



First Aid Saves Life



Students Learning Outcomes

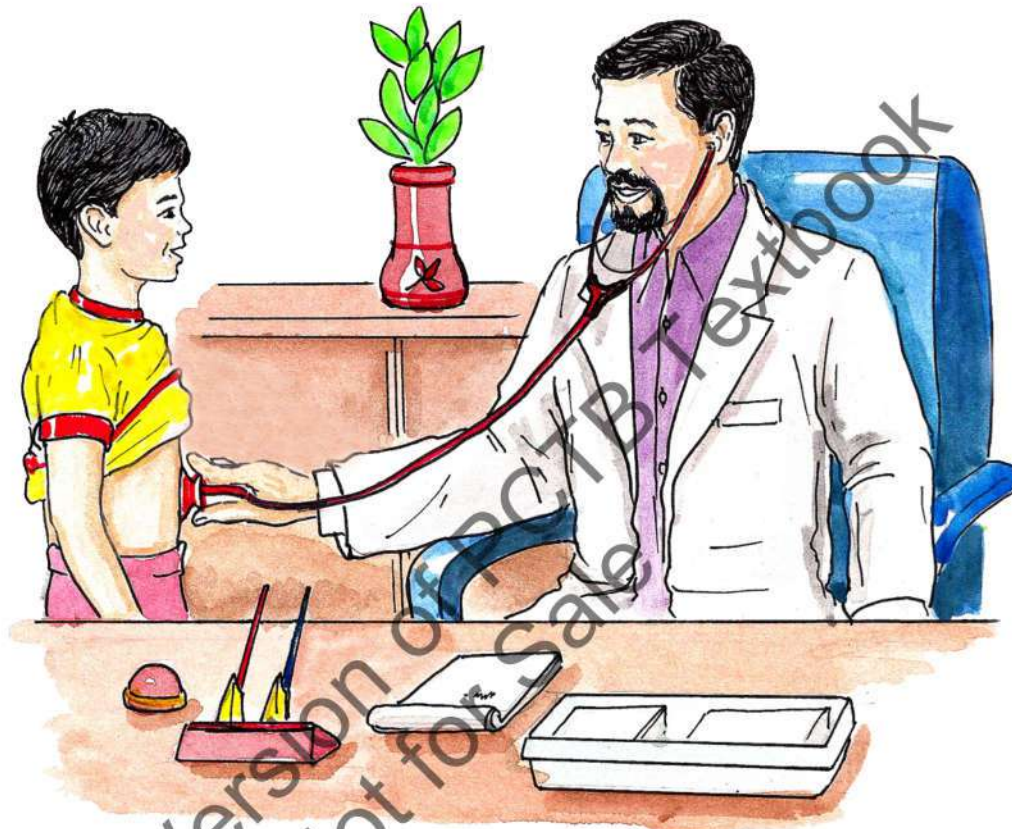
After completing this unit, students will be able to:

- ❖ deduce meaning from context in both short and extended talk on a range of general and curricular topics.
- ❖ speak confidently using complex vocabulary and longer sentences to fulfil different purposes.
- ❖ read and view a variety of reading- age-appropriate and high-interest books and texts from print and non-print sources: narratives (e.g., fables, historical fiction, fairy tales, folktales, realistic stories).
- ❖ comprehend and use simple phrasal verbs (e.g., blow up, get angry) and idioms (e.g., lend a hand, help) in the different texts.
- ❖ demonstrate the use of main verbs and helping verbs.
- ❖ explain functions of different conjunctions/transitional devices used for sequence (e.g., then, while, before).
- ❖ form adjectives from nouns.
- ❖ identify and construct sentences with a comparison clause (e.g., I eat more than you do), with a relative clause (e.g., he is looking for the bag which he has lost).
- ❖ recognise and use the forms and functions of past perfect tense.
- ❖ understand the use of since and for.
- ❖ use aspects of time correctly in speech and writing.
- ❖ punctuate sentences and short paragraphs correctly using capitalization, parenthesis, exclamation marks, full stops, apostrophes and commas.
- ❖ recognise and rectify faulty punctuation in a given text and own work.
- ❖ write a paragraph of free writing for fluency, creativity, brainstorming or pleasure.
- ❖ write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
 - a. orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - c. use a variety of transitional words and phrases to manage the sequence of events.
 - d. use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. provide a conclusion that follows from the narrated experiences or events.



Pre-reading

See the following picture and observe it carefully.



Quick Questions:

- In what ways do you help others? Discuss with your classmates.
- What should we do when we see an accident?



Reading

Tina and her mother were preparing to go shopping. They had a big party that night and for they needed to get groceries to cook a grand dinner. Tina locked the door and rushed out after her mother, and both drove to the super market.

The market was very busy. A great hustle and bustle could be seen everywhere. The bright blazing sun was increasing in heat. Tina and her mother completed their shopping and drove back home.

On their way back, they observed a crowd of people on the road. Tina's mother stopped their car to investigate the matter. They found a woman lying collapsed on the road.

Tina quickly came out of the car and rushed over to her. She moved the crowd away and tried talking to the lady. She constantly checked her breathing and Pulse and asked her mother to call for an ambulance.

While- reading

What would you have done if you were in place of Tina?

She rolled the lady on to her side with her head slanted back to keep her airways open. She put her hands on her chest and provided her 30 uninterrupted chest compressions by using her hands to push down hard and fast in a specific way on her chest. Tina also tried to give her rescue breaths. Tina is a medical student. The crowd closed in again to see what was happening. She requested the crowd to move back so that the lady could get fresh air. She continued the cardiopulmonary resuscitation (CPR) on the lady until the ambulance arrived.

Tina and her mother accompanied the lady to the hospital. The doctor took her to the emergency and saved her life. He appreciated Tina's bravery and intelligence for providing first aid. He said that the lady might have lost her life if timely CPR had not been provided to her. CPR provided the oxygen-rich blood flow to her brain and other organs until proper medical treatment and restored her typical heart rhythm. The lack of oxygen-rich blood could have caused her brain damage in only a few minutes.

Cardiopulmonary resuscitation (CPR) is a lifesaving method that is useful in many emergencies. This can be effective with patients of heart attack or near drowning, in which someone's breathing or heartbeat has stopped.

The lady's family was really grateful to Tina and her mother.

The doctor said that the simplest first aid skill can make a difference but unfortunately, only one in 20 people know what to do in an emergency.



Tina was a live example to follow for everyone. She was praised and appreciated by all.

All of a sudden she became a superhero who had saved someone's life.

Tina also offered her services to train those who were interested in first aid and CRP to the people in her neighbourhood.



Reading Comprehension



Read the meanings of the words below.

Words	Meanings	Words	Meanings
scorching	boiling	compressions	pressures
slanted	turned	drowning	fainting
blazing	burning		



Answer the following questions:

- Why did Tina and her mother go shopping?
- Why did Tina's mother stop the car?
- How did Tina help the lady?
- What did the doctor say to Tina?
- Have you learnt any first aid skill? Did you ever help anyone by using it?

Listening and Speaking

Read and practise the dialogue below.

Teacher: Good morning students!

Students: Good morning teacher!

Teacher: How are you all today?

Students: Fine, thank you, teacher.

Teacher: Are you all ready for your speech competition?

Students: Yes! teacher.

Teacher: Waqar! It is your turn today to present first.

Come in front and begin.



For Teachers:

Help students comprehend the text and enjoy with the help of illustrations.

Teacher: Excellent! Waqar. It was a well-prepared speech. Who will come next?

Sharjeel: Teacher, May I be next?

Teacher: Yes, Sharjeel. You may.

Sharjeel: Thank you, teacher.

Divide students into six groups and ask them to the topic "The Importance of English conversation in our daily life".



Vocabulary

Idioms

An idiom is a saying or expression that says one thing literally but means something else when explored in context.

EXAMPLE

Idioms	Meaning
lend a hand	to provide help
it's raining cats and dogs	it's raining hard
kill two birds with one stone.	get two things done with a single action
bread and butter	someone's livelihood
down to earth	simple, decent, realistic, and practical.
hit the sack	go to sleep
no pain, no gain	you must work for what you want.



Write sentences using the below idioms.

lend a helping hand

it's raining cats and dog

down to earth

For Teachers: Help students to answer the questions with the help of the text. Also, learn new idioms and their uses.



Grammar

Use of Main Verb and Helping Verb

Main Verb

The **main verb** is the one that tells you the main action of the subject. It can stand alone in sentences or can be used with an auxiliary verb.

EXAMPLE



She **ate** a pie.



Rafia **bakes** cookie.

In the above sentences, 'ate' and 'bakes' are the main verbs. Here these words stand alone.

Helping Verb

Helping verbs work together with the main verb. They are also called auxiliary verbs.

For example, is, am, are, has, have, had and etc

EXAMPLE



I **have finished** my work.



She **is helping** her mother in cooking.

In the above sentences 'have' and 'is' are the helping verbs, and 'finished' and 'helping' are the main verbs.

For Teachers:

Encourage students to learn the proper use of the main verb and helping verbs.



Identify the main verb and helping verb in the following sentences.

- She is leaving.
- I am doing my work
- They have decided to advertise.
- Frank played tennis when he was 12.
- I had seen the movie before.

Conjunctions and Transitional Devices.

Conjunctions	Transitional Devices
1. Conjunctions are words that connect two phrases or clause.	1. Transitional devices are words or phrases that indicate the relationship between two sentences or paragraphs.
2. Connect two clauses.	2. Connects two sentences or paragraphs.
3. Removal of a conjunction from a sentence will affect the grammar of the sentence	3. Removal of a transitional device from a sentence will not affect the grammar of the sentence
Conjunctions and, but, because, if, after and etc.	Transitional words before, while, then, as a result and etc.
Examples: • I like mangoes and apples. • I am hungry but the fridge is empty. • Let me know if you go to school.	Examples: • Before leaving, turn off the fan please. • I fell asleep while studying at my desk. • Then, I want to go home.



Complete the sentences by putting 'conjunctions' and 'transitions words' in the following statements.

- _____ you go home, make sure to switch off the lights of the office.
- I like grapes _____ bananas.
- Let me know _____ you want to go home early.
- I was eating snacks _____ enjoying a movie.

For Teachers:

Help students with the use of conjunctions and transitional devices through more examples.

Form Adjectives from Nouns

We can form adjectives from nouns by **adding suffixes to a noun**. The **adjectives** that are formed by adding -y or -al or -ial or -ish or -ic as a suffix are given below in the table. If the noun has an 'e' in the ending, it is removed and -y or -al or -ial is added as a suffix to the noun to form an adjective.

Suffix	Noun	Adjective
-y	luck	lucky
-al	accident	accidental
-ial	finance	financial
-ish	child	childish
-ic	artist	artistic



Write Down the Adjectives of these Noun

Noun	Adjective
length	
nature	
magic	

Comparison Clauses and Relative Clauses

Comparative Clauses

A comparative clause is a type of subordinate clause that follows the comparative form of an adjective or adverb and begins with *as*, *than*, or *like*. As the name indicates, a comparative clause expresses a comparison.

EXAMPLE

- Her smile was as bright as sunshine.
- My house is bigger than yours.
- The room smells like flowers.

For Teachers:

Help students learn the types of clauses and their use.



Complete the sentences below with appropriate comparative structure.

- He is better _____ his brother.
- I am just as stubborn _____ my mum.
- She looks _____ her mother.

Relative Clauses

A relative clause is a subordinate clause which specifies or gives information about a person or thing. Relative clauses come after a noun or pronoun and, in English, often begin with a relative pronoun such as **'who', 'which', or 'that'**.

EXAMPLE

- The boy who is eating pizza is my brother.
(Here, 'who' is the relative clause)
- He is looking for a bag which he has lost.
(Here, 'which' is the relative clause)



Rearrange the relative clause in the correct order.

- Fruit/on/that/not/fresh/the/is/the/table
- _____
- bag/which/has/he/lost/looking/for/a/he/is
- _____

Past Perfect Tense

Past perfect tense is used for past actions, already finished when another past action happened. It also use for unreal and imaginary things, wishes in the past.

Affirmative: Subject + had + past participle form of verb.

Negative: Subject + had + not + past participle form of verb.

Interrogative: Had + subject + past participle form of verb?

EXAMPLE

- The players had lost heart before the match even finished.
- The players had not lost heart before the match ended.
- Had the players lost heart before the match finished?



Write these sentences with negative and interrogative forms in your notebooks.

- She had drawn a good landscape.
- He had eaten all the snacks.
- We had played video games.



Use of 'For' and 'Since'



Read the given text below and understand the use of 'for' and 'since'.

For	Since
We use for to talk about the length of time, a period of time.	We use since to talk about a point in the past, a specific point in the past.
FOR + time period FOR + number + time word	SINCE + starting point SINCE + date and time.
Example seven minutes eight years three weeks 3 centuries 5 months ever	Example 8'o clock Monday 1st July December 1994 beginning of time
Sentences • She has been in prison for 6 months. • You have played football for ten years.	Sentences • He has lived here since 1993. • I haven't ridden a horse since I was 9



Complete the sentences by using 'FOR' and 'SINCE'.

- They've lived in America _____ 2004.
- My friend has been ill _____ a long time.
- We have had this car _____ 1995.
- We have been working in his office _____ three years.
- Ahmad has studied _____ two hours.



Punctuation

Parentheses ()

Parentheses are punctuation marks that always come in pairs. We use parenthesis to enclose additional information, non-essential information to clarify, explain or add a side note in a sentence.

EXAMPLE

- I went to the cinema to meet Murtaza (my younger brother).
- I lost my phone (an iPhone 11) on my way home from school.
- I miss Mujeeb (my best friend) every day.



Use parentheses () where needed in these sentences.

- I'll get back to you tomorrow Friday.
- You put fifty-four 54 books on that shelf.
- We are going to visit Lahore a city of Pakistan this spring.
- City college for Women University CCWU is one of the famous Universities of Punjab.
- I am going to visit my grandma my dad's mom today.



Writing Skill

Informal Letter Writing

Parts of an Informal Letter:



Read the given parts in an informal letter.

Address: Address is always written on the top left corner.

Date: Date is mentioned under the heading.

Salutation: Salutation is the complementary words used to address the person.

Body: It is the main message of the letter. It is written in the form of paragraphs.

Closing: The first letter of the closing line is always capitalised.

Signature: The name of the sender is written to end the letter.

address — 123, A Block,
XYZ,

date — March 4, 2022

salutation — Dear Saad,

body

I hope you are doing well now. I received your letter yesterday and got to know about your father's health. I hope uncle is recovering well from the covid-19 infection. I became really worried when I came to know he had been infected. Give him healthy food even if he doesn't like it. He will be better soon.

I wanted to share some information with you on covid-19 that I have received from my uncle, Dr. Zian. The most common symptoms of covid are cough, sore throat, fever, cold, and fatigue. So if anyone at your home have these, immediately visit a doctor. In Pakistan, usually people try to cure themselves by using different home remedies. We can use these remedies as a precaution to avoid infection but we cannot use them as treatment. Be safe and healthy. Please let me know if you need any kind of help. I will always be there. Convey my regards to Aunty and Uncle.

With Love,

closing — Kaleem

signature —



Write a letter to your friend to invite him to a birthday party or write a letter to your parents to tell them about your new school.