters giving reasons to support the response.
- recognize genres of literature e.g. fiction, poetry, legend, myth.
- write a short narrative in the first or third person.
- recognize and use parenthesis (round brackets) to:
 - enclose numbers or letters in enumeration in the text.
 - express an amount in numbers previously expressed in words.
 - mark off explanatory or supplementary material.
- recognize and use omission marks or ellipses to signify the omission or deletion of letters or words in sentences.

Pre-reading

- ❖ Do you have a pet? If so what kind of pet do you have? Is it very old?
- ❖ What about an animal that is used for work, maybe a horse or dog?
- ❖ Should it be treated differently?

Reading

A farmer had a faithful dog, Motti, who had grown very old, and had lost all his teeth. And one day, when the farmer and his wife were standing together before the house the farmer said, "I will abandon old Motti at the train station tomorrow morning, for he is of no use now."

But his wife said, "No! Let the poor faithful creature live with us; he has served us well a great many years, and we ought to give him a livelihood for the rest of his days."

"But what can we do with him?" said the farmer, "he has not a tooth in his mouth, and the thieves don't care for him at all; to be sure he has served us, but then he did it to earn his livelihood; tomorrow shall be his last day, depend upon it."

Poor Motti, who was lying close by them, heard all that the farmer and his wife said to one another, and was very much frightened to think tomorrow would be



Teacher's guideline

Tell the students that cataphoric reference is an expression that co-refers with a later expression in the discourse for example 'A farmer had a faithful dog, Motti...' (The description faithful dog is provided in advance of the name.)

his last day; so in the evening he went to his good friend the wolf, who lived in the woods, and told him all his sorrows, and how his master meant to kill him in the morning.

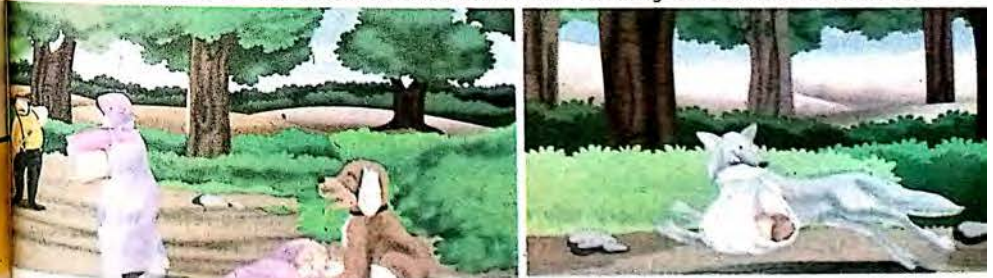
"Make yourself easy," said the wolf, "I will give you some good advice. Your master, you know, goes out every morning very early with his wife into the field; and they take their little child with them, and lay it down behind the hedge in the shade while they are at work. You lie down close by the child, and pretend to be watching it, and I will come out of the wood and run away with it; you must run after me as fast as you can, and I will let it drop; then you may carry it back, and they will think you have saved their child, and will be so thankful to you that they will take care of you as long as you live."

The dog liked this plan very well; and accordingly so it was managed. The wolf ran with the child a little way; the farmer and his wife screamed out; but Motti soon overtook him, and carried the poor little thing back to his master and mistress. Then the farmer patted him on the head, and said, "Old Motti has saved our child from the wolf, and therefore he shall live and be well taken care of, and have plenty to eat. Wife, go home, and give him a good dinner, and let him have my old cushion to sleep on as long as he lives." So from this time onward Motti had all that he could wish for.

Soon afterwards the wolf came and wished him joy, and said, "Now, my good fellow, you must tell no tales, but turn your head the other way when I want to taste one of the old farmer's fine fat sheep."

"No," said Motti; "I will be true to my master."

However, the wolf thought he was in joke, and came one night to get a dainty morsel. But Motti had told his master what the wolf meant to do; so he laid



wait for him behind the barn door, and when the wolf was busy looking out for a good fat sheep, he had a stout cudgel laid about his back, that combed his locks for him finely.

Then the wolf was very angry, and called Motti "an old rogue," and swore he would have his revenge. So the next morning the wolf sent the bear to challenge Motti to come into the wood to fight the matter. Now Motti had nobody he could ask to be his second but the farmer's old three-legged cat; so he took her with him, and as the poor thing limped along with some trouble, she stuck up her tail straight in the air.

The wolf and the wild bear were first on the ground; and when they espied their enemies coming, and saw the cat's long tail standing straight in the air, they thought she was carrying a sword for Motti to fight with; and every time she limped, they thought she was picking up a stone to throw at them; so they said they should not like this way of fighting, and the bear lay down behind a bush, and the wolf jumped up into a tree. Motti and the cat soon came up, and looked about and wondered that no one was there. The bear, however, had not quite hidden himself, for his ears stuck out of the bush; and when he shook one of them a little, the cat, seeing something move, and thinking it was a mouse, sprang upon it, and bit and scratched it, so that the bear jumped up and ran away, shouting out, "Look up in the tree, there sits the one who is to blame." So they looked up, and espied the wolf sitting amongst the branches; and they called him a coward and would not suffer him to come down till he was heartily ashamed of himself, and had promised to be good friends again with old Motti.



Teacher's guideline

Tell the students that anaphoric reference is an expression that co-refers with an earlier expression in the discourse for example: poor motti, who was lying... (Who refers to motti mentioned earlier.)

Glossary

Words	Meanings
dainty	small and delicate in a way that people find attractive
cudgel	a short thick stick that is used as a weapon
rogue	a person who behaves badly, but in a harmless way
swore	to make a serious promise to do something
limped	to walk slowly or with difficulty because one leg is injured
espied	to see somebody/something suddenly
morsel	a small amount or a piece of something, especially food
stout	strong and thick
abandon	to leave somebody, especially somebody you are responsible for, with no intention of returning
livelihood	a means of earning money in order to live
hedge	a row of bushes or small trees planted close together, usually along the edge of a field, garden/yard or road
patted	to touch somebody/something gently several times with your hand flat, especially as a sign of affection
swore	to make a serious promise to do something
espied	to see somebody/something suddenly
scratched	to rub your skin with your nails, usually because it is itching
heartily	with obvious enjoyment and enthusiasm
ashamed	feeling shame or embarrassment about somebody/something or because of something you have done
sprang	to move suddenly and with one quick movement in a particular direction

Exercise

Comprehension

A Answer the following questions:

- 1 How does the author describe the character of the dog, Motti?
- 2 What was the motive of the wolf behind helping Motti?
- 3 How Motti and the cat managed to defeat the wolf and the bear?
- 4 Why did the farmer want to get rid of Motti?
- 5 How did Motti manage to stay at the farmer, despite the fact that the farmer wanted to get rid of him?
- 6 What is the theme and setting of the story?
- 7 Who is your favourite character in the story? Why?
- 8 Suggest a new ending for the story.
- 9 Find a least two anaphoric and two cataphoric references in the text.

Vocabulary

A Use dictionary to find the meaning of the following words. Also find guide and entry words for the following words.

scratch sprang locks plenty sword pretend livelihood

B Find and underline the direct quotations enclosed in quotation marks from the context.

Writing

A Write the story "The Farmer's Dog" in first person describing events and incidents:

B After brainstorming and developing ideas, write a story with the following beginning, also give a suitable title to the story.

A fisherman catches a golden fish. When the fish announces that he is a prince under an evil spell, the fisherman throws him back into the sea. On his return _____

Listening and Speaking

There is a conversation between Alian and Zain. Look how they have used prepositions. Practice the dialogue with a partner.

Alian: Hi, Zain, there is a football match at the stadium.

Zain: Wow! That will be fun for us.

Alian: Yes, really. I will go there by bus.

Zain: That's good. I will in my own car along with my brother.

Alian: Ok, the match will be between HBL Karachi and PAF Peshawar.

Zain: Wonderful. Both the teams are good professional and there will be a tough competition between them.

Alian: Yes, of course. You know PAF Peshawar have national champion trophy with them.

Zain: Yes but HBL Karachi has also some very good players with them.

Alian: Ok, then see you there.

Zain: See you.

Grammar

Punctuation - Parenthesis

To enclose numbers or letter

Example:

- We owe the bank thirty thousand rupees (Rs. 30,000).
- Books in IRMA (Infrequently Requested Materials Area) are still available for patron use.
- The diagram (Figure 1) explains the desired workflow.

To mark off explanatory material

Use parenthesis to enclose asides and additional information that are not part of the grammatical structure of the main clause.

Example:

- Many patrons (mostly freshmen and transfer students) will need a tour of the library.
- Your neighbors (the people who left their broken truck in the middle of the road) are quite annoying.

Enclose numbers or letters in a list

Use parentheses to enclose numbers or letters in a list that is part of the grammatical structure of the clause.

Example:

Prepositional phrases function as (1) modifiers, (2) complements, (3) adjuncts, (4) adverbials, and (5) subjects.

The department is looking for a new manager who (1) can work any shift, (2) will work multiples shifts per day, and (3) is willing to work overtime.

Use parentheses where needed in these sentences.

- I'll get back to you tomorrow Friday.
- Which country countries do you want to visit?
- You put fifty-four 54 books on that shelf.
- If you want to be healthy, you must 1 eat good food, 2 get sufficient exercise, and 3 get adequate sleep.
- We are going to visit Brazil I don't know where this spring.
- I need seven 7 dollars for tonight.

Ellipses

An ellipsis is a set of three periods (. . .) indicating an omission. Each period should have a single space on either side, except when adjacent to a quotation mark, in which case there should be no space.

Example:

If only she had . . . Oh, it doesn't matter now.

