

UNIT 5 HEALTHY LIFE STYLE

What will I learn?

5.1 Reading

- Use pre-reading strategies to predict the content of a text from the title/ key words by using prior knowledge, asking questions and using contextual clues.
- Skim Text to have a general idea of the text.
- Infer themes/ main idea.
- Deduce the meaning of difficult words from context.
- Scan to answer short questions
- Make simple inferences using the context of the text
- Organise information using various organizational patterns

5.2 Listening and Speaking

- Express satisfaction and dissatisfaction politely.

5.3 Language Practice

- Identify and use simple and compound sentences.
- Revise the rules of and change the narration of statements, exclamations, wish, promises and hope

5.4 Writing

- Write a descriptive essay
- Clearly fill in various types of forms requiring basic information

5.5 Study Skills

- Use appropriate expressions and interviewing techniques to conduct and give short informal interviews to a friend on specific topics

5.6 Fun

- Creating a word chain

UNIT 5.1 READING COMPREHENSION

Pre-Reading

Work in groups of three and write down at least three health-related problems that people in your area face. Also, list down what steps should the people take to protect themselves from some of these problems.

Write these in your notebook in the format given below.



HEALTH PROBLEMS

Problem 1

Steps for protection:

Reading Text

Health Problems Caused by Mosquitoes

Malaria, dengue, and chikungunya, all three diseases are spread by mosquitoes. The symptoms of all these diseases are so similar that it can be quite difficult to identify them for sure without laboratory testing. But it is important to find out what the exact disease is for it to be properly treated. Let us try and understand something about the causes, signs and symptoms, similarities and differences, and the prevention of these diseases.

Malaria

Causes

Malaria is caused by plasmodium, a single-celled parasite, often transmitted by infected mosquitoes. It is injected into a person's circulatory system through the saliva of the mosquito.

UNIT 5.1 READING COMPREHENSION

The parasite infects the red blood cells until they burst. Then, the newly developed plasmodium from the burst red blood cells spreads and infects more red blood cells throughout the body, thus killing all the cells. This can lead to severe liver infection. Sometimes the infected red blood cells become "stickier" than usual and clot easily, which can lead to stoppage of blood flow to the brain causing cerebral malaria.

Signs and symptoms

Malaria is recognised through high fever. The temperature may reach as high as 40 °C (104 °F). Fever is often accompanied by chills, and may also include sweating. Patients may also suffer from constipation, kidney dysfunction and disorientation.

Dengue

Causes

There are four types of dengue viruses, all of which are spread by mosquitoes. An infected mosquito spreads the virus through its saliva when it bites. Dengue can also be transmitted from one human to another. For example, infected blood used in a blood transfusion can cause dengue. It can also be caused by organ donation and can even be transmitted from the mother to the child.

Once the virus enters the body it circulates around the body, attacking white blood cells and other antibodies, thus affecting the immune system. The virus further replicates within the cell until the cell bursts and dies. The death of the white blood cells results in leakage of other fluids from the cells, leading to low protein, fluid in the lungs and in the stomach area, low blood pressure, shock, and eventually death.

Signs and symptoms

High fever is followed by severe body pain. Pain behind the eyes and decreased urine output is also common. Dengue-related eye pain often increases with bright light. Patients may also feel respiratory difficulties and intense headache. As the fever decreases, skin rashes may start to appear.

Another symptom is excessive bleeding, as the virus attacks the capillaries, the smallest blood vessels in the body. When the capillaries burst, blood escapes

UNIT 5.1 READING COMPREHENSION

from the blood stream. In severe cases, bleeding is common in the nose and gums. The loss of blood can lead to decreased blood pressure, and may, eventually, lead to internal bleeding, shock, and death.

Chikungunya

Causes

This virus is also transmitted through mosquitoes. These mosquitoes live and breed near stagnant or polluted water and infect humans with their bite. Although the disease is not contagious, it can spread from an infected person to others if the mosquito feeds on the infected person first and then bites other people.

The chikungunya virus infects the muscle cells of the body. It stays there and reproduces until the cell dies. It then finds a new host cell to infect.

Signs and symptoms

Chikungunya usually attacks the muscles, joints, skin, connective tissues, and even the central nervous system. It is usually accompanied by fever and skin rash. The skin rashes are almost identical to the dengue rashes. The patients may also suffer from headache, nausea and vomiting. Because the virus destroys cells in the muscles and joints, patients experience muscle weakness and joint pain, which can be severe. Partial loss of taste is also reported by many chikungunya patients.

The disease is rarely fatal and the virus remains in the system for 5-7 days. Once one recovers from this infection, one is immune to it for the rest of one's life.

Similarities and Differences in the Signs and Symptoms of the Three Diseases

The chikungunya virus is transmitted by the same mosquitoes that spread the dengue virus. Both chikungunya and dengue have almost identical symptoms and disease processes; so much so that one can be mistaken for the other. Both display joint pain; however, joint pain and inflammation caused by

UNIT 5.1 READING COMPREHENSION

chikungunya are more intense and pronounced. On the other hand, low platelet count, high bleeding risk, and pain behind the eyes are the main symptoms of dengue.

The main symptoms of malaria are chills/shivering, followed by fever/sweating. These symptoms usually occur every two days.

Prevention

Since there are no vaccines or medical ways to prevent these diseases, here are a few useful suggestions for protecting oneself from these diseases:

- ❖ Wear clothes that will keep you fully covered
- ❖ Use net coverings
- ❖ Live in hygienic surroundings
- ❖ Ensure that there is no stagnant water, whether clean or dirty, in your locality, not even in uncovered buckets, pots, cans or other things
- ❖ Apply good quality mosquito repellent lotion or any one of the natural repellent products
- ❖ Take extra precaution from dawn to dusk
- ❖ Seek medical help as soon as possible

All these diseases, that is, malaria, dengue and chikungunya affect a person's health. They affect the quality of one's work because it takes some time to recover from the weakness caused by them. Since they are all preventable and curable, it is important that we take all possible steps to protect ourselves and our family from these diseases. Moreover, we should seek immediate medical help if we observe symptoms of these diseases because the earlier they are treated the quicker is the recovery.

While Reading

Exercise 1

Tick the right answer. The text is about:

- a) The life cycle of a mosquito
- b) Different kinds of dangerous mosquitoes
- c) Diseases caused by mosquitoes
- d) Use of pesticides for mosquito control

UNIT 5.1 READING COMPREHENSION

Exercise 2

Circle the diseases mentioned in the text

tuberculosis	diphtheria	cholera	yellow fever
jaundice	malaria	tonsillitis	chikungunya
hepatitis	dengue	influenza	cerebral malaria

Vocabulary

Exercise 3

Read the text. Find the following words and underline them.

parasite	transmitted	saliva	clot
chills	constipation	dysfunction	disorientation
transfusion	antibodies	immune	respiratory
stagnant	contagious	nausea	fatal
display	inflammation	intense	pronounced

Next, work with a partner and try to guess their meaning from the context. After you have discussed the meanings of all these words, check your answers from the glossary given at the end of this book.

Exercise 4

Work in pairs and see how many of these words you can use in your own sentences. The pair that will make the most correct sentences will be the winner.

Exercise 5

Read the text and select the correct answer from the options given.

1. It is important to find out what the exact disease is so that
 - a. the patient can rest
 - b. we can tell everyone about it
 - c. it can be treated properly
 - d. the patient can decide what to do

UNIT 5.1 READING COMPREHENSION

2. The malaria parasite attacks the
 - (a) white blood cells
 - (b) brain
 - (c) stomach
 - (d) red blood cells
3. Once the dengue virus enters the system it affects the
 - (a) immune system
 - (b) digestive system
 - (c) circulatory system
 - (d) nervous system
4. In severe cases of dengue, bleeding may occur in the
 - (a) eyes and ears
 - (b) brain
 - (c) stomach and intestine
 - (d) gums and nose
5. Chikungunya patients usually have fever with
 - (a) shivering
 - (b) rashes
 - (c) bleeding
 - (d) chills

Post Reading

Exercise 6

Read the text and complete the following table in your notebooks.

Disease	Source(s) of Transmission	Organs/ Cells Attacked	Symptoms

Exercise 7

Discuss the following questions with your partner and write down the answers in your notebook.

1. What are the most common diseases caused by mosquito bites?
2. Which specific part of the body becomes highly infected in Cerebral Malaria?
3. What can lead to severe liver infection when one has malaria?

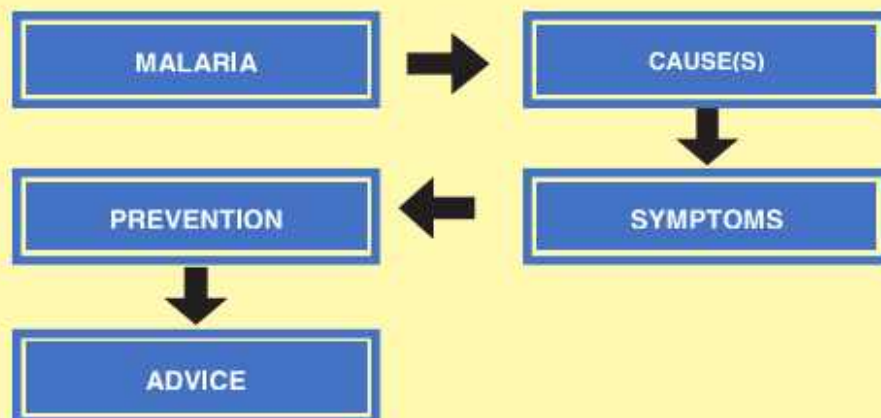
UNIT 5.1 READING COMPREHENSION

4. How is the immune system affected through dengue?
5. How often can one get infected with chikungunya? Why?
6. Which two of the three diseases have similar symptoms? What are these?
7. How often does one have fever and chills when one has malaria?
8. How do all these diseases affect our life?
9. How can we protect ourselves from these three diseases?
10. What should we do if we want to recover quickly from these diseases?

Exercise 8

You have heard on the news about the spread of malaria, dengue and chikungunya in the nearby villages. You talk to your classmates and all of you decide to launch a campaign in your area to create awareness about these diseases. What will you do?

Work in groups of three. Each group should develop a flow chart of one disease: malaria/ chikungunya/ dengue that will help you create awareness amongst your friends and neighbours about the diseases. You can follow the flow chart given below.



Note for Teachers: Divide the students in groups, with at least four students in each group. You can number all the groups as 1, 2, and 3. All number 1 groups should be asked to develop a flow chart on malaria, number 2 groups on dengue and number 3 groups on chikungunya. Tell them to follow the flow chart given above.

UNIT 5.2 LISTENING AND SPEAKING

Focus: *Express satisfaction/ dissatisfaction (fully and partially) politely*

Exercise 1

Work in pairs. One student should take the role of Shama and the other that of Ahmer. Practise the dialogue given below orally; do not read it. After practising it two to three times, switch roles and practice again. Add one more dialogue of your own.

Ahmer: Are you satisfied with the way the teacher explained the poem today?

Shama: Well, to tell you the truth, I didn't really understand what he explained. I still have a number of things to ask him. What about you?

Ahmer: No, I'm dissatisfied. I don't think the teacher was prepared. But yesterday he explained the vocabulary very well. What do you say?

Shama: You're right. The class was fun. I loved the way he made us all get up and move around to find the right meanings.

Ahmer:

Shama:

Expressing satisfaction

I'm/ I was extremely happy with.....

I really enjoyed

I loved the way in which

I am / was very satisfied with

Expressing dissatisfaction

I'm not/ I wasn't happy with.....

I am/ was very disappointed with.....

I don't/ didn't like the way.....

I am/ was very dissatisfied with

Note for Teachers: Walk around and encourage the students to say the dialogue orally. Initially they may look at the dialogue before saying it, but then they should speak, not read. Guide them in adding their own sentences expressing satisfaction/ dissatisfaction.

UNIT 5.2 LISTENING AND SPEAKING

Exercise 2

Work in pairs. Use one of the contexts below to practise expressing both satisfaction and dissatisfaction. Discuss what each one of you will say and practise dialogue. Each pair will be asked to role play their dialogue in front of the class. Each one of you should speak 3-4 sentences.

You may use the phrases given in the boxes or use any other expressions to show your satisfaction/ dissatisfaction. Both of you should express your views.

- 1) Sharif and Rayan took a train to Multan. They had reserved seats in the air conditioned compartment. Mostly, things were very good and the seats were comfortable. However, when the train started, they found that the air conditioning wasn't working. They called the caretaker and told him about their satisfaction with some of the things and expressed dissatisfaction with the air conditioning.
- 2) The power supply system in your area is generally good. When you have a problem and complain, the issue is solved in a timely manner. However, there has been a power breakdown around your neighbourhood for 48 hours and the problem has not been solved in spite of repeated complaints. You and a group of neighbours go to the electricity department to complain. A spokesman has been identified from your group for talking to the person at the complaint centre. Remember to express satisfaction with things generally and dissatisfaction currently.
- 3) You are a teacher in the school. Your student, Khalid, usually does very well in all the tests. But in the last couple of tests his performance has been unsatisfactory. Call him and express your satisfaction with his work generally and dissatisfaction with the way he has been performing lately. Ask him how he feels about his own progress.

Note for Teachers: Divide the students in pairs. Ask each pair to call out a number from one to three. Each pair should use the context according to their number and practise expressing both satisfaction and dissatisfaction, according to the given scenario. Those who called out number one will work on context one, those who called out number two will work on context two, and so on.

Tell them to discuss what each one of them will say and practise the dialogue. Once they have practised, call each pair to come up and role play their dialogue in front of the class.

UNIT 5.3 LANGUAGE PRACTICE

Simple and Compound Sentences

In English, we use three main types of sentences: simple, compound, and complex. Use of a variety of sentences makes the writing more interesting. Here we will discuss two types of sentences, simple and compound.

A **Simple Sentence** has one subject and one predicate.

My mother is a good cook.

In a **Compound Sentence** two complete sentences are joined together by a *comma + conjunction*: *and, but, for, because, or, nor*, etc.

My mother is a good. She cannot stitch well.

Exercise 1

Look at the sentences in the table below. Against each sentence put a (✓) mark in the column that identifies whether it is a simple or a compound sentence. The first one has been done for you as an example.

No.	Sentence	simple	compound
1	This year has started on a positive note for the students.	✓	
2	The classrooms smell of fresh paint, as they were painted during the holidays.		
3	The students love the newly painted classrooms, and they like the newly polished desks.		
4	Their motivation has increased and their enthusiasm is clearly visible.		
5	Most of the students come to school regularly now.		
6	They actively participate in various class activities.		
7	The students enjoy being outdoors, because they all like sports activities.		
8	They are happy with the new look of the school, but they are not happy with the sports facilities that they have.		
9	They have requested their principal for better sports and game facilities.		
10	The students are hopeful that they will have good facilities soon, because their principal has promised that new play grounds will be developed.		

UNIT 5.3 LANGUAGE PRACTICE

Exercise 2

In the exercise given below, join the two sentences to form a compound sentence, using any conjunction: and, but, for, because, as, so, or, nor, etc.

Write the compound sentences in your notebook. Compare your answers with your partner's answers and make any changes, if needed.

- a. Najma and Rehana studied very hard. They both got A grades in their exams.
- b. Her father is a pilot. He has flown many different types of planes.
- c. Our car is very old. Its engine is in good condition.
- d. The boys were playing cricket. It was the first day of their summer vacations.
- e. My brother is a good artist. He cannot sing at all.
- f. You may buy only a new dress now. You may buy a new dress and new shoes next month.
- g. The baby cannot walk. The baby can crawl very fast.
- h. I love gardening. I can grow my own fresh vegetables.
- i. The flowers in this pot are very colourful. The flowers in your garden have a lovely fragrance.
- j. This book is very informative. It is also very interesting.

Exercise 3

Work in pairs and write sentences in your notebooks by following the steps given below.

Step 1: Write 8-10 simple sentences about the people and things in your classroom.

Our classroom is very big.

Samir is reading a book.

Step 2: Write one more simple sentence for each of the sentence that you have written, as given in Exercise 2 above.

Our classroom is very big. It does not have enough light.

Samir is reading a book. He seems to be enjoying it.

UNIT 5.3 LANGUAGE PRACTICE

Step 3: Join the simple sentences to form compound sentences.

Our classroom is very big, but it does not have enough light.

Samir is reading a book, and he seems to be enjoying it.

Exercise 4

Sabiha keeps repeating the same words in her letter to her friend Munira. Help her write a mix of simple and compound sentences to make her writing interesting.

Work in pairs and rewrite the letter in your notebooks. Decide which parts should be simple sentences and which should be compound sentences. You may remove some of the words that you think are not needed or replace some of them.

Sabiha's letter to Munira.

I have some exciting news for you about my town. There is a 'Housing boom!' in our town. Builders are building new houses. They are planning to build at least 300 new houses. These houses are small. They can easily accommodate single families. The houses will be mainly two storeyed. The people of our town are really excited. The people of our town think that the town needs new people and new business. It will be nice to have new people and new friends.

More people will mean more progress for our town. More people will require more facilities. New roads will have to be built. More transport facilities will be required. We will have to build more schools. We will also need to build more colleges. The town will need more shopping areas. The town will also have to provide other facilities. New water and electricity facilities will have to be provided.

Some people are not so happy. They feel that more people will make the town crowded. There will be more electricity problems. There will be more pollution. There will be more garbage in the town. There will be more vehicles and factories. Travelling in the town will take a longer time. There will be more traffic.

UNIT 5.3 LANGUAGE PRACTICE

The houses will be built soon. The houses are expected to be built within two years. Many people are interested. Many people want to buy a house in our town. The town is being connected to the port through a new highway. The town is near a river. Water can be supplied easily to the town from the river. Many people have already selected their property. There are still properties available. Those interested in buying a house should hurry. All the houses will soon be sold. People can contact the builders. The builder's office can give them more details.

REVISION: Change the narration of statements, exclamations, wishes, promises and hopes

You have learnt the rules about changing statements, requests and orders in earlier classes. Here are some basic rules once again.

Tense Rules for changing from direct to indirect

Direct Speech	Indirect Speech
present simple / present continuous / present perfect / present perfect continuous	past simple / past continuous / past perfect / past perfect continuous
past simple / past continuous / past perfect	past perfect / past perfect continuous / past perfect
past perfect continuous	past perfect continuous

Exclamations, Wishes, Promises, Hopes

Direct Speech	Indirect Speech
said + exclamation mark	exclaimed
said + wish	wished
said + hope	hoped
said + promise	promised

UNIT 5.3 LANGUAGE PRACTICE

Exercise 5

The following exercise has some statements, exclamations, wishes, hopes and promises in direct speech. Change them from direct to indirect speech and write them in your notebooks. Once you have completed, discuss your answers with your partner.

1. "I have many friends and I have to invite all of them tomorrow," said Abid.
2. Reshma said, "I hope I will get admission in the medical college this year."
3. "I wish I had ten hands and a hundred fingers to do all this work," said Feroza.
4. The student said, "I promise I will do my homework regularly from today."
5. "They want to buy a new car," said the lawyer, "but they don't have any money."
6. "We hope we will be able to get permission from our parents," said the children.
7. "I never thought that a son of mine would get such bad marks!" said his father.
8. The blind boy said, "I wish I could see this interesting match on the television."
9. "Next week, we promise, we will clean the whole house," the children said to their parents.
10. "Our team has won the champion's trophy here for the first time!" said the coach.

Note for Teachers: Remind the students about the rules related to the narration of statements, exclamations, wishes and hopes learnt earlier. Some of the key rules are mentioned in the given boxes. Use some additional examples to explain the rules. Then ask the students to do the exercises.

UNIT 5.3 LANGUAGE PRACTICE

Exercise 6

Work in pairs, read the following story and put all the direct speech sentences into indirect speech. The story has statements, exclamations, wishes, promises and hopes. Make sure you follow the rules related to changing these different types of sentences.

Avoiding Criticism

Nasrudin and his son were travelling with their donkey. Nasrudin preferred to walk while his son rode the donkey. Soon they passed a group of bystanders, and one of them said, "This boy is so selfish. He is riding on a donkey while his poor old father is forced to walk alongside."

"This is so disrespectful," said another man. "What a horrible and spoiled child!"

Nasrudin and his son felt embarrassed, so they changed places – this time Nasrudin rode the donkey while his son walked. "I hope I am doing the right thing now," he said to himself.

Soon they passed another group of people. Seeing them, one of them exclaimed, "The poor young boy has to walk while his selfish father is riding the donkey! He is a heartless parent!"

Nasrudin was upset to hear this. "I wish people would mind their own business," he said.

Since he wanted to avoid any further comments, he decided that both he and his son would ride the donkey at the same time. As they both rode, they passed another group of people. "That man and his son are so cruel," one bystander commented. "They are forcing that poor donkey to bear the weight of two people. They should be put in jail for this act."

Nasrudin heard this and told his son, "The only way we can avoid people's comments is that we both walk."

"I suppose you are right," the son replied.

UNIT 5.3 LANGUAGE PRACTICE



"I promise, nobody will be able to say anything to us as we are doing the right thing this time," said Nasrudin happily.

So they got off the donkey and continued on foot. But as they passed another group of people, they heard them laughing. "These people are so stupid that both of them are walking

in this heat and neither of them is riding the donkey," they said. "What foolish people they are!"

UNIT 5.4 WRITING

Descriptive Essay: Further Practice

A descriptive essay describes a person, place or thing. It includes important details about the person, place or thing in such a manner that the readers can create a picture in their mind about the object being described.

In Unit 1.4 you were asked to write a descriptive essay describing a place. Now you have to write a descriptive essay describing a person.

Exercise 1

Work in pairs and write a descriptive essay of at least four paragraphs, on one of the following topics in your notebook:

1. My favourite Aunt / Uncle
2. A teacher that I remember
3. Our school principal
4. My grandmother/ grandfather

First, read and discuss the box in Unit 1.4 once again for tips on how to describe people. Next, follow the guidelines in exercise 2 of unit 1.4.

After you have written your essay, exchange your notebooks with another pair. Read each other's essay and give critical feedback. Incorporate the feedback received and rewrite the essay in your notebook.

Filling a simple form

Exercise 2

Read the brochure below and complete the form given below it.

UNIT 5.4 WRITING

Celebrating Health Day in School

Attention Students!

We are having a Health Day celebration in school. It will be a fun-filled event for all students and their families.

Date: April 07, 2017

Time: 8:30 am – 2:00 pm

Venue: Our School

Activities:

- ❖ Health information talks
- ❖ Short films
- ❖ Medical check-up
- ❖ Eye test
- ❖ Blood grouping
- ❖ Dental check-up
- ❖ Weight and height measurement
- ❖ Information leaflets on health and hygiene.
- ❖ Health and nutrition information

Fill in the form below to register for this FREE Health Day celebration. You may invite your family and friends to this celebration.

Health Day Registration Form

Health Day Celebration

Registration Form No. _____

USE BLOCK LETTERS TO FILL THIS FORM

Name: _____ S/o, D/o _____

Father's CNIC No: _____

Address: _____

Class: _____ Section _____ Roll No _____

Age: _____ Gender: _____

Activities that you are interested in: _____

Number of people who will accompany you: _____

UNIT 5.5 STUDY SKILLS

Note: For acquiring additional language skills. Not to be formally assessed.

Informal interviews

In an interview, one person asks questions to find out some answers, while the other person responds to these questions. Friends sometimes interview each other in an informal manner to understand an issue or problem that one of them is facing.

If you have to informally interview a friend on a specific topic, here are some tips that can help you.

Prepare and ask
relevant questions

Use appropriate
reciprocal language
effectively

Take notes and
compile the responses

Display appropriate
body language and
posture

*Listen attentively
to the question;
seek clarification,
if needed*

*Choose your
words carefully
while answering
the questions*

*Make sure that
the interviewer
understands what
you are saying*

*Use correct
intonation and
display appropriate
body language*

Similarly, for giving an informal interview, here are some basic tips:

Note for Teachers: Ask the students to silently read the above tips. Then discuss them with the entire class, one by one. Invite students to add any other points that come to their mind.

UNIT 5.5 STUDY SKILLS

Exercise 1

Work in pairs and ask each other the following questions. One student should play the role of student A and the other of Student B. First, read the dialogue below and think of the answers that you will give to each other, then, start asking the questions. The student asking the questions should note down the answers given.

- Student A:** You look quite stressed, what's the problem?
Student B: The problem is *that we are short of money and I can't pay my fees.*
Student A: Since when have you been worried?
Student B: Ever since my father told me that
Student A: Have you talked to anybody about this?
Student B: No, I don't know
Student B: Who do you think I should talk to?
Student A: Well, you could talk to Maybe, someone can help.
Student B: What should I do in the meantime?
Student A: You should
Student B: Do you think I will be able to arrange something?
Student A: I'm sure

Exercise 2

Work in pairs and select one of the following situations for an informal interview, or you can think of another situation by followed by the above situation.

- Your friend has severe fever
- Cleanness of toilets in schools
- Your brother wants to buy a mobile phone

Now follow these steps:

- Discuss how you will deal with the situation
- Prepare three to four questions that you will ask your partner
- Informally interview each other
- Prepare notes on the basis of the answers that you receive
- Report to the class

Note for Teachers: As the students are doing Exercise 1 and 2, walk around and guide students, if they are having any difficulty. Provide hints, where needed, to help students proceed with the task

UNIT 5.6 FUN

Note: For having fun with language. Not to be formally assessed.

Vocabulary building

Work in groups of four. The teacher will put one word on the board and you will have to write a new word beginning with the last alphabet of the previous word. You cannot repeat the words. Your word should have minimum four letters.

The group with the most correct words will be declared the winner. You have ten minutes to do the task.

Example: chain → number → ring → grow →
elephant → think →

In this example you can see that the last alphabet in the first word 'chain' is 'n', so, the next word has to begin with 'n', 'number'. The last alphabet is 'r' so the next word begins with 'r', 'ring', and so on.

Follow these steps:

1. Work in groups of four
2. Select the person who will write the words on the paper
3. Also decide who will go and read the words
4. Take a piece of paper
5. Write the names of all four group members on it
6. Copy the word that the teacher writes on the board
7. Start writing the words
8. Make sure every group member participates

Note for Teachers: Divide the class into groups of four. Using the given example, explain to the students what they have to do, so that all the students understand the rules. Ask them to select two persons from their group: one will write the words on the sheet, the other will read the words in front of the class.

Write any word with five or more letters on the blackboard. Check the time and tell the students that they have 10 minutes in which to write as many chain words as they can. Tell them that they can use a word only once.

After ten minutes, collect the paper from all the groups. Ask one student from each group to come and read their words in front of the class. Remove all incorrect words as they are read.