

ENGLISH

X



PUNJAB CURRICULUM AND TEXTBOOK BOARD, LAHORE

Introduction

English for Grade X follows the guidelines of National Curriculum 2006. An effort has been made to include the Competencies, Standards and Benchmarks mentioned in the curriculum document. The basic requirements of Reading and Thinking Skills, Writing Skills, Oral communication Skills and Formal and Lexical Aspects of language have been incorporated in all units. The activities allow students to work individually, in pairs, in small groups and then in class discussion using a variety of learning styles. The activities also encourage students to accept other people's ideas, to share knowledge and opinions and gain confidence in expressing themselves. The textbook contains the following components.

Reading Material

The reading material comprises a variety of text types e.g. interpersonal, expository, descriptive, narrative, argumentative and literary texts. The chosen material is contemporary and reflects the specified themes. All reading material in the textbook requires learners to work at a level slightly above their receptive ability, only then they may be stimulated enough to stretch themselves cognitively. The learners are also provided opportunities for understanding expressive and narrative texts, and once initiated into this process they will be able to seek enjoyment through extensive reading on their own.

Pre-reading

The pre-reading section introduces students to the subject matter under discussion and gives them an opportunity to express their own experiences, views and understanding of the topic. This activity will also help the teacher to evaluate the level of oral competency each student has attained.

While-reading

Being an active reader is a crucial part of being a lifelong learner, therefore a number of while reading activities are designed. This section helps in recognizing the patterns of text organization through skimming, scanning, making inferences, deducing meaning from context, inferring meaning and generating questions to understand text.

Vocabulary

This section explores the use and purpose of word roots, contextual clues, phrases, transitional devices, similes, connotations and denotations etc. The variety of vocabulary exercises encourages students to have confidence in exploring and using new vocabulary. At this stage, the dictionary and thesaurus are their constant companions.

Reading Comprehension

If students are to become independent learners, they need to acquire thinking skills to enhance their study skills. Thinking creatively, sorting fact and opinion, problem and solution, cause and effect, recognizing consequences, defining alternative view points, comprehending and interpreting texts by applying critical thinking strategies which will help students significantly in their school work. In addition, students will answer literal, factual, interpretive, inferential, evaluative, personal response and open ended questions. Within these set of questions a variety of learning opportunities is offered, including individual and group work.

Grammar

This section provides contextualized as well extended activities on a particular grammatical item to encourage students to apply their knowledge of its rule. The rule is based on understanding and using the principles of pronunciation, grammar, punctuation and syntax for developing accuracy in their spoken and written communication. This follows the curriculum's directive that grammar should be experienced in context and in response to students needs.

Writing Skills

The writing process is vital to prepare students thoroughly for new stages in academic development, examinations and later life. In order to present a well written composition, it is essential that students view writing as a process, and are taught to approach their writing deliberately in three stages. In pre-reading stage, a topic is chosen, and narrowed down; ideas are generated, gathered and then organized. In the second stage of drafting, the ideas are converted into sentences and paragraphs. In the third stage of revising, the ideas are reorganized, clarified and then finally, the draft is edited for errors and omissions so as to improve its style. With these skills, students can confidently produce with developing fluency and accuracy; academic, transactional and creative writing, which is focused, purposeful and shows an insight into the writing process.

Oral Communication Skills

This section builds on the communication skills using selected linguistic exponents to communicate appropriately for various functions and co-functions. Language functions are the purposes for which people speak or write. The purpose may be to present a point of view, to state one's opinion with reasons, to agree/disagree politely, to ask for information or any other. Therefore, students are exposed to a variety of appropriate language expressions which are best suited for the communicative purpose. In this way this section will develop the communication skills students need to succeed in their academic life through dialogues, group discussions and presentations.

Guidelines for Teachers

A wide range of guidelines is provided for teachers to help them achieve learning objectives. These guidelines can also be seen as a means of helping teachers develop professionally. Teachers are given ample opportunities to use a variety of instructional strategies such as input, discussion, inquiry, investigation, cooperative learning, presentation and projects. These strategies will create learning environment and achieve learning objectives which cater to the differing interests, abilities and learning styles of students in order to make them independent and confident learners.

Conclusion

This level builds on earlier work, and the language learnt at the previous levels is consolidated. The learners are equipped with skills which are not only essential for their current needs but also for future academic and social needs. As language is the base of all knowledge, competency/ proficiency in English language will also help learners attain proficiency in other disciplines.

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Prepared by

The Caravan Book House

Kachehri Road, Lahore.

Published by: Punjab Curriculum And Textbook Board, Lahore.

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيمِ

in the Name of Allah, the Most Gracious the Most Merciful

Unit 1

Hazrat Muhammad ﷺ an Embodiment of Justice

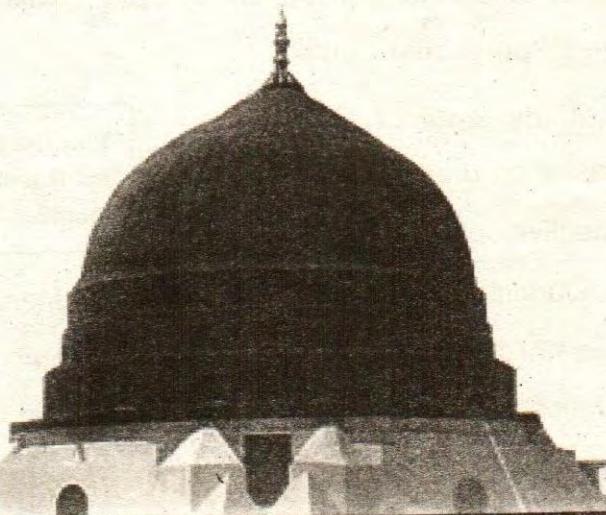
Learning Outcomes

After completing this unit students will:

- recognize and practise values and attributes of justice for peaceful coexistence
- deduce the meanings of unfamiliar words from the context
- demonstrate the use of concrete and abstract nouns
- illustrate the use of regular and irregular verbs in writing
- write an effective essay on the given topic

Pre-reading

- ◆ What do you understand by 'justice'?
- ◆ What is the importance of an independent judiciary in a society?
- ◆ Who is regarded as the true embodiment of justice? Why?



For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, picture, and by using their prior knowledge.

- (1) Hazrat Muhammad's ﷺ life is a perfect model and example for the people who want to attain goodness, piety and success in their individual as well as social life. People can seek light from the message and guidance from his life to achieve perfection in the moral, spiritual and social areas of life. He has set very high and noble ideals through his practical example for all mankind to follow in every field of life.
- (2) Hazrat Muhammad ﷺ practically proved that no one could be more just and equitable than the Rasool of Allah Almighty. As a young trader, he earned the good reputation of being an honest, fair and just businessman. He always had fair and just dealings with all people. When the Ka'bah was being constructed, there arose a dispute among the people regarding the Black Stone. He devised the most equitable plan for the setting of the Black Stone. This pleased everyone and saved them from a tribal conflict.
- (3) As head of the state of Madinah, he decided all cases on merit with justice and equity, irrespective of colour, creed, or race. Once a Quraish woman was found guilty of stealing. Some people wanted to save her from punishment in order to protect the honour of the family of the Quraish. They asked Hazrat Usama bin Zaid رضي الله عنه to intercede

How did the Rasool ﷺ resolve the issue?

Why did the Quraish think that the Rasool ﷺ would favour them?



For the Teacher:

While-reading activities given in the box may be conducted to help students interact with the text actively. More while-reading questions may also be generated for better comprehension of the Rasool's ﷺ justice and fair dealing.

on her behalf. Hazrat Usama بن أبي حذيفah رضي الله عنه requested the Rasool ﷺ to forgive her. The Rasool ﷺ very furiously said, "Bani Israil was ruined because of this. They applied law to the poor and forgave the rich."

During the Sermon, an Ansari seeing some men from the tribe of Banu Tha'lba sitting there stood up and pointed toward them and said, "Oh Rasool of Allah! Their ancestors killed a member of our family. We appeal to you to get one of them hanged in exchange for that." Hazrat Muhammad ﷺ replied, "The revenge of the father cannot be taken on his son."

The Rasool ﷺ was so well-known for his justice that even the Jews, who were his bitter enemies, brought their suits to him and he decided the cases in accordance with the Jewish law. He very strictly followed the Commandment of Allah: *"If they come to you, either judge between them, or decline to interfere. If you decline, they cannot hurt you in the least. If you judge, judge in equity between them. For Allah loves those who judge in equity."* (5:42).

Justice demands that it should be upheld in all the circumstances, even if it goes against one's own self or one's family or relations. All of his life Hazrat Muhammad ﷺ judged other people's affairs with justice and told his companions to be just. It is reported by Hazrat Ali رضي الله عنه that Allah's Rasool ﷺ said to him: "When two

Why did the non-Muslims trust the Rasool ﷺ?

What advice did the Rasool ﷺ give to Hazrat Ali رضي الله عنه?



For the Teacher:

Discuss with students the social and political situation of Madinah during the time of the Rasool ﷺ.

men come to you for judgement, never decide in favour of one without hearing the arguments of the other; it is then most likely that you will know the truth." Hazrat Muawia رضي الله تعالى عنه reported Allah's Rasool ﷺ saying, "Any ruler (or judge) who closes his door on the poor, the needy and the destitute, Allah closes His door on him when he becomes needy and destitute."

(7) While Hazrat Muhammad ﷺ was on his death bed, he proclaimed, "If I owed something to anyone; or if I wronged any person, or damaged anyone's property or honour, my person, my honour and my property are here; he may take revenge on me in this world." There was complete silence. Only one person demanded a few dirhams which were paid to him.

What does the word "proclaimed" mean?

(8) Allah's Rasool 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 or 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, "*Indeed in the Rasool of Allah (Muhammad ﷺ) you have a good example to follow for him who hopes for (the meeting with) Allah and the Last Day, and remembers Allah much.*" (33:21).

(From MUHAMMAD Encyclopedia of Seerah (Vol. 1) by Afzal ur Rahman)



For the Teacher:

- Ask students to deduce the meanings of difficult words from context.
- Help them analyze passages in the text to identify theme, general subject and supporting details. Invite them to read one paragraph of the text and ask questions such as "What one idea in this paragraph is mentioned? What sentences add information to the most important idea?", etc.

THEME

Allah's Rasool ﷺ is a great example to all of mankind. A number of incidents give evidence of the Rasool's justice. He abided by Allah's commands, even with the non-Muslims, and never made any concessions in implementation of justice. The Rasool ﷺ dealing with the non-Muslims is the best example to follow for the Muslims.

GLOSSARY

ancestor	distant relation somebody is descended from
destitute	with no money or possessions
equitable	fair
firm	definite
foe	an enemy in battle or war
intercede	to speak in support of somebody involved in a dispute
magnitude	importance, or effect
owe	have to give someone amount of money
revenge	something that you do to hurt or punish someone because they have hurt you
seek	to get

VOCABULARY**A. Give the meaning of each word as used in the lesson.**

model, piety, eternal, earned, sermon, revenge, commandment, upheld, destitute, proclaimed, transcends

B. Choose the appropriate synonyms of the following words.

- | | | | |
|---------------|----------------|----------------|-----------------|
| (i) equitable | (a) fair | (b) just | (c) equal |
| (ii) ancestor | (a) antecedent | (b) forefather | (c) predecessor |

**For the Teacher:**

- **Vocabulary A:** Guide students to pick out contextualized meaning of a word from many meanings given in the dictionary for one word.
- Help students explore the use of synonyms with varying shades of meaning. Help them choose the synonym which is closest to the meaning of given word in context.

- (iii) foe
 - (a) relative
 - (b) enemy
 - (c) friend
- (iv) firm
 - (a) expensive
 - (b) powerful
 - (c) persistent
- (v) glorious
 - (a) lustrous
 - (b) splendid
 - (c) fabulous

C. Give meanings of the following phrasal verbs and use these phrasal verbs in sentences.

guilty of, belong to, exchange for, in accordance with

D. Translate paragraph 1 of the lesson into Urdu.

READING COMPREHENSION

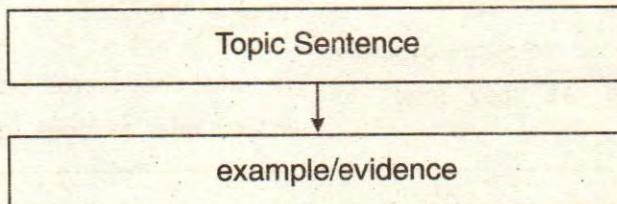
Analysis of patterns of text organization

A. Choose the correct option.

1. In Paragraph 1 _____ details of the Rasool's ﷺ characteristics are given.
 - a. general
 - b. specific
 - c. chronological
2. The key idea of paragraph 2 is that _____.
 - a. Hazrat Muhammad ﷺ was a great orator
 - b. Hazrat Muhammad ﷺ was a just head of the state
 - c. Hazrat Muhammad ﷺ was just and fair even before his Nabuwat
3. Examples given in paragraphs 3 and 4 show that _____.
 - a. Hazrat Muhammad ﷺ was a just head of the state
 - b. Hazrat Muhammad ﷺ was a simple man
 - c. Hazrat Muhammad ﷺ was fair in his dealing

4. Paragraph 5 shows that _____.
- Hazrat Muhammad ﷺ was a just head of the state.
 - The justice of Hazrat Muhammad ﷺ was a source of peace and security for the non-Muslims.
 - Hazrat Muhammad ﷺ was just and fair even before his Nabuwat.
5. To whom did the Rasool ﷺ give the following advice?
 "When two men come to you for judgement, never decide in favour of one without hearing the arguments of the other; it is then most likely that you will know the truth."
- Hazrat Abu Bakr Siddique رضي الله تعالى عنه
 - Hazrat Ali رضي الله تعالى عنه
 - Hazrat Umar Farooq رضي الله تعالى عنه

B. Identify the topic sentence and supporting details in paragraph 3.



For the Teacher:

- Guide students to read the lesson silently to extract main/key ideas and supporting details of paragraphs. As each paragraph carries separate thought, help students analyze each paragraph to identify its main/key idea and supporting details.

C. Answer the following questions.

1. How can people achieve perfection in the moral, spiritual and social areas of life?
2. How did the Rasool ﷺ set high and noble ideals for all mankind?
3. How were people of Makkah convinced of the Rasool's ﷺ justice even before his Nabuwat?
4. What standards of justice did the Rasool ﷺ practise as head of the state of Madinah?
5. What made the non-Muslims bring their suits to the Rasool ﷺ?
6. How does the Holy Quran describe the personality of the Rasool ﷺ?

GRAMMAR

Concrete Nouns	Abstract Nouns
Example: The revenge of the <u>father</u> cannot be taken on his <u>son</u> . The underlined words are concrete or material nouns, as they refer to concrete things.	Example: He decided their case with <u>equity</u> and <u>justice</u> . The underlined words are abstract nouns, as they refer to ideas, qualities or states.

A. Identify whether each underlined word is a concrete or an abstract noun.

1. She puts much effort into her studies as she wants to score good marks.



For the Teacher:

- Recapitulate students' previous knowledge of concrete and abstract nouns. Help them demonstrate the use of more concrete and abstract nouns from their immediate surrounding.

2. They recommended him for his justice and truthfulness.
3. Keep the balls in that basket.
4. The dishonest trader is losing the trust of his customers.
5. He did not take good care of his pet.

B. Choose whether each sentence needs an indefinite article (a, an), a definite article (the), or no article.

1. He asked me _____ very hard question.
2. _____ question that he asked me was easy.
3. Have you seen _____ my scarf?
4. Could you please pass me _____ salt?
5. Is there _____ good restaurant around here?
6. _____ restaurant that my friend owns is very good.
7. I have several _____ good friends.
8. _____ UAE is a beautiful country.
9. I'll see you in _____ week!
10. I'm on _____ vacation until Monday.

Noun Phrase

A Noun phrase is a group of words that does the work of a Noun.

Example:

As a young trader, he earned reputation of being an honest, fair and just businessman.



For the Teacher:

- Help students apply rules for the use of articles 'a', 'an' and 'the' wherever applicable in speech and writing.

C. Underline the noun phrases in the following sentences.

1. This is an old-fashioned hat.
2. We discovered Fahad's plans.
3. A rolling stone gathers no moss.
4. The recent flood caused heavy damage.
5. An oral presentation can be interesting.

Past Indefinite and Past Continuous Tenses

D. Fill in each blank with past indefinite or past continuous tense of the verb in brackets.

1. What _____ (you / do) when I _____ (call) you last night?
2. I _____ (sit) in the café when you _____ (call) me.
3. When you_____ (arrive) at the bus stand, who _____ (be) there?
4. Shamsa _____ (watch) a film when she _____ (hear) the noise.
5. We _____ (play) tennis when Javed _____ (hurt) his ankle.

E. Punctuate the following paragraph.

during the sermon an ansari seeing some men from the tribe of banu tha'lba sitting there stood up and pointed toward them and said O rasool of Allah ﷺ their ancestors killed a member of our family we appeal to you to get one of them hanged in exchange for that the rasool ﷺ replied the revenge of the father cannot be taken on his son

For the Teacher:

Grammar D: Recapitulate students' previous knowledge of past indefinite and past continuous tenses. Help them illustrate use of these tenses and encourage them to relate these tenses to everyday situations.

Pronunciation Key

Consonants

p	pen	/pen/
b	bad	/bæd/
t	tea	/tɪ:/
d	did	/dɪd/
k	cat	/kæt/
g	get	/get/
tʃ	chain	/tʃeɪn/
dʒ	jam	/dʒæm/
f	fall	/fɔ:l/
v	van	/væn/
θ	thin	/θɪn/
ð	this	/ðɪs/

The symbol (r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly at the beginning of the next word, as in **far away**; otherwise the /r/ is omitted. For American English, all the /r/ sounds should be pronounced.

/χ/ represents a fricative sound as in /lχ/ for Scottish **loch**, Irish **lough**.

Vowels and diphthongs

i:	see	/si:/
i	happy	/'hæpi/
ɪ	sit	/sit/
e	ten	/ten/
æ	cat	/kæt/
ɑ:	father	/'fɑ:ðə(r)/
ɒ	got	/gɒt/ (British English)
ɔ:	saw	/sɔ:/
ʊ	put	/put/
u	actual	/'æktʃuəl/
ʊ:	too	/tu:/
ʌ	cup	/kʌp/
ɜ:	fur	/fɜ:(r)/
ə	about	/ə'baut/
ɛɪ	say	/seɪ/
əʊ	go	/gəʊ/ (British English)
oʊ	go	/gou/ (American English)
aɪ	my	/mai/
ɔɪ	boy	/boɪ/
aʊ	now	/nau/
ɪə	near	/nɪə(r)/ (British English)
eə	hair	/hee(r)/ (British English)
ʊə	pure	/pjue(r)/ (British English)

F. Which words in the pronunciation key have the same pronunciation as that of the words given below? Also find the symbol of each underlined sound in your dictionary.

Words	Words with same pronunciation	Symbols used in your dictionary
life	light	
family	barriers	
case	forgave	
destitute	suits	



For the Teacher:

Help students illustrate the use of punctuation marks learnt earlier.

Give students good practice to understand the pronunciation key given in their dictionaries.

ORAL COMMUNICATION SKILLS

Form groups and discuss the following.

- (i) What reforms did the Rasool ﷺ bring to the judicial system of Arab?

Use the following expressions to explain your point of view clearly.

- ◆ In my opinion, ...
- ◆ I have read that ...
- ◆ I believe one can (safely) say ...
- ◆ As far as I understand / can see, ...
- ◆ As far as I know ... /
- ◆ From what I know ...

- (ii) What measures should we take to bring justice in our society?

Use the following expressions to support your opinion with reasons.

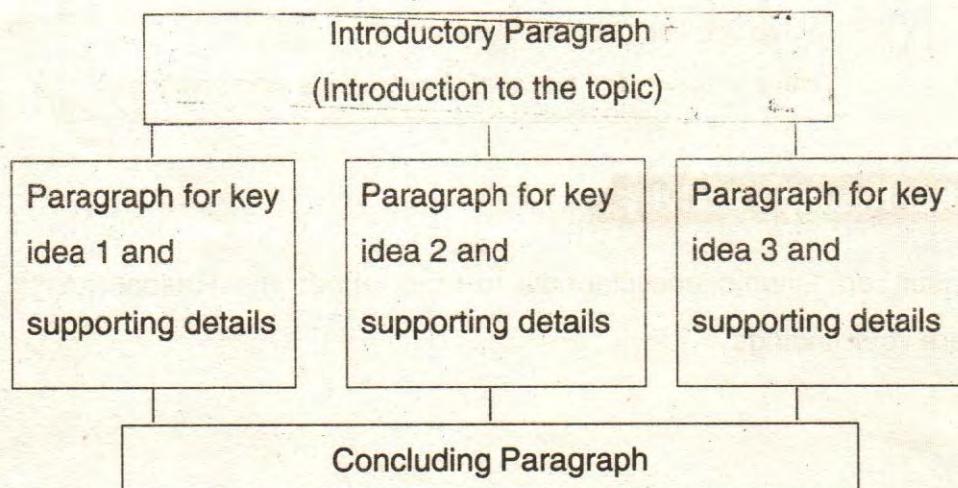
- ◆ First of all, I think ...
- ◆ Not only that, but I also think that ...
- ◆ There are various/several/many reasons for this.
- ◆ First, ... / Firstly, ...
- ◆ Second, ... / Secondly, ...
- ◆ Moreover, ... / Furthermore, ... / In addition, ...
- ◆ Another important point is that ...
- ◆ Finally,

For the Teacher:

Oral: Help students use appropriate expressions to present and explain their point of view clearly and to support their opinion with reasons. Guide them to summarize main points of discussion for the benefit of the whole group.

WRITING SKILLS

- A. Write a précis of paragraph 5.
- B. Write an essay on "Hazrat Muhammad ﷺ as an Exemplary Judge". (220-250 words)



For the Teacher:

Activity A: Recapitulate students' knowledge of writing a précis of a paragraph/passage. Ask them what is this passage about. Ask them to read the passage at least thrice to find its message, then rewrite that message in their own words. Tell them the length of the précis may be one-third of the given paragraph.

Activity B: Guide students to use a variety of pre-writing strategies such as brain storming, mind mapping, outlining, etc. for writing a composition.

Guide students to divide their essay into paragraphs e.g. an introductory paragraph with a clear central thought, separate paragraphs for each key idea and a general closing paragraph with a synthesis of each key idea and a general concluding statement.

Students' essays may be evaluated according to the sample rubric given at the end of the book.

C. Form groups to proofread and edit the written work for the following points.

Check List

- Have you used correct sentence structure?
- Have you avoided errors of subject/verb agreement?
- Have you used clear pronoun reference?
- Have you used correct word form?
- Have you avoided errors of punctuations and spellings?

Further Reading Activity

Consult an Islamic encyclopedia to read about the Rasool ﷺ and share your findings.



For the Teacher:

Help students plan and draft their writing, revise and edit it for logical flow of ideas through flexible and clear signal and reference words, point of view, supporting evidence, overall effect, appropriate punctuation and vocabulary. Students may be encouraged to proofread each others writings for the errors mentioned in the check list.

Further Reading: Encourage students for further reading activity as it will develop their reading habit and critical thinking.

Chinese New Year

Learning Outcomes

After completing this unit students will:

- explore the festivals and cultural events around the world
- explain the meanings of words as used in the text
- illustrate the use of simple present and simple past tense
- summarize the text by listing the important events of the Chinese festival
- produce an effective essay on a general subject

Pre-reading

- ◆ Which festivals do you celebrate throughout the year?
- ◆ What is the purpose of festivals?
- ◆ What do you know about China and the Chinese festivals?



For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, picture, headings and by using their prior knowledge of festivals.

(1) Chinese New Year is a holiday that celebrates the beginning of a new year according to the Chinese lunar calendar. It is considered to be one of the most important holidays for Chinese families. The holiday is celebrated with big family gatherings, gift giving, eating of the symbolic foods and display of the festive decorations – all focused on bringing good luck for the new year and celebrating the coming of Spring. In China the lunar calendar is still used to determine traditional holidays like Chinese New Year. Since the lunar calendar is based on the phases of the moon— which has a shorter cycle than the sun — Chinese New Year is never on the same day each year, but typically falls somewhere between January 21st and February 20th. Celebrations can actually last up to a month.

Why is Chinese New Year never on the same day each year?

Here are some traditions associated with Chinese New Year.

Cleaning Houses and New Clothes

(2) Prior to the first day of the New Year it is customary for families to thoroughly clean their houses. Doing this is said to clear out any bad luck from the previous year and to make the house ready to accept good luck for the coming year. All cleaning must be finished before the New Year's Day so there is no chance of accidentally throwing out the good fortune of the New Year. Wearing black is not allowed due to its association with death, however, wearing red is encouraged as the colour is associated with warding off bad spirits.

What is the Chinese belief about cleaning houses before the new year day?



For the Teacher:

While-reading activity given in the box may be conducted to help students interact with the text actively. More while-reading questions may also be generated for better comprehension of the Chinese New Year.

Decorating the House

Another popular custom is to hang up signs and posters on doors and (3) windows with the Chinese word ***fu*** written on them, which means luck and happiness. Buying flowers for the home is also commonplace since they symbolize the coming of spring and a new beginning.

New Year's Eve Dinner

On the eve of the Chinese New Year it is customary to visit relatives (4) and partake in a large dinner where a number of specific foods are served. It is typical for a Chinese family to make eight to nine dishes for the New Year's Eve Dinner because in Chinese language the word "eight" means "prosperity" and the word "nine" means "long-lasting".

Why does this dinner consist of eight or nine dishes?

Giving Good Luck Gifts

It is a traditional practice for adults to give children little red envelopes (5) filled with money in order to symbolize wealth and prosperity for the coming year. It is also common for elders to present red packets to unmarried members of the family. Envelopes are not to be opened until the recipient has left the home of the giver.

Honouring the Animal

Every year is associated with one of the twelve animals of the Chinese zodiac. These animals are often represented in decorations. Some people believe that those born during the year of a particular animal may have the character traits of that animal.

(6)
Is Chinese belief about people having character traits of animals a fact or an opinion?



For the Teacher:

- Remind students to look for headings, captions and other text features to help them determine main ideas of paragraphs.
- Help them distinguish fact from opinion.

- (7) Chinese New Year is a time when the family should come together in order to give thanks for the year that has passed, and reinvigorate themselves for the coming year.

THEME

Chinese New Year is one of the major festivals in Chinese Culture. Just like other ethnic communities of the world, in China too the New Year is the most important day of the year. This is the time when the family members strive to be with their near and dear ones; they regard this as a time to usher out of the old year and welcome the new, with great festivities and merrymaking.

GLOSSARY

association	feeling that is connected with a particular event
celebration	party or special event at which you celebrate something
customary	usual for somebody
gatherings	bringing together or coming together of people of a family
lunar	relating to the moon
partake	take a part or share in
recipient	receiver
reinvigorate	strengthen
symbolize	to represent something by means of a symbol
traits	characteristics

VOCABULARY

A. Give the meaning of each word as used in the lesson.

gatherings, customary, thoroughly, commonplace, partake, traits, reinvigorate



For the Teacher:

Vocabulary A: Help students pick out contextualized meaning of a word from many meanings given in the dictionary for one word.

B. Form nouns from the given words and use the nouns in sentences.

Example:

celebrate – celebration

gather, symbolic, prosper, decorate, encourage

C. Translate the following paragraph into Urdu.

It is a traditional practice for adults to give children little red envelopes filled with money in order to symbolize wealth and prosperity for the coming year. It is also common for elders to present red packets to unmarried members of the family. Envelopes are not to be opened until the recipient has left the home of the giver.

READING COMPREHENSION

Analysis of patterns of text organization

A. Choose the correct options.

1. Chinese New Year falls somewhere _____.
 - a. on January 21st
 - b. on February 20th
 - c. between January 21st and February 20th

2. Paragraph 1 gives _____.
 - a. general details of festivals
 - b. specific details of the Chinese New Year
 - c. General details of new year celebrations



For the Teacher:

Vocabulary C: Give students examples to understand the difference between literal and figurative language.

Help them use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate the passage from English to Urdu.

Reading Comprehension A: Guide students to read the text silently to scan the information required.

3. It is customary for families to thoroughly clean their houses _____.
- before the first day of the New Year
 - on the first day of the New Year
 - on the second day of the New Year
4. Hanging up signs and posters on doors and windows means _____.
- love and sincerity
 - care and affection
 - luck and happiness
5. Envelopes are not to be opened until _____.
- the giver has left the home of the recipient
 - the recipient has left the home of the giver
 - the giver has gone to sleep

B. Answer the following questions.

- When does Chinese New Year start?
- Why do Chinese families do thorough cleaning of their houses before New Year's Day?
- Which colour is not allowed and which colour is encouraged on Chinese New Year? Why?
- What do decorations on doors and windows symbolize?
- What is the significance of New Year's Eve Dinner?
- What do the little red envelopes filled with money symbolize?
- What is the importance of Chinese New Year for Chinese families?

GRAMMAR**Collective Nouns****A. Fill in the blanks with the correct collective nouns.**

gang, crowd, committee, class, crew, audience, family

1. It is typical for a Chinese _____ to make eight to nine dishes for the New Year's Eve Dinner.
2. The _____ applauded heartily at the end of the concert.
3. The _____ has just had a physics lesson.
4. The _____ of robbers was arrested by the police.
5. A _____ of people gathered at the accident sight.
6. The _____ took many important decisions at its monthly meeting.
7. The _____ of Pakistan Air Force looked smart in their uniform.

Use of must/ mustn't

Strong obligation	must	All cleaning must be finished before New Year's Day.
Strong prohibition	mustn't	Mother: You mustn't play with matches

**For the Teacher:**

- Grammar A: Recapitulate students' previous knowledge of collective nouns. Encourage them to find more collective nouns.

B. Fill in the blanks with 'must' or 'mustn't'.

1. She _____ eat so much sugar.
2. Students _____ pass an entrance examination to study at this school.
3. You _____ watch so much television.
4. He _____ take some medicine for that cough.
5. Visitors _____ smoke.

Present Indefinite and Present Continuous Tenses

C. Make the present indefinite or present continuous sentences.

1. You (not / like) _____ chocolate.
2. She (not / study) _____ at the moment.
3. They (not / eat) _____ rice every day.
4. We (not / work) _____ now.
5. It (rain) _____ a lot here.
6. I (go) _____ on holiday tomorrow.

D. Punctuate the following paragraph.

on the eve of the chinese new year it is customary to visit relatives and partake in a large dinner where a number of specific foods are served it is typical for a chinese family to make eight to nine dishes for the new year s eve dinner because in Chinese the word eight means prosperity and the word nine means long lasting



For the Teacher:

- Help students illustrate the use and function of modal verbs.
- Recapitulate students' previous knowledge of simple present and present continuous tenses. Ask them to illustrate the rules and function of these tenses. Encourage them to relate these tenses to everyday situations.
- Recall students' knowledge of punctuation.

Use of Hyphen (-)

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

1. Divide the word between syllables. It means, that one-syllable words are **never** divided.

Incorrect	Incorrect	Correct
s-support	su-pport	sup-port

2. The hyphen goes at the end of the first line.

Incorrect	Correct
sup-port	sup-port

3. Prefixes and suffixes make natural divisions.

Incorrect	Correct
in-ternational	inter-national

4. Do not divide proper nouns or adjectives.

Incorrect	Correct
Pakis-tan	Pakistan

5. There should be at least **two letters plus the hyphen** on the first line and **three letters** on the second.

Incorrect	Incorrect	Correct
s-supposedly	supposed-ly	sup-posedly

6. Divide hyphenated word using the hyphen already in the word.

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



For the Teacher:

- Help students recognize rules to use hyphen to indicate the division of a word at the end of a line.

E. Work in groups and mark hyphens as used in your notebooks.
Make corrections in case you have wrongly used the hyphens.

Primary Stress and Secondary Stress

The mark /' / shows the main or primary stress in a word. For example, **metalled** /'metld/ is stressed on the first syllable.

The mark /, / shows secondary stress in a word. For example, in the word **metamorphic** /,meta'mɔ:fɪk/ there is a secondary stress on the first syllable.

Messiah /ma'saɪə/ noun **1** the **Messiah** [sing.] (in Christianity) Jesus Christ who was sent by God into the world to save people from evil and **SIN** **2** the **Messiah** [sing.] (in Judaism) a king who will be sent by God to save the Jewish people **3 messiah** a leader who people believe will solve the problems of a country or the world **SYN** SAVIOUR: *He's seen by many as a political messiah.*

messianic /mesi'ænɪk/ adj. (formal) **1** relating to a messiah **2** attempting to make big changes in society or to a political system in an extremely determined and enthusiastic way: *The reforms were carried out with an almost messianic zeal.*

Messrs (BrE) (NAmE **Messrs.**) /'mesəz; NAmE -sərz/ abbr. (used as the plural of 'Mr' before a list of names and before names of business companies): *Messrs Smith, Brown and Jones* ◇ *Messrs T Brown and Co*

'mess tin noun a metal tin used by soldiers for cooking, eating and drinking

messy /'mesi/ adj. (mess-i-er, messi-est) **1** dirty and/or untidy **SYN** CHAOTIC: *The house was always messy.* **2** making sb/sth dirty and/or untidy: *It was a messy job.* **3** (of a situation) unpleasant, confused or difficult to deal with: *The divorce was painful and messy.*

mes-tizo /me'sti:zo/ noun a female MESTIZO

mes-tizo /me'sti:zoʊ; NAmE -zoʊ/ noun (pl. -os) a Latin American who has both Spanish and Native American ANCESTORS

Met /met/ abbr. (informal) **1** METEOROLOGICAL: the Met Office weather forecast service **2** the **Met** the Metropol-

lated to metalanguage ► **meta-lin-gui-stics** /'metəlɪngwɪstɪks/ noun [U]

metalled /'metld/ adj. (of a road or track) made or repaired with small pieces of broken stone

me-tal-lic /ma'tælɪk/ adj. [usually before noun] **1** that looks, tastes or sounds like metal: *metallic paint/colours/blue* ◇ *a metallic taste* ◇ *a metallic sound/click* ◇ *a metallic voice* (= that sounds unpleasant) **2** made of or containing metal: *a metallic object* ◇ *metallic compounds*

metal-li-er-ous /,metə'lɪfərəs/ adj. (geology) (of rocks) containing or producing metal

met-al-loid /'metloid/ (BrE also **semi-metal**) noun (chemistry) a chemical element which has properties both of metals and of other solid substances

me-tal-lur-gist /ma'tælədʒɪst; NAmE 'metlərdʒɪst/ noun a scientist who studies metallurgy

me-tal-lurgy /ma'tælədʒɪ; NAmE 'metlərdʒɪ/ noun [U] the scientific study of metals and their uses ► **metal-lur-gical** /,metə'lɪdʒɪkl; NAmE ,metlərdʒɪkl/ adj.

met-al-work /'metlwɜ:k; NAmE -wɜ:rk/ noun [U] **1** the activity of making objects out of metal; objects that are made out of metal **2** the metal parts of sth: *cracks in the metalwork* ► **metal-worker** noun

meta-morph-ic /,metə'mɔ:fɪk; NAmE '-mɔ:rф-/ adj. (geology) (of rocks) formed by the action of heat or pressure

meta-morph-ose /,metə'mɔ:fəʊz; NAmE '-mɔ:rфəʊz/ verb ~ (sth/sth) (from sth) (into sth) (formal) to change or make sth/sb change into sth completely different, especially over a period of time **SYN** TRANSFORM: [V] *The cat*

F. Look at the sample dictionary page:

- Make a list of words that have both primary and secondary stresses.
- How many syllables does each of these words have?
- Which syllable has primary stress and which syllable has secondary stress?

For the Teacher:

- Explain to students a stressed syllable is relatively loud, long in duration, said clearly and made noticeable by the pitch of the voice. Longer words may have one or more secondary stresses coming before the primary stress. It feels like beats in a rhythm leading up to the main stress.

ORAL COMMUNICATION SKILLS

Form groups and discuss the following.

Festivals — A pleasant break from dull routine of life

You may focus on purpose, celebration and significance of festivals.

Use the following expressions to give reasons.

- *The fact is that...*
- *It is obvious that ...*
- *One can say that ...*
- *There is no doubt that ...*
- *Because of ...*
- *That is why ...*
- *After all, ...*

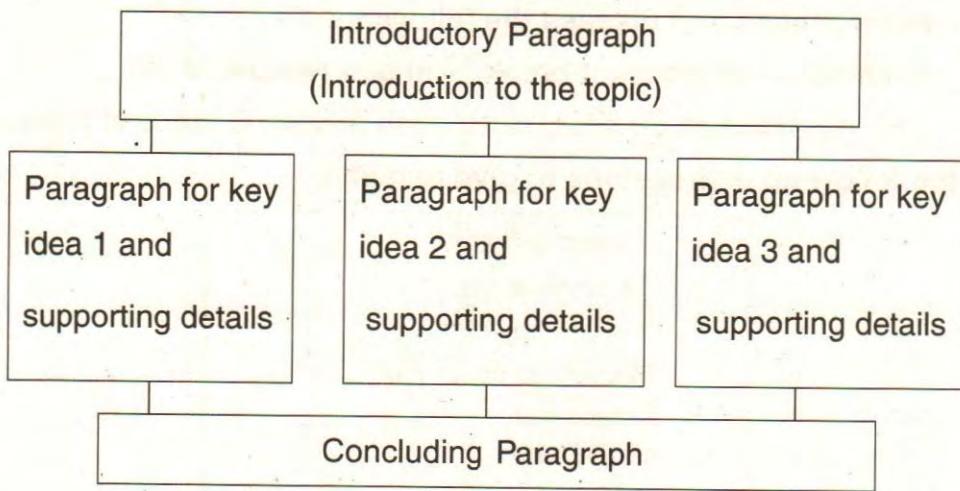
WRITING SKILLS

A. Summarize the lesson by arranging the celebrations of “Chinese New Year” chronologically.



For the Teacher:

- Encourage students to use appropriate expressions to support or modify their opinion with reasons.
- Guide them to summarize the main points of discussion for the benefit of the whole group.
- Writing Skills A: Guide students to develop the mind map to summarize the text. Remind students that only main ideas should be included in a summary. To determine if students have included all main ideas, ask them if their summary is easily understood by someone who has not read the text. To help students include necessary information, ask them if they exclude this information, will their summary still sound complete.
- Help them analyze the order of arranging paragraphs chronologically.

B. Write an essay on “Our Cultural Festivals”. (220-250 words)**Further Reading Activity**

1. Surf internet to find names of the animals Chinese years are named after.
2. Collect information about two more festivals that are celebrated around the world. Share your findings.

**For the Teacher:**

Writing B: Guide students to write a general essay following the process given in the mind map. Encourage students to use pre-writing strategies for writing the essay.

Try Again

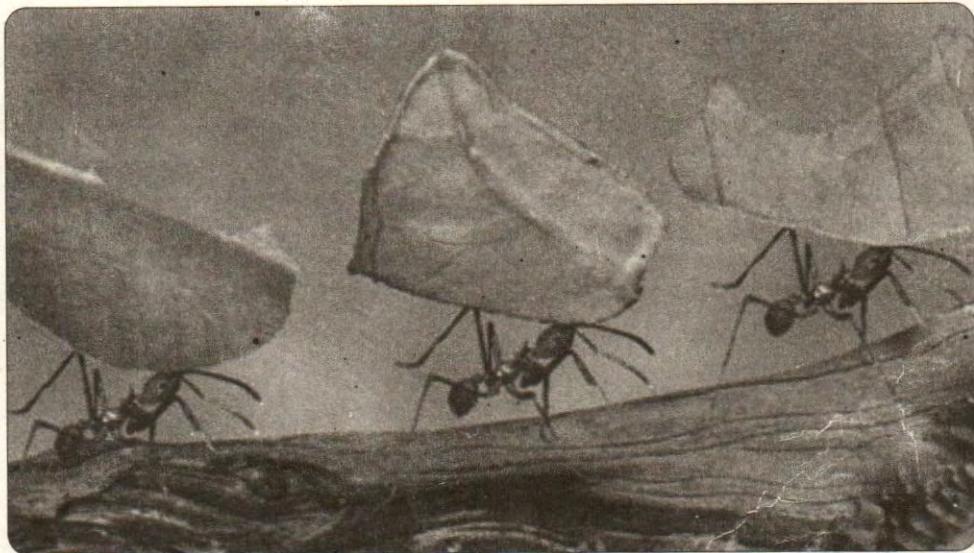
Learning Outcomes

After completing this unit students will:

- locate synonyms in a thesaurus
- illustrate the use of degrees of adjectives and order of adjectives
- illustrate the use of future indefinite tense
- state the main idea of the poem
- paraphrase and summarize the poem

Pre-reading

- ◆ Have you read the story “King Bruce and the Spider”?
- ◆ What lesson did the king learn from the spider?
- ◆ Why is trying again important in life?



For the Teacher:

- Use pre-reading activity to help students predict the theme of the poem from the title, picture and by using their prior knowledge.

(1) 'Tis a lesson you should heed--

Try again;

If at first you don't succeed,

Try again.

Then your courage should appear;

For if you will persevere,

You will conquer, never fear,

Try again.

What does the word
'persevere' mean?

(2) Once or twice though you should fail,

If you would at last prevail,

Try again.

If we strive, 'tis no disgrace

Though we did not win the race--

What should you do in that case?

Try again.

"If we strive, it is no disgrace,"
explain this sentence.

(3) If you find your task is hard.

Try again;

Time will bring you your reward,

Try again;

All that other folk can do,

Why with patience should not you?

Only keep this rule in view,

Try again.

Why is the poet repeating the sentence 'try again'?

W.E. Hickson



For the Teacher:

More while-reading questions maybe generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and also paraphrase/summarize it.

THEME

The message of the poem is universal. The poet says that when the world says, "Give up," Hope whispers, "Try it one more time." The road to success is dotted with many tempting parking places. So you should keep up trying again and again to cross this road.

VOCABULARY

A. Write meanings of the following words.

heed, persevere, strive, case, patience

B. Find synonyms of the following words.

courage, conquer, disgrace, hard, reward

READING COMPREHENSION

A. Answer the following questions.

1. What is the lesson taught in the first stanza?
2. What can we learn from failure?
3. How is failure not a disgrace?
4. How many times should we try and why?
5. What should we do if we find our task hard?
6. Give an example of struggle from your life?

Simile

A figure of speech in which two apparently unlike things are explicitly compared, usually in a phrase introduced by *like* or *as*.

Examples:

He is **as fast as** a horse.

It is cold **like** ice.



For the Teacher:

- Ask students to use thesaurus to locate synonyms of words.

B. Select the choice that explains the meaning of the simile as it is used in the sentences.

<p>1. On the cold winter day, under the covers, I kept as snug as a bug in a rug.</p> <p>The simile as snug as a bug in a rug means:</p> <p>(A) There were bugs in my bed. (B) I was cozy in my bed. (C) I was too cold to stay in bed.</p>	<p>2. The new teacher was as sweet as apple pie.</p> <p>The simile as sweet as apple pie means:</p> <p>(A) The new teacher was nice. (B) The new teacher was big by eating too much pie. (C) The new teacher was rude.</p>
<p>3. Their leader was as wise as an owl.</p> <p>The simile as wise as an owl means:</p> <p>(A) The leader thought he could fly. (B) The leader could talk to the owls. (C) The leader knew a lot of things.</p>	<p>4. The shopping center was like a three-ring circus the day before Eid.</p> <p>The simile like a three-ring circus means:</p> <p>(A) The shopping center was quiet. (B) The shopping center was big. (C) The shopping center was really busy.</p>
<p>5. Danish threw such a temper outburst over such a tiny thing; he was acting like a baby.</p> <p>The simile like a baby means:</p> <p>(A) Danish was mature. (B) Danish was acting childish. (C) Danish was babysitting.</p>	<p>6. Mohsin was as explosive as a volcano when he found out his bike had been stolen.</p> <p>The simile as explosive as a volcano means:</p> <p>(A) Mohsin was happy. (B) Mohsin was angry. (C) Mohsin was calm.</p>



For the Teacher:

- Help students recognize the use of figurative language e.g. simile. Encourage them to use similes in their own speech and writing.

C. Fill in the blanks to make similes. Use these similes in sentences.

1. _____ as a turtle	2. as quiet as _____
3. as black _____	4. as tall as _____
5. _____ as a lemon	6. _____ as honey

Alliteration

The repetition of the same sounds or of the same kinds of sounds at the beginning of words or in stressed syllables.

Example:

"She sells seashells by the seashore."

GRAMMAR

Personal Pronouns

	Subject Pronouns		Object Pronouns		Possessive Pronouns	
	Singular	Plural	Singular	Plural	Singular	Plural
First Person	I	we	me	us	my, mine	our, ours
Second Person	you	you	you	you	your, yours	your, yours
Third Person	he, she, it	they	him, her, it	them	his, her, its	its, their, theirs



For the Teacher:

Reading Comprehension D: Help students recognize the literary technique 'alliteration' in the poem. Encourage them to find more examples of alliteration.

Grammar: Recall students' previous knowledge of personal pronouns.

A. Fill in the blanks with correct pronouns.

1. There is no need to shout. I can hear you.
2. You and I work well together. _____ are a good team.
3. We have got a bit of a problem. Could _____ help _____, please?
4. A: This is a good photo, isn't _____? Is Samina in _____?
B: Yes, that's _____, look _____ is next to Fahad.
5. A: Who did this mowing?
B: _____. I did _____ this morning.
6. A: Is this Ahmad's bag?
B: No, _____ didn't bring one. It can't belong to _____.
7. A: I'm looking for my shoes. Have _____ seen _____?
B: Yes, _____ are here.

B. Select a personal pronoun that agrees with the subject of each sentence.

Example: The group has _____ meeting here. (its)

1. Anyone can get _____ name in the news.
2. None of the cheques were cashed; _____ finally expired.
3. My mother and her sister took _____ vacation together.
4. All are welcome: _____ just need to call for directions to the party.



For the Teacher:

- Help students illustrate use of pronoun antecedent agreement in sentences.

5. Venus and Mars have _____ orbits nearer to Earth than to any other planets.
6. The band starts _____ tour tomorrow night.
7. Any of the candidates could win; _____ are very much alike.
8. Everybody has _____ own dreams and goals.

Degrees of Adjectives

Positive	Comparative	Superlative
hard	harder	hardest
interesting	more interesting	the most interesting

C. Complete the sentences by supplying the correct degrees of adjectives.

1. My family and I went to visit Murree last summer. Of all the summers I have had, I would say this was the _____ (good) summer ever!
2. In Murree, we enjoyed the horse ride. I rode a horse that ran _____ (fast) and _____ (fast) on the hills.
3. We also climbed a tree and when I reached the highest branch, I was _____ (tired) than my sister.
4. I bought a jacket which was quite _____ (expensive) and my sister chose a sweater because she found it much _____ (cheap) to buy.
5. After our trip, I feel I am the _____ (lucky) boy on earth!



For the Teacher:

- Revise rules to make comparative and superlative degrees of adjectives.

Order of adjectives

Where a number of adjectives are used together, the order depends on the function of the adjectives.

The usual order is:

1	2	3	4	5	6	7
value/ opinion	size	age/ temperature	shape	colour	origin	material

D. Arrange the adjectives following the correct order.

1. We saw (gray, huge, a) _____ whale in the sea.
2. Babar uses the (blue, medium, rubber) _____ ball for basketball practice.
3. Mehreen brought (few, a, chocolate, dark, triangular) _____ bars to the birthday party.
4. The pyramids of Egypt are made out of (rock, enormous, rectangular) _____ boulders.
5. Shahid can eat (thin-crust, square, five) _____ pizza slices.

Adjective Phrase

An Adjective Phrase is a group of words that functions like an Adjective.

Examples:

- (a) The **black** umbrella is mine.
- (b) The umbrella **with a broken handle** is mine.

In example (a) the adjective **black**, describes the umbrella. In example (b) the adjective phrase **with a broken handle**, describes the umbrella. It does the work of an adjective.



For the Teacher:

- Ask students to follow appropriate order of adjectives in case of using more than one adjectives in a sentence.

E. Pick out the adjective phrase in each sentence.

1. He bore a banner with a strange device.
2. The principal of this school is on leave.
3. The decision of the judges is final.
4. The tops of the mountains were covered with snow.
5. The runner in the rear did not qualify.

Future Indefinite Tense**F. Put in 'will' or 'be going to' in these sentences.**

1. A: We don't have any bread.
B: I know. I _____ get some from the shop.
2. A: We don't have any bread.
B: Really? I _____ get some from the shop then.
3. A: Why do you need to borrow my suitcase?
B: I _____ visit my mother in Multan next month.
4. A: I'm really cold.
B: I _____ turn the heater on.
5. A: Are you going to Jamshed's wedding tonight?
B: Yes. Are you going too? I _____ give you a lift.
6. A: Are you busy today? Would you like to have coffee?
B: Sorry. I _____ go to the library. I've been planning to study all day.
7. A: Why are you carrying a hammer?
B: I _____ put up some pictures.

**For the Teacher:**

Recapitulate students' previous knowledge of future indefinite tense. Help them differentiate between use of 'will' and 'going to'. When we talk about future plans/predictions in general we use 'will'. When we talk about prior plans, strong intentions or fixed arrangements we use "going to".

ORAL COMMUNICATION SKILLS

Useful expressions to show anger

- *I've just had enough!*
- *That's going a bit too far!*
- *Are you being funny?*
- *Who do you think you are?*

Situation: Suppose an argument has occurred between you and your friend. How will you express your anger?

WRITING SKILLS

- A. Explain the main idea of the poem.
- B. Paraphrase the stanzas of the poem.

Tips to paraphrase the stanzas

mark central
idea in the
stanza

restate the
message in
simple prose

replace poetic
words with
simple ones

- C. Write a summary of the poem "Try Again".
- D. Write a paragraph on "Hardwork is the Key to Success".
(100-150 words)

Tips to write a good paragraph

clear topic
sentence that
shows the main
idea

adequate supporting
details e.g. examples,
illustration, evidence
etc. to develop the
main idea

effective
concluding
sentences

For the Teacher:

- Recap students' knowledge of process of paragraph writing that every paragraph has a topic sentence followed by supporting details and it ends with a concluding sentence.

Unit 4

First Aid

Learning Outcomes

After completing this unit students will:

- identify specialized vocabulary used in a particular field
- use the knowledge of prefixes to determine the meanings of unfamiliar words
- illustrate the use of gerunds and infinitives
- write a paragraph on the given topic using clear topic sentence and supporting details
- write an effective personal narrative including significant details of time

Pre-reading

Read the headings of the lesson and look at the pictures.

- ◆ What is this lesson about?
- ◆ What do you understand by “First Aid”?
- ◆ Have you ever given first aid to anyone?



For the Teacher:

- Use Pre-reading activity to help students predict the content of the text from the title, headings, key words and visuals and by using their prior knowledge about the topic.

(1) We all need help at times in our lives. Sometimes we may have accidents and we may get hurt. When we are injured or suddenly become unwell, we need someone to help us – someone who knows what to do. It is the temporary and immediate help. This timely assistance, comprising simple medical techniques, is most critical to the victims and is, often, life saving. Any lay person can be trained to administer first aid. This First Aid can be carried out using minimal equipment. First aid knowledge ranges from taking care of cuts to deal with an unconscious victim.

What is the importance of knowledge of 'First Aid' in crisis management?

CUTS AND SCRAPES

(2) Handling minor accidents at home or on the road develops a sense of crisis management. This may prepare people to tackle with unexpected emergencies with great confidence. Minor cuts and scrapes usually do not need to go to the emergency room. Yet proper care is essential to avoid infection or other complications. Following guidelines can help you to handle crisis and take care of all.

- **Stop the bleeding:** Minor cuts and scrapes usually stop bleeding on their own. If they don't, apply gentle pressure with a clean cloth or bandage. Hold the pressure continuously for 20 to 30 seconds and if possible elevate the wound. Don't keep checking to see if the bleeding has stopped because this may damage or dislodge the clot that is forming and cause bleeding to resume. If blood spurts or continues flowing after continuous pressure, seek medical assistance.
- **Clean the wound:** Rinse out the wound with clean water. To clean the area around the wound, use soap and a washcloth. But soap can irritate the wound, so try to keep it out of the actual wound. If dirt or debris remains in the wound after washing, use tweezers cleaned with alcohol to remove the particles. If debris still remains, see your doctor. Thorough cleaning reduces the risk of infection and tetanus.

- **Apply an antibiotic:** After you clean the wound, apply a thin layer of an antibiotic cream or ointment to help keep the surface moist. The products don't make the wound heal faster, but they can help your body's natural healing process work fast. Certain ingredients in some ointments can cause a mild rash in some people. If a rash appears, stop using the ointment.
- **Cover the wound:** Bandages can help keep the wound clean and keep harmful bacteria out. After the wound has healed enough to make infection unlikely, exposure to the air will speed wound healing.
- **Change the dressing:** Change the dressing at least daily or whenever it becomes wet or dirty. If you are allergic to the adhesive used in most bandages, switch to adhesive-free dressings or sterile gauze held in place with paper tape, gauze roll or a loosely applied elastic bandage. These supplies generally are available at pharmacies.
- **Watch for signs of infection:** See your doctor if the wound is not healing or you notice any redness, increasing pain, drainage, warmth or swelling.

FIRST AID KIT

(3) Every office, factory, home and school should have an accessible first-aid box with the following recommended basic contents:

1. First Aid Book

Clearly explains how to handle the basic problems.



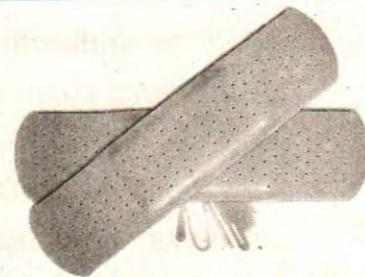
For the Teacher:

- More while-reading questions may also be generated for better understanding of first aid process of cuts and scrapes.

Help students to identify the text structure. Remind them to look for the heading and captions to identify the text structure.

2. Band-aids (Plasters)

Band aids or Sticking plasters are good for dressing small wounds. They come in all shapes and sizes for fingers, legs, and anywhere else you might get little cuts. Make sure the Band aid is big enough to cover the wound, if not you should use a dressing instead.



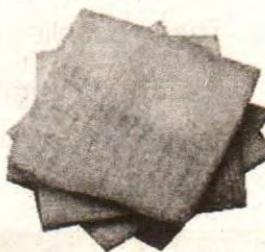
3. Elastic Bandages

The elastic bandages are good for wrapping sprained joints or making a sling in the case of a broken arm.



4. Gauze and Adhesive Tape

Gauze pads or rolls are cloth pads that are placed directly on a wound to protect and control bleeding (for larger cuts and scrapes). You will need adhesive tape to keep the gauze in place.



In an emergency, a clean cloth, hand towel, clean tee-shirt can be used to cover the wound.

5. Antiseptic Wipes (Alcohol Swabs) and Cotton Wool



6. Safety Pins and Tweezers



7. Scissors

A pair of scissors is needed to cut the tape and gauze.



8. Latex Gloves

Latex gloves are always a good idea, especially if you are dealing with body fluids from a stranger.



9. Calamine Lotion

Calamine lotion is used for soothing sunburns and stings.

10. Clinical Thermometer



11. Analgesic Tablets

Such as aspirin or paracetamol



THEME

First Aid means responding to an emergency situation. Accidents happen always unexpectedly. But a life can be saved by having a basic knowledge of what to do in emergency and knowing proper first aid procedures. Basic training in first aid skills should be taught in schools, in work places and, in general, be learnt by all, as it is mandatory to our modern and stressful life.



For the Teacher:

- Help students make a first aid kit of their own.

GLOSSARY

accessible	easy for anyone to obtain and use
adhesive	sticky, gluey
antibiotic	A substance which is capable of destroying or inhibiting the growth of bacteria or other micro-organisms
infection	the agency by which disease is caused or transmitted.
ingredients	the substances that are combined to make something.
minor	relatively small in size
ointment	a medicinal preparation in the form of a soft smooth paste
rinse	wash something quickly
tweezer	A small pair of pincers for taking up small objects, plucking out hair, etc.

VOCABULARY

- A. Many fields have a specialized vocabulary. Identify specialized vocabulary related to medical field in the text.**

Specialized word	What I think it means?	What does it mean?
scrapes		
infection		
ointment		
bandage		
dressings		
stitches		

B. Complete the missing letters in the words below to match the meanings given on the right. All these words have prefix dis-.

Word	Meaning
ocate	to put out of place
tisfied	to be unhappy
ract	to divert
ualify	to exclude
elieve	to doubt
prove	to reject

The prefix dis- has the meaning of 'devoid'.

C. Now use the above words in sentences.

D. Further reading activity

Go through the list of idioms in a grammar book and find five idioms which start with 'to-infinitive'. Write Urdu equivalents of these idioms also.

Example: To owe is woe. قرض نہیں بلایے۔

READING COMPREHENSION

A. Choose the correct answers.

1. If blood spurts or continues flowing after continuous pressure,

- a. do first aid
- b. apply gentle pressure with a clean cloth
- c. seek medical assistance



For the Teacher:

Explain to students that prefixes help us understand/guess the meanings of unfamiliar words.

Reading Comprehension A: Ask students to read the text silently and scan the required information.

2. Thorough cleaning reduces the risk of _____.
a. infection and tetanus b. allergy c. rash
3. If a/an _____ appears, stop using the ointment.
a. infection b. rash c. allergy
4. Change the dressing at least _____.
a. weekly b. twice a day c. daily
5. Band aids or sticky plasters are good for dressing small
_____.
a. wounds b. burns c. fractures

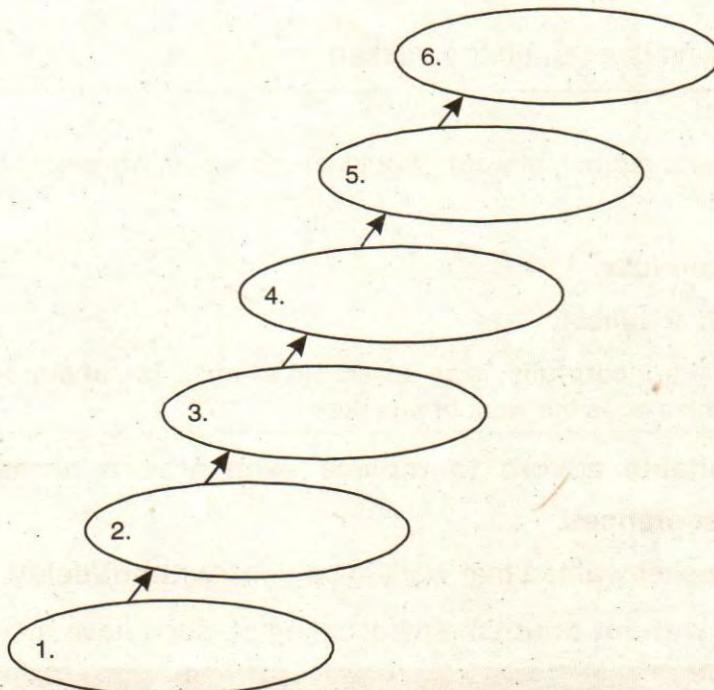
B Answer the following questions.

1. You should not keep checking if the bleeding has stopped? Why?
2. Why is it necessary to keep away soap from the wound?
3. How is an antibiotic cream or ointment good in healing the wound?
4. What should you do if you are allergic to adhesive material used in most bandages?
5. When do you need to see a doctor?
6. What should your first aid kit consist of?

Patterns of Text Organizations

 Text structure	 Signal words	Signal to reader
sequence/procedure 1 → 2 → 3	first, after, next, then, third, finally etc.	A sequence of steps or events in a process is being described.

C. Read the First Aid Process of cuts and scrapes. Put the relevant information in the graphic organizer showing sequence.



For the Teacher:

- Help students analyze the paragraphs to identify words, phrases or sentences that support the main idea through process / procedure and complete the activity C.
- Help them organize information using organizational pattern of sequence.

GRAMMAR

Position of Adverbs

A. Place adverbs at appropriate places.

1. I am happy when it is my birthday. (always)
2. My brother gets up at six o'clock from Monday to Friday as he goes jogging. (often)
3. He went to the market. (last night)
4. Have you been to Hunza Valley? (ever)
5. The birds were chirping. (beautifully)
6. I'm waiting for Khalid to arrive. I have been waiting for over twenty minutes! (still)
7. He saw a blind beggar. (in the market)

Adverb phrase

An Adverb Phrase is a group of words that functions like an Adverb.

Examples:

- (a) He works **carefully**.
- (b) They rested **at sunset**.

In example (a), **carefully**, is an adverb. In example (b), **at sunset**, is an adverb phrase which does the work of an adverb.

B. Find a suitable adverb to replace each adverb phrase in the following sentences.

1. Our teacher wanted that work to be done **without delay**.
2. She is **without doubt** the most caring person I have met.

For the Teacher:

Grammar A: Recall students' knowledge of position of adverbs in a sentence. Adverbs of manner may come before verb or at the end of a sentence. Adverbs of place may come in the beginning or at the end of a sentence. In case of having more than one adverbs, MPT (manner, place, time) sequence is followed in a sentence e.g. She worked hurriedly at home yesterday. An adverb of frequency usually comes before the verb in a sentence.

Help them recognize varying positions of adverbs in sentences according to their kinds and importance.

3. This plant flowers **once every year**.
4. You should complete the work **in a while**.
5. The two old friends met each other **by accident**.

Gerunds and Infinitives

These verbs can take GERUNDS after them:		These verbs can take INFINITIVES after them:	
enjoy	Salman <u>enjoys playing</u> tennis.	hope	I <u>hope to learn</u> gerunds.
finish	Maryam <u>finished doing</u> her homework.	expect	I <u>expect to improve</u> my English.
quit	Jamil <u>has quit smoking</u> .	plan	Sara <u>plans to attend</u> college.
put off	Pasha always <u>puts off</u> <u>cleaning</u> his room.	intend	Mehak is <u>intending to go</u> .
postpone	We <u>postponed having</u> the picnic.	mean	He <u>meant to say</u> "dear" not "deer."

After some verbs (begin, start, continue, like, love, hate, intend and prefer) you can usually use either a gerund or an infinitive. There is practically no difference in meaning.

Exception: After would/should + like/love, only the infinitive can be used.

C. Complete the following sentences with infinitive or gerund which ever is appropriate.

1. We felt the plane ----- (shake) in the storm.
2. I've always disliked ----- (smoke).
3. Where did you learn ----- (speak) French?
4. Is the exhibition worth ----- (visit)?
5. I don't mind ----- (get up) early.
6. We'd love ----- (come) with you.
7. She seems ----- (know) this place.



For the Teacher:

Grammar C: Revise and illustrate the use of gerunds and infinitives. Encourage students to find more examples of gerunds and infinitives from immediate surrounding.

D. Identify gerunds and infinitives in the following sentences.

1. Minor cuts and scrapes usually stop bleeding on their own.
2. To clean the area around the wound, use soap and a washcloth.
3. Don't keep checking to see if the bleeding has stopped.
4. So try to keep it out of the actual wound.
5. If a rash appears, stop using the ointment.
6. If dirt or debris remains in the wound after washing, use tweezers cleaned with alcohol to remove the particles.

E. Change the following sentences into the passive voice. Subject in the passive sentences may be skipped.

1. You must put out all smoking materials.
2. You must fasten the seat belt.
3. They will demonstrate safety precautions.
4. You should read the safety instructions.
5. You can store small packages in the overhead compartment.

ORAL COMMUNICATION SKILLS

Useful expressions to make an apology

- ◆ *I'm so sorry*
- ◆ *I hope you aren't too upset (offended) about*
- ◆ *I must (have to) apologize.*
- ◆ *I feel so mean (about)*



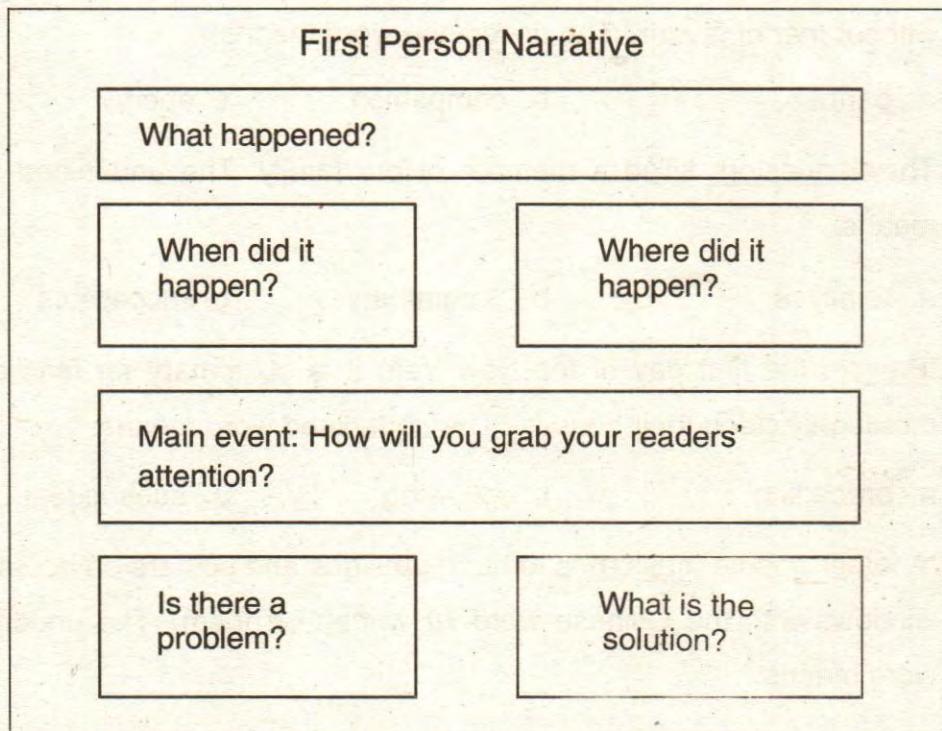
For the Teacher:

Grammar E: Tell students sometimes subject in the passive sentence may be skipped if it is not important or unknown.

Situation: You realize that you were wrong in arguing with your friend. Now you want to patch up. How would you apologize?

WRITING SKILLS

- A. Write a paragraph on "**How to take care of cuts and scrapes**". Use transitional devices e.g. first, next, then, after that, in the end etc. to join sentences within the paragraph.
- B. **Did you ever get cuts and scrapes? How did you give yourself first aid? Write a paragraph in past tense.** First make an outline with the help of mind map given below.



For the Teacher:

Writing B: Help students write an effective personal narrative by including choice of time period, clear statement of personality traits at that time and significant details of the incident.

Review 1

A. Choose the correct option.

1. 'He devised the most equitable plan for the setting of the Black Stone.'

The underlined word means:

- a. privileged b. reasonable c. favourite

2. 'He decided every case brought to him, by friend or foe with justice, without fear or favour.' The underlined word means:

- a. partner b. companion c. enemy

3. Their ancestors killed a member of our family. The underlined word means:

- a. relatives b. forefathers c. successors

4. 'Prior to the first day of the New Year it is customary for families to thoroughly clean their houses.' The underlined word means:

- a. preceding b. following c. subsequent

5. 'Another popular custom is to hang up signs and posters on doors and windows with the Chinese word **fu** written on them.' The underlined word means:

- a. law b. practice c. rule

6. 'First aid knowledge ranges from taking care of cuts to dealing with an unconscious victim.' The underlined word means:

- a. helper b. suppressor c. sufferer

7. The synonym of "persevere" is
a. persist b. give up c. surrender
8. The synonym of "reward" is
a. fine b. prize c. penalty
9. The antonym of "mighty" is
a. weak b. grand c. strong
10. The antonym of "fail" is.....
a. unsuccessful b. succeed c. flourish
11. 'The accident was due to his ruthlessness.' The underlined word is a/
an _____ noun.
a. collective b. concrete c. abstract
12. 'Our job is to keep the audience happy.' The underlined word is a/ an
_____ noun.
a. collective b. concrete c. abstract
13. We have to take the bus _____ tomorrow morning.
a. early b. earlier c. earliest
14. We _____ our bottle, so we could use it again.
a. cleaning b. clean c. cleaned
15. Ali was impressed _____ Sarmad's grades.
a. with b. by c. from
16. Last summer, we _____ many places.
a. visited b. had visited c. have visited

17. All students _____ for prizes.
- competes
 - compete
 - competing
18. Didn't you see the sign? You _____ drive at more than 30 miles an hour.
- must not
 - should not
 - may not
19. You _____ find Lubna in the garden, but I doubt it.
- can
 - must
 - might
20. Choose the correct spelling.
- intersede
 - intercede
 - entercede

B. Answer the following questions.

- Hazrat Muhammad ﷺ is a perfect model and example for all mankind. Explain.
- Write a note on Chinese New Year celebrations.
- Why is trying again important in life?
- Write the First Aid Process for cuts and scrapes.

C. Read the passage and answer the questions given below.

Since the advent of the internet, there have been profound changes in the way we live, work or play. Firstly, the internet has brought e-mail to the masses, which made it possible to send messages, digital photos, music, and videos to anywhere in the world instantly. Gone are the days when it took about fifteen days for a letter from Lahore to reach San

Francisco. Besides e-mail, further innovations like instant messaging has also become the norm. With a web camera, users can actually see each other on the computer monitor and speak to each other through a microphone at no extra cost. In the past, this convenience was only available to companies that could afford highly expensive video conferencing equipment at exorbitant charges. The effect of this technological development is that people are able to stay in close touch with each other even though they are thousands of kilometres apart. Not long ago, this was only possible in science fiction movies and our fantasies. Internet has also changed the way we access information. In the past, one had to search books, magazines and libraries if one needed to know something. Now, search engines e.g. Google and Yahoo give us a list of websites that provide the information that we need. There are even free online dictionaries, encyclopedias and maps. As technology advances, the impact of the internet will be even more profound in the future. Now it is up to us to use its power to serve mankind in a positive way.

Questions

1. What is the first change that internet has brought in our lives?
2. How have search engines revolutionized access to information?
3. Internet has brought people closer. How?
4. Find words from the passage that mean the same as phrases given below.
 - a. far greater or higher than is reasonable
 - b. the quality of being or making things easy

5. Write a précis of the given passage and suggest a suitable title for it.

D. Write a paragraph on any ONE of the following topics.

1. Land Pollution
2. The Subject I Like the Most in School

E. Write a general essay on any ONE of the following topics.

1. Traffic Problems of a Big City
2. School Discipline

F. Write a narrative essay on any ONE of the following topics.

1. On a Rainy Day
2. Most Memorable Trip

G. Paraphrase the following stanza.

If you find your task is hard.

Try again;

Time will bring you your reward,

Try again;

All that other folk can do,

Why with patience should not you?

Only keep this rule in view,

Try again.

The Rain

Learning Outcomes

After completing this unit students will:

- understand and appreciate nature
- locate synonyms and antonyms
- illustrate the use of transitive and intransitive verbs
- illustrate the use of prepositions
- paraphrase and summarize the poem
- write a paragraph on the given topic using clear topic sentence and supporting details

Pre-reading

- ◆ Do you enjoy rain? Why?
- ◆ Can you share three good things about rain?
- ◆ What may be the result of excessive rains?



For the Teacher:

- Use pre-reading activity to help students predict the theme of the poem from the title, picture and by using their prior knowledge.

- (1) I hear leaves drinking rain;
 I hear rich leaves on top
 Giving the poor beneath
 Drop after drop;
 'Tis a sweet noise to hear
 These green leaves drinking near.

What do the rich and the poor leaves stand for?

- (2) And when the sun comes out,
 After this rain shall stop,
 A wondrous light will fill
 Each dark, round drop;
 I hope the Sun shines bright;
 It will be a lovely sight.

Do you also like the sun coming out after rain? Why?

W.H. Davies

THEME

W. H. Davies' favourite themes are nature and the hardships of the poor. This poem also has a symbolic meaning. The upper leaves get the rain drops and quench their thirst. Afterwards they pass on the drops to the lower leaves. This metaphor means that the rich get a golden chance first and whatever remains trickle down to the poor people. But the poet hopes that there would be equality in the society just like the sunshine which spreads all over the world equally. This sunshine is both for the dark round drop of rain and rich green leaves.



For the Teacher:

- More while-reading questions may be generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and paraphrase/summarize it.

VOCABULARY

- A. Give an antonym for each given word and make sentences with both words.**

rich, top, near, light, bright, noise, lovely

Denotation

It is the dictionary and literal meaning of a word.

Connotation

It is the emotional / contextual /cultural meaning attached to a word; shades and degrees of meaning.

Example:

home, house, residence, dwelling

Denotation: All these words mean a place in which someone lives.

Connotation:

Home	House	Residence	Dwelling
cozy, loving, comfortable, feeling of security	the actual building	cold, without feeling	primitive or basic

- B. Read the following sentences. Answer the questions given below.**

- a. Adeel was **surprised**.
 - b. Adeel was **amazed**.
 - c. Adeel was **astonished**.
1. What is the general meaning of each of the three sentences about Adeel? Do the words "surprised," "amazed," and "astonished" have approximately the same denotation?

**For the Teacher:**

Vocabulary B: Help students understand the use of connotation and denotation. Guide them to recognize words that vary in meaning according to their connotations. Ask them to look up the meaning of 'surprised, amazed and astonished' in the dictionary.

2. Use dictionary to find what additional meanings are suggested by "astonish".
 3. Would a person be surprised or astonished at seeing a ghost?

C. Which connotation is more positive?

1. Our trip to the Khewra Mines was _____.
a) fine b) wonderful
 2. _____ people rode on the roller coaster.
a) Brave b) Foolhardy
 3. We saw _____ animals in the zoo.
a) fascinating b) weird
 4. Some of the monkeys made _____ faces.
a) hilarious b) amusing
 5. Everyone had a _____ on his or her face on the way home.
a) smile b) smirk

D. Which connotation is more negative?



For the Teacher:

Vocabulary C & D: Encourage students to explore the use of synonyms for varying shades of meaning for various purposes such as irony, parody, propaganda etc. Motivate them to use appropriate connotations in their own writing.

3. I didn't like the _____ on the jester's face.

a) smirk b) grin

4. It made me feel _____.
a) uneasy b) frightened

E. Give synonyms for the following words.

shine, bright, noise, lovely

READING COMPREHENSION

A. Answer the following questions.

1. What does the poet hear?
 2. What according to the poet is a sweet noise?
 3. What will happen after the rain stops?
 4. How does the sun come out after the rain?
 5. How does the light fill the drops?
 6. What makes the scene lovely?

Metaphor

A figure of speech in which an implied comparison is made between two unlike things.

Examples:

He was a lion in the battle.

The striker was a goal machine.

The moon was a misty shadow.

B. Select the choice that explains the meaning of the metaphor as it is used in the sentence.

<p>1. Junaid is an ox. The metaphor is an ox means.: <input type="radio"/> A Junaid is deaf. <input type="radio"/> B Junaid is weak. <input type="radio"/> C Junaid is strong.</p>	<p>2. Waleed is a real couch potato. The metaphor couch potato means: <input type="radio"/> A Waleed is always busy with some activity. <input type="radio"/> B Waleed is lazy. <input type="radio"/> C Waleed likes to go outside and play.</p>
<p>3. Shahid is a volcano after hearing his brother borrowed his car without permission. The metaphor Shahid is a volcano means: <input type="radio"/> A Shahid is angry. <input type="radio"/> B Shahid lives in Japan. <input type="radio"/> C Shahid has a triangle head.</p>	<p>4. Lubna is the apple of her father's eye. The metaphor Lubna is the apple means: <input type="radio"/> A Lubna is loved by her father. <input type="radio"/> B Lubna 's father is mad at her. <input type="radio"/> C Lubna has an apple tree in her yard.</p>
<p>5. Maria was feeling blue after her cat hit by a car. The metaphor feeling blue means: <input type="radio"/> A Maria didn't like cars. <input type="radio"/> B Maria was sad. <input type="radio"/> C Maria wore blue frock.</p>	<p>6. Faraz is a giant in his class, towering a foot over his classmates. The metaphor Faraz is a giant means: <input type="radio"/> A Faraz is short. <input type="radio"/> B Faraz is from a fairy tale. <input type="radio"/> C Faraz is tall.</p>

C. Identify the use of metaphor in the poem and answer these questions.

1. What do the rich leaves symbolize?
2. What do the poor leaves stand for?
3. What does the sun symbolize?

Personification

It is a figurative language technique where an object or idea is given human traits or characteristics.

Example:

Flowers were **fluttering and dancing** in the breeze.

D. Identify the use of personification in the poem and answer these questions.

1. Which object is being personified in the poem?
2. Which human traits are given to that object?

GRAMMAR

Transitive and Intransitive Verbs

A. Pick out the verb in each sentence and state whether it is transitive or intransitive.

1. The sun shines bright.
2. I hear a noise.
3. Ali drives the car carefully.
4. You got angry with your sister.
5. Sarmad ate a lot of sweets.
6. Everyone tried very hard to win the race.
7. She knows the secret.



For the Teacher:

Grammar A: Recall students' previous knowledge of transitive and intransitive verbs. A quick tip to identify transitive and intransitive verbs is that transitive verbs can be changed into passive voice whereas intransitive verbs cannot be converted into passive.

Some verbs can be used both transitively and intransitively.

Examples:

- She hangs the painting on the wall.
- The painting hangs on the wall.

In example a, hangs is a transitive verb which passes the action to the noun "painting". In example b, hangs is an intransitive verb.

B. Make two sentences with each of the given words. Use these first as a transitive verb and then as an intransitive verb.

write, play, sing, read, plan, move

Prepositions of Movement and Direction

C. Fill in the blanks with appropriate Prepositions.



➤ Sarah is getting out of
the taxi.



1. Sheraz is going
..... the ladder.



2. The furniture is
..... the van.



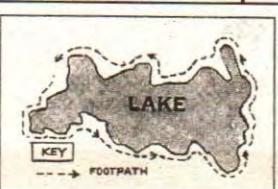
3. My friend lives in a flat
..... a shop.



4. The boss is coming
..... the corridor.



5. There's a garage
..... the house.



6. We walked
the lake.

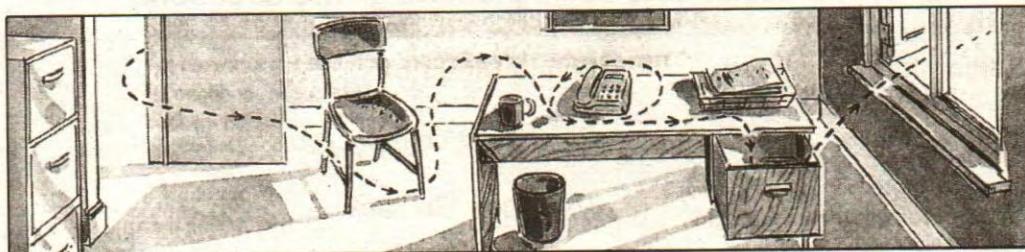


7. There's statue
..... the museum.



8. Hassan and Ali are
walking the
stadium.

D. Where did the fly go? Put in these prepositions appropriately.
around, into, on, out of, through, under, up



Example: The fly came in through the door.

1. It flew the chair.
2. It crawled the chair leg.
3. It stopped the desk for a moment.
4. It went the telephone.
5. It flew the drawer.
6. It went the window.

Active and Passive Voice

E. Put in the correct form of the verb to complete the following sentences in passive voice.

- 1) We _____ a letter the day before yesterday. (**to send – Past Indefinite**)
- 2) This car _____. It's too old. (**not/to steal – Past Indefinite**)
- 3) A new restaurant _____ last week. (**to open – past continuous**)
- 4) He _____ to the party yesterday. (**to invite –Past definite**)
5. I _____ the book by my friend. (**to give - past continuous**)



For the Teacher:

Grammar: Help students illustrate use of prepositions of movement and direction through examples from immediate surrounding.

ORAL COMMUNICATION SKILLS

A. Useful expressions for asking for and giving directions

Asking for Directions	Giving Directions
How do I get to ...?	<i>Go straight on (until you come to ...).</i>
What's the best way to ...?	<i>Turn back./Go back.</i>
Where is ...?	<i>Turn left/right (into ...-street).</i> <i>Go along, Cross ...</i>
	<i>Take the first/second road on the left/right. It's on the left/right.</i> <i>straight on.</i> <i>opposite ,near, next to, between,</i> <i>at the end (of), on/at the corner,</i> <i>behind, in front of, (just) around the corner,</i> <i>traffic lights, crossroads, junction , signpost.</i>

Situation: Work in pairs. Choose some places at your school. e.g. principal office, main office, cafeteria and library. Ask for and give directions to reach these places.

B. Monsoon Rains prove devastating every year. Collect information from newspapers and magazines on recent Monsoon Rains. Prepare a group presentation on “Suggestions to deal with Monsoon Rains”.



For the Teacher:

Oral: Students may also be asked to give directions for nearby places outside the school.

Presentation Skills

■ Introduction

Give your listeners general information on the topic and explain how your presentation is structured. You may use the following expressions to introduce your presentation.

I will first explain ...

Then I will

After that

Finally....

■ Actual Presentation

Subdivide your presentation into several sub-topics. You may use the following expression when you come to another sub-topic.

I will now talk about

In this way your audience can follow your presentation more easily. You may also ask questions from time to time. Your listeners will listen more attentively then.

■ Conclusion

Try to find a good conclusion, for example:

an invitation to act, an acknowledgement or a motivation.

WRITING SKILLS

- A. Write the main idea of the poem.
- B. Paraphrase the stanzas of the poem.
- C. Write summary of the poem "The Rain".
- D. Write a paragraph on "The Rainy Day". (125-150 words)

Further Reading Activity

Monsoon Rains always prove devastating in Pakistan. Get cuttings of newspapers headlines, articles and letters to the editor on recent monsoon rains. Share your findings.



For the Teacher:

Writing B: Help students use paraphrasing tips to paraphrase stanzas of the poem. Encourage them to do the activity orally first.

Writing D: Recap students knowledge of process of paragraph writing that every paragraph has a topic sentence followed by supporting details and it ends with a concluding sentence.

NOT FOR SALE

Television vs. Newspapers

Learning Outcomes

After completing this unit students will:

- illustrate the use of first conditional sentences
- present and explain their points of view clearly
- structure ideas and arguments in a coherent logical fashion
- summarize the main points of the discussion for the benefit of the whole group
- write a comparative essay on the given topic

Pre-reading

- ◆ What kind of programmes do you like to watch on television?
- ◆ What kind of news do you like to read in newspapers?
- ◆ Which medium of information is more important? Why?



For the Teacher:

- ◆ Use pre-reading activity to help students predict the content of the text from the title, pictures and by using their prior knowledge of media.

- (1) News coverage over television is different from reading newspapers. Newspapers were primarily established to cover the news and later on they added entertainment. On the other side television was mainly invented for entertainment and then it became an effective news medium. Now television news has become a powerful rival to newspapers. Though both of these mediums cover the news effectively, there are distinct differences in the way they do it.
- (2) Newspapers do not require us to sit at a place and read the news. Busy people may read the papers anytime of the day. They may read the news that is important to them early in the morning, and carry the paper with them to read in the bus or van. They may also choose to omit certain aspects of the news that they are not interested in.
- (3) Television, on the other hand, requires its viewers to be at a certain place, at a certain time in order to watch and listen to the news. If they are busy people, they will miss the news. They cannot choose to read it on the move or throughout the day. They cannot even choose which piece of news they wish to skip. One way could be to record it and watch it later. But the point here is that it is not that convenient.
- (4) Television brings laziness in us. We can view the news with a little or no effort since it is practically a form of entertainment. If we have the leisure time, we can view the television news anytime of

What is one good thing about newspapers?

How does television make us lazy?



For the Teacher:

- More while-reading questions may also be generated for better understanding of the role of media.

Help students identify details which make/show comparison and contrast between Newspapers and Television. Ask them to look carefully at the descriptions and other details that the author includes in the text.

the day and night. It broadcasts the news as it is happening. Much mastery of language is not necessary for the person who prefers to view the news on television because everything is visual and auditory. A person with a basic knowledge of the broadcast language will be able to view and understand it. In comparison, the reader of a newspaper needs to be proficient in the language in order to understand it better.

Although television can give us the most updated news and visuals, (5) newspapers can give us more in-depth coverage. Editorials and column writers can give us their expert views and analysis that we can digest slowly as we read them. Many people also opt to read more than one newspaper a day so as to get different viewpoints of the story and to check its validity. Readers can also give feedback to the articles by writing to the forum pages. Viewers of television news do not have this luxury as the news flies too fast for any feedback to be relevant.

Have you ever given your views on any article?

Each medium has strengths that the other does not. Each makes (6) use of strong points that the other lacks. Television news is like having a fast food meal whereas reading newspapers is like having a ten course dinner. The ideal seems to be, if one has the time, to both read the news and watch it on television.

Which simile has the author used and why?

THEME

Role of Print and Electronic Media in our life is very significant, we know the national and international news because of media. Electronic media brings awareness. Print media also plays a vital role in this respect.

GLOSSARY

broadcast	to transmit a program on television or radio
coverage	the action of covering something for the press;
distinct	marked
entertainment	performances that people enjoy
leisure	the state of having time at one's own disposal
luxury	delight
omit	leave somebody or something out
proficient	very skillful at something
skip	not do something, but to do the next thing instead

VOCABULARY

- A. Give the meaning of each word as used in the lesson.
primarily, distinct, aspects, leisure, auditory, coverage, luxury
- B. Form a noun with each of the following words and use the nouns in sentences.
relevant, interested, require, convenient, effective

READING COMPREHENSION**Analysis of patterns of text organization****A. Choose the correct option.**

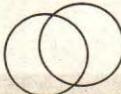
1. In paragraph 1, the topic sentence is supported through _____.
 - a. facts
 - b. examples
 - c. definitions
2. Paragraph 2 shows that watching news on television is _____.
 - a. not as convenient
 - b. trouble-free
 - c. more convenient than reading newspapers

For the Teacher:

 **Reading Comprehension A:** Guide students to read the text silently to extract main/key idea and supporting details of paragraphs. As each paragraph carries separate thought, ask students to appropriately analyze these paragraphs. Help the students grasp contextualized meaning from English dictionary.

3. The key idea of paragraph 4 is _____.
- reading newspaper is more convenient than watching television
 - watching television and reading newspaper are equally convenient
 - Television viewing is more convenient than reading newspaper
4. Paragraph 5 _____.
- gives arguments in favour of television
 - gives arguments in favour of newspapers
 - shows both mediums are equally advantageous
5. Television news is like having a fast food meal whereas reading newspapers is like having a ten course dinner. This sentence is an example of _____.
- metaphor
 - simile
 - personification
6. Paragraph 6 concludes that _____.
- we should use both mediums of information
 - television news should be given preference
 - reading newspapers is more important

Patterns of Text Organization

 Text structure	 Signal words	Signal to reader
Compare and contrast 	like, unlike, in contrast, on the other hand, however, both, also, too, as well as	Similarities and differences are being discussed.

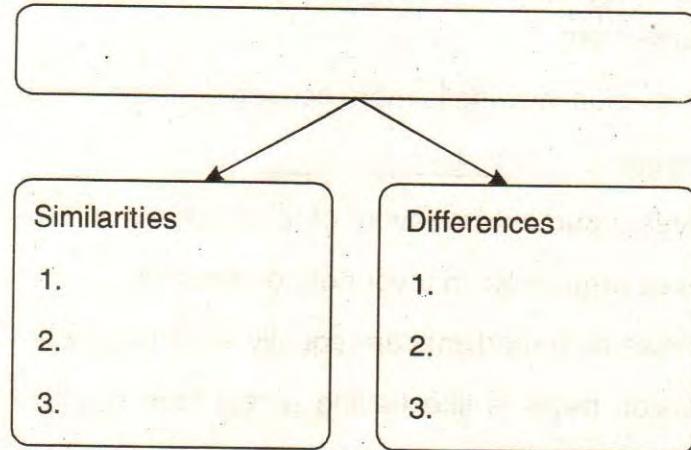


For the Teacher:

Reading Comprehension B: Have students look for the clue words (transitional devices) which signal that the author is comparing or contrasting items/ideas.

- B. Read the text again and put information from the text into the graphic organizer showing comparison and contrast.

What is being compared and contrasted?



C. Answer the following questions.

1. How is a newspaper more convenient medium of news?
2. How does a viewer get restricted while watching TV news?
3. In what way viewing news on TV is easier than reading a newspaper?
4. How do newspapers give us more in-depth coverage?
5. Why do some people read more than one newspaper?
6. How can readers give feedback to the newspaper articles?
7. Which medium do you prefer for news? Why?



For the Teacher:

Reading Comprehension B: Help students analyze the paragraphs to identify words, phrases or sentences that support the main idea through comparison and contrast. Help them organize information using organizational patterns of comparison and contrast.

GRAMMAR**Modal Verbs****A. Put appropriate modal verbs into the gaps.**

1. We _____ to borrow umbrellas; so we didn't get wet.
2. I was so far from the stage that I _____ see very well.
3. He sees very badly; he _____ wear glasses all the time.
4. You _____ drive fast; there is a speed limit here.
5. We _____ drive fast; we have plenty of time.

Active and Passive Voice**B. Put in the correct form of the verb to complete the following sentences in passive voice.**

1. A letter _____ by Ahsan. (***to write - Present continuous***)
2. The words _____ by the teacher today. (***to explain - Present indefinite***)
3. This road _____ because of snow. (***already/to close - Present indefinite***)
4. The dishes _____ by my brother. (***not/to wash - Present continuous***)
5. I _____ by the principal. (***not/ called- Present indefinite***)

**For the Teacher:**

Grammar A: Help students illustrate the use and function of modal verbs learnt earlier.

Grammar B: Help students recall the rules to change active voice into passive voice.

The First Conditional Sentences

The first conditional sentences are used to speculate about possible situations that can really happen at present or in future.

Example: If they are busy people, they will miss the news.

Structure: if + present tense + future tense

C. Put the correct form of the verbs to make first conditional sentences.

1. If you _____ (get) back late, I _____ (be) angry.
2. If we _____ (wait) here, we _____ (be) late.
3. If we _____ (go) on holiday this summer, we _____ (go) to Ziarat.
4. If the weather _____ (not / improve), we _____ (not / have) a picnic.
5. They _____ (go) to the party if they _____. (be) invited.

Silent Letters

In many English words, you will come across some letters that are spelled but not pronounced. Here is a list of common silent letter combinations.

Silent B B is not pronounced when following M at the end of a word. climb, crumb, dumb, comb	Silent C C is not pronounced in the ending "scle". muscle	Silent D D is not pronounced in the following common words. handkerchief, Wednesday	Silent E E is not pronounced at the end of words and usually makes the vowel long. hope, drive, gave, write, site
Silent G G is often not pronounced when followed by an N. foreign sign feign	Silent GH GH is not pronounced before T and at the end of many words. thought, through light, might, right, fight, weigh	Silent H H is not pronounced when following W. what, when, why, where, whether	Silent H H is not pronounced at the beginning of many words. hour, honest, honour, heir, herb
Silent K K is not pronounced when followed by N at the beginning of a word. knife, knee, know, knock, knowledge	Silent L L is often not pronounced before L, D, F, M, K. calm, half, talk, walk, would, should	Silent N N is not pronounced following M at the end of a word. Autumn, hymn	Silent P P is not pronounced at the beginning of many words using the suffix "psych" and "pneu". Psychology, pneumonia,
Silent S S is not pronounced before L in the following words. island, isle	Silent T T is not pronounced in these common words. castle, fasten, listen, often, thistle, whistle	Silent W W is not pronounced at the beginning of a word followed by an R. wrap, write, wrong	Silent W W is not pronounced with these three pronouns. who, whose, whom

- D. Read paragraph 5 and find words that contain silent letters.
- E. Silent Letters Game

Form groups. Speak out words with silent letters. Each group will alternately speak a word with silent letter e.g. **gh**. The first group to run out of words will lose the game.

ORAL COMMUNICATION SKILLS

Form groups and discuss the following.

People are influenced by what they see on television and in films. Do you agree? Support your answer by giving relevant examples.

Useful expressions to show agreement

- ◆ *There are many reasons for ...*
- ◆ *There is no doubt about it that ...*
- ◆ *I simply / must agree with that.*
- ◆ *I am of the same opinion as ...*
- ◆ *I completely/absolutely agree with ...*



For the Teacher:

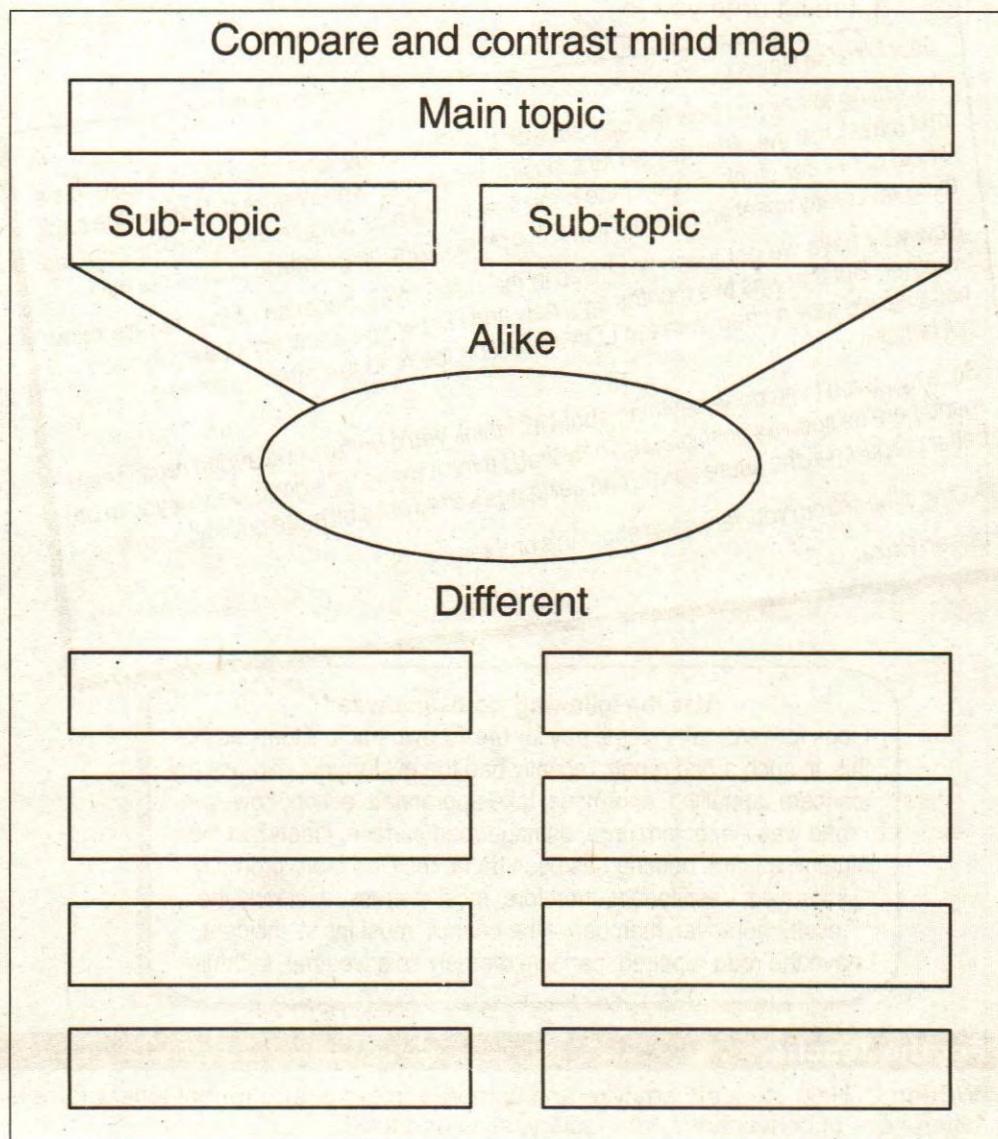
Oral: Guide students to present and explain their point of view clearly and to support their opinion with reasons.

WRITING SKILLS

- A. Write a précis of paragraph 4.
- B. Write a comparative essay on “The Influence of Electronic Media on Print Media”. (220-250 words)

Sample Rubric

First make an outline with the help of a mind map given below.



- C. Hassan Raza is writing a letter of complaint to Mr Haq Nawaz, the Chairman of the Lahore Development Authority. The information in his letter is correct but the style is informal. Rewrite the letter in a formal style and include the phrases in the boxes below.

I am writing to express my concern about ...

I must insist that you ...

I must urge you to ...

Dear Mr. Haq Nawaz

I'm writing to say just how fed up I am with the state of the road outside my house. It's a real mess! Just the other day old Mrs. Nasim, the woman who lives next door, got the back wheel of her car stuck in one of the huge great pot-holes outside my gate. The poor old thing was really upset and we had to get two chaps from the garage to pull her car out!

Now why have we got these pot-holes in the road? Well, because of that terrible rainy weather. But that was two months ago, now and I know you know about the situation because we saw a chap from the LDA inspecting the road just after the weather got better.

So, why haven't you done anything about it? I think you'd better send a road repair team round here as soon as possible. Not only that, I think it would be a good idea for you to be better prepared in the future so you can get things sorted out a bit more quickly!

Hoping to hear from you very soon about this problem.

Hassan Raza

Use the following words/phrases:

I look forward, take steps, pay for breakdown truck, situations like this, in such a bad repair, recently had the misfortune, express my concern, appalling, enormous, take appropriate action, however, road was inspected, urge, damage/road surface, indeed, in the future, ensure, nothing has been done, rectified more promptly, improved, despite/fact, therefore, most distressed, clearly the result, moreover, member of the council, must insist, incident, have the road repaired, period/extremely cold weather, faithfully



For the Teacher:

Writing C: Help students analyze and compare informal and formal letters to note differences of conventions, vocabulary, style and tone.

Little by Little One Walks Far!

Learning Outcomes

After completing this unit students will:

- deduce the meanings of unfamiliar phrases from the context
- illustrate the use of indefinite pronouns
- illustrate the use of present perfect tense
- write general essay on importance of co-curricular activities
- fill in a form for specific information

Pre-reading

- ◆ What do you understand by the topic?
- ◆ Do you think co-curricular activities may prepare students for the future?
- ◆ What kind of co-curricular activities do you like? Why?



For the Teacher:

- Use pre-reading activity to help students predict the content of the text from the title, picture and by asking questions about co-curricular activities.

(1) The last couple of years have been a long bumpy ride for me, as they have for everyone of my age. The experiences might be different but everyone has gone through many of the same "teenage" circumstances as I have done. All of them have dealt with them in their own way. As a personal participant in this "game", we call life, I would say I worked hard for the first place and earned it. That is just my creative view of things. It is bad, but the fact is that not everyone sees it in the same way as I do.

What kind of person is the author?

(2) As a student, I am an active participant in academic and co-curricular activities. My first priority has always been to get good grades in school. Although this is important to me, I also know that by participating in sports, and after-school activities, I will become a well-rounded student. During the past years of my high school career I participated and received awards in the following: Quaid-e-Azam Badge in Scouting, winner of Who's Who Quiz Programme at the district level, and Academic Excellence Award while participating in Inter-District Declamation Contest and Essay Writing Competition for the year 2011. I also belonged to the following clubs: Reading Club (two years), second year as Secretary Reading Club, and Computer Club. In the year 2009, I received awards in the following classes: Computer Applications, Geography, and Advanced Algebra/Trigonometry. I also received an award for the Most Encouraging Student. I currently belong to the Hiking and Outdoor Club, and Environmental Awareness Club. In addition, this year I participated in a programme called "Read With A Friend". In this

What does the author want to imply by mentioning his co-curricular activities?



For the Teacher:

More while-reading questions may also be generated for better comprehension of the text.

programme I, along with a group of other students, went to the nearby elementary school to read to a class of students from Kindergarten to Fifth Grade.

In order to gain an understanding of independence and responsibility, I held several summer jobs in the preceding two years. I also worked to help myself financially in a boarding school. My first summer job was at the English Language Center. My second job was at McDonald's, and my past summer job was at D.K Academy. I am thankful to all these institutions for these job experiences. They have prepared me mentally and financially. This is important in a way that I am now more mature and responsible; which helps me not to be worried about the future but to look forward to it.

How have these job experiences made the author more mature?

I am glad that I have got a taste of what the real world has to offer. I have learned many lessons from my Public High School, boarding school, and work experiences. I am now ready to learn many more lessons through my college experience. Although it has been tough, I have succeeded so far. I am prepared to excel and make it much further in the years to come with my college education. This developing positive outlook has given me the motivation that I need to become successful. I never give up. When I am determined to achieve, "I shoot for the moon and land amongst the stars".

What has motivated the author to participate so actively?

THEME

Co-curricular activities give students the chance to become well-rounded individuals by teaching them a variety of skills. These activities prepare students for the future. Through these activities, students learn about working in a group or a team to accomplish a goal. When students enter the workforce they will be able to call on the teamwork and leadership skills they learned.



For the Teacher:

Help students identify the author's purpose. Ask them questions like "What is the author's purpose; to inform, to entertain or to persuade? etc.

GLOSSARY

career	a job or series of related jobs that you do
circumstances	environmental conditions of an act or event;
contest	a competition in which people try to win something
excel	be better than others
motivation	inspiration
participant	A person who takes part in something
priority	most important thing

VOCABULARY

A. Give the meaning of each word as used in the lesson.

circumstances, participant, priority, contest, preceding, excel, motivation, financially

B. Explain each phrase as used in the lesson.

- (a) a long bumpy ride
- (b) earned the first place
- (c) a well-rounded student
- (d) alongwith a group of other students
- (e) to look forward to it
- (f) made it this far

For the Teacher:

Vocabulary A & B: Help students find the appropriate meanings of words as used in the context.

C. Translate paragraph 1 of the lesson into Urdu.

The last couple of years have been a long bumpy ride for me, as they have for everyone of my age. The experiences might be different but everyone has gone through many of the same "teenage" circumstances as I have done. All of them have dealt with them in their own way. As a personal participant in this "game", we call life, I would say I worked hard for the first place and earned it. That is just my creative view of things and the fact is that not everyone sees it in the same way as I do.

READING COMPREHENSION

A. Choose the correct options.

1. The last couple of years have been a long bumpy ride for me, as they have for everyone of my age. The underlined phrase means _____.

a. easy time b. hard and challenging time c. leisure time

2. The author thinks he will become a well-rounded student by _____.

a. making good grades in academics
 b. participating in co-curricular activities
 c. partaking both in academic and co-curricular activities



For the Teacher:

Vocabulary C: Help students understand that most phrases and idioms do not translate literally from one language to another.

Help them use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu.

Reading Comprehension A: Ask students to read the text silently and scan it for the information required.

3. His summer jobs in the preceding two years helped him _____.
- gain an understanding of independence and responsibility
 - get financial boost
 - make friends
4. The author has become more _____ because of his job experiences.
- well-to-do and prosperous
 - mature and responsible
 - social and well-known
5. This developing positive outlook has given the author the motivation he needs to become _____.
- famous
 - wealthy
 - successful

B. Answer the following questions.

- What are some distinctions of the writer?
- How has the writer spent his summer vacation?
- What has he gained from his summer jobs experiences?
- How are these experiences helpful to him in future?
- What kind of student is the writer? Which of his qualities impress you?

GRAMMAR**Indefinite Pronouns****A. Underline indefinite pronouns in the following sentences.**

Example: The last couple of years have been a long bumpy ride for me, as they have for everyone of my age.

1. Everybody enjoys a good movie.
2. Does anybody have the time?
3. One sang while the other played the guitar.
4. Nobody knows the trouble I've seen.
5. The secret was known by few.
6. No, the secret was known by many.
7. Mathematics is too hard for some.
8. Surely, you recognize somebody.
9. Is there anything that I can do?

B. Tick the verb which agrees with the indefinite pronoun.

1. Each of the family members (**has, have**) one vote.
2. One of the boys (**eat, eats**) pizza every week.
3. Both of the answers (**is, are**) correct.
4. A few of the staff (**was, were**) gone today.
5. All of the animals (**run, runs**) when they are scared.
6. Someone (**has, have**) his own thoughts.
7. You know that others (**has, have**) tried this.

For the Teacher:

Grammar A: Recall students' previous knowledge of indefinite pronouns. These pronouns refer to persons, places, or things without specifying for certain which one e.g. everyone, none, something etc. Indefinite pronouns can be either singular or plural, depending on their use.

Grammar B: Help students illustrate the use of pronoun antecedent agreement in sentences. Encourage them to find more examples.

Present Perfect Tense

C. Fill in the blanks with the present perfect form of the verb given in brackets.

1. How long _____ (he / live) in Karachi?
2. I _____ (speak) Chinese for twenty years.
3. _____ (Aliya / fly) in an airplane before?
4. Shan _____ (not / go) to lunch yet.
5. Our class _____ (take) a field trip three times this year.
6. Where _____ (they / move) to?
7. Javeria _____ (ask) that question four times today.

ORAL COMMUNICATION SKILLS

A. Get a cutting of an interview of any celebrity from a magazine and analyze the questions and answers of that interview.



For the Teacher:

Grammar C: Recapitulate students' previous knowledge of present perfect tense. Help them illustrate use of this tense and relate it to real life and everyday situations.

Oral: Help students identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics.

Help them prepare relevant questions for the interview and use appropriate language. Guide them to respond appropriately and effectively to questions.

Ask them to make notes of the responses.

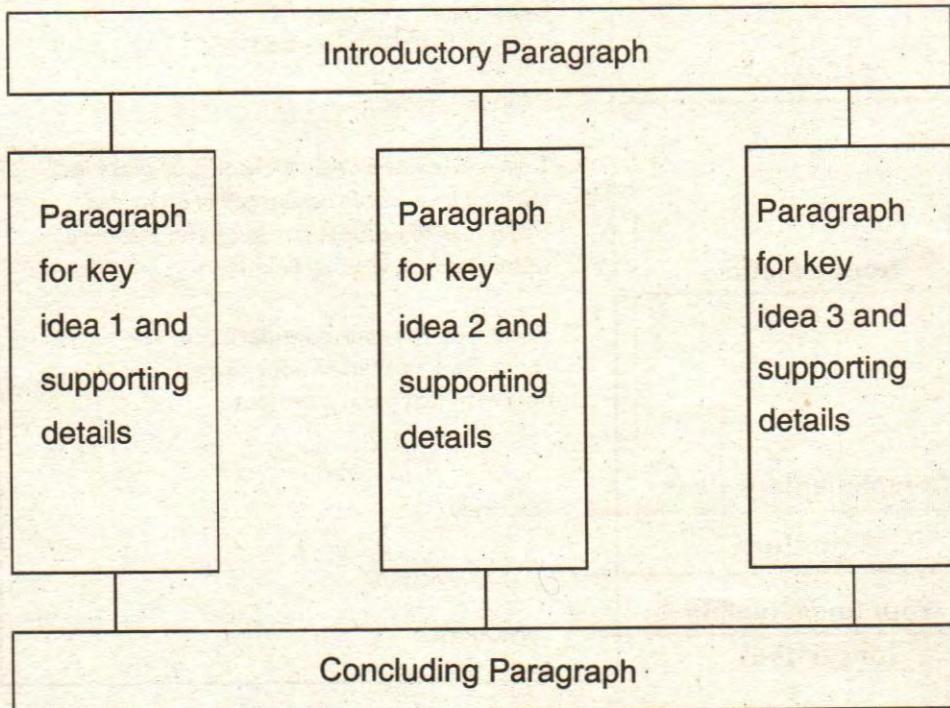
B. Conduct an interview of your class fellow who has shown extraordinary performance in Annual School Sports.

- Work in groups and prepare 5-8 interview questions.
- Compile the oral responses of the interview in written form.

WRITING SKILLS

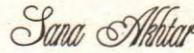
A. Write a précis of paragraph 2.

B. Write an essay on “Co-Curricular Activities — Preparing Students for Future”. (220-250 words). First make an outline with the help of following mind map:



C. Write an application to the principal to arrange for Sports Week in your school.

Sample formal letter to request information

Return address	Sana Akhtar Block-K, Phase V Defence Housing Authority Lahore
Date	July 16, 2017
Address of recipient (inside address)	Dr. Hamid Khalil Department of Ecology Suit-32 F-10/1, Islamabad
Salutation	Dear Dr. Hamid,
Body of letter	I am a student at ABC School. Our class is working on a water resources project and would like to request a map of the Mangora watersheds in Khyber Pakhtunkhwa. Thank you for your consideration. We certainly appreciated your department's help with last year's project.
Complimentary close	Sincerely,
Signature	
Your name typed (or printed)	Sana Akhtar



For the Teacher:

- Help students write applications using correct format, layout and tone.

- D. Write to the principal of a Technology College of your district requesting for information regarding admission criteria in Associated Degree of Civil Engineering.
- E. Suppose you have qualified for the award of Merit Scholarship.
Fill in the following particulars correctly.

The Director (Research)
Board of Intermediate & Secondary Education.

Subject: APPLICATION FOR AWARD OF MERIT SCHOLARSHIP

With reference to / BISE Circular No. 1- / BISE / RESH / SCH / ----

Dated _____ my particulars are as under for award of Merit Scholarship.

Name _____

Contact No. _____

Father's Name _____

Exam Passed (SSC/HSSC) Year _____ Roll No. _____

Group _____

Marks obtained _____ (copy attached). Name of Institution



For the Teacher:

Tell students that a form is a kind of a question paper asking information or facts for specific purpose. It is very important to supply the correct information to facilitate the department to process the case easily. Short questions are asked in these forms about the applicant. For example 'Name' means 'What is your name?', 'Address' means 'What is your address?' etc. The applicant is required to fill in the necessary information only. Students may also be taught to fill other type of forms e.g. library membership form, admission form etc.

Name of Present Institution _____

Name of Course _____ Group/Technology _____

Duration of Course _____ Date of Admission _____

Name of the Board/University with which the present Institution is affiliated

Postal Address of the Candidate _____

Signature of Parent _____ Date _____

Signature of Candidate

Peace

Learning Outcomes

After completing this unit students will:

- recognize imagery used in the poem
- illustrate the kinds of pronouns
- make and use present and past participles
- illustrate the use of gerund phrases, infinitive phrases and prepositional phrases
- paraphrase and summarize the poem
- write an account of a natural disaster

Pre-reading

- ◆ What is the concept of 'peace' in your mind?
- ◆ Sometimes a natural phenomenon can also be destructive, how?
- ◆ Give some examples of natural disasters.



For the Teacher:

Use pre-reading activity to help students predict the theme of the poem from the title, picture and by asking questions.

The wind is now
 a roaring, smashing
 monster of destruction,
 raking all man's work
 from the valleys,
 from the vales,
 and sends them spinning,
 broken flying -

Why is wind compared to
 a monster of destruction?

But all of that is
 not its core,
 its center is in truth
 eternal stillness
 bright blue skies
 and all you hear
 are gentle whispers
 far away
 and unimportant.

Explain "its center is in truth".

Dr. Hartmann

THEME

Nature teaches us lessons through wind, water, mountains and light. Wind in the form of storm smashes every thing. In its rage it destroys trees, fields and buildings. But when the wind is gentle and cool it gives lives to buds, birds and humans. We have to experience storms to enjoy peace.



For the Teacher:

More while-reading questions may be generated to involve students actively in the analysis of the poem. Ask them to orally give theme of the poem, their personal response about it and paraphrase/summarize it.

VOCABULARY

A. Pick out words from the poem which mean the same as the following.

- (a) extremely noisy
- (b) to be broken violently and noisily into pieces
- (c) to make something level by using a rake
- (d) to make something turn rapidly round and round a central point
- (e) lasting or existing forever
- (f) to speak or say something quietly, using only one's breath so that only the people closest to one can hear

B. Give synonyms for each of the following words.

roaring smashing spinning stillness core

C. Which word in each pair below has the more positive connotation to you? Circle your answer.

- ◆ thrifty — penny-pinching
- ◆ pushy — aggressive
- ◆ politician — statesman
- ◆ chef — cook
- ◆ slender — skinny

D. Choose the appropriate connotations.

1. Which would you rather be called?
a) thrifty b) cheap
2. Which is more serious?
a) problem b) disaster
3. Which is more polite?
a) sip a drink b) gulp it

4. Which would you be if you hadn't eaten for several days?
a) hungry b) starving

E. Explain the following idioms and find their Urdu equivalents

1. It is of no use crying over spilt milk.
 2. Do not put off till tomorrow what you can do today.
 3. Out of the frying pan into the fire.
 4. Out of sight, out of mind.
 5. As you sow, so shall you reap.

READING COMPREHENSION

A. Answer the following questions.

1. How is wind described in the first stanza?
 2. With what wind is compared in the first stanza?
 3. What is wind doing to all man's work?
 4. How does the scene look like when wind is still?
 5. What comparison is made in the second stanza?

Imagery

The use of vivid or figurative language to represent objects, actions, or ideas. In other words imagery is a picture created by the mind.

Types of Imagery:

There are five types of imagery, each corresponding to one of our senses: visual (sight), auditory (sound), tactile (touch), olfactory (smell), gustatory (taste).



For the Teacher:

- Help students understand that idioms do not translate literally from one language to another.

B. Which imagery has the poet used in this poem? Give examples.

GRAMMAR

Kinds of Pronouns

Identify demonstrative, reflexive and interrogative pronouns in the following sentences.

1. Hand me that hammer.
2. I saw myself in the mirror.
3. Who is there?
4. He himself will be our new friend.
5. Is this your teacher's book?
6. Which is your pen?

Present and Past Participles used as Adjectives

Example:

I was amused by the way she acted in the play.

Do you find this type of humor amusing?



For the Teacher:

Grammar A: Help students illustrate use of pronouns learnt earlier. Encourage them to find more examples of these pronouns.

B. Choose appropriate participles.

1. (a) The movie was really _____ (*interested/interesting*)!
(b) I thought it was a good lecture, but I wasn't very _____
(*interested/interesting*) in the topic.
2. (a) Our town is so _____ (*bored/boring*)! There is nothing to do here.
(b) Are you already _____ (*bored/boring*) with that game?
3. (a) Have you heard her laugh? It's so _____ (*annoyed/annoying*).
(b) I'm really _____ (*annoyed/annoying*) with one of my co-workers.
4. (a) The city was _____ (*damaged/damaging*) during the storm.
(b) The information was quite _____ (*damaged/damaging*)
to his reputation.
5. (a) This treatment is really great. It makes me feel so _____
(*relaxed/relaxing*).
(b) I didn't like that movie. I thought it was too _____
(*depressed/depressing*).

**For the Teacher:**

Grammar B: Help students make and use present and past participles. Past participles “ed” are used to describe how people feel while present participles “ing” are used to describe something that causes the feelings.

Gerund Phrase

The gerund phrase includes the **gerund** and the **object of the gerund** or any modifiers related to the gerund.

In the following example, the gerund is **bold** and the gerund phrase is underlined.

The student gathered signatures for **increasing** the hours of the library.

Infinitive Phrase

The infinitive phrase includes the **infinitive** and the **object of the infinitive** or any modifiers related to the infinitive.

In the following example, the infinitive is **bold** and the infinitive phrase is underlined.

Every cricket team has a captain **to direct** the other players.

Prepositional Phrase

The prepositional phrase includes the **preposition** and the **object of the preposition** or any modifiers related to the preposition.

In the following example, the preposition is **bold** and the prepositional phrase is underlined.

Samra could hear her sister snoring **across** the room.

C. Identify gerund phrases, infinitive phrases and prepositional phrases in the following sentences.

1. Maria fell over the cat.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

2. The strikers held a meeting to discuss the terms of employers.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

3. After learning the parts of speech, the class began studying punctuation.

- a. infinitive phrase b. gerund phrase c. prepositional

4. Will someone be here soon to open the door?

- a. infinitive phrase b. gerund phrase c. prepositional phrase

5. Talha visited Turkey while studying the history of Turkish art.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

6. Before putting too much effort into the project, you should get some guidance from your boss.

- a. infinitive phrase b. gerund phrase c. prepositional phrase

7. Does the captain want us to lower the sails before we enter the harbor?

- a. infinitive phrase b. gerund phrase c. prepositional phrase

ORAL COMMUNICATION SKILLS

A. Stress patterns - use of weak forms, stress placement and timing

First, You need to understand which words are generally stressed and which are not stressed.

Content Words	Function Words
<p>Basically, stress words are considered content words.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Nouns e.g. kitchen, Ali • (most) verbs e.g. visit, construct • Adjectives e.g. beautiful, interesting • Adverbs e.g. often, carefully 	<p>Non-stressed words are considered function words.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Determiners e.g. the, a, some, a few • Auxiliary verbs e.g. don't, am, can, were • Prepositions e.g. before, next to, opposite • Conjunctions e.g. but, while, as • Pronouns e.g. they, she, us

The same sentence can take on different meanings depending on where the speaker chooses to place the primary stress.

Example: "I'm not going".

1. "I'm not going": meaning [1] = Not "ME", but perhaps "YOU", "SHE" or "HE".
2. "I'm **not** going": meaning [2] = I reFUSE to go.
3. "I'm not **going**



For the Teacher:

Oral A: Explain to students turn-taking as it means giving the floor to another person or taking your turn in a conversation: rise and fall are used as a signal for when to speak and when not. Remain at a high pitch if you want to continue talking. A fall shows completion. Encourage them to use appropriate stress and intonation in reading a text and in their speech.

- B. Make pairs and practise the following dialogue following appropriate stress and intonation.

A: Will you look at this form?

B: Are you having problems with it?

A: I don't understand some things.

B: Let me help you.

A: What does "MM/DD/YY" mean?

B: That means Month/Day/Year. Use numbers.

A: I don't understand.

B: For example, if your birth date is January 12, 1987, write 01/12/87.

A: Oh! That's simple enough. Thank you.

WRITING SKILLS

- A. What is the central idea of this poem?
- B. Paraphrase the stanzas of the poem.
- C. Write a summary of the poem "Peace".
- D. Write an account of a natural disaster in 170 to 200 words.



For the Teacher:

Oral B: Guide students to first highlight the words which will be stressed.

Review 2

A. Choose the correct option.

7. The synonym of "culprit" is _____.
a. innocent b. offender c. honest
8. The antonym of "abandon" is _____.
a. support b. discard c. desert
9. The antonym of "bright" is _____.
a. dark b. brilliant c. clear
10. 'Someone ate my cookies.' The underlined word is a/an _____.
a. personal pronoun b. relative pronoun
c. indefinite pronoun
11. 'The watchman blew his whistle.' The underlined word is a/an _____.
a. intransitive verb b. transitive verb c. regular verb
12. 'I am afraid I cannot afford to spend too much money.' The underlined part of the sentence is a/an _____.
a. gerund b. participle c. infinitive
13. 'Who is the man at the door?' The underlined word is a/ an _____.
a. indefinite pronoun b. interrogative pronoun
c. relative pronoun
14. 'A clever trick was played successfully by the cat.' The underlined word is an adverb of _____.
a. manner b. place c. time

15. 'Our practice usually starts at six o'clock.' The underlined word is an adverb of _____.
a. degree b. manner c. frequency
16. If he offers me a job I _____ it.
a. will accept b. would accept
c. would have accepted
17. Yesterday at 5 o'clock, I _____ apples.
a. was eating b. ate c. had eaten
18. By the time we got to the cinema the film _____, so we missed the first five minutes.
a. had started b. have started c. started
19. 'Flying above the lake at this time of night seems a little dangerous.' The underlined phrase is a/an _____.
a. infinitive phrase b. gerund phrase
c. prepositional phrase
20. 'They invited us to their home yesterday.' What tense is it?
a. past indefinite b. past perfect
c. past perfect continuous
21. 'A new computer was bought by them.' Choose the correct active voice.
a. They buy a new computer.
b. They bought a new computer.
c. They have bought a new computer.

B. Answer the following questions.

1. How can we raise the status of our country in the world?
2. What will be the effect of sunshine over rain drops?
3. What role can media play in bringing harmony in society?
4. Co-curricular activities prepare students for future. How?

C. Read the letter to the editor and answer the questions given below.

Suggestions to deal with Monsoon Season

I refer to the letter 'Monsoon and disaster management' (July 15) I suggest the following precautionary measures to be adopted before the onset of monsoon.

Disaster management teams must visit all villages to educate the population living in rural areas for compliance of standing operation procedures (SOPs) to avert any human and livestock loss in case of floods.

Disaster management must ensure that affected people's belongings left behind when they abandoned their homes must be protected from any theft etc. as was experienced in the floods of 2010 and 2011 respectively.

Adequate arrangements on evacuation of people and livestock must be ensured. Sufficient numbers of boats must also be made available on short notice either by federal or provincial governments.

Sufficient number of water pumps must be made available to drain out water in populated areas.

Provincial irrigation departments must be made responsible to ensure strengthening of dykes/embankments.

Disaster management authorities must ensure the availability of tents on short notice so that the affected people can be provided shelter without waiting in the open.

Security arrangements must be put in place to ensure that food supplies to the affected people can be ensured as incidents of looting took place in the past.

No political point-scoring be allowed by law-enforcement agencies as there must be one distributing body for food and other essential items.

Civic bodies must ask sanitation departments to clean all nullahs in populated areas so that a smooth flow of rainy water can be ensured.

Medical teams must also report to the affected areas with adequate supplies of medicines on short notice.

Questions

1. What is the main idea of the letter?
2. What is the writer's opinion on the issue. ?
3. What points does the writer make to support his opinion?
4. What suggestions does the writer give to cope up with the issue?
5. Do you agree with the writer? Give reasons.
6. Write a précis of the passage.

D. Write an application on any ONE of the following.

1. Asking principal to remit your fine
2. Asking principal to arrange a trip to a historical place/ study tour

E. Write a comparative essay on any ONE of the following.

1. Outdoor Activities and Playing Video Games
2. Text Messaging to Personal Conversation

F. Paraphrase the following stanza.

I hear leaves drinking rain;

I hear rich leaves on top

Giving the poor beneath

Drop after drop;

'Tis a sweet noise to hear

These green leaves drinking near.

G. Write a summary of the poem "Peace".

Selecting the Right Career

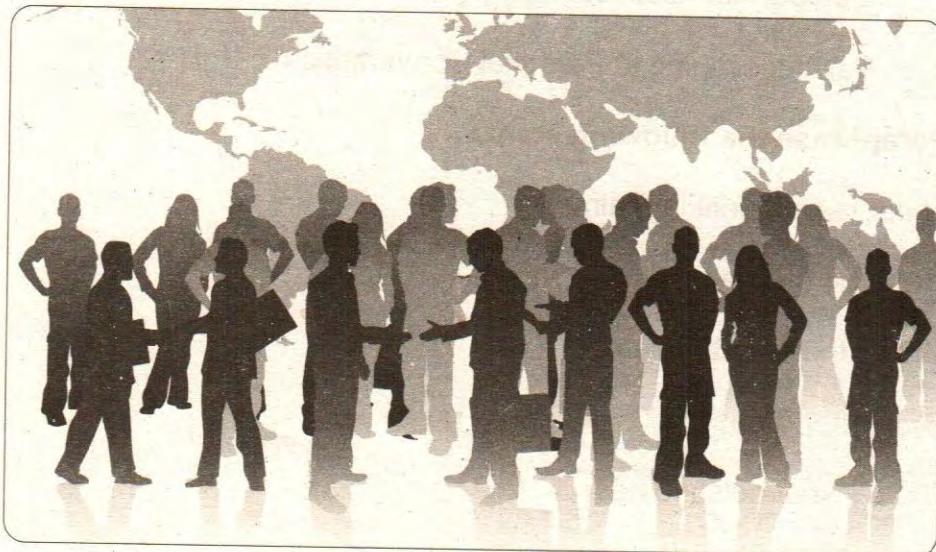
Learning Outcomes

After completing this unit students will:

- explain the meaning of unfamiliar words and phrases from the context
- illustrate the use of present perfect continuous tense
- structure ideas and arguments of oral discussion in a coherent logical fashion
- summarize the main points of the discussion for the benefit of the whole group
- write an essay on a general subject
- write a formal letter

Pre-reading

- ◆ When you grow up what would you like to become?
- ◆ Who has chosen this field for you?
- ◆ How can you enter the field of your choice?



For the Teacher:

- Use pre-reading activity to help students predict the content of the text from the title, picture and by asking questions about their career choices.

There was a time when any student's future plans revolved around (1) becoming a doctor, a pilot or an engineer. These few disciplines were thought to be the only fields that could offer rewarding careers in terms of both respect and money. Resultantly, students were unaware of other opportunities that could, perhaps, have been more advantageous.

In the past, why did people want to become a doctor, an engineer or a pilot?

Today, life has become more dynamic and innovative. Gone are (2) the days when the medical and engineering fields were the only available choices. Now a whole world of non-traditional careers, from IT, electronic media and web networking to online business portals and fashion designing, are available for the young people.

However, there still remains the question of choosing the right (3) profession. Unfortunately, for most of us the right career merely means a profession that guarantees a profitable livelihood, but considerations like interest in the job and mental satisfaction should also be given importance.

Explain the phrase "profitable livelihood".

The scope of any field in terms of market demand should also be (4) considered very seriously. We cannot practically deny the significance of hiring trends; for example, a decade ago when computer science professionals were in demand, masses of MCS (Master of Computer Sciences) students flooded the market with extremely disappointing results.



For the Teacher:

- More while-reading questions may also be generated for better comprehension of the text. Ask them to enlist three professions of their choice.

(5) Career counselors are generally well informed about such trends. They can play a key role in guiding the youth towards a rewarding profession. This highlights the importance of a full time career-counseling department at the school level. The job of this department should be to determine the personalities of students, to observe and analyze their interests and to suggest suitable careers according to their aptitude. Most of the parents and students find themselves in a fix when deciding on a career. Parents are unaware of market trends, educational systems and the scope of any particular discipline. Similarly 14-15 year old students are not mature enough to make such life-changing decisions. So it is widely felt that career counseling must be promoted from school level.

How do career counselors help you choose the right profession?

(6) Once a field has been selected, the next step is to enter that particular field. Which degrees, certifications, courses and subjects should be opted for? A student should also consult successful students and professionals of that particular field.

(7) Following is a brief introduction to various career choices. This is the outcome of a survey conducted among senior students and professionals to know the most suitable pathway for their selected field.

(8) Chartered Accountancy (CA), undoubtedly one of the toughest and most highly paid professions, may be started directly after the completion of the Intermediate or equivalent education. However, according to experts, twelfth grade with business subjects like accountancy, business statistics, commercial geography etc. are the best route to a CA degree as it helps build concepts. The Business Studies and IT (Information



For the Teacher:

- Help students identify and analyze the problem in the text to enable them to see the complexity of an issue or idea that a writer presents. Ask them to define, evaluate or determine solution to a given problem by thinking logically and systematically.

Technology) fields also confuse young minds with a wide range of sub-disciplines. MBA (Master of Business Administration), MBIT (Master in Business and Information Technology), MSc. IT (Master of Sciences in Information Technology) and MSc. (Master of Computer Sciences) should ideally be followed by B.Com (Bachelor of Commerce), BBA (Bachelor of Business Administration), BBIT (Bachelor of Business and Information Technology) and BCS (Bachelor of Computer Sciences).

The engineering field has also been introduced to the new areas like (9) Biomedical Engineering. A great opportunity in agriculture discipline has also been developed for pre-engineering students.

Mass communication is certainly one of the fastest emerging (10) industries in the world. This field is highly rewarding in terms of both respect and money. Unlike other disciplines, Mass Communication does not require a particular line of study; you may join this field after completing your BA, BCom or BSc, etc. Fashion designing has now emerged as a separate industry. A number of universities are offering degree programmes and diplomas in fashion designing.

Which of these professions have interested you the most?
Why?

So before deciding on any career, make sure that you do not earn (11) only money from your career but also mental peace and satisfaction. It is the only way to lead a hassle free professional life!

THEME

■ Choosing a career is an involved process that is based on a number of things, including your interests, skills, work-related values, and personality. One of the most important decisions you will make in your lifetime is determining what you want to be when you grow up. So, spend some time researching to decide if a certain career is right for you before making a commitment.

GLOSSARY

aptitude	a natural tendency to do something well, especially one that can be further developed
considerations	something to be taken into account before making a decision
dynamic	active and changing
fix	spot of trouble
innovative	new and creative
merely	only
resultantly	resulting from
rewarding	given as reward
significance	the importance that something has because it affects other things
trends	current fashion or mode

VOCABULARY**A. Give meaning of each word as used in the lesson.**

disciplines, flooded, scope, significance, trends, pathway

B. Use these words in sentences.

advantageous, innovative, rewarding, aptitude, considerations

C. Identify the difference between these terms after consulting the dictionary.

(i) degree and certificate (ii) diploma and course

D. Give a name to each of the following persons.

1. A person who reports for a newspaper. _____

2. A person who introduces performers at a concert. _____

3. A person who takes charge of a school. _____

4. A person who gives evidence in the court. _____

5. A person who repairs boots and shoes. _____

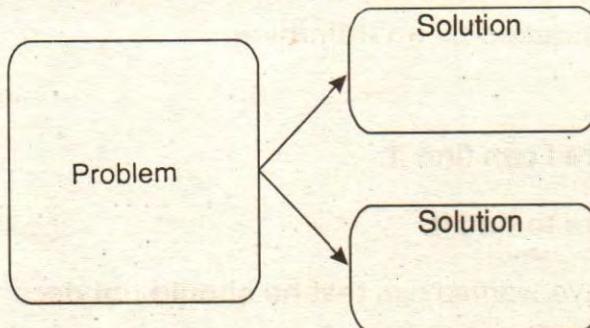
6. A person who is skilled in the science of plants. _____
7. A person who designs buildings. _____

READING COMPREHENSION

A. Answer the following questions.

- What were some famous careers for the young people in the past?
- Nowadays non-traditional careers are more appealing to young minds? Why?
- What is meant by the "right profession"?
- Why is it important to consider the scope of any field?
- Is there any need of proper career counseling department? Why?
- How can career counselors help the young people?
- Which career do you want to opt for? Give reasons.

B. Read the text again and put relevant information into the graphic organizer showing problem and solution.



For the Teacher:

- Ask students to identify through their reading the main problem in the text. Ask them what steps or actions may be taken to solve the problem.
- Have them look for transitional devices that show a problem solution text structure, such as because, if/then, as a result, therefore and complete activity B.

GRAMMAR**Noun Clause**

Function	Begins with	Example
Serves as a subject, an object	Words such as how, that, what, whatever, when, where, which, who, whom, whoever whose, or why	That you escaped injury amazed me. I expect that I shall get a prize.

A. Pick out the noun clause in each sentence.

1. I often wonder how you are getting on.
2. She replied that she would come.
3. I went to see what had happened.
4. He noticed that the clock had stopped.
5. He could not decide whom he should address first.

B. Rewrite each sentence, changing the noun clause into a noun phrase introduced by an infinitive.**Example**

I know **where I can find it.**

I know **where to find it.**

1. They have warned him **that he should not deceive them.**
2. We had discussed **how we could improve matters.**
3. She has learnt **how she should use the machine.**
4. The child did not know **how he could reach home.**
5. The class has discussed **what they should make for the fun-fair.**

Present Perfect Continuous Tense

Form

Subject + HAS/HAVE + BEEN + Verb (continuous form)

Use

1. Actions that started in the past and continue in the present
2. Actions that have recently stopped
3. Temporary actions and situations

Since and **for** are very common time expressions used with the Present Perfect Continuous.

Questions

HAVE/HAS + Subject + BEEN + Verb (continuous form)

e.g. he, she, it,	e.g. walking, going,
etc.	taking, etc.

Negative Sentences

Subject + HAVE/HAS + NOT + BEEN + Verb (continuous form)

e.g. he, she, it,	e.g. walking, going,
etc.	taking, etc.

C. Use **since** or **for** to complete these sentences.

1. I have been studying _____ three hours.
2. I have been watching TV _____ 7 p.m.
3. Tahir hasn't been feeling well _____ two weeks.
4. Sarah hasn't been visiting us _____ March.

5. He has been playing football _____ a long time.
6. He has been living in Peshawar _____ he left school.

D. Answer these questions using present perfect continuous tense.

Example: *Why are you so tired?*

I am so tired because I have been working for hours.

1. Why are you wearing joggers?

2. Why haven't you finished your work yet?

3. Why are you looking pale?

4. Why hasn't he seen you for so long?

5. Why are you yawning so much?

6. Why are you working so hard?

ORAL COMMUNICATION SKILLS

Discuss the following.

Choosing a career is one of the most important decisions in life. What are the factors that will influence your choice?

Use the following expressions to state your opinion.

- ◆ *First of all, I think ...*
- ◆ *There are various/several/many reasons for this.*
- ◆ *First, ... / Firstly, ...*
- ◆ *Second, ... / Secondly, ...*
- ◆ *Moreover, ... / Furthermore, ... / In addition, ...*
- ◆ *Another significant point is that ...*
- ◆ *Finally, ...*

WRITING SKILLS

A. Make a list of professions mentioned in the lesson and also write the qualification required for each profession.

Profession	Qualification



For the Teacher:

Oral: Encourage students to use expressions appropriately to state their opinion.

- B.** Write a précis of paragraph 5.
- C.** Write an essay on “My Favourite Career”. (220-250 words).
- D.** Complete the following statements by choosing the appropriate words from the box.

salutation	date	complimentary closing
signature	inside address	return address
writer's name		body

1. _____ is the place for the writer to handwrite the name.
2. The recipient's name, company name, and address are called the _____.
3. The purpose of the letter is included in the _____.
4. ‘Sincerely’ is an example of a _____.
5. The last line in a business letter is the _____.
6. The _____ shows when the letter is written.
7. The _____ is the address of the letter writer.
8. Dear Mr. Rehman is a _____.



For the Teacher:

Writing C: Ask students to make a mind map first to develop the focus of their writing.

E. Identify parts of the formal letter given below.

Sample Formal Letter

House No.5, Street No.10
Johar Town, Lahore

March 20, 2017

Mr. Abdul Rehman
10-H Blue Area, Islamabad

Dear Mr. Rehman,

I am applying for the Technical Writer's position advertised in the June, 2012, magazine. My relevant experience is diverse and establishes me as a first-class candidate for this opportunity.

My writing experience is extensive. I am currently employed as a staff technical writer for a local company. My past work experience includes business and freelance writing and editing. At my current employer, I draft technical descriptions of products for the company website.

Additionally, I edit fiction manuscripts for an online e-book publishing company. Specifically, I edit for overall flow, content, grammar and spelling. In my editing role, I have regular interaction with the authors and the publisher.

I am available for an interview scheduled at your convenience.

Thank you for your consideration.

Sincerely,

Saeed Zafar

F. Write an application to the Managing Director of a firm for the post of Manager.



For the Teacher:

Writing E: Help students analyze format of the sample letter.

Guide students to include all parts of a formal business letter appropriately. Ask them to be careful about language appropriacy, spellings or grammatical errors.

* Oxford Advanced Learner's Dictionary of current English 6th Edition by Sally Wehmeier.

Unit 10

A World Without Books

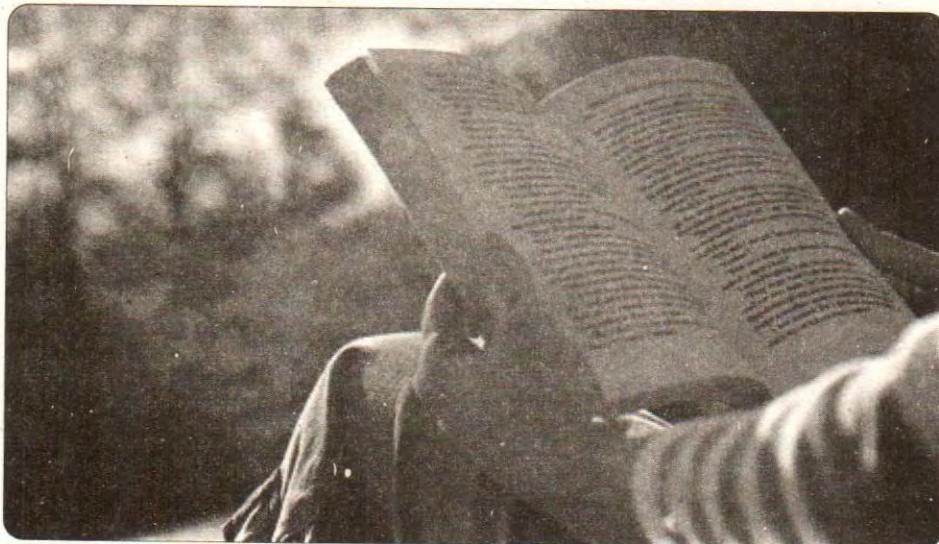
Learning Outcomes

After completing this unit students will:

- deduce the meanings of unfamiliar words and phrases from the context
- identify and demonstrate the use of relative pronouns
- support the topic of oral communication skills with effective relevant information
- structure ideas and arguments in a coherent logical fashion

Pre-reading

- ◆ Which books have you read in your childhood?
- ◆ Which is your favourite book? Why?
- ◆ How is book reading a good habit?



For the Teacher:

Use pre-reading activity to help students predict the content of the text from the title, picture and by asking questions about the importance of reading books.

An Irish novelist Colm Toibin once recounted a story about (1) observing a Cantonese man sitting on a Kowloon footpath reading a book. The man's face was stern with concentration, and his finger tracing the line being read. At times the man's expression would be disturbed in frustration at his progress. Finally, the reader looked up at the sky, while his face was beaming. It doesn't matter whether it was because of a sudden joy with the act of reading, or revelation from what was written, or delight at how the story resolved. The point is that he was in possession of something deliciously private – a connection between him and the writer, between the real world and the world described upon the pages.

Have you ever experienced the same feelings while reading a book?

There is a frequently asked question; What would the world be like (2) without books? The very question is absurd and depressing. It is always said that the latest technology signals the demise of the book. Decades ago, it was thought that the radio would replace books. This fear has persisted throughout with the inventions of television and Internet. But scenes like that of Cantonese man reading the book negate the notion that modern advances pose a threat to reading. Books are themselves a form of technology that is spread over the pages and makes us delve into the complexities of life.

Can modern technology take the place of books?

Literature is the story of humans. It is the record of who we are, (3) where we come from and where we are going. Books make us travel at large. During our journey, we are connected with humanity. We identify ourselves with the characters we meet and learn whether we love, loathe, fear or flatter. They help us comprehend our faults and aspirations. They



For the Teacher:

Share with students the advantages of reading as it offers a productive approach to improve vocabulary and word power. It is unfortunate that with time, people are losing their passion to read.

tell us who could we become if we are not careful. Reading provides the deepest connection to the morals that make us human, and part of a larger society.

- (4) Books are a source of comfort for us. They are a safe shelter. Throughout human history man has found peace in the written works. Books are bridges – through their pages we make our contact with society. Those who read more are better prepared to face the world than those who don't read.
- (5) Though reading a book connects us with humanity, it is also the last truly private act in a world that has become too public. As a nourishment for the mind, it is slow food in a world given over to fast food. Blogs, text messages and e-books, bring relevance and instant gratification, much as newspapers and magazines do. But however important such forms are, they endure only as long as the stuff they are printed on. The comforts of books defy time, and break borders.

Why does the author use the terms "fast food" and "slow food"?

Books offer other types of pleasures as well. The joy of their touch, sound and fragrance is immeasurable. The pleasure of their understanding is an addition to it. The sharing of a book with friends is still another form of joy. Libraries are the evidence of grandeur of a civilisation.

- (6) It is important that we work to give every person the opportunity to enjoy books as shelters, sustenance, and roads forward. To imagine a world without books is to imagine a world without thought, feeling, compassion, history, or voice.

What role does a library play to promote the habit of book reading?

THEME

It is a well-known fact that when there were no televisions or computers, reading was a primary leisure activity. People would spend hours reading books and travel to lands far away-in their minds. The reading habit can become a healthy addiction and make us sensitive to global issues. It can also broaden our minds and improve our knowledge.

GLOSSARY

aspirations	a desire or ambition to achieve something
beaming	smiling in a very obvious way
blog	a biographical web log. the page usually contains someone's personal opinions, comments, and experiences.
decade	a period of ten years
defy	disobey
demise	the time when something stops existing
loathe	to dislike somebody or something intensely
negate	prove something is false
prevail	be or become the more widespread or more usual
revelation	the revealing of something previously hidden or secret

VOCABULARY**A. Explain each phrase as used in the lesson.**

- (a) books are bridges
- (b) his face beaming
- (c) books make us travel at large
- (d) connects one with humanity
- (e) nourishment for the mind

B. Find five idioms in which comparative adjectives are used.

Example: A bird in hand is better than two in the bush.

**For the Teacher:**

Vocabulary A: Help students find contextualized meanings of phrases.

Vocabulary B: Help them understand that idioms do not translate literally from one language to another.

READING COMPREHENSION

A. Answer the following questions.

1. How does a book connect the reader and the writer?
2. In what way are books better than radio, TV and internet?
3. "It's a slow food in a world given over to fast food" Explain.
4. Why should people be given more opportunity to read books?
5. Which book has inspired you the most? Why?

B. Library Skills

Libraries play a very important role in promoting reading habit. With joint effort you and your friends can also make a small library in your locality. "Visit your school library to learn the following library skills with the help of the librarian.

1. How to alphabetize book titles, words and names? Why is it important?
2. How to locate fiction and non-fiction books by subject?
3. What is the use of card catalogue?
4. What is the difference between author card, title card and subject card?
5. Why are cases and shelves labeled?
6. Which books are placed in the reference section and why?

GRAMMAR**Relative Pronouns****A. Choose the correct relative pronouns.**

1. "Why are you so sad?" "I've lost the pen _____ I bought this morning."
 - (a) which
 - (b) that
 - (c) what
 - (d) whose

2. Have you seen the man _____ bought a book from the shop just now?
 - (a) that
 - (b) what
 - (c) who
 - (d) which

3. The man _____ you were talking to at the meeting is my cousin.
 - (a) that
 - (b) what
 - (c) who
 - (d) which

4. Fareed said _____ he needed the most was a long and quiet holiday.
 - (a) that
 - (b) which
 - (c) what
 - (d) who

5. Have you got anything _____ these poor women could take for their children?
 - (a) which
 - (b) that
 - (c) whom
 - (d) what

Adjective Clause

Function	Begins with	Example
Modifies a noun or a pronoun in the main clause.	A relative pronoun such as that, which, who, whom, whose. And a relative adverb such as where, when, why.	The umbrella which has a broken handle is mine.

For the Teacher:

Recall students' previous knowledge of relative pronouns. These pronouns begin with a subordinate clause and relate that clause to the main clause. e.g. who, whom, which and that.

B. Pick out the adjective clause in each sentence.

1. A person who acknowledges his mistakes is admirable.
2. People who live in glass houses should not throw stones.
3. The books that have been recommended are all out of stock.
4. The question that she posed was too difficult to answer.
5. Everyone who has been invited is present.

C. In the following sentences replace adjective clauses by adjectives or adjective phrases.

1. He is a person **who considers the interests of other people**.
2. Which is the road **that leads most quickly to the station?**
3. **The explanation he gave was not satisfactory.**
4. This is the place **where our forefathers landed.**
5. The reason **why he failed** is obvious.

The Second Conditional Sentences

In **the second conditional sentences** we speculate about situations that will probably never happen at present or in future.

Example: What would you do, if there were no more books?

if clause	main clause
Simple Past	would + infinitive or could + infinitive or might + infinitive

D. Put in the correct second conditional verb form.

1. If he _____ (be) younger, he _____ (travel) more.
2. If she _____ (not / be) always so late, she _____ (be) promoted.
3. If I _____ (speak) perfect English, I _____ (have) a good job.
4. If she _____ (pass) the exam, she _____ (be) able to enter the university.
5. We _____ (buy) a house if we _____ (decide) to stay here.

E. Form questions in passive voice.

Example: coffee / grown / in South America / is

Is coffee grown in South America?

1. were/ caught/ the/ thieves
2. accepted/ will/ be/ my apology
3. the workers/ by computers/ will/ be/ replaced
4. was/ the accident/ by the police/ yesterday/ seen
5. where/ the first underground railway/ opened/ was

ORAL COMMUNICATION SKILLS

Form groups and discuss the following.

The writer says that "To imagine a world without books is to imagine a world without thought". Do you agree? Support your answer by giving relevant examples.



For the Teacher:

Oral: Help students use appropriate expressions to state their opinions about the topic.

Use the following expressions to state your opinion.

Agreement	Disagreement
<ul style="list-style-type: none"> ◆ <i>There are many reasons for...</i> ◆ <i>There is no doubt about it that...</i> ◆ <i>I simply must agree with that.</i> ◆ <i>I am of the same opinion...</i> ◆ <i>I am of the same opinion as...</i> ◆ <i>I absolutely agree with...</i> 	<ul style="list-style-type: none"> ◆ <i>The problem is that ...</i> ◆ <i>I (very much) doubt whether...</i> ◆ <i>I am of a different opinion because...</i> ◆ <i>I cannot share this view.</i> ◆ <i>I cannot agree with this idea.</i> ◆ <i>What I object to is...</i>

WRITING SKILLS

A. Read the letter to the editor and answer the questions given below.

ENCOURAGING READING HABIT

The culture of reading has been declining in the country for ages. According to modern-era youth, the contributing factor for this is that books are not attracting readers anymore as they used to.

It gives me pain when the youth of the present ignore reading productive books which can be the building blocks of character, economy, society, politics and nation. As William Somerset Maugham said: "To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life". So build a library at home.

The reading habit has been a great help in developing knowledge. But today in an age when browsing the net, playing with mobiles and passing non-stop SMS seem to be the order

of the day, TV and films fill the minds of youth. We have to think about it seriously as to how the growing generation can find time to read. While technology is taking control steadily over individual lives, so the reading habit is fast vanishing into thin air.

However, research on finding problems of the Pakistani nation shows that the poor economy of the country, inflation, low priority on education and increasing prices of books are the main causes of the dilemma.

Furthermore, I believe when there is no peace at home, then how can a writer justify its literature and pay heed to it. I believe change in lifestyle is another reason for the decline.

Besides, it is a tough and intense competition in seeking jobs which has led to further deepening the insecurity among middle-class families, discouraging the habit of reading books other than textbooks.

In order to sustain a strong reading culture among youth, misuse of net and technology should be banned.

It is important that parents of teenagers should not allow their children to use mobile phones.

In every village, town and city libraries should be set up by the government. At schools, colleges and universities, along with textbooks, some general books should be recommended and discussed.

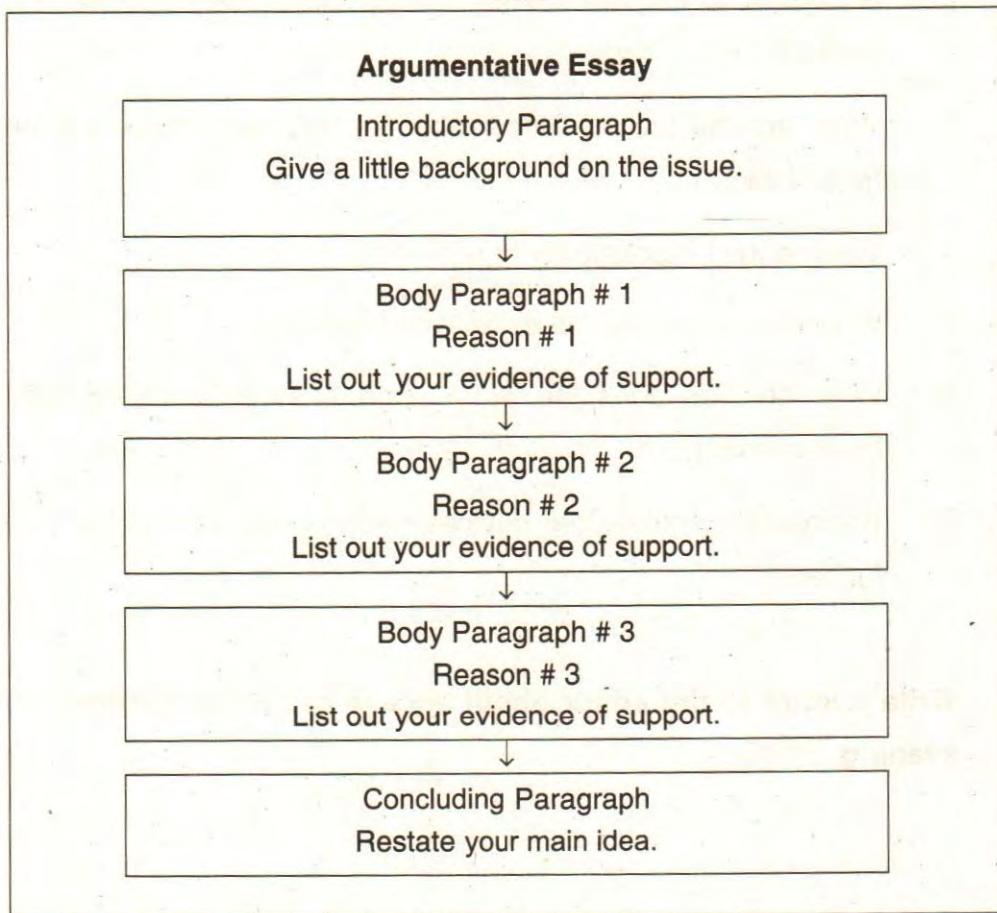
For the Teacher:

- Guide students to analyze the letter to the editor. Help them to recognize the effective ways of explaining and presenting an idea, a point or an opinion.

Questions:

1. What is the main idea of the letter?
 2. According to the writer what has the youth lost by ignoring good books?
 3. What are the factors responsible for diverting people's attention from books?
 4. What is the responsibility of parents?
 5. Why should libraries be established widely?
 6. What solution does the writer suggest to promote the habit of book-reading?
 7. Encircle the transitional devices used in the letter. What is their function?
- B.** Write a letter to the editor about access to school libraries in the evening.

- C. Write an argumentative essay on “**TV is Taking Away the Habit of Reading Books**”. (220–250 words). First make an outline of the essay with the help of following mind map.



For the Teacher:

Writing C: Ask students to follow the writing process given in the mind map for writing an argumentative essay.

Ask them to list ideas and arguments that support their opinion, then ideas and supporting arguments may be organized in a clear, structured and logical manner.

Help them to respond to opposing arguments by defending their point of view with factual evidence, quotations, expert opinion, logical reasoning and commonly held beliefs.

Unit 11

Great Expectations

Learning Outcomes

After completing this unit students will:

- analyze story elements: characters, events, setting, plot, theme, point of view
- illustrate use of past perfect or past perfect continuous tense
- change the narration of statements, requests, orders and questions
- make presentation on story elements
- write a book review of a story book

Pre-reading

- ◆ Do you read novels?
- ◆ What is the difference between a story and a novel?
- ◆ Who is your favourite novelist?



For the Teacher:

- Use pre-reading activity to help students predict the theme of the story from the title, picture and by asking questions.

(1) The novel *Great Expectations* was written by Charles Dickens, a famous English author. The story took place in England in the nineteenth century. The main character is called Pip. We read about his life from childhood to manhood.

Have you read any novel by Charles Dickens?

(2) The story begins when Pip was a lonely orphan. He was brought up by his sister. She was very strict and hard with him. His best friend was Joe, his sister's husband. He was kind and warm-hearted. He loved Pip as if he were his own son.

What kind of boy was Pip?

(3) One day, Pip gave something to eat and drink to a prisoner who had escaped from prison. The man was recaptured by soldiers and taken away. But he never forgot Pip's kindness.

(4) Later, Pip was told that he would be given a lot of money. This was so that he could receive good education in London and become a better person.

(5) In London, Pip studied hard. He received money regularly but he did not know where or who it came from. He lived in a flat with a young man who had little money but who worked for an

What changed Pip's life?



For the Teacher:

- While-reading activity may be conducted to help students interact with the story actively. Encourage students to share their own experience of knowing such characters or encountering such situations.
- Remind students that stories are always told chronologically. Ask them to look for clues or signal words to help them identify the sequence of events.
- Tell students that sometimes there are no signal words to indicate sequence so they must use descriptive details to understand the time sequence.

insurance agent. They became friends. After some years, Pip was visited by the prisoner whom he had helped as a child. The man had been sent with other convicts to Australia and had become a very wealthy farmer there. In fact, he was the one that Pip's allowance came from. He wanted Pip to have the advantages of education and money although he was not a gentleman himself. Actually, he was still wanted by the police in England.

Pip and his friend decided that London was too dangerous for the (6) wanted man. They thought that Pip should take him abroad. As they attempted to board a ship, he was caught by the police. At his trial in court, he was sentenced to death by the judge. Before he could be hanged, he died in prison. By law, all his money belonged to the government. So Pip had to find a job to support himself. He became a clerk in his friend's office. Years later, he became part owner of the insurance firm. So, he had a successful career as a result of his own efforts and not because of the fortune that he had been promised.

How did Pip become a successful business man?

THEME

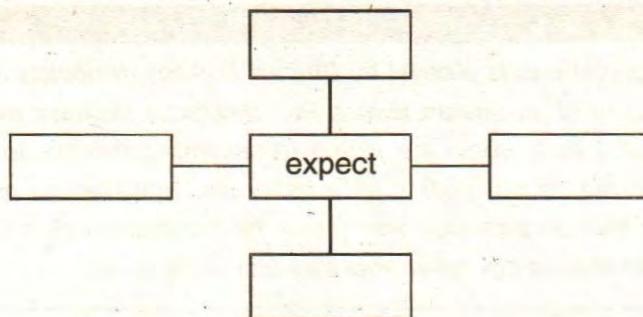
- **Great Expectations** is a novel by Charles Dickens. It depicts the growth and personal development of an orphan named Pip. Similar to Dickens' memories of his own childhood, in his early years the young Pip seems powerless to stand against injustice or to ever realize his dreams for a better life. However, as he grows into a useful worker and then an educated young man he reaches an important realization: grand schemes and dreams are never what they first seem to be.

GLOSSARY

attempt	try to do something
convict	prove in a court of law that someone is guilty of a crime
escape	to get away from a place where one has been a prisoner
orphan	a child whose parents are dead
recapture	to take back somebody that has escaped
sentence	the punishment given by a lawcourt
trial	the procedure by which a court determines the guilt or innocence of an accused person.
warm hearted	friendly and generous

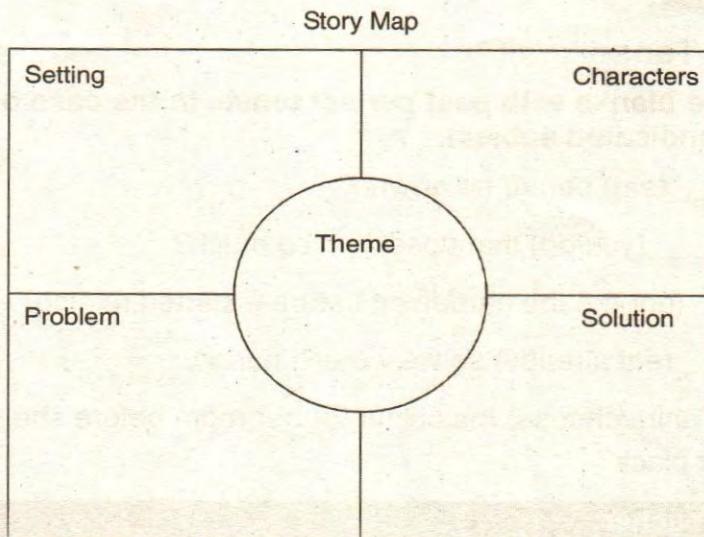
VOCABULARY**A. Explain each phrase as used in the text.**

- (a) a lonely orphan
- (b) brought up by
- (c) wanted by the police
- (d) to board a ship
- (e) belonged to the government
- (f) fortune that he had been promised

B. Make as many words as you can from the given root word. Use these words in sentences.

READING COMPREHENSION**A. Answer the following questions.**

1. Who looked after Pip after the death of his parents?
2. Who was Joe? How did he treat Pip?
3. Why did Pip give food and drink to the prisoner?
4. What happened to the prisoner?
5. Why did the prisoner support Pip?
6. What happened to the prisoner's wealth after his death?
7. Do you know a person who achieved success in life through his hard work?

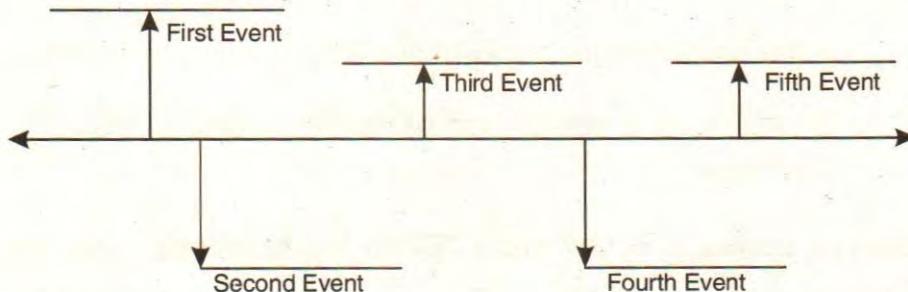
B. Analyze elements of the story “Great Expectations” with the help of following story map.**For the Teacher:**

Reading Comprehension B: Help students analyze story elements mentioned in the story map. Ask them to recognize author's purpose and point of view.

Patterns of Text Organization

Text structure	Signal words	Signal to reader
Chronological (time sequence) 	first, second, before, on (date), earlier, later, meanwhile, afterwards, not long after, then, when	A sequence of events is being described.

C. Read the story and arrange the events from the story into the graphic organizer showing time sequence.



GRAMMAR

Past Perfect Tense

A. Fill in the blanks with past perfect tense. In the case of questions, use the indicated subject.

- They _____ (eat) before he arrived.
- What _____ (you/do) that upset him so much?
- Ali _____ (not do) the gardening before it started raining.
- We _____ (eat already) so we weren't hungry.
- _____ (Tahira/choose) the colour for her room before she was asked to paint it black?



For the Teacher:

- Help students find clues (transitional devices) or descriptive details to analyze the sequence of events in the story with the help of graphic organizer to solve activity C.

Grammar A: Recapitulate students' previous knowledge of past perfect tense. Ask them to explain rules and function of this tense.

Past Perfect Continuous

Form

Subject + HAD + BEEN + Verb (continuous form)

Use

The **Past Perfect Continuous** is used to talk about actions or situations that were in progress before some other actions or situations. There are also other uses.

1. Duration of a past action up to a certain point in the past
 2. Showing cause of an action or situation
 3. Third conditional sentences
 4. Reported speech

Questions

HAD + Subject

+ BEEN + Verb (continuous form)

e.g. ***he, she, a horse***, etc.

e.g. ***walking, going, taking***, etc.

Negative Sentences

Subject

+ HAD + NOT + BEEN + Verb (continuous form)

e.g. *he*, *she*, *a horse*, etc.

e.g. ***walking, going, taking,***
etc.

B. Fill in the blanks with the past perfect tense or past perfect continuous tense whichever appropriate.

1. They _____ (not complete) their homework on time.
 2. I _____ (read) for hours when my eyes began to hurt.
 3. Samreen _____ (read) five stories by the end of the week.
 4. They _____ (try) to contact their parents for days when they finally succeeded.
 5. She _____ (look) for a car for months when she found one at a reasonable price.

Direct and Indirect Speech

C. Write a dialogue between the following characters for situations given under each picture.



a) Pip's sister scolding him.



b) Joe consoling Pip.



c) Pip giving food to the prisoner.



d) Pip with the young man in London.



e) Pip as a successful person.

D. Change the narration of the following.

1. She said, "My classfellows are visiting me ."
2. He said, "What is the time?"
3. He tells his son, "Opportunity knocks but once ."
4. He asked the servant, "Where did you leave my glasses?"
5. He said, "Keep quiet."
6. She said, "Don't waste your time."
7. She explained, "My friends and I are here to help you."

Active and Passive Voice**E. Change the following into active voice.**

1. The novel *Great Expectations* was written by Charles Dickens.
2. He was brought up by his sister.
3. The man was recaptured by soldiers and taken away.
4. He was still wanted by the police in England.
5. He was caught by the police.
6. He was sentenced to death by the judge.

ORAL COMMUNICATION SKILLS

Work in groups and make a presentation on the story elements of "Great Expectations".

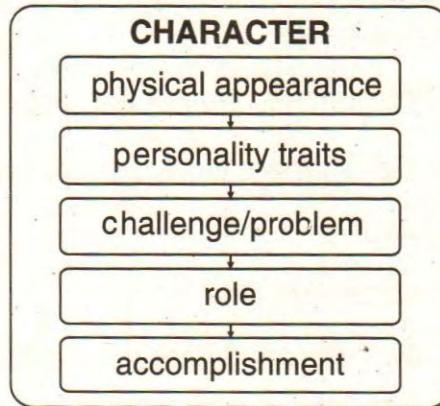
**For the Teacher:**

Grammar D:Help students recall rules to change the narration of statements, requests, orders and questions.

Grammar E:Help students recall the rules to change passive voice into active voice.

WRITING SKILLS

- A. Write the character sketch of Pip with the help of mind map given below.



- B. Write a review of any story that you have read with the help of following mind map.

Name of Book: _____

Author's Name: _____

Major Characters (and a description of each one):

Setting: _____

Summary of the story:

Further Reading Activity

Read any novel and write a book review of that novel. Share your reading in the class.

Population Growth and World Food Supplies

Learning Outcomes

After completing this unit students will:

- understand and evaluate contemporary social and economic issues
- summarize the main points of the discussion for the benefit of the whole group
- summarize the text with the help of mind map
- write a letter to the editor expressing their ideas, points or opinions clearly

Pre-reading

- ◆ What do you understand by the term 'over-population'?
- ◆ Why is over-population a big challenge of twenty first century?
- ◆ How are population and food supplies interdependent?



For the Teacher:

Use pre-reading activity to give students an understanding of the text. Encourage them to give their views on the picture. Why is the China Wall shown? How is it related to the population issue?

(1) The alarming and incessant growth of population is causing serious economic problems in almost all continents. Great pressure is being placed on arable land, water, energy, and biological resources. As the world population grows, the food problem will become increasingly severe. The most vulnerable will be population in developing countries. The per capita availability of food grains has been declining for the past 25 years. Certainly with a quarter million people being added to the world population each day, the need for grains and all other food will reach unprecedented levels.

Below, world population and its growth trends are given.

- 10,000 years ago, 10 million people
- By 1850, population was 1 billion
- 80 more years to reach 2 billion in 1930
- 45 years, it doubled again (4 billion in 1975)
- 12 years to reach 5 billion (1987)
- 6 billion in 1999
- By the year 2020, there will be 8 billion

(2) There are about quarter of a million people added to the planet per day. This exponential growth is mostly happening in the developing nations.

(3) More than 99 percent of the world's food supply comes from the land, while less than 1 percent is from oceans and other aquatic habitats. The continued production of an adequate food supply is directly dependent on ample fertile land, fresh water and energy. As the human population grows, the requirements for these resources also grow. Even if



For the Teacher:

- Share with students the present situation as we have already started feeling the effects of over population.

these resources are never depleted, on a per capita basis they will decline significantly because they must be divided among more people. At present, fertile agricultural land is being lost at an alarming rate. The shortage of productive fertile land combined with decreasing land productivity is the major cause of current food shortages.

What does the word "depleted" mean?

Water is another critical item for all crops. Massive amount of water (4) is required during the growing season for cultivation. In fact, agricultural production consumes more fresh water than any other human activity. In many countries, people are facing shortage of fresh water. Competition for water resources among individuals, regions, countries and associated human activities are already occurring with the current world population. Water resources, critical for irrigation, are under great stress as populous cities, states, and countries require and withdraw more water from rivers, lakes, and aquifers every year. A major threat to maintaining future water supplies is the continuing over-use of surface and ground water resources.

Do you also face shortage of water in your locality? Why?

Fossil energy is another prime resource used for food production. Nearly 80 per cent of the world's fossil energy is being used by the developed countries. The intensive farming technologies of the developed countries use massive amounts of fossil energy for fertilizers, pesticides, irrigation, and for machines as a substitute for human labour. In developing countries, fossil energy has been used primarily for fertilizers and irrigation to help maintain yields rather than to reduce human labour inputs. Because



For the Teacher:

Help students find the cause in the passage, ask the question "Why"?

Help them find the effect, ask question "What is the result"?

Sometime multiple causes may lead to one effect and sometime one cause may lead to many effects. Ask students to look for the clue words (transitional devices) that show cause-and-effect relationships, such as because, since, as a result, so, the reason that, and consequently.

fossil energy is a finite resource, its depletion accelerates as population needs for food and services escalate. Thus, cost of fuel increases everywhere.

How is fossil energy a finite resource?

(6) Certainly improved technology will assist in more effective management and use of resources, but it cannot produce an unlimited flow of those vital natural resources that are the raw materials for sustained agricultural production. For instance, fertilizers enhance the fertility of eroded soils, but humans cannot make topsoil. Indeed, fertilizers made from finite fossil fuels are presently being used to compensate for eroded topsoil. A productive and sustainable agricultural system depends on maintaining the integrity of biodiversity.

(7) Strategies for the future must be based on the conservation and careful management of land, water, energy, and biological resources needed for food production. Yet none of these measures will be sufficient to ensure adequate food supplies for future generations unless the growth in the human population is simultaneously curtailed. Several studies have confirmed that to maintain a relatively high standard of living throughout the world, the optimum world population should be less than 2 billion. Therefore, from now until an optimum population is achieved, strategies for the conservation of land, water, energy, and biological resources are to be implemented effectively. Maintaining a sound and productive environment all over the world is essential.

What other word you can use to replace "optimum"?

THEME

The world's population is more than 7.0 billion, and it is still growing. It has about doubled in the past forty years. We are now faced with the issue of over population. With the population so high, resources are running out. If things continue like this we are going to encounter major problems in the future. Therefore there is a great need for countries to limit their expanding populations.

GLOSSARY

aquifers	a layer of rock or soil that can hold or transmit water
arable	land used or suitable for growing crops
critical	serious
current	present-day
depleted	reduced
enhance	improve
escalate	to become or make something greater or more intense
fossil	an animal or plant that lived many thousands of years ago and is preserved in rock or as a piece of rock
integrity	righteousness
vulnerable	in danger

VOCABULARY**A. Give meaning of each word as used in the text.**

incessant, adequate, integrity, declining, pesticides, massive, sustained, eroded, unprecedented

B. Make sentences of the following words.

ample, depleted, critical, current, enhance, optimum

C. Complete the following sentences with the words beginning with prefix *dis-* or *un-*.

1. My shoe is _____.

(not tied)

The prefixes dis- and un- mean 'not'.

2. Waqar _____ with Nazish.

(does not agree)

3. Ali is _____ to beat me in the video game.

(not able)

4. Waheed _____ his parents.

(does not obey)

5. Our teacher says she does not want _____ homeworks handed in. _____ (not finished)

READING COMPREHENSION

A. Answer the following questions.

1. Which areas are most affected by incessant growth in population?
2. Why are the developing countries going to suffer more due to over population?
3. What is the major cause of food shortages and malnutrition?
4. How are water resources under great stress?
5. What is the effect of depletion of fossil energy?
6. What is the limitation of improved technology?
7. How can sufficient food supply be made possible for the future generation?
8. What strategies should be adopted for safe future?

Patterns of Text Organization

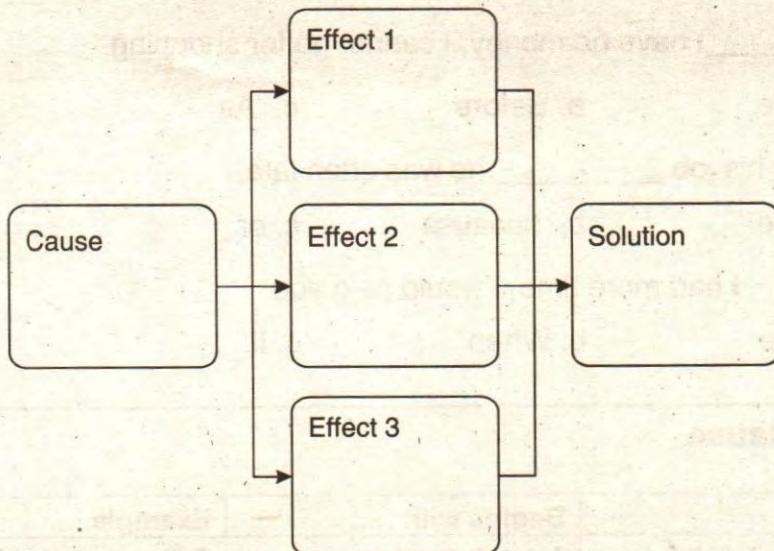
 Text structure	 Signal words	Signal to reader
Cause and effect [] → []	therefore, so, for this reason, as a result, is caused by, this leads to, effects of, due to	Evidence of cause(s) and effect(s) will be given.



For the Teacher:

- Help students analyze the paragraphs to identify words, phrases or sentences that support the main idea through cause and effect.
- Help them organize information using organizational pattern of cause and effect to complete the activity B.

- B. Read the text and put information into the graphic organizer showing cause and effect.



GRAMMAR

Subordinating Conjunctions

Subordinating conjunctions connect two groups of words by making one into a subordinating clause.

Time	Condition	Cause and Effect	Contrast
after, when, until, soon, before, once, while, as soon as, whenever, by the time	if, whether or not, provided, in case, unless, even if, in the event	because, as, since, in order that, now that, as much as	though, while, although, whereas, even though

A. Choose the appropriate conjunctions.

1. He couldn't go home, _____ he had no place to go.
 a. but b. for c. though



For the Teacher:

Reading B: Ask students to read the text silently and identify words, phrases or sentences that support the main idea through cause and effect.

2. _____ it was hot, he was wearing a coat.
 a. When b. Although c. Then
3. _____ I have no money, I cannot go for shopping.
 a. Since b. Before c. As
4. He lost his job _____ he was often late.
 a. while b. because c. or
5. _____ I had more time, I would help you.
 a. Since b. When c. If

Adverb Clause

Function	Begins with	Example
Modifies a verb, an adjective, or an adverb in the main clause.	A subordinating conjunction such as after, although, because, if, since, when, where	Father called me <i>when he arrived home.</i>

B. Replace each adverb clause by an adverb or adverb phrase.

- I have not been well since I returned from Murree.
- I am glad that he has recovered from his illness.
- As soon as I saw the cobra I ran away.
- He may go home after his work is finished.
- I did not pay her, as I had no money with me.

C. Underline the adverb clauses in the following sentences and state whether each is an adverb clause of time, place, reason, purpose, result, manner, comparison, condition or concession.

1. The frightened child ran as fast as he could.
2. Even if they hurry, they may not get there on time.
3. The player is out of the match because he has hurt himself.
4. If she recovers quickly, she will join the team.
5. The speaker was so absorbed in his speech that he forgot the time.
6. She switched on the television so that she could listen to the news.
7. They had left before the concert ended.
8. He acted as if he had owned the car.
9. Where the road bends dangerously, be more careful.
10. He will get a good job when he graduates.



For the Teacher:

Grammar C: Tell students they can identify the types of adverbial clauses with the help of subordinating conjunction used in that sentence. Therefore it is important to differentiate between subordinating conjunctions of time, condition, cause and effect, condition, purpose etc.

D. Match the two clauses and make meaningful sentences.

- | | |
|-----------------------------------|---|
| 1. The rain started | a. if you don't try hard. |
| 2. I had written many books | b. because the director did not show |
| 3. They had to cancel the meeting | c. he went out without an umbrella. |
| 4. You won't succeed | d. while I was driving home. |
| 5. Although it was raining | e. before I was awarded the literature prize. |

ORAL COMMUNICATION SKILLS

Prepare a group presentation on the following.

City life has become increasingly difficult because of over population.

WRITING SKILLS

A. Write a précis of paragraph 6.

B. Write an essay on “Over Population”.



For the Teacher:

Writing B: Ask students to develop a mind map first, and make an outline of the points/details that they want to include in their essay. Groups of students may be formed to conduct the activity.

Unit 13

Faithfulness

Learning Outcomes

After completing this unit students will:

- illustrate the use of third conditional sentences
- identify and differentiate between simple, compound and complex sentences
- synthesize sentences
- use quotation marks to enclose both parts of an interrupted quotation

Pre-reading

- ◆ What do you understand by 'faithfulness'?
- ◆ What is the importance of keeping up a promise in Islam?



For the Teacher:

- Use pre-reading activity to arouse students' interest in the text and to assess their knowledge about the topic.

(1) Once Hazrat Umar رضي الله تعالى عنه, sitting in the Masjid of the Rasool صلى الله عليه وسلم, was busy in the affairs of the state. Two young men, holding a strong and sturdy countryman, appeared before him. They complained to Hazrat Umar رضي الله تعالى عنه that the person had murdered their old father. They demanded justice by punishing the murderer for his crime.

(2) The Caliph looked at the young man and said, "You have heard the charge leveled against you. What have you to say in your defence?" The villager replied, "Commander of the Faithful, I plead guilty to the charge. I was leading my beloved camel. When I reached a garden and halted to rest, the camel nipped a few leaves off the hanging branch of a tree. The old man, on seeing this, hurled a stone at the camel with all his might. The stone caught the camel on the side of the head. It reeled and fell down dead. The camel was very dear to me. I could not control my anger, so I took the same stone that had killed my dear camel and hurled it at the old man with all my strength. The stone hit the old man on the head and subsequently killed him. At this, these two young men came to me and I surrendered myself to them".

Caliph: As you have confessed your crime, there is no need of witnesses. You are, therefore, sentenced to death.

Villager: I accept this sentence but request you to delay the execution for three days.

Caliph : Why do you ask for delay in the execution of the sentence?

Villager : My father on his death left some gold for my younger brother who is too young to be told about the place where I hid it. I have buried the gold in the earth in a field and no one knows the place. If my brother, on account of my death, does not get his due share, I shall be called to account on the Day of

Judgment for being dishonest. Be kind and grant me three days' time. After handing over the gold to the trustee, I will return to face death.

Caliph : Have you anyone who can stand as surety and who will be willing to suffer death if you fail to return?

Villager : (Looking at the people present in the court and pointing to Hazrat Abuzar Ghaffari (رضي الله تعالى عنه) This gentleman will stand as my surety.

Caliph : (addressing Hazrat Abuzar Ghaffari (رضي الله تعالى عنه)) Do you agree to stand as surety?

Hazrat Abuzar Ghaffari (رضي الله تعالى عنه) : I do.

Hazrat Abuzar Ghaffari (رضي الله تعالى عنه) was a highly respected Sahabi. The Caliph accepted him as the surety. Both the accusers also agreed to it, and the criminal was allowed to leave.

The third day dawned. The accusers and the surety were present at the Masjid of the Rasool ﷺ. They were waiting for the criminal. As time passed, Sahabah (رضي الله تعالى عنهم) felt anxious for the fate of Hazrat Abuzar Ghaffari (رضي الله تعالى عنه). When only an hour remained, both the accusers came forward and demanded from Hazrat Abuzar Ghaffari (رضي الله تعالى عنه) their man.

Hazrat Abuzar Ghaffari (رضي الله تعالى عنه) : Wait a little more. There is still time, if he does not come, I will give my life in his stead to fulfill the justice.

Caliph : In case the murderer does not return, the law will have its course.

Hearing this, the Sahabah (رضي الله تعالى عنهم) became more anxious for the safety of Hazrat Abuzar Ghaffari (رضي الله تعالى عنه) and their eyes were filled with

tears. Some requested the accusers to accept blood money. But they refused, saying, "Our demand is life for life."

(7) When the whole court was in a worried state of mind, the villager reached there perspiring from head to foot. As he entered, he saluted the Caliph and said, 'Allah be praised for His mercy I was able to make my uncle trustee of the gold. As you see I am right in time, do not delay the execution.'

(8) All the people present there were astonished at the honesty and faithfulness of the criminal.

(9) *Hazrat Abuzar Ghaffari* : Commander of the Faithful, the man was totally a stranger to me. I had never known or seen him before. But when out of all the bystanders, he selected me as his surety I could not but agree. If he had not returned, I would have gladly laid down my life for him.

Villager: Sir, when you agreed to stand as a surety for a stranger, it would be against all rules of manliness and chivalry to endanger your life to save mine.

Accusers: (of one accord) Commander of the Faithful! We forgive him. Let him live.

(10) On hearing these words, the audience present in the court gave cries of joy and applause and the face of the Caliph beamed with pleasure as he said, "Young men, the blood money will be paid to you from the People's Treasury, and Allah will reward you for this goodness on the Day of Judgment."

(11) *Accusers:* Commander of the Faithful, we forgive him as forgiveness is divine and, therefore, we respectfully refuse to accept any blood money.

GLOSSARY

applauded showed praise
chivalry the qualities of being polite and honest
confessed to admit a wrongdoing, crime, or error openly
execution the killing of somebody as part of a legal process
might strength
reeled moved backward quickly
sentence punishment by judge
sturdy having a well-developed strong-looking body and limbs
surety someone responsible for another person's behaviour

VOCABULARY

- A. ‘To endanger’ is a verb from danger. Write down five verbs with the prefix “en” and use these words in sentences.
- B. Give meaning of the following phrasal verbs and use these phrasal verbs in sentences.
take off, fell through, to hand over, bring in, come about, write down
- C. Use the following in sentences as verbs and nouns.
fall, lead, control, grant, stand, mind, demand
- D. Translate paragraph 5 into Urdu.

READING COMPREHENSION

Answer the following questions.

1. What case did the young men bring to Hazrat Umar Farooq رضي الله تعالى عنه?
2. Why did the old man hurl a stone at the camel?
3. Why did the villager ask Hazrat Umar Farooq رضي الله تعالى عنه to delay the execution?
4. On what condition was the criminal allowed to leave?
5. Why were Sahabas رضي الله تعالى عنهم worried?
6. Why did the accusers forgive the villager?

GRAMMAR

The Third Conditional

The **third conditional** sentences refer to the past. We speculate about situations that happened or did not happen in the past.

Example:

If he had not returned, I would have gladly laid down my life for him.

Form

if clause

Past Perfect

main clause

would + have + past participle
or
could + have + past participle
or
might + have + past participle

A. Put in the correct verbs to make third conditional sentences.

1. If you _____ (not / be) late, we _____ (not / miss) the bus.
2. If we _____ (arrive) earlier, we _____ (see) our aunt.

3. If she _____ (go) to art school, she _____ (become) a painter.
4. If I _____ (be) born in a different country, I _____ (learn) to speak a different language.
5. They _____ (be) late if they _____ (not / take) a taxi.
6. We _____ (come) if we _____ (be) invited.

Compound Sentences

A compound sentence is made up of two or more main clauses joined together by a coordinating conjunction e.g. and, but, or, yet, for, so, nor. Each clause is called independent (**IC**) because each could stand by itself as a complete sentence.

Example: I got to ball practice late **so** I forgot to set my alarm.

IC

IC

B. Combine the following sets of simple sentences to make compound sentences.

1. It rained for three days. The streets in my neighborhood were flooded.
2. Kareem completed his homework. He put it in his binder.
3. Haris mowed the lawn. He earned hundred rupees.
4. Neelum doesn't like seafood. She doesn't like cabbage.
5. My pencil was broken. I borrowed one from Bushra.
6. I like apples. I like pears more.
7. Eight people got into the elevator. It was crowded. Three people got off.



For the Teacher:

Grammar B: Recall students' previous knowledge about coordinating conjunctions.

8. Sara gathered the pictures. She could arrange them in a special album for her family.

Complex Sentences

A complex sentence is made up of a main clause and one or more subordinating clauses joined together by a subordinating conjunction. e.g. after, when, until, soon, before, once, while, as, if, whether or not, provided, in case, because, as, since, in order that, now, though, although, while.

Example: You may go home **as soon as** your work is done.

C. Combine the following sets of simple sentences to make complex sentences.

1. I did not go to the meeting. I was sick.
2. You may be wrong. I cannot say.
3. He worked hard day and night. He did not wish to fail.
4. The examination ended. The students went home.
5. Their progress was slow. They were tired.
6. You should overlook his fault. It would be an act of generosity on your part.
7. We found him in the house. He had formerly lived in that house.
8. The boy gave an explanation of his misconduct. The explanation was not accepted by the headmaster.

Use of Comma

When a dependent clause precedes the independent clause, separate the clauses with a comma.

Example: Before we can make a decision, we need to review all the prior records.

dependent clause

independent clause

- D. Read the following sentences. Circle subordinating conjunctions, underline independent clauses and put commas after dependent clauses.

Example: Although I hate tea parties, I went to please my mother.

1. While I am attending school I can work part-time so that I can save money.
2. So that I could go to college my parents worked hard and saved money.
3. If the motor does not start we will have to find a mechanic as soon as possible.
4. Although the blue jacket was on sale I did not buy it.
5. When the school bell rang the children left the classroom.
6. Since he had no luggage with him it seemed odd for him to be on the road.
7. Even after the fire was out there was a great deal of cleanup to do.



For the Teacher:

Grammar D: Explain to students if a dependent clause comes before an independent clause, we use a comma to separate these clauses.

E. Change from the direct into the indirect speech.

"I was leading my beloved camel and I surrendered myself to them."

Interrupted Quotations

If the quotation of a complete sentence is interrupted in the middle and then continues after the interruption, do not capitalize the second part of the quotation. Use commas to set off the explanatory words.

F. Rewrite each sentence. Put quotation marks at appropriate places.

Example: Spring, Sohail said, is my favorite time of year.

"Spring," Sohail said, "is my favorite time of year."

1. Do you think it's okay, asked Ali, if I wear this dress to school tomorrow?
2. If you had to guess, said Mr. Tariq, who would you say is my favourite author?
3. I will call you after I get home, Irum said, and we can discuss our science experiment together.
4. We'll be eating supper in about an hour, said mother, so don't eat any more snacks.
5. We need to fertilize the lawn today, said father, since it's supposed to rain tomorrow.

ORAL COMMUNICATION SKILLS

A. Make pairs. Role-play the following dialogue.

A: You play really well!

How often do you play tennis?

B: About once a week. What about you?

A: Me? Just *three or four times a year.*

B. Expressions for answering 'How often':

once

never

twice

a day

three times

a week

four times

a month

a couple of times

a year

rarely

everyday

C. Make pairs. Ask each other how often do you do these activities.

check your e-mail _____ go out for dinner _____

watch TV _____ work out _____

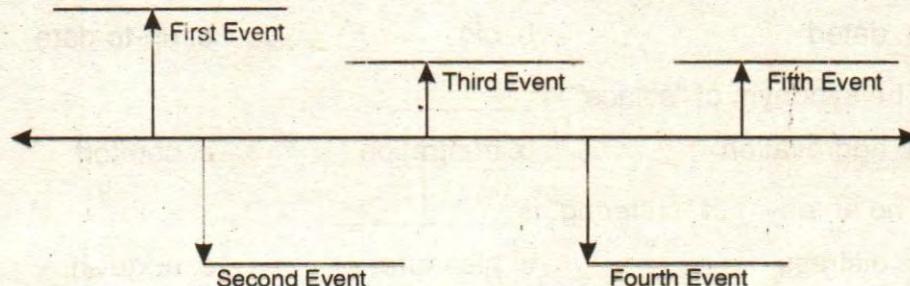
take a trip _____ **break your promise** _____

go shopping _____ clean your room _____

WRITING SKILLS

A. Write the character sketch of the villager.

B. Summarize the story with the help of mind map given below.



Review 3

A. Choose the correct options i.e. a/b/c.

1. 'The scope of any field in terms of market demand should also be considered very seriously.' The underlined word means:
a. shortcoming b. range of activities c. strong feelings
2. 'The man had been sent with other convicts to Australia.' The underlined word means:
a. prisoners b. delegation c. troupe
3. 'The most vulnerable will be population in developing countries.' The underlined word means:
a. secure b. flourishing c. in danger
4. 'Maintaining a sound and productive environment all over is essential.'
The underlined word means:
a. unnecessary b. crucial c. needless
5. 'The comforts of books defy time, and break borders.' The underlined word means:
a. consider as same b. be problem for somebody
c. openly resist something
6. Which word means "to identify the nature of a problem, especially an illness"?
a. infection b. diagnose c. symptom
7. The synonym of "current" is _____.
a. dated b. old c. up-to-date
8. The synonym of "solace" is _____.
a. aggravation b. frustration c. comfort
9. The antonym of "suffering" is _____.
a. distress b. pleasure c. anguish

10. The antonym of "consume" is _____.
a. utilize b. save c. use
11. How long _____ you been working in the garden?
a. has b. have c. will
12. If he _____ more carefully he would not cause an accident.
a. drove b. drive c. driven
13. I would have been glad if he _____ me in the hospital.
a. visit b. visited c. had visited
14. He had all the money in the world; _____ he was sad.
a. but b. yet c. still
15. 'The man complained that there was no bread.' The underlined part of the sentence is a/an _____.
a. dependent clause b. independent clause
c. relative clause
16. 'Because he was late, he missed the first period.' The underlined part of the sentence is a/an _____.
a. dependent clause b. independent clause
c. relative clause
17. 'The room was full, so I had no place to sit.' It is a _____ sentence.
a. simple b. compound c. complex
18. 'Sara sang my favourite song _____ Farah played the guitar for it.'
Choose correct compound sentence.
a. Sara sang my favourite song and Farah played the guitar for it.
b. Sara sang my favourite song but Farah played the guitar for it.
c. Sara sang my favourite song or Farah played the guitar for it.

19. 'My friend gave me the book'. Choose the correct passive voice.
- I have been given the book by my friend.
 - I am given the book by my friend.
 - I was given the book by my friend.
20. Kashif said to me, "Is the movie interesting or boring?" Choose the correct indirect speech.
- Kashif asked me whether the movie was interesting or boring.
 - Kashif said to me whether the movie was interesting or boring.
 - Kashif told me whether the movie was interesting or boring.

B. Answer the following questions.

- Choosing a career is one of the most important decisions in life. What are the factors that will influence your choice?
- Reading provides a world where we can experience things which we may never in real life. Explain.
- What is the effect of population growth on world food supplies?
- 'Faithfulness' is a characteristic much needed in today's world. Give reasons.

C. Read the passages given below.

- Give suitable title to each of these passages.
- Put information from the passages into graphic organizers representing the text structure of each.

Passage 1

A lot of students have been failing classes. These students wouldn't be failing classes if they studied more, asked questions, tried harder, and came in for extra help. Even though a lot of students fail classes, they have many options if they want to pass.

Passage 2

When Tim woke up, he didn't want to go to school. His mom took him anyway. So, he went to school, but he didn't do any work. The days passed,

and Tim still didn't do any work. Mr. Morton called at Tim's house, but Tim still wouldn't do any work. Finally the report cards came out, and Tim failed his classes. Tim was sad.

Passage 3

In recent decades, cities have grown so large that now about 50% of the Earth's population lives in urban areas. There are several reasons for this occurrence. First, the increasing industrialization of the nineteenth century resulted in the creation of many factory jobs, which tended to be located in cities. These jobs, with their promise of a better material life, attracted many people from rural areas. Second, there were many schools established to educate the children of the new factory laborers. The promise of a better education persuaded many families to leave farming communities and move to the cities. Finally, as the cities grew, people established places of leisure, entertainment, and culture, such as sports stadiums, theaters, and museums. For many people, these facilities made city life appear more interesting than life on the farm, and therefore drew them away from rural communities.

Passage 4

All matter, all things can be changed in two ways: chemically and physically. Both chemical and physical changes affect the state of matter. Physical changes are those that do not change the make-up or identity of the matter. For example, clay will bend or flatten if squeezed, but it will still be clay. Changing the shape of clay is a physical change, and does not change the matter's identify. Chemical changes turn the matter into a new kind of matter with different properties. For example, when paper is burnt, it becomes ash and will never be paper again. The difference between them is that physical changes are temporary or only last for a little while, and chemical changes are permanent, which means they last forever. Physical and chemical changes both affect the state of matter.

- D. Write a letter to the editor on cell phone addiction among teenagers.
- E. Write an argumentative essay on "Smoking Should be Banned in Public Places".

Sample Rubric for marking essays at Grade X level as prescribed in National Curriculum for English 2006

Content: convincing, pertinent, specific, perceptive	5	2.5
Point of View: clear, consistent, appropriate in approach	3	1.5
Essay Organization: logical, coherent, unified, suitable to purpose, orderly development to an effect or conclusion.	5	2.5
Language use and style: Sentence Structure: Skilful use of a variety of sentence patterns (such as contrast, balance, repetition, and exclamation). Diction: Vocabulary appropriate for grade level, vivid, precise. Style: Interesting, original, expression suited to content, flow	5	2.5
Mechanics: correctness in punctuation, spelling and grammar	2	1
Total	20	10

Sample rubric for marking letters at grade X level

Format	03
Contents: clear, specific, appropriate in approach	05
Mechanics: punctuation, spelling, and grammar	02
Total	10

Sample rubric of assessment of students' oral presentations as prescribed in National Curriculum for English 2006

Put a (✓) in the column when students demonstrate the skills		Good	Very Good	Excellent
1.	Introduction was short, clear and interesting			
2.	Topic was clearly explained			
3.	Used relevant information			
4.	Used facts and examples to support claims			
5.	Spoke clearly and distinctly			
6.	Was confident throughout the presentation			
7.	Maintained eye contact with the audience			
8.	Used visual aids (charts, pictures, slides etc.) effectively			
9.	Handled questions and comments properly			