

Preface

The Government of Punjab has a strong desire to improve the quality of teaching and learning in the classroom. Various initiatives have been undertaken for provision of quality education to students in the Province. Provision of quality education at secondary level is an important step towards building an education system meant to contribute meaningfully towards development of our society. To achieve the desired goal, activity oriented training for secondary school teachers based on modern teaching methodologies has been considered imperative and crucial.

Direktorate of Staff Development (DSD) has been training in-service and pre-service public school teachers and developing educational material since its inception. Considering the quality work produced over the years, the task of development of the Teachers' Guides for secondary school teachers in the subjects of English, Physics, Chemistry, Biology and Mathematics was assigned to the Directorate of Staff Development by the Provincial Government.

DSD worked in collaboration with over three hundred professionals i.e. Teachers, Book Writers and Teacher Trainers from both public and private educational institutions in the subject of English, Physics, Chemistry, Biology and Mathematics who worked in groups to develop these comprehensive Teachers' Guides. These Teachers' Guides with textbooks are aimed to achieve Students' Learning Outcomes (SLOs) through the teaching materials and methodologies which suit varying teaching and learning contexts of Punjab. These Teachers' Guides will help secondary school teachers to deliver and further plan their content lessons, seek basic information on given concepts and topics, and assess students' understanding of the taught concepts.

The DSD team acknowledges the cooperation extended by various public & private, national and international organizations in the preparation of Teachers' Guides. DSD is especially grateful to German International Cooperation Agency (GIZ) for extending its full cooperation and support in conduction of workshops, development of material, quality management, layout and designing of these Guides. DSD recognizes the contribution made by all developers and reviewers belonging to following organizations including Institute of Education and Research (IER) Punjab University, Government Science College, International School of Choueifat, Crescent Model Higher Secondary School, Punjab Textbook Board, Lahore Grammar School, Himayat-e-Islam Degree College, SAHE, PEAS, NEEC, HELP Foundation, Ali Institute of Education, Beaconhouse School System, ALBBS, The Educators, Divisional Public School, The City School, AFAQ, Portal, LACAS, Children's Library Complex (CLC) and GICW Lahore, Govt. Higher Secondary Schools and Govt. Colleges for Elementary Teachers in Punjab.

**(Nadeem Irshad Kayani)
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TOPIC

1

Paragraphs



Students' Learning Outcomes

- Analyze passages in the text to identify the them/general subject, key idea/central thought (a statement about the general subject), and supporting details
- Analyze paragraphs to identify words, phrases or sentences that support the main idea through
 - Examples/illustration
 - Cause and effect
 - Facts, analogies and anecdotes



Information for Teachers

1. A paragraph is a larger meaningful unit of expression representing unity of thought. Sentences are joined to make a paragraph and they make sense in relation to each other.
2. The main idea in a paragraph is carried in a sentence, called a 'topic sentence'. Other sentences in the paragraph support the topic sentence. They are called 'supporting details'.
3. 'Topic sentence' is the sentence which defines the

main idea in a paragraph.

4. 'Cause' is an event. An 'effect' is something that happens as a result of that event.
5. 'Analogy' is a likeness or similarity in some ways.
6. 'Anecdote' is a short entertaining account of an incident.



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine resources, worksheet



Introduction

1. Explain example, cause and effect, analogy and anecdote to the students. (see information for teacher)
2. Write the following paragraph on the board and explain topic sentence (main idea), example, cause and effect to the students by highlighting them.

Mobile phones have risen rapidly in popularity as a means of interpersonal communication. This small, light, battery-powered portable phone has revolutionized the way individuals communicate and the way business people work and interact. The traditional land line telephone carries voice messages through the telephone wires, through a complicated series of relay stations, whereas the mobile phone has built-in receivers to send and receive signals to and from radio base stations.

(Step Ahead 3 by Heather Jones and Robyn Mann

Page. 42)



Development

Activity 1

Divide the students in groups. Give the attached worksheet to each group. Ask the students to read the paragraphs carefully. Ask them to look for the following:

- An action or event that answers the question 'what happened?' this is an **effect**.
- An action or event that answers the question 'why did it happen?' this is the **cause**.
- Words that signal causes and effects such as because, as, as a result, consequently, led to, since, therefore, etc.
- Words/sentences showing **facts**.

Activity 2

Ask the students to find causes and effects and facts from the paragraphs given in the worksheet.

Activity 3

- Explain to the students what is an anecdote?
- Then ask them to think about an event a picnic, visit to a place, birthday party or any memorable occasion.
- After they have done it ask some volunteers and one of the shy students to share their feelings and joy about that particular event.



Conclusion/Sum up

Sum up the lesson by repeating all components of a paragraph like the main idea, supporting details, example, cause, effect, fact, etc.



Assessment

- Ask the students to imagine you themselves as game warden.
- Then ask them to work in groups to share their ideas and to express their sentiments about how people break the law and continue to hunt and kill endangered animals for personal pleasure/gain.
- Once they have jot down the points ask one of the spokesperson to share them with the class.



Follow-up

Instruct the students to search the following from internet/library/newspaper/magazine ect.:

- Deference between endangered and extinct species.
- Enlist some endangered and extinct species; some pictures could also be included for better understanding.



Answer Key

Introductory Activity 2

| | |
|---|---|
| Cause 1 Since the hunters wanted the biggest tusks they could find. | Effect 1 They killed the biggest elephants. |
| Cause 2 Because the numbers were so low. | Effect 2 Between 1979 and 1989, the African elephant population was nearly cut in half. |
| Cause 3 In 1989, a law was passed that put an end to international ivory trade. | Effect 3 The number of African elephant began to increase. |

Facts

- In the 1970s, the demand for ivory greatly increased.
- Between 1979 and 1989, the African elephant population was nearly cut in half.
- In 1989, a law was passed that put an end to international ivory trade.

Introductory Activity 1

The first sentence of the given paragraph is the topic sentence (main idea). The second one is its example and the third one is having cause and effect.

Worksheet

Class: _____

Paragraphs

Date: _____

1. Read the following paragraphs:

African Elephants at Risk

For hundreds of years, African elephants have been killed for their ivory tusks. However in the 1970s, the demand for ivory greatly increased. In addition, since the hunters wanted the biggest tusks they could find, they killed the biggest elephants. Not surprisingly, many of the largest elephants have vanished. Today, tusks are only about half the size they were a hundred years ago.



Between 1979 and 1989, the African elephant population was nearly cut in half. Because the numbers were so low, the African elephant was placed on the endangered species list. Finally, in 1989, a law was passed that put an end to international ivory trade. Consequently, the number of African elephant began to increase. Some African countries, however, objected to the law. These countries depend on the ivory trade. Their objections led to a slight loosening of the law in 1997. Today, some people fear that great numbers of elephants will be killed again.

2. After reading the given paragraphs write causes and effects in the given spaces.

- underline the three effects that occurred because hunters wanted the biggest tusks they could find.
- Circle words in the passage that signal cause and effects (e.g. as a result).
- Use the causes and effects in the second paragraph to complete the following diagram:

Cause:

Effect:

Cause:

Effect:

Cause:

Effect:

3. Write any three facts from the given paragraphs.

Fact 1: _____

Fact 2: _____

Fact 3: _____

TOPIC

2

Transitional Words



Students' Learning Outcomes

- analyze the order of arranging paragraphs:
 - chronological or spatial
- recognize and use appropriate transitional words within and beyond paragraph for better coherence and cohesion

paragraphs are always arranged in an order so that they reflect the same concern/idea.

- For coherence and cohesion within paragraphs transitional words are used. Transitional words are words that show the flow of ideas to help readers along through a text.
- Transitional devices/words are used for comparison, sequence, result, etc. first, firstly, then, (sequence) likewise, similarly, (comparison) accordingly, therefore, (result) etc. are some examples of transitional words.
- Events are told or written in a sequence. It is called 'chronological order'.



Information for Teachers

- Each paragraph in an essay, process, procedure or event has a main idea. All

**Duration/Number of Period**

80 mins/2 period

**Material/Resources Required**

Routine classroom resources, two worksheets (attached)

**Introduction**

- Explain transitional words and how they are used. (see information for teacher).
- Tell the students that information can be expressed/analyzed through a flow chart or diagram to describe procedures and processes, make comparisons and show cause and effect relationship.
- Also explain that it is important to understand the sequence or order of events while reading a text as it helps understanding what happens and why.
- Write the following steps for making pasta on the board but in wrong order.
- Then ask the students to read the steps and tell the correct order.
- Also instruct them to add a transitional word for each step. Write the word bank of transitional words to them to choose.

Word Bank

| | |
|-----------|-------------|
| likewise | after that |
| firstly | accordingly |
| therefore | finally |
| secondly | then |

Steps for Making Pasta

1. Bring the water to a boil in a large saucepan.
2. Add the spaghetti and cook until it is done, but still firm when a strand is placed between your teeth.
3. To serve, place spaghetti on each plate, top with sauce and sprinkle grated parmesan over the sauce. Place a small bowl of the parmesan on the table for those who wish to help themselves to more of it.
4. Drain the spaghetti in a colander and stir the butter through to coat the strands.
5. Add salt and a little vegetable oil.

**Development****Activity 1**

Divide the students in groups. Provide a worksheet, one in each group ' A butterfly gets its wings' (attached at the end). Instruct them to read the process carefully. After they finish reading the process, ask them to:

- a) Notice how stages/steps are organized in a process
- b) Underline all transitional words
- c) Underline each of the four main stages of the life of a butterfly given in paragraph one.

Activity 2

- Draw a flow chart of a butterfly's life cycle on the board.
- Call one or two students from each group to add the required information on the correct steps.
- Instruct them to use transitional words for each step.
- Try to involve most of the students in the activity.

library/read a magazine, book and find a process or procedure. Also notice the usage of transitional words for coherence and cohesion.

**Conclusion/Sum up**

- Conclude the lesson by repeating the usage of transitional words for comparison, sequence and result.
- Encourage the students to tell what is chronological/spatial order.
- Remind them that transitional words are used within and beyond paragraphs for coherence and cohesion.

**Assessment**

- Draw the pictures given in worksheet 2 on the board. Also write on the board the required items' given in the worksheet.
- Instruct the students to write the procedure of making a snowman. Remind them to use transitional words for each step. They can write the procedure in their notebooks.

**Follow-up**

- Instruct the students to find some paragraphs with chronological order in the textbook and notice how paragraphs are arranged according to the events take place.
- Encourage the students to visit the school

Worksheet 1

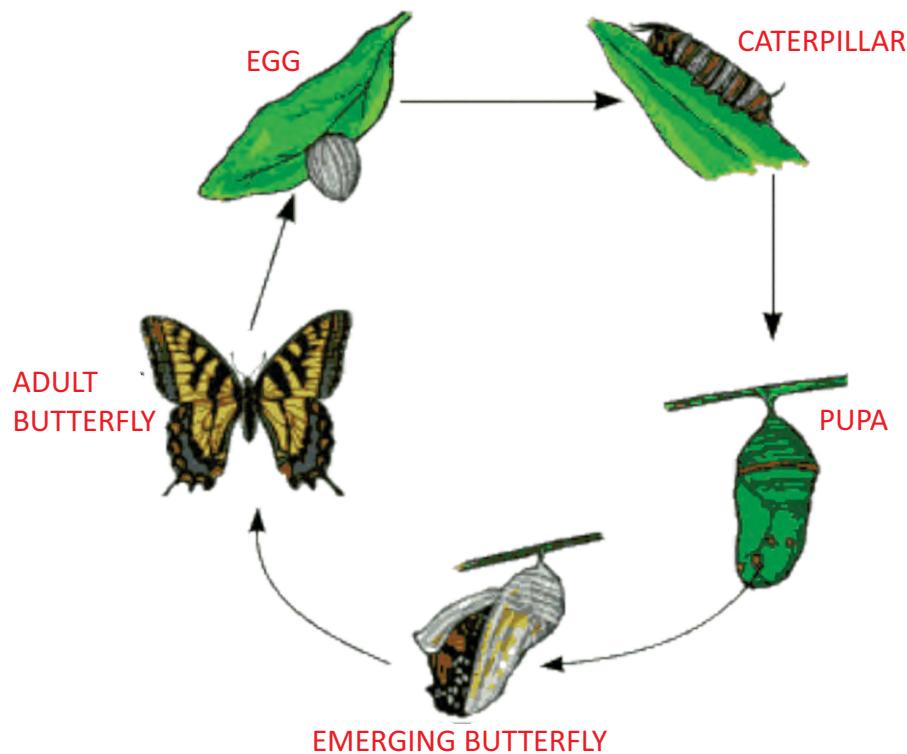
A Butterfly Gets Its Wings

Class: _____

Date: _____

At first, the butterfly is a single slimy egg, no larger than a fingertip. (Imagine its baby pictures!) The baby insect grows within the egg until it is ready to hatch. For most types of butterflies, this first stage lasts about 10 days. When the egg cracks open, a caterpillar crawls out.

Then, the caterpillar spends most of its time eating and growing (just like a teenager). As the caterpillar becomes bigger, it sheds its spiky or fuzzy skin. This process is called moulting. Once the caterpillar has shed its skin for the last time, it becomes a pupa.



After that, the pupa immediately grows a hard shell call a chrysalis. **Then,** inside the chrysalis, the pupa goes through the changes that will make it a butterfly. The pupa's hormones turn its body into wings, antennas and other body parts. After all the changes are complete, the shell splits open. A butterfly is ready to make its entrance.

Finally, the adult butterfly breaks from the chrysalis. Its body however, doesn't look quite right. It's all soft and wrinkly. As air and blood are pumped through the butterfly's body, it starts to look more like its usual self. In a short time, the butterfly is ready to try out its new wings. With a few flutters, it's off and away!

Worksheet 2

Procedure of Making a Snowman

Class: _____

Date: _____

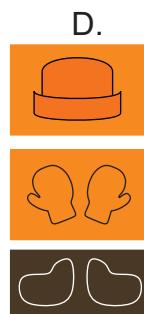
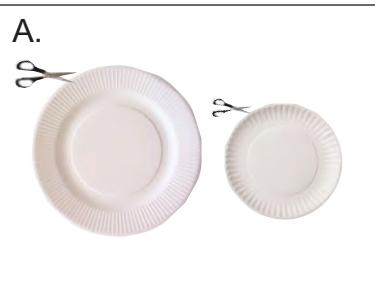
Worksheet 3

Name: _____ Class: _____ Date: _____

Write the procedure of making a snowman. Use the sequence markers and then transfer the information to a flow chart.

Required Items:

White paper plates; black card for the hat and boots; red card for mittens; a ribbon to tie the plates; hole punch, scissors and glue; markers or crayons to draw the nose and the mouth; large buttons for eyes and for decoration.



TOPIC**3**

Reading and Thinking Skills - I

**Students' Learning Outcomes**

- apply critical thinking to interact with the text and use intensive reading strategies(while reading) to
 - scan to answer short questions
 - make simple inferences using context of the text and prior knowledge
 - distinguish between what is clearly stated and what is implied
 - deduce meanings of difficult words from context

- comprehend text by applying critical thinking
- enhance and use appropriate vocabulary and correct spelling in speech and writing
 - illustrate the use of dictionary for finding appropriate meaning and correct spelling
 - deduce the meaning of unfamiliar words from the context using contextual clues



Information for Teachers

- Scanning** is a type of reading used to locate a particular piece of information without necessarily attending to the other parts of a text.
- Inference** is the reasoning involved in drawing a conclusion or making a logical judgment on the basis of circumstantial evidence and prior conclusions rather than on the basis of direct observation.
- A clearly stated** piece of information is the one that is stated directly or explicitly.
- Implied meaning** is the information that is stated indirectly or implicitly.



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine classroom resources, 2 worksheets (attached)



Introduction

- Read the text given in worksheet 1 to the students.
- Ask short while-reading questions to them. (scanning short answers)
- Encourage them to guess the meanings of unknown and unfamiliar words using contextual clues.
- Instruct them to confirm the meanings of words in a dictionary.



Development

Activity 1

- Divide students in groups. Provide worksheet 2 one in each group.
- Ask the following questions to students to ensure scanning on the part of the students:
 - What is an advertisement?
 - What advertisements rely on?
 - Are there advertisements only for products?

Activity 2

- Explain to the students what is clearly stated and what is implied meaning (See information for teacher)
- Ask the students to read advertisement (in worksheet 2), while sitting in the group and find what is clearly stated and what is implied meaning in them.
- Also instruct the students to find the meaning of the difficult words in a dictionary.



Conclusion/Sum up

- Revise and repeat to the students how to find short answers from the given text.
- Tell them how contextual clues help understand and guess the meaning of difficult words in the text.
- Instruct them to always consult a dictionary to find the meaning of unfamiliar words.

**Assessment**

1. Select text from the textbook and ask short while-reading questions from the students.
2. Ask them to guess the meaning of difficult words keeping the context in mind.

**Follow-up**

Ask the students to look up the following words in a dictionary and use them in sentences of their own:

- | | | |
|------|-------------|------------------|
| I. | connect | IV. invaded |
| II. | travelled | V. walled |
| III. | trade route | VI. Steep cliffs |

Worksheet 1**Reading Skills**

Class: _____

Date: _____

On the whole the Prophet (pbuh) was ornamented with peerless attributes of perfection. No wonder to be like that for he was brought up, educated and taught (the Quran) by Allah. He was even praised by Allah.

"And verily, you {O Muhammad (pbuh)} are on an exalted standard of character." (Al-Quran 68:4)

Those were the attributes and qualities that the Prophet (pbuh) enjoyed which made the hearts of souls of the people close to him, draw near to him and love him. Those traits made him so popular that the restraint and enmity of his people grew less and they started to embrace Islam in large crowds.

While Reading

Guess the meanings of the following words keeping the context in mind:

- restraint
- enmity
- attributes

Worksheet 2**Reading Skills**

Class: _____

Date: _____



TOPIC

4

Reading and Thinking Skills - II



Students' Learning Outcomes

Analyze passages in the text to identify the theme/general subject, key idea/central through and supporting details.

details.

- Different passages can be analyzed to identify the theme, key idea and supporting details.



Duration/Number of Period

80 mins/2 period



Information for Teachers

- A passage is a short section from a book, piece of music, etc.
- A passage may have a theme, general subject, key idea/central thought and supporting



Material/Resources Required

Passages, routine classroom resources



Introduction

- Show the pictures of kangaroo, fish and penguin to the students.
- Share the points given in "Information for teacher" with the students.
- Ask them to guess what can be the theme, central idea and supporting details if there are passages on the animals shown in the pictures.



Development

Activity 1

- Read the following passages one by one to the students and them write them on the board.
 1. A new-born kangaroo is smaller than your thumb. The kangaroo baby is called a Joey and the mother keeps it inside her pouch for about 10 months. For some months it doesn't move out of the pouch. It doesn't even keep out. It just drink milk and grows.
 2. After the mother fish lays the eggs, the father guards the eggs himself. He swims back and forth ones the next. He fans the eggs with his tail. When the babies hatch, they cannot swim well at first. The father fish watches ones them. He fights anything that comes near them.
 3. The mother penguin lays her egg on the top of the ice. The father penguin immediately scoops it up on the top of his feet. He bounces ones so that his body covers the egg and keeps it warm. He stays like this,

without moving, for as long as two months until the baby comes out. During that time, he doesn't eat at all. He is the world's most wonderful father!

- Ask the students to tell the theme/main idea of each passage.
- Ask them to tell whether all passages have the same theme or different.
- Give feedback on the spot.

Activity 2

- Ask the students to read the sentences that reflect the theme of each passage.
- Ask the students to read the sentences depicting the key idea and also the sentences that depict supporting details in each passage.



Conclusion/Sum up

Sum up the lesson by repeating the way how different passages can be analyzed to identify theme, key idea and supporting details.



Assessment

- Ask the students to a passage on any theme topic in groups
- Instruct a student from each group to read about the passage and the rest of the class to tell the theme, key idea and supporting details of each passage.



Follow-up

- Identify some passages in the textbook, ask the students to read them and highlight the sentences reflecting theme and key idea.

TOPIC

5

Root Words, Prefixes and Suffixes



Students' Learning Outcomes

- enhance and use appropriate vocabulary and correct spelling in speech and writing
- illustrate the use of dictionary for finding appropriate meaning and writing
- deduce meaning of difficult words from the context using contextual cues
- analyze and understand common roots and use that knowledge to recognize the meaning of new words.
- analyze and understand common prefixes and suffixes; use that knowledge to determine the meaning of unfamiliar words



80 mins/2 period

Duration/Number of Periods



Information for Teachers

- Many words belong to families. Some words have large families, others have small families. The word 'respond' for instance, belongs to a large family that includes: respond (verb), responses (noun), responsive (adjective), responsively (adverb).
- A prefix is a word-beginning that is attached to stem word to change its meaning.

| Prefix | Meaning | Example |
|--------------------|---|--|
| Un | Changes stem word to its opposite meaning | Kind/unkind necessary/unnecessary |
| Non | Changes stem word to its opposite meaning | Violent/nonviolent conformist/nonconformist |
| In-, in-, il-, ir- | Changes stem word to its opposite meaning | Active/inactive possible/illogical relevant/irrelevant |
| Mis- | Express incorrectness | Use/misuse adventure/misadventure |
| Re- | To do again | Replace, recycle, rewind, reuse |

- A suffix is a word-ending that is attached to a stem word to change its meaning.

| Suffix | Function | Example |
|---------------|---|---------------------------------------|
| -s | Shows the plural | I have three cats. |
| -s | Shows the possessive | That is Kunal's computer |
| -s | Shows the third person singular present tense | Aslam walks to work every morning |
| -ed | Shows the simple past tense | Aslam walked to work this morning |
| -ing | Shows the progressive | Aslam is walking to work this morning |
| -en | Shows the present perfect tense | Aslam has given me his watch. |



Material/Resources Required

Passage "A Fatal Accident" given at the end of the lesson plan and routine classroom resources.



Introduction

- Explain all points given in "Information for teacher" to the students with enough examples.
- Draw the following table on the board and ask the students to make at least three words from the given prefixes and suffixes.

| Prefix/Suffix | Words |
|----------------------|--------------|
| un | |
| non | |
| ir | |
| -ed | |
| -ly | |



Development

Activity 1

- Provide the passage "A fatal Accident" to the students in groups.
- Instruct them to read the passage and infer the meanings of the difficult words keeping the context in mind.
- Ask them to consult a dictionary to find meaning of a word if unable to guess through context.



Assessment

- Write the following words on the board.
 - Ask the students to make word families.
 - Also ask the students to make words adding prefixes or suffixes.
- | | |
|-------------|------------|
| a) complete | b) destroy |
| c) part | d) success |
| e) part | |



Follow-up

Activity 2

- Instruct the students to pick out some words from the passage which have word family.
- Ask them to write all root words and their word families. Also check them in the dictionary.

Activity 3

- Ask the students to make their words with each prefix and suffix given below.

| Prefixes | Suffixes |
|----------|----------|
| non- | -ed |
| re- | -en |
| im- | -'s |

Extended Activity

Word-building

A volcanologist is a person who studies volcanoes and things related to them. (the suffix 'ologist' means 'one who studies')

Connect the professionals in the first column with the related field mentioned in the second column. Write your answers as complete sentences according to the following pattern:

A/An geologist is one who studies rocks.

| | |
|-------------------|----------------------------|
| a. Anthropologist | i. In the human mind |
| b. Biologist | ii. Folk-tales and legends |
| c. Genealogist | iii. Earthquakes |
| d. Geologist | iv. Human cultures |
| e. Seismologist | v. Crimes |
| f. Psychologist | vi. Records of ancestors |
| g. Mythologist | vii. Rocks |
| h. Criminologist | viii. Life form |



Conclusion/Sum up

Repeat all important points of the lesson i.e root words, prefixes, suffixes, etc. to the students.

TOPIC

6

Reading Strategies



Students' Learning Outcomes

- use pre-reading strategies to predict the content of a text from topic/picture, title/headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- skim text to have general idea of the text, and infer theme/main idea.
- apply critical thinking to interact with the text and use intensive reading strategies (while reading) to read silently with comprehension and extract main idea and supporting detail.



Information for Teachers

- Pre-reading strategies** are the techniques that a reader applies to predict the content of the text before reading the text. These predictions are made by looking at the pictures, title, headings etc.
- Skimming** is used to quickly identify the main ideas of a text. Skimming is done at a speed three to four times faster than normal reading. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summaries and other organizers as they move

down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts.

- 3. Intensive reading strategies:** Scanning is a technique used to search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or colour.



Duration/Number of Period

40 mins/01 period



Material/Resources Required

Routine classroom resources, pictures from newspapers, magazines



Introduction

- Write two topics or headings on the board.
- Ask the students what kind of information, ideas or facts (depends on the topic) would be present in a text.
- List on the board all the ideas given by the students.
- Show a picture to the students and ask the same question.
- Tell the students that all of them are applying pre-reading strategies that is predicting and/or guessing text by reading topics/

headings and pictures.

- Tell the students that every reader apply these strategies according to his/her prior knowledge.



Development

Activity 1

- Divide the class into pairs and give each pair a cut out of text from newspapers or magazines. Text should comprise of at least three paragraphs and each paragraph should have 4-5 complex sentences.
- Tell students that they have three minutes to skim (quick overview) the text. (You can increase or decrease skimming time according to the reading speed of your students.)
- After the allocated time, ask students about the general idea and main idea of the text.
- Appreciate students if they answer right. Ask them to read the given text again to know the general and main idea, if they do not answer correctly.
- Tell the students when a text is read quickly in order to have general idea of the text, it is called skimming text.

Activity 2

- Divide the class into groups.
- Give each group sample text to read. (see sample text given at the end of the plan)
- Tell students that they have to read the given text in order to find answers to the following questions:
 1. What is the main idea of the text?
 2. What details support the main idea?

- 3. What are the facts and figures mentioned in the text.
- 4. Predict the meanings of the difficult words underlined in the text.
- Tell the students that when we read a text carefully and give attention to the details written in order to learn *what, how, why, when where*, it is called reading intensively.



Conclusion/Sum up

Sum up the session by asking students about pre-reading strategies, skimming and intensive reading strategies.



Assessment

- Select a passage from the textbook, newspaper, or story book ,keeping in mind the grade and level of the students and ask them to:
 - a. predict the content of the text from pictures, title, key words etc.
 - b. skim text to infer the main idea
 - c. locate supporting details for the main idea



Follow-up

- Select a passage from the textbook and give to students to skim through in the classroom.
- As homework, ask them to write the main idea of the passage, and supporting details.

OR

- Give students a story to read.
- Ask them to understand the main idea/theme of the story and change the ending of the story.

Sample Text:

Albert Einstein

Perhaps one of the most famous scientists of all

the time, Einstein is known as “the greatest genius of the 20th century.” That is quite a title. What did he accomplish to achieve this world-famous status?

Born in Germany in 1879, Albert Einstein family moved around a lot when he was a child. In 1896, he trained as a teacher in physics and mathematics, at the Swiss Federal Polytechnic School in Zurich. However, he was unable to find work as a teacher, so he went to work at the Swiss Patent Office. In the year 1905, he completed his doctor's degree. While working at the patent office, he produced a lot of his most remarkable work. He went on to hold many distinguished titles, including Professor Extraordinary at Zurich, Professor of theoretical Physics at Prague, and director of the Kaiser Wilhelm Physical Institute. He was a professor in the University of Berlin, as well as a Professor of Theoretical Physics at Princeton.

In 1921 he won the Nobel Prize in Physics for his discovery of the photoelectric effect. This was a complicated hypothesis which was later confirmed, indicating that light can consist of particles, and that the energy of any light particle is proportional to the frequency of the radiation.

Have you ever wondered why the sky is blue? Einstein wrote a complicated equation which answered this question. The sky is blue on a clear day because molecules in the air scatter blue light from the Sun more than they scatter red light.

Einstein immigrated to the United States in 1940. He made many important discoveries, and like Newton, he studied optics and matter. His most famous formula is $E=mc^2$ indicating that mass and energy are equivalent and interchangeable properties – this is the special Theory of Relativity. While Einstein did not invent the atomic bomb, it is widely agreed that his theories laid the foundation for its invention.

Albert Einstein died in 1955 after giving much of his life to the world of science.

TOPIC

7

Narrative Writing



Students' Learning Outcomes

- analyze story elements: characters, events, setting, plot, theme, tone, point of view.
- identify the speaker or narrator in a selection.
- recognize the author's purpose and point of view.
- develop focus for own writing by identifying audience and purpose.
- select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.



Information for Teachers

- Narrative gives an account of a sequence of events, usually in a chronological order (series of events happening one after the other in time). In a good narrative you feel involved in the story as if it is happening around you and you are a part of it. You can relate to the characters and events of the story.
- A narrative composition tells a story or gives an account of some event. It includes plot, theme, tone and point of view of the writer,

- dialogues, characters and setting description.
- Plot tells us about what happens in the story. It is the structure of events within a story and the causal relationship (cause and effect) between them. Following questions need to be answered when creating a plot:
 - Where are your characters at the beginning of the story?
 - What are they doing there?
 - Are there any minor characters who play a part in the story?
 - Who are they and what role do they play?
 - What happens and why?
 - Setting is the main location or situation where the narrative takes place e.g. town, city, country, road, home, school etc. it also tell the time – the day or night, a particular season of the year, current or past year, day, month or week etc. The story will be more interesting if you set it in an interesting background.
 - Dialogue is the conversation that takes place between characters in the story. You can tell more about your character's feelings and thoughts if you add dialogues to your story. When writing dialogues you must use quotation marks and identify the speaker clearly. Use proper punctuation. Use good verbs instead of repeating the words like 'said' and 'told'. Such verbs should be used that reflect the right mood and intention of the speaker. Make your characters talk naturally.
 - Characters are all the people/animals mentioned in the story.
 - Theme what message do you want to convey in your writing?
 - Events are all the actions taking place in the narrative.

- Point of view refers to writing in first-person point of view or third-person? Point of view. It means whether there is a speaker or a narrator in the story.
- Tone refers to funny, serious, adventurous, mysterious or frightening tone of voice in your writing?



Duration/Number of Period

120 mins/3 period



Material/Resources Required

chalk/board marker, flashcards, charts



Introduction

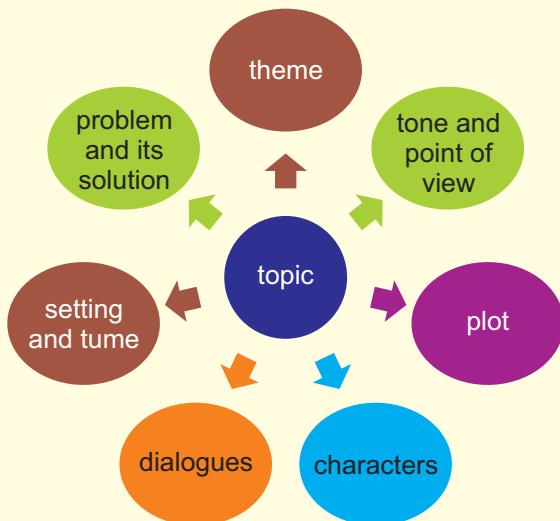
- Starts the lesson by narrating an event recently happened to you. It can be an accident that occurred or you had a quarrel with someone. The description of the events should be detailed and in sequence, telling clearly about the people involved, what happened to whom and where. What did you learn from the event? You should be able to do this within 5-7 minutes.
- Instruct the students not to ask any questions while you are telling the event. They can ask you later if they want once you have finished your narration.
- Paste the following flashcards or chart (as convenient) on the board (you may also write the titles on the board if flashcards are not easily available) and ask them to identify answers for the event you had narrated. You must encourage them to answer and make corrections if necessary.



Development

Activity 1

- Select a story from the textbook.
- Ask the students to read the story silently
- Then ask them to identify its topic, theme, characters, setting, plot, tone, point of view, etc.



Activity 2

- Explain the students about pre-writing strategies and tell them that they have been doing it right from the start.
- Ask the students about brainstorming outlining and mind mapping. Add some details about these ideas.
- Ask them to use these techniques before writing.

Activity 3

- Ask students to make a plot of the story by thinking of a topic, theme or situation.
- Guide them whenever needed.
- Instruct them to decide for what

purpose or theme they are trying to write this story for, and what point of view they will have: first person or third person.

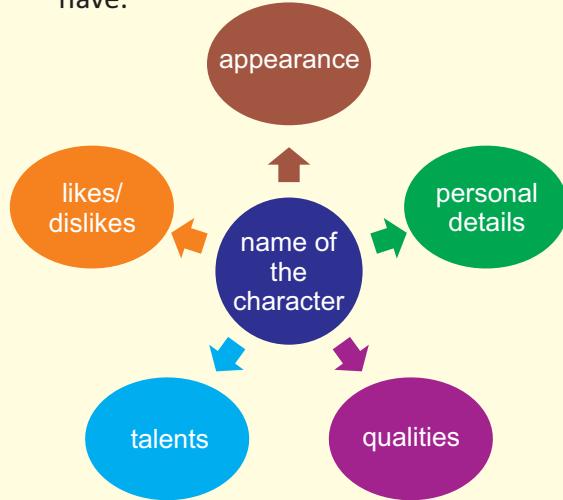
- Give instructions and knowledge about setting and plot (see Information for teachers).

Working in pairs, students write the setting of the story. Encourage students to use good sentences, phrases and their knowledge of any similes or metaphors in their writing. They must also use their knowledge of transitional words.

Volunteer pairs can share their plot and setting in class with other students.

Activity 4

- Inform the students that in a story we can describe a character. We can show a person's nature by what he says and does. Try to make male characters different from female characters. Try to make old people act and speak differently from younger ones. Try to bring your character to life, even if they are animals and not humans.
- Paste the following chart about character profile on the board and discuss the features a character must have.



- Tell the students that there is no space for a long description in a story. Learn to give short descriptions of people and places. To do this, they must observe people and their surroundings carefully. Read out this example to the students to explain what you mean to say.

The robber was a small man, wearing a dirty black shirt and shabby grey trouser with a hat on his head. The fingers of his right hand were stained. He was about 25 years old, but his face was covered with cloth. He was quick in moving around. The long knife glinted in his hand but it trembled, so I knew the man was nervous.

- Following all this discussion about characters and descriptions ask the students to write a short description of a scene and two characters to be included in the story: one main character and the other one as minor character. Main character is the person around which the whole story revolves. Minor characters support and add details to the action of the story. This is a pair activity.

Activity 5

Paste the following chart on the board and read it aloud in class. Your tone when reading the paragraph should be simple. But read the dialogues in two different voices to differentiate the characters.

We were just getting ready to go to bed when there was a knock at the door, and then another. The knocking continued, urgently and loudly. I guessed that somebody was in an emergency trouble.

I opened the door and saw my neighbour,

Mrs. Ali.

'What's...?' I started to ask.

She did not wait for me to complete my question, 'Can you help me, please? It's my husband. He is in great pain and has fainted. I think he has had a heart attack. Please help me do something for him.'

- Ask the students in pairs to write dialogues for their story following the above example.
- Then encourage the volunteer students share their scripts in class.



Conclusion/Sum up

Repeat all elements of story writing to the students.



Assessment

- Ask questions about each of the feature of a narrative writing as practised in class e.g. what is plot of the story? How are characters developed in the story? What is setting of the story? etc.



Follow-up

Give more topics for writing narratives in class. Some sample topics are given below:

Ask the students to:

- Write a story about a person who helped an enemy or somebody he or she disliked.
- Describe an attempted robbery at a bank or shop. Assume that you were an eyewitness.
- Give an account of your first day at a new school.

TOPIC

8

Library Skills



Students' Learning Outcomes

- Use library skills to :
 - Alphabetize book titles, words and names
 - Locate fiction and non-fiction books/books by subject
 - Understand card catalogue
 - Locate and use card catalogue
 - Identify three kinds of catalogue cards i.e. author card, title card, subject card
 - Use case and shelf labels in the library

- -Use the reference section in the library
- Use computer catalogue
- Utilize appropriate informational sources including encyclopedias and internet sources



Information for Teachers

- Library **card** catalogues are arranged in three different ways or variations on these three themes: *title*, *author* and *subject* cards co-

mingled together in alphabetical order; title and author cards mixed together with subject cards in a separate catalogue; title cards, author cards and subject cards each filled in separate catalogues.

- The Dewey Decimal Classification (DDC, also called the Dewey Decimal System) is a proprietary system of library classification. The DDC attempts to organize all knowledge into ten main classes. The ten main classes are each further subdivided.
- Decide if you want to search by author, title or subject. The cards in a card catalogue reference other cards. An author card will also have a book title and subject, a title card will have the author and subject, and a subject card will have author and title. This is handy for cross-referencing, so if you want to read a book on beekeeping, you can look that up in the subject cards and find an individual card on each book the library carries on beekeeping. Subject cards have the subject in all capital letters at the very top of the card and the same information as on an author's card. Many cards on the same subject will be organized by the authors' last names.
- Find a fiction book. Once you have your card, write down the title and author's name and the letters at the top left-hand side of the card.
- Your library will have the numbers at the end of the stacks (the shelves of books), so find the stack your book is located in, and then scan the shelves of that stack until you locate the number on the card. More than one book can have the same number, so you will narrow down your search if you have the first three letters of the author's name.



Duration/Number of Period

120mins/3 period

Material/Resources Required



Library, library cards



Introduction

Ask the students about public libraries/ school libraries.

- What do people do in a library?
- Why do people go to a library?
- How many of you are fond of reading books?
- Which type of books do you like to read?
- How often do you go to the library?
- Has anyone ever helped the librarian in returning the books the shelves?

Activity 1

- Share a personal incident (anecdote) with the students, about how you went to a library the last weekend.
- Tell them that you were looking for a particular book "Harry Potter: Deathly Hallows/ Gulliver's Travels/Alice in the Wonderland or any other.
- You did not have time to look for it yourself, so you asked the librarian to tell you where to find it.
- The librarian had a "Manual Catalogue" – a cabinet of drawers with cards arranged in alphabetical order.



- She took out a card from the drawer and asked you to where you could find the book.
- Elicit from students, what could be written on that card.



Development

Activity 1

The lesson should ideally be conducted in the school library with the librarian as the resource person. He/She would explain the cataloguing system as well as the procedure for issuing and returning books.

Explain to the students that:

- Books in the library are classified so that you can find them quickly and easily.
- Fiction books are kept in one section shelved alphabetically according to the author's last name.
- Non-fiction books are shelved by subject area according to the Dewey Decimal System.
- Each non-fiction book is shelved within its subject area according to its call number.
- The book's call number can be found in the card catalogue.
- The card catalogue is a cabinet of drawers in which cards for each book are filled alphabetically by title, author and subjects.
- To find a particular book, look in the card catalogue under the first important word in the title, under the author's last name or under the particular subject.
- Open the drawer and search for the title

of the book. The cards are arranged alphabetically and are held in place by a metal rod. Usually there is enough room in the drawer to flip the cards and read them easily. The information on the card contains the title of the book, its author, publication date and publisher. The call number for the book can usually be found on the left side of the card. This is the number you would use to find the book in the library.

Activity 2

- How many pages are in "Science Around the House" or any other book?
- Who published the book?
- Who wrote it?
- Who is its illustrator?
- What is its call number?

Activity 3

- Tell the students that the author's last name is listed first. Ask them to check it in the sample catalogue cards.
- Briefly explain the call numbers.
- Call number is address of the book; where to locate it; you can tell if book is fiction or non-fiction or a biography.
- Tell the students that to find a book in the library one should know the title, author's name or the call number.
- With the help of the sample cards given at the end of the lesson plan, explain how the books can be found and returned to shelves.

Divide the class in groups. Give one sample of the three types of cards (Title, Subject, and Author) to each group.

Help the groups identify:

- Title
- Call number
- Author
- Subject
- Illustrators
- Where published
- Publisher
- Date published
- Number of pages

Activity 4

- Now ask the groups to exchange their catalogue cards with other groups.
- Discuss with students the layout of the three types of cards.
- Give one book to each group and ask them to make similar catalogue cards (Author, Title, Subject) for that book.

Activity 5

- Give a list of five books (Title, Subject, Author) to each group. (Give the names of those books which are available in the library).
- Each group must be given a different list.
- Time the activity. Tell the students that they have 10 minutes to find the books in their lists with the help of catalogue cards.
- When they are done, ask the groups to return the books back to the shelves.



Assessment

Ask the students to bring their favourite book to class from the library following the process explained earlier.



Follow-up

Ask the students to use the reference section in the library and search in an encyclopaedia the following writers and poets:

1. William Wordsworth
2. P.B Shelley
3. Christopher Marlowe
4. Jonathan Swift
5. Emily Bronte
6. William Shakespeare
7. John Keats

Those who have an access to internet at home or students can use school computer lab to search the above mentioned writers and poets from the internet also.



Conclusion/Sum up

Discuss how libraries help with research for school work. Share with the students that with the help of cataloguing system, one can use library more easily and efficiently.

TOPIC**9**

Interviews

**Students' Learning Outcomes**

- Identify and analyze appropriate expressions and interviewing techniques to conduct and give short interviews of a friend or relative on specific topics.
 - Introduce self and others.
 - Prepare and ask relevant questions for an interview
 - Give appropriate responses using reciprocal ability.
 - Make notes of the responses in an

interview.

- Respond appropriately and effectively to questions.
- Use language that is appropriate.
- Demonstrate sensitivity and respect to others.
- Compile the oral responses of the interview in written form
- Evaluate to comment orally on the presentation of peers against a pre-developed student/teacher criteria

- Clear and cohesive main idea.
- Consistent organization of ideas.
- Sufficient supporting detail.
- Effective speaking style.
- Appropriate body language, dress and posture.
- Suitable tone.
- Appropriate interaction with audience.
- Appropriate selection and use of audio visual aids.



Information for Teachers

- Interviewing is one of the principal means in obtaining firsthand information.
- When conducting the actual interview, a major emphasis should be put on making the interviewee feel at ease. Rapport is very important. As the interview proceeds, one question should lead to another in an informal, conversational manner (Moyes, 1986).
- It is not a good idea to write down every word because the interviewee might become overly cautious thinking that his every word will appear in print. On the other hand, the interviewer must take care not to change the meaning of what the person said.
- The following be a helpful guide for students:

 1. Prepare properly.
 2. Introduce yourself and state the purpose of the interview.
 3. Have your questions written down so that you can stay with the topic.
 4. Phrase questions carefully.
 5. Listening carefully. Ask politely for more details when necessary.
 6. If you want to use a tape recorder, ask

permission to use it from the person being interviewed.

7. Attribute statements accurately (known who said what).
8. Be courteous.
9. Find an appropriate way to end the interview when the allotted time had been reached.
10. Thank the person for the interview and the information.

Taking Notes

Taking good notes as you converse with your interviewee will help contribute to a successful interview. One way to take notes during an interview is to listen and write down key words. After the interview a good idea is to review your notes while the information is fresh in your mind.



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine classroom resources



Introduction

- Ask the students if they have read or seen an interview, when and why was it conducted?
- Ask a few students one by one to share any interview that they have read or seen.
- Discuss with students how the following things are done in an interview and write the students' responses on the board:
 - a. Dress
 - b. Language
 - c. Tone
 - d. Body gestures



Development

Activity 1

- Discuss with the students that an interview has two parts and needs two people minimum. One is the interviewer (who asks the questions) and the other is the interviewee (who answers the questions).
- Play a guessing game with the students and pretend to be a personality from their History.
- Ask the students to guess the personality.
- Tell the students that they can ask questions about the personality's life, and you will answer them.
- Explain that there are two special kinds of questions; first kind of questions is close-ended (the yes/no) questions. These questions can be answered with just one word, yes or no. Second kind of questions is open-ended questions. These kinds of questions can be answered in detail.
- The game continues till the students guess the personality.

Activity 2

- Discuss with students that planning and preparing are very important in an interview. Every interview has a purpose and all the questions asked should help fulfill that purpose.
- Good questions follow a pattern (Relate with the previous activity. The purpose in activity 1 was to guess the personality and all the questions asked by the

students helped to guess the name).

- Ask the students to interview their fellows in class.
- Ask them to state the purpose for the interview and write five questions that will help them fulfill that purpose. For example,

Purpose of interview: Personal Details

Personal details will include interviewee's name, date of birth, zodiac sign, favourite TV programme, hobby, ideal personality, future plans, secret of success, etc.

Activity 3

- Invite a renowned personality. It could be a teacher, doctor, artist, scholar etc. to the school for an inter-active discussion with the students. The students should be ready with their list of relevant questions.
- Students should learn to take notes while the interview is being conducted. (They may refer to press conferences they may have witnessed on the TV).



Assessment

- Divide students in pairs.
- Ask them to perform an interview (based on the questions they made in Activity 2) in front of the class.
- The students will interview their pair by taking turns. Both will ask questions and answer the questions one by one.
- The student asking the questions must take notes of the answers.
- Assess each pair's responses/answers and give feedback based on the information for teachers.



Conclusion/Sum up

Discuss the importance of questioning and giving appropriate responses in an interview.



Follow-up

Instruct the students to prepare to interview an easily accessible person who could be:

- The oldest member of your family
- A person who has helped to provide relief during floods
- Someone who has an interesting job
- Someone who has faced tragedy.

Prepare a list of relevant questions that would elicit interesting things about a famous personality is work and the message he/she whishes to convey to the new generation.

TOPIC**10**

Presentation Skills

**Students' Learning Outcomes**

- Create and deliver simple group/class presentations on various themes, problems and issues.
 - Negotiate verbally to identify roles in preparation for presentation
 - Present and explain one's point of view clearly
 - Support or modify one's opinion with reason
 - Acknowledge other's contribution

- Present with clarity the main point or subject of the presentation
- Support the topic or subject with effective factual information
- Structure ideas and arguments in a coherent logical fashion
- Exhibit proper etiquettes of interacting with the audience
- Demonstrate appropriate conventions for use of various audio visual aids.



Information for Teachers

- At its most basic level, oral communication is the spoken interaction between two or more people.
- Oral communication is composed of multiple elements which, when taken as a whole results in the form of success or failure of the interaction. Everyone is not an effective communicator.
- Oral Communication is a unique and learned skill that requires you to understand what you say and how you say.
- Unlike conversational speech, speech in more formal environments does not come naturally. It involves learning how to critically think about to present yourself as a speaker in all occasions and then how to function in a variety of speaking environments.



Duration/Number of Period

160 minutes/4 periods



Material/Resources Required

Routine classroom resources



Introduction

- Tell the students that they are having a talent show in class and you are the host of the event.
- Ask for three to four students to volunteer and participate in the talent show.
- Begin the talent show with a warm greeting and an introduction.
- Maintain the interest of the class by setting a

light mood.

- Carry on the talent show as if you are talking to the students (your audience) and not just reading a script.
- Introduce the acts performed by the students by giving a description about each act and maintain a link between all the acts.
- Conclude the show by thanking the audience.
- Ask the students for their feedback about how the talent show was hosted.
- Elicit and discuss with them the following points which are important for presentation:

 - Appropriate dressing
 - Eye contact with the audience.
 - Be enthusiastic but natural and clear.
 - Use pauses (ums and ahs) while speaking so the speech sounds natural.
 - Use appropriate body language to convey the message properly.

Tell the students that they have to follow the given steps to prepare an oral presentation:

- Step 1 - Planning
- Step 2 - Preparing the Introduction
- Step 3 - Preparing the Body
- Step 4 - Preparing the Conclusion

Step 1 – Planning

- This usually means preparing an overall outline or plan.

Step 2 – Preparing the Introduction

- Introduction is a foundation of the presentation. In introduction, the presenter connects with the audience, grasping their attention and tells the main idea of the topic.

Step 3 – Preparing the Body

- Explain to the students that the body of the presentation is where actual information, details and evidences are provided to support the main idea or topic.

- Supporting details are evidences that justify one's viewpoint.
- All the supporting ideas must be connected to achieve unity and coherence in the presentation.

Step 4 – Preparing the Conclusion

- Explain them that conclusions reinforce the main idea of the presentation in the minds of the audience. Briefly summarize the key elements of argument or key points.



Development

Activity 1

- Write the word “seasons” on the board.
- Ask the students to work in groups and choose the season that they like.
- Draw the following table on the board.

The Best Season

| Introduction | Supporting Detail 1 | Supporting Detail 2 | Supporting Detail 3 | Supporting Detail 4 |
|--------------|----------------------|---------------------|-----------------------|---------------------|
| • Main idea | Facts and Statistics | Quotation | Comparison & Contrast | Conclusion |
| • Examples | | | | |
| • Evidence | | | | |

- Ask the students to discuss the given topic among them then complete the table.
- After completing the table one of the students should come out and present it in front of the class.

Activity 2

- Brainstorm with students about different real life situations.
- Ask them how they would act on some such following occasions.
- Call the volunteers present in front of the class. (Take oral feedback from whole class at random)

Situations

- When you were given a surprised party on your birthday.
- When you were scolded by your parents because you had done something very wrong.
- When you had the worst nightmare ever.



Conclusion/Sum up

Discuss with the students how presentation skills are important to function successfully in academic and professional life.



Assessment

- Divide the class in groups of 4-5.
- Ask them to choose any of the following topic for presentation:
 - a.) Beggary in Pakistan
 - b.) Fashions
 - c.) Favourite animal
 - d.) Facebook
- Ensure that each member plays an active role during the preparation.
- The groups will present a short presentation of 4-5 minutes. Each member must speak for one minute.



Follow-up

Ask the students to prepare presentations individually from any one of the following sections of the newspaper

- News
- Articles
- Advertisements

TOPIC

11

Stress Patterns



Students' Learning Outcomes

Recognize, pronounce and represent primary and secondary stress in words with the help of a dictionary.



Information for Teachers

- Stress is the sound level of different syllables within a word, sentence or phrase. A word can have only one stress (In longer words primary stress on a syllable indicating the largest

sound in the word and they can have secondary stress indicating the second largest sound in the word).

- There are two very simple rules about word stress:
 - I) One word has only one stress. (One word cannot have two stresses. If you hear two stresses, you hear two words. Two stresses cannot be one word. It is true that there can be a "secondary" stress in some words. But a secondary stress is much smaller than the main [primary] stress,

- and is only used in long words.)
- ii) We can only stress vowels, not consonants.
 - iii) The syllables that are not stressed are weak or small or quiet. Native speakers of English listen for the STRESSED syllables, not the weak syllables. If you use word stress in your speech, you will instantly and automatically improve your pronunciation and your comprehension.
 - iv) Try to hear the stress in individual words each time you listen to English – on the radio, or in films for example. Your first step is to HEAR and recognize it. After that, you can USE it!
 - v) Stressed syllables are longer, louder, and high pitched. They will have a full, clear vowel. Unstressed syllables are softer, shorter, with neutral pitch. They usually have reduced or weaker vowels. E.g. /e/-“schwa” Exercise 1. What is the stress pattern? Word tea-cher beau-ti-ful, un-der-stand, con-ti-nue, con-ti-nu-a-tion, black-board, stress determines the pronunciation of vowels. Stressed syllables will have full vowel sound, and unstressed will have reduced vowels.
 - Stress patterns present one of the most difficult problems in a pronouncing dictionary. One reason for this is that many polysyllabic words have more than one possible stress pattern, and one must consider carefully which should be recommended. Secondly, the stress of many words changes in different contexts, and it is necessary to indicate how this happens. Thirdly, there is no straightforward way to decide as how many different levels of stress are recognizable.
 - There are many two-syllable words in English whose meaning and class change with a

change in stress. The word “present”, for example is a two-syllable word. If we stress the first syllable, it is a noun (gift) or an adjective (opposite of absent). But if we stress the second syllable, it becomes a verb (to offer). More examples are export, import, contract and object. These words can be nouns or verbs depending on whether the stress is on the first or second syllable.

- Stressed syllables are longer and louder. Unstressed syllables are softer, shorter and with neutral pitch. Stressed syllable will have the full vowel sound, and unstressed will have reduced vowel sound.



Duration/Number of Period

80 mins / 2 period



Material/Resources Required

Routine classroom resources



Introduction

- Ask the students to break their names into syllables with clap on each syllable. (One clap on one syllable).
- Call the students in front of the class to do this so they learn while enjoying.
- After this ask them to share the syllable in their name which they usually stress.



Development

Activity 1

- Draw a big table on the board having 4 rows and 3 columns.
- Write 3 words (PHOTOGRAPH,

PHOTOGRAPHER, PHOTOGRAPHIC) in the first column.

- Ask the students, how these words sound same or different when spoken.
- Now ask for the total number of syllables and the stressed syllable in each word.
- Involve the class in discussion and reasoning.
- Keep on filling the table with students' answers or call the students to fill it on their turn.
- Make them understand that we stress one syllable in each word and it is not always the same syllable.
- The complete table should look like this.

| Word | Number of Syllables | Stressed Syllable # |
|--------------|---------------------|---------------------|
| PHOTOGRAPH | 3 (PHO-TO-GRAF) | # 1 (PHO) |
| PHOTOGRAPHER | 4 (PHO-TO-GRAF-ER) | # 2 (TO) |
| PHOTOGRAPHIC | 4 (PHO-TO-GRAF-IC) | # 3 (GRAPH) |

Activity 2

- Ask the students to recognize the stressed syllables in the words given below and pronounce them properly.
- Instruct the students to find words for each category from their textbook and share in the class by pronouncing them correctly.

2 Syllable – 1st Syllable Stressed

Giant
PICTure
HEAting

2 Syllable – 2nd Syllable Stressed

toDAY
aHEAD
aALLOW

3 Syllable – 1st Syllable Stressed

Energy
Operate
Organize

3 Syllable – 2nd Syllable Stressed

meMORial
aSSUMPTION
caNAdian

3 Syllable – 3rd Syllable Stressed

employEE
japanESE
voluntEEr

4 Syllable – 2nd Syllable Stressed

psyCHOLogy
eVAporate
cerTIficate

4 Syllable – 3rd Syllable Stressed

poliTician
indiVIDul
repuTAtion

Conclusion/Sum up



- Conclude the lesson by revising all the main points of the lesson.
- Ask the students the difference between primary and secondary stress and instruct them to give examples for each type.



Assessment

Ask the students to say the following sentences aloud to understand the word stress in the words given in the brackets. It can be done in pairs or small groups.

1. Please turn off the television (tel-e-vi-sion) before you go out.
2. Do you understand (un-der-stand) this lesson?
3. I can't decide (de-cide) which book to borrow?
4. My grandfather wears an old-fashioned (old-fash-ioned) coat.
5. There is a lot of traffic (traf-fic) on the highway today.
6. Sparky is a very happy (hap-py) puppy.



Follow-up

Instruct the students to hear the stress in individual words each time they listen to English of native speakers on the radio, in films, cartoons, songs, Discovery and National Geographic Channel etc.



Answer Key

Assessment:

1. TEL or VI
2. STAND
3. CIDE
4. FASH
5. TRAF
6. HAP

TOPIC

12

Paraphrasing and Summary Skills



Students' Learning Outcomes

- read a poem and give orally and in writing:
 - theme and its development
 - personal response and justification
 - paraphrase/summary
- use summary skills to write summary/précis of simple passages/poems.
- use paraphrasing skills to paraphrase stanzas:
 - restate the message in simple prose



Information for Teachers

- Poem is a piece of writing in which the words are chosen for their sound and the images they suggest, not just for their obvious meanings.
The words are arranged in separate lines, usually with a repeated rhythm, and often the lines 'rhyme' at the end.
- Stanza is a group of lines in a repeated pattern that form a unit in some types of poems.
- Summary is a short statement that gives only

the main points of something, not the details.

- Theme is the main idea or subject.
- Paraphrase is a statement that expresses something that somebody has written or said using different words, especially in order to make it easier to understand.



Duration/Number of Period

80 mins/2 period



Material/Resources Required

- Poem (I wandered lonely as a cloud)
- Checklist for summary writing
- Routine classroom resources



Introduction

- Paste the poem given at the end of the lesson plan on the board/provide in groups.
- Ask the students to guess and tell what the title of the poem depicts.
- Ask a student to read aloud the poem.
- Ask the rest of the students to listen carefully and infer the meanings of the difficult words keeping the context in mind.
- After this, explain all points given in "Information for teacher" to the students.



Development

Activity 1

- Tell the students what paraphrasing is (see information for teacher)
- Paraphrase the first stanza of the poem.
- After that divide the students in groups, allocate one stanza in each group and then ask them to paraphrase them.

Activity 2

- Tell the students that 'theme' is the main idea of the poem.
- Ask the students to re-read the poem and try to find the theme of the poem.
- After taking responses of different students, ask them to write the theme of the poem in their notebooks. It should not exceed the limit of 70-80 words.

Activity 3

- Explain to the students what a summary is (see information for teacher)
- Explain to the students that summary involves to do three tasks:
 - a. Identify **keywords**.
 - b. Find the **main idea**.
 - c. Find the **supporting points**.
- Share the important points given in 'checklist for summary writing' with the students so that they may write a quality summary of the poem.

Activity 4

- Ask the students to make a mind map of the important points of the poem and then write the summary of the poem.
- Then ask the students to exchange their work in pairs for peer checking.



Conclusion/Sum up

- Repeat all points given in 'information for teacher' to the students.
- Also repeat the main points of the 'checklist for summary writing'.
- Conclude the lesson by giving overall feedback.



Assessment

- Encourage the students to restate the message of the poem in simple words.
- Also ask them to share their personal response to the poem or any personal experience of the kind given in the poem.
- Assess the summary of the poem by the students on the criteria given in checklist for summary writing.



Follow-up

- Ask the students to go to a library / internet search to find Wordsworth's or any other poet's poems on nature and then summarize any one of the poem/write the theme of the poem in their notebooks.

Summary Writing Checklist

Did you...

- include the main ideas from the original text?
- select the most important details to support the main idea?
- avoid adding any information or comments that were not part of the original text?
- make your summary the right length (about 1/3 or ¼ of the original)?
- avoid asking questions or using dialogue?
- put it in your own words?
- put the information in the same order as the text?
- edit for correct spelling, punctuation and capitalization?

"I Wondered Lonely As A Cloud"

I wondered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils ;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze
Continuous as the stars that shine
And twinkle on the milky way,
They stretched in the never-ending line
Along the margin of a bay :
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.
The waves beside them danced ; but they
Out-did the sparkling waves in glee :
A poet could not but be gay,
In such a jocund company :
I gazed-and gazed-but little thought
What wealth the show to me had brought :
For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude ;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth

TOPIC

13

Expository Writing



Students' Learning Outcomes

- Analyze to use in their own writing, features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem:
 - methods for organizing comparison and contrast.
 - connectives of comparison and contrast.
 - similes and metaphors for comparison

and contrast.

- Analyze the order of arranging paragraphs:
 - chronological or spatial.
 - general to specific, specific to general.
 - most important to least important and vice versa.



Information for Teachers

- In order to teach students how to organize

writing around a main idea, teachers have to draw specific ideas from general topics.

- Teachers must know the difference and similarities among the four genres of composition writing. Read the following information for clarification:

Narrative in which there is a narration of event/s. It can be first person narrative or third person narrative.

Expository writing is based on facts through the use of connectives of comparison and contrast.

Descriptive writing in which things, people, places, settings etc. are described through the use of metaphor, simile, connectives of comparison and contrast etc.

Argumentative in which arguments are discussed using strong and dynamic language and reasons to convince the reader.



Duration/Number of Period

120 mins/3 period



Material/Resources Required

Routine classroom resources



Introduction

- Begin by writing the phrase "Kinds of Writings/Kinds of Compositions" on the board.
- Write on the board all of the genres that students name without editing. Now discuss with students the basic features of different genres of Composition/Writing. (see information for teacher)
- Explain in detail the purpose of expository writing.

- Remind students that expository writing is the most used type of writing by authors.
- Write on the board a few expository writing topics.
- Brainstorm the students on how they usually start writing an expository composition.
- Tell the students that to write a good expository composition you must make a plan first.



Development

Activity 1

- Write a topic on the board.
- Teach a step-by-step plan of how to write a good expository writing piece.
- Have the students write in their notebooks after each step.

Sample Topic: The Insect I Dislike

- First of all instruct the students to:
 - Choose one subject. (the example can be: mosquitoes)
 - List three main ideas, for example:
 - annoying when I am outside*
 - their bites itch*
 - they carry diseases like the West Nile Virus*
 - Ensure that each main idea gets a paragraph.
 - Write examples for each reason.
 - Use the subject and main ideas to construct introduction and conclusion for composition.
- Write an example of a good body paragraph for one of the reasons students' listed.

One reason I hate mosquitoes is because they are so annoying while I am

outside. **For example**, whenever we have cookouts, they want to swarm all around **the food like a net**. Also, when I go fishing with my Dad, we always have to wear bug spray. The bug spray always stinks to high heaven! **Then**, if you do not want to use bug spray, the only other way to get them to leave you alone is to wear long sleeves. Yet, who wants to wear long sleeves when it is hot outside? **Nothing ruins your day like bloodsucking mosquitoes.**

- Connectives of comparison and contrast and similes are in bold to make students understand their importance fully.
- After students read a model paragraph, instruct them to write more paragraphs to complete the composition.
- Remained them to use comparisons and contrasts in the composition.
- They must base their composition on facts.

Activity 2

- Write the following topic on the board:
Mammals of the sea
- Write the following Topic Sentence on the board.

Earth's oceans are home to very fascinating and beautiful mammals.

- Ask the students to tell the first main idea, for example:
The ways land and sea mammals are alike.
- Then ask the students to think of some facts related to the topic, for example:
 - i. Take in oxygen from the air.
 - ii. Nourish young with milk.

iii. Have hair or hair like structures.

- Ask the students to think and share second main idea and related facts, for example:

Examples of sea mammals and their behaviour (second main idea)

Dolphins: Cares for young for several years. (Fact)

Sea Otters: Thick fur insulates their bodies. (Fact)

- Then encourage the students to think and share the final or concluding idea/based on some fact/facts for the composition, for example:

Ways in which sea mammals are threatened. (Final idea)

Pollution of ocean, water and air. (Fact)



Conclusion/Sum up

- Repeat the rules and information given in 'information for teacher' with the students.
- Emphasize more on facts and how to go about the topic.
- Ask questions related to the topic.



Assessment

- Write the following topic on the board and ask the students to write an expository composition on it.
- Remind them to follow all steps of composition writing.
- Instruct them to use similes and metaphors to make comparisons.
“The personality whom I idealize”
- Ask the students to think about someone they look up to. Why they admire that person.

(word limit: 200-300 words)

- Assess students' writing with the help of the following criteria:
 1. Did they start well?
 2. Did they have 3 main ideas in 3 different paragraphs?
 3. Conclusion by summarizing the reasons.
 4. Did they stick to the topic?
- Also check the following:
 1. Content
 2. Organization of ideas
 3. Language use and style
 4. Mechanics (Punctuation, spelling, grammar)

**Follow-up**

Give the following topic as a follow-up activity to assess how students collate points based on facts for expository writing:

- Shopkeepers
- Rural and Urban Life

TOPIC

14

Essay Writing



Students' Learning Outcomes

- Write an essay on a general subject:
 - Write an introductory paragraph with clear central thought.
 - Provide key ideas which prove, explain or support the central thought.
 - Use a separate paragraph for each key idea.
 - Incorporate evidence (facts, quotations, etc), examples (analogies, anecdotes, etc.), or different points of view

(elaborating an idea/opinion) to support each key idea.

- Use appropriate transitional devices to connect ideas within and between paragraphs.
- Add a closing or summary paragraph with a synthesis of central idea, syntheses of each supporting idea, a general concluding statement.
- Use correct conventions of grammar and punctuation.
- Use appropriate vocabulary.



Information for Teachers

- An introductory paragraph carries the main idea of the essay.
- Each one of the body paragraphs develops the main idea through key ideas; the key ideas are developed through supporting details.
- The concluding paragraph contains the summary of the body paragraphs and a general concluding statement.
- Transitional devices/words are used to connect ideas within or beyond the paragraph.
- The use of grammar and punctuation in the paragraphs of an essay should be correct.



Duration/Number of Period

120 mins/3 period



Material/Resources Required

Routine classroom resources



Introduction

- Tell the students that the introductory paragraph is the first paragraph of an essay.
- It introduces the main idea of the essay. A good opening paragraph captures the interest of the reader and tells why the topic is important.
- Tell the students that the main idea of a paragraph is stated in single sentence called the topic sentence.
- Tell the students that provide some background information about the topic. Interesting facts, quotations, or definitions of

important terms can be used later in the essay.

For example:

Hockey has been a part of life in Pakistan for over 50 years. It has evolved into an extremely popular sport watched and played by millions of Pakistanis. The game has gone through several changes since hockey was first played in Pakistan.

- Tell the students that the sentences which support the main idea in a paragraph are called supporting details. They develop the main idea of the essay.
- Instruct the students to do the following things:
 - a) List the points that develop the main idea of the essay.
 - b) Place each supporting point in its own paragraph.
 - c) Develop each supporting point with facts, details, and examples.
 - d) To connect the supporting paragraphs, use special transitional words. Transitional words link the paragraphs together and make the essay easier to read. Use them at the beginning and end of the paragraphs.

Examples of transitional words that can help to link the paragraphs together:

For listing different points

first

second

third

For counter examples

however

even though

on the other hand

nevertheless

| For addition |
|----------------|
| Another |
| in addition to |
| related to |
| Furthermore |
| Also |

| For addition |
|----------------|
| Another |
| in addition to |
| related to |
| Furthermore |
| Also |

| To show cause and effect |
|--------------------------|
| therefore |
| thus |
| as a result of |

- Tell the students that a summary paragraph summarizes or restates the main idea of the essay. It is also called 'concluding paragraph' or 'conclusion'.
- For writing the concluding paragraph instruct the students to:
 - a) conclude the essay by restating the main idea in different words.
 - b) give their personal opinion or suggest a plan for action, for example:

Overall, the changes that occurred in hockey have helped to improve the game. Hockey is faster and more exciting as a result changes in the past 50 years.



Development

Activity 1

- Instruct the students to write a composition on the given topic using the given information.
- Remind them of writing an introductory paragraph, body paragraphs and a

closing paragraph or the summary.

- Instruct them to use transitional words for better coherence and cohesion within paragraphs.
- Encourage them to have a central idea, evidence (fact), example (analogy), etc. in the introductory paragraph.

Activity 2

Write the following introductory paragraph on the board. Instruct the students to read the paragraph and write body paragraphs and concluding paragraph in their notebooks.

A House on Fire

I have never seen a house on fire before. So, one evening when I heard fire engines with loud alarm bells rushing past my house, I quickly ran out and a few streets away, joined a large crowd of people; but we could see the fire only from a distance because the police would not allow anyone near the building on fire.



Conclusion/Sum up

Repeat all points given in 'information for teachers'.



Assessment

- Write the following paragraph on the board:
A terrible earthquake hit Pakistan on 8th October, 2005 at 08:50:38. Its intensity on the Richter scale was 7.6. It badly affected the northern areas of Pakistan and Azad Kashmir. Hundreds of thousands of buildings and houses collapsed or suffered enormous damage. It resulted in about 74, 000

casualties putting it higher than the death toll during the massive destruction of Quetta caused by earthquake of May 13, 1935.

- Ask the students to read the paragraph carefully.
- After the students finish reading the paragraph, ask them to work in groups and find the main idea (topic sentence), evidence, example, etc. in the paragraph and then write at least two body paragraphs and a concluding paragraph.



Follow-up

- Instruct the students to find different descriptive essays/paragraphs in their textbook and find how introductory, body and closing paragraphs are linked.
- Instruct them to notice the usage of transitional words in the composition.

TOPIC**15**

Persuasive/Argumentative Writing

**Students' Learning Outcomes**

- Write a persuasive/argumentative essay on a given topic:
 - distinguish fact from fiction
 - state an opinion on the topic
 - list ideas and arguments that support opinion
 - organize ideas and supporting evidence in a clear, structured and organized manner
 - distinguish between language used for

persuasion and propaganda

- use persuasive language to enhance ideas
- use special devices to support arguments (e.g. appeal to logic through reasoning, appeal to emotion or ethical belief, relating a personal anecdote or analogy.)

**Duration/Number of Period**

160 mins/4 period



Information for Teachers

- Reason (logos) - support your general claims with concrete, specific data. Example: Several clubs have reported difficulty completing their business during lunch period. This proves that lunch periods should be longer.
- Use two or three different strong reasons to support your argument.
 - a) Support your reasons with evidence.
 - b) Facts - can be proven.
 - c) Expert opinions or quotations
 - d) Definitions - statement of meaning of word or phrase
 - e) Statistics - offer scientific support
 - f) Examples - powerful illustrations
 - g) Anecdote - incident, often based on writer's personal experiences
 - h) Present opposition - and give reasons and evidence to prove the opposition wrong
 - i) Conclude with call to action - urge the reader to do something
- Ethics (ethos) - convince your readers that you are fair, honest, and well informed. They will then trust your values and intentions. Avoid over-use of negatively charged loaded words.
- Emotion (pathos) - a carefully reasoned argument will be strengthened by an emotional appeal. Emotional appeals provide support for reasons, carefully chosen loaded words, carrying positive or negative connotations, sway readers' emotions. Your point of view is demonstrated in an emotional appeal, and is important to the reader. Careful word choice presents your position accurately.
- Among other things anecdotes and analogies

are used to support an argument.

- Anecdote is a short and amusing or interesting story about a real incident or person. It is always presented as based on a real incident, involving actual persons, whether famous or not.
- Analogy is a form of reasoning in which an unfamiliar thing is compared to a more familiar thing/aspect.



Material/Resources Required

Routine classroom resources



Introduction

- Begin the class by asking, "What makes a good argument?" Have students share their ideas about making a good argument.
- Conduct the role play by selecting two volunteers to read the parts of parent and child.
- **Child:** Can I get my own computer?
- **Parent:** No. We already have a computer in the family room that you can use.
- **Child:** But I want my own in my room.
- **Parent:** Why do you need your own when you can use the one in the family room any time you want?
- **Child:** Because I have to share it with everyone else in the family. <pause> You know, all the other kids at my school have their own.
- **Parent:** I don't believe that all the kids at your school have their own computers. **Child:** Well, maybe not everyone but all my friends have their own.
- **Parent:** I don't see any reason for you to get your own computer.

- **Child:** But I NEED one!
- **Parent:** You don't need a computer. You can use the one in the family room.
- **Child:** *sigh*
- Once the reading is finished, elicit from the students that the parents do not agree to the child's request because of a weak argument.
- Ask the students to work in pairs and come up with similar dialogues with stronger arguments to convince the parent.
- Volunteers can perform the role-play in class.
- Ask the rest of the students to identify what made the argument better.
- Ask the students where they have seen persuasion in their real lives.



Development

Activity 1

- Bring any magazine advertisement to class (e.g., NesVita Bones).
- Ask the students:
 - a) How and why does that advertisement appeal to them?
 - b) Why would they buy that product?
- Elicit and discuss with them that the advertisement says that NesVita makes bones stronger, which makes you strong.
- We will buy NesVita because it tells us that it is rich in calcium, which makes our bones stronger. This is a logical appeal.
- Tell the students that there are three kinds of appeals used to persuade:
 - a) Logos: Reason & Logic
 - b) Pathos: Emotions
 - c) Ethos (the speaker's/author's

credibility - the trustworthiness of the writer).

- Discuss the ways to achieve the three kinds of appeals with the help of the table below.

Activity 2

- Emphasize on the importance of the students to be able to differ between a fact and an opinion, e.g. a statement of fact expresses only what actually happened, or what could be proven by objective data. And, a statement of opinion expresses an attitude toward something – it makes a judgement, view, or conclusion, or gives an opinion that cannot be proven true or false.
 - Make students fill out the exercise the following exercise:
 - Instruct the students to decide which sentences are fact and which are opinion. Write the word FACT next to the fact sentences. Write the word OPINION next to the opinion sentences.
1. _____ All Pakistanis should stand together in times of war.
 2. _____ About 5,000 people died in the terrorist attack in 2008.
 3. _____ During the recession Khalid is the best man for the job.
 4. _____ The causes for natural disasters are being investigated by many countries.
 5. _____ We will sadly miss all those thousands of people killed in the terrorist attacks and natural disasters.
- Discuss with students as they read the sentences. Instruct them to think about

how facts can be proven and how opinions are more like feelings and beliefs.

- Briefly explain the students what an analogy and an anecdote is (use information for teachers as a reference).

Activity 3

- Divide the class into 3 groups.
- Assign each group the task of creating an ad for
 - ethos,
 - pathos,
 - logos
- Each group will have to make a similar advertisement based on the appeal assigned to them.
- The groups will present their advertisements in class.
- Discuss how the ads were effective/ineffective.
- Ask students to give feedback and suggest ideas to make the appeal more effective.

Activity 4

- Ask the students to give their opinion on a controversial statement.

For example:

Students should wear uniforms in school.

- Ask them to raise their right hands if they agree, and left hands if they disagree.
- Ask them discuss in groups and then write down three reasons why they agree/disagree in their notebooks.
- Students discuss and read from their

lists of supporting points, and strengthen their arguments.

- Ask the students to make use of logos, ethos and pathos to develop stronger arguments.
- They will add more points with the help of group members.
- After discussing with each other, both the sides will come up with a main idea that supports their opinion and write it on the board.
- Explain that a strong persuasive piece of writing will address opposing arguments. This is when students confront and refute each other.



Conclusion/Sum up

Discuss with students the importance of argument based on logical, emotional and ethical reasoning.



Assessment

Use the textbook to identify the method of appeal used in the paragraphs.



Follow-up

Arrange a parliamentary debating competition based on any environmental issue.

TOPIC

16

Letter Writing



Students' Learning Outcomes

- Write and revise formal letters in extended social and academic environment for various purposes. Write the address on the envelop clearly and in proper format.
- Develop focus for own writing by identifying audience and purpose.
- Plan, draft and revise writing to ensure that it:
 - is focused, purposeful and reflects insight into the writing situation.

- has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words.
- uses writing strategies as are appropriate to the purpose of writing.
- has varied sentence structure and length.
- has a good command of language with precision of expression.



Information for Teachers

Here are the features of a formal letter:

- Sender's address set out in open punctuation
- Date
- Recipient's address set out in open punctuation
- Salutation
- Aim of the letter in bold or capital letters
- Body of the letter divided into paragraphs
- Complimentary close
- Sender's signature
- Sender's full name
- Language of the letter
 - Formal tone
 - Positive language
 - Unemotional language



Duration/Number of Periods

160 mins/4 periods



Material/Resources Required

Routine classroom resources, worksheet



Introduction

Discuss the following parts of the letter with students:

- Sender's address includes city and country.
- The date should be written in full with no abbreviations.
- Recipient's address includes the designation, address, city, and country.
- Subject of the letter includes the main point that needs to be discussed.

- Greeting and salutation: It is best to address by **Dear Mr. _____**
- Write your letter as if you are speaking to them in person. Use conversational tone but refrain from using slangs, abbreviations, idioms and phrasal verbs.
- These letters must be signed.
- Write full name after signing it. It is imperative to proofread your letter to ensure it is free of grammatical and spelling errors.
- After you have written your letter, put it in an envelope and write address in proper format.



Development

Activity 1

- Write the parts of the letter on the board and explain them to the students.
- Read the following letter of complaint and instruct the students to note the format.

House # 330
Aurangzeb Block
Garden Town,
Lahore Pakistan.

25 May 2011

Customer Relations
Manager Samsung
Hafeez Center,
Lahore, Pakistan.

Dear Sir/Madam

**Complaint about
a Samsung Phone**

With excellent help from your sales department, I recently bought a Samsung Champs mobile phone.

Unfortunately, I am writing to inform you

of some problems I had while using it. I hope these problems can be solved.

Firstly, I am having trouble receiving calls at home. My friends tell me they do not hear any tone when they call. Although I use it mainly to make calls when I am away from home, I am disappointed that I cannot receive incoming calls at home. Is there any other phone that can receive and make calls in my area which I could exchange it for?

Secondly, the zip on the leather case broke the first time I used it.

Finally, I followed the directions in my handbook to lock and unlock the keypad, but it did not respond. I pressed the middle button (to answer calls) and then the asterisk button, but it did not lock.

Could you please give me some advice on the best way to solve these problems

Yours faithfully

Complimentary close

Signature

Shaista Habib

Full Name

organization or person in a position of authority about something you are not happy about. For this you may need to invent some of the details but try to base your writing on a real life experience. For example:

1. A new CD recording sound distorted.
 2. Parts are missing from the equipment you have bought.
 3. A member of the staff was rude to you.
- Once the students have written the letter ask them to review it with the help of checklist given in the worksheet.

Follow-up

Write a formal letter to your teacher telling him/her about the occasion when you had been blamed for something you did not do.

Activity 2

- Provide the worksheet given at the end of the lesson plan to students in pairs and *ask them to write a letter*.
- *After the have written the letter instruct them to review it properly according to the checklist given in the worksheet.*



Assessment

- Ask the students to think of a situation where you have to complain to company,

Worksheet
Formal letter

Class: _____

Date: _____

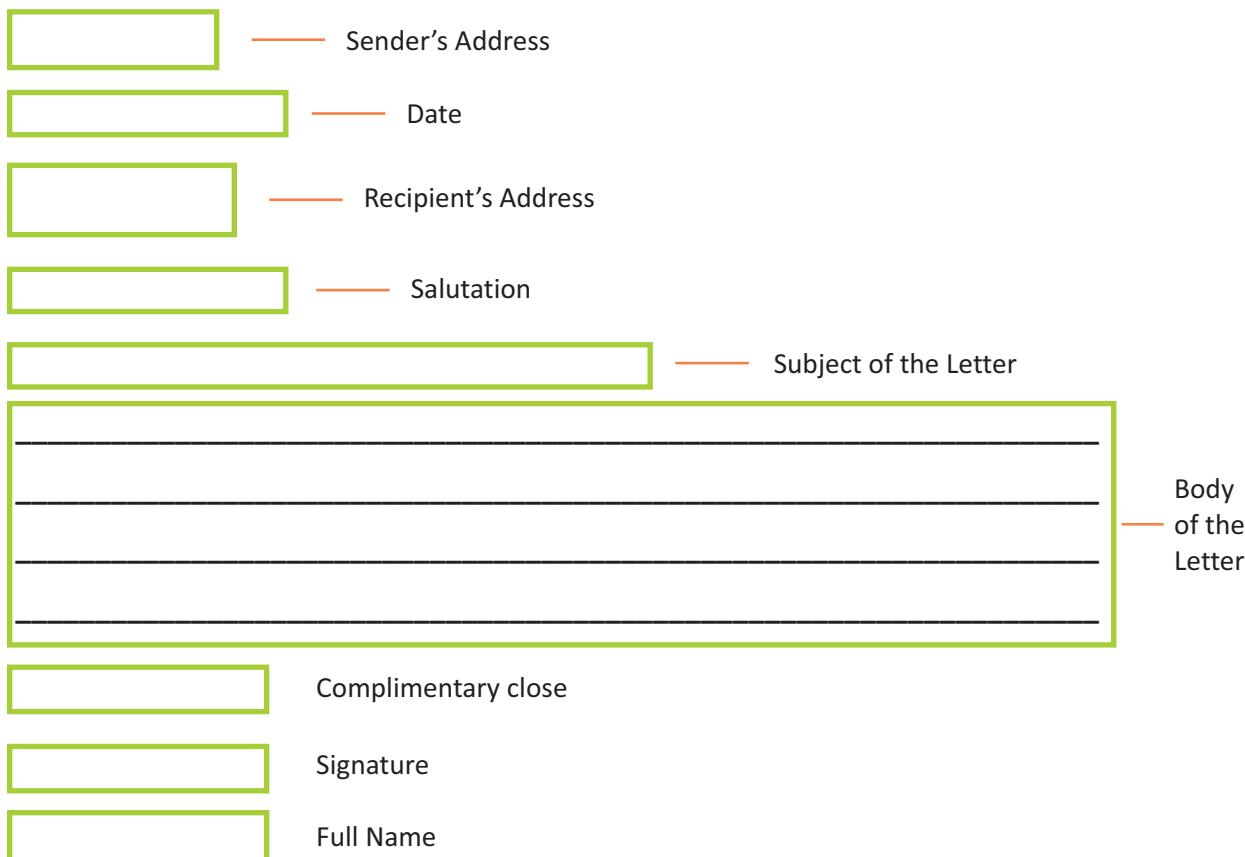
A local newspaper has published details of the news that a commercial plaza is being built on the land allocated for a community park. Write your views in a letter to the editor. You should consider:

- The effect on local people and the environment.
- The choice of the site for the building
- The importance of playgrounds and sports facilities
- The traffic congestions/hazards, etc.

You should begin

'Dear Sir,'

Remember to end with 'yours faithfully,' and to add your signature.



Review Checklist

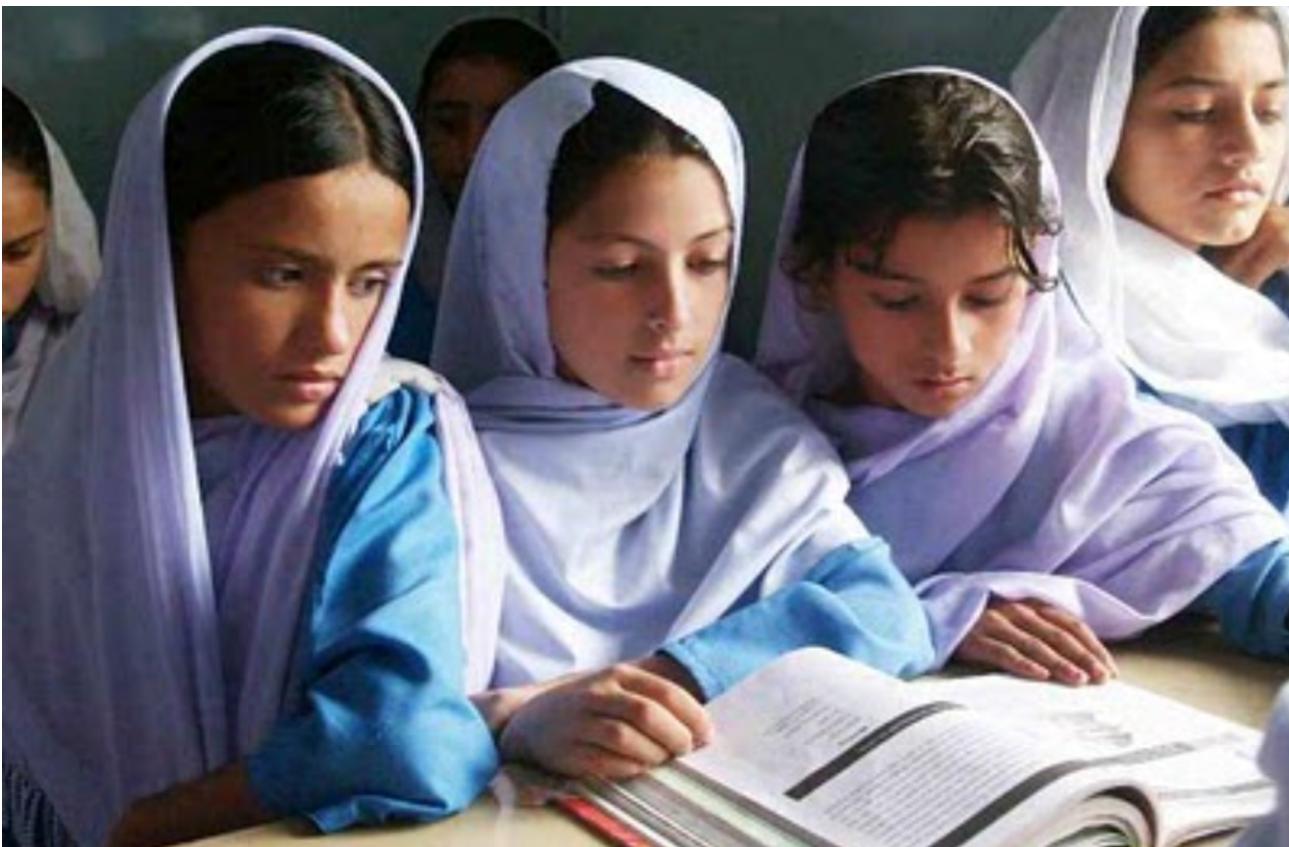
Ask the students to review the letter and ensure whether all the following points of checklist are written correctly or not.

- Format of the letter
- Language
- Spelling
- Sentence Structure
- Precise Expression

TOPIC

17

Cognates



Students' Learning Outcomes

- enhance and use appropriate vocabulary and correct spelling in speech and writing.
 - Show cultural and gender sensitivity by making appropriate adjustments in language for social, academic and daily life situations.
 - Understand that cognates increase comprehension of spoken and written languages. Identify commonly occurring cognates in English and Urdu.



Information for Teachers

- Two words that have a common origin are called cognates. Most often, cognates are words in two languages that have a common etymology and thus are similar or identical. A foreign language acquires the flavour of the environment and culture in which it is used by adopting and adapting words from the local language. Unconsciously, words of two languages inter-mingle due to social interaction e.g bazaar and become a regular

feature of the language. For example plate, bungalow, jungle, loot, curry, kebab, godown, tension, late, police, samosa, halwa, pajama....)



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine classroom resources



Introduction

- Working in pairs, ask students to make list of words which they think are common in English and Urdu.
- Write down the words they have come up with on the blackboard, avoiding repetition.
- Ask the students whether the words have been taken from Urdu or English.
- Write **U** against the Urdu origin and **E** against the English origin.
- Explain the concept of cognates to the students with the help of information for teacher.



Development

Activity 1

- If possible, show a small clip of TV cooking show or discuss it orally.
- Instruct the students to work in pairs and list the words which are common in Urdu and English that have been used by the host/guest/callers.
- Did they help in the understanding of the cooking procedure/ingredients?
- Which segment of society was the

target audience... the common people or the highly educated people?

- Does the excessive use of English terms increase/decrease the value of the programme?

Activity 2

Utilize the library for this activity

- Ask the students to select a story book by a local author. ('The mystery of Aagnee Ruby' by Maha Khan or any other book in which local words have been used.)
- Allot 1 or 2 pages to each group.
- Ask the students to pick out the cognates from the given pages and add at least five more in their list.



Conclusion/Sum up

- Ask the groups to enact the situation as role play in class



Assessment

- Divide the class in groups of 4-5 students.
- Write the following words on the board and ask the students to separate the words of English and Urdu origin and write them on their notebooks.

plate, bungalow, jungle, loot, curry, kebab, godown, tension, late, police, samosa, halwa, pyjama, cheetah, shawl, roti, raita, khaki, bus stop, railway station, park, glass, table etc.

- Students can do peer checking of the work



Follow-up

- Listen to a TV show, identify and list all the words of Urdu and English origin used by hosts/guests in the notebook.

TOPIC

18

Pronouns



Students' Learning Outcomes

- illustrate use of pronouns learnt earlier.
- identify and demonstrate use of relative pronouns.
- recognize the rules for using indefinite pronouns
- illustrate use of pronoun-antecedent agreement
- illustrate use of cataphoric and anaphoric references



Information for Teachers

- A pronoun is a word used instead of a noun.
For instance:
Mr. Khawar is very intelligent. ***He*** solves the puzzles quickly.
- Antecedent** **pronoun**
- A pronoun that introduces an adjective clause is called “Relative Pronoun”.
 - Antecedent is a word or phrase to which the

following word especially a pronoun refer, for example:

Mr. Khawar is very intelligent. **He** solves the puzzles quickly.

- Relative pronouns do two jobs at the same time:
 - a) acting as subject or object of a verb
 - b) joining two clauses together
- The relative pronouns in English are 'which, that, who, whom, and whose'.
 - "Who" and "whom" refer only to people.
 - "Which" refers to things, qualities, and ideas; never to people.
 - "That" and "whose" refer to people, things, qualities, and ideas.
- An indefinite pronoun refers to something that is not definite, specific or exact. The indefinite pronouns are: all, another, any, anybody, anyone, anything, each, everybody, everyone, everything, few, many, nobody, none, one, several, some, somebody, and someone. These indefinite pronouns can also be used as indefinite adjectives in some cases.
- A pronoun usually refers to something mentioned earlier in the text (its antecedent) and must agree in number — singular/plural — with the thing to which it refers.
- The indefinite pronouns *anyone*, *anybody*, *everyone*, *everybody*, *someone*, *somebody*, *no one*, and *nobody* are always singular.
- An anaphor is a pronoun that refers back to an earlier word or phrase, for example:
 - a. The paper boat slipped off the head table and **it** sailed across the room
 - b. Jack awoke and noticed that **his** paper boat was about to set sail.

In the above give examples 'it' and 'his' are anaphoric references as they refer back to earlier words 'paper boat' and 'Jack' in the sentences.

- A cataphor is a pronoun that refers to a later word, for example:
 - a. When **he** completed the story, the warrior requested the child to tell it again.
 - b. After watching **her** programme, the young girl turned the TV off.

In the above given examples 'he' and 'her' are cataphoric references as they refer to the later words 'the warrior' and 'the young girl'



Duration/Number of Period

120 mins/ 3 period



Material/Resources Required

Routine classroom resources, pronoun chart and textbook



Introduction

- Share all points given in information for teachers.
- Ask the students to give examples of different pronouns (possessive, reflexive, relative, etc.)



Development

Activity 1

- Have a copy of the pronoun chart given at the end of the plan. Cut the 8 pronoun types tables and give them to 8 groups (1 type each group).
- Ask the groups to read, discuss and draw that on a larger piece of paper/chart paper.
- Then ask the groups to present the pronoun type they got in front of the class with examples from their

textbook.

- Combine the groups' charts together to make a complete pronoun chart display for the class.
- Display the pronoun chart in the classroom throughout the academic year and keep referring to it while doing related exercises from the textbook.

Activity 2

- Discuss anaphoric and cataphoric references with students.
 - Write the following sentences on the board.
 - Call some students and ask them to circle the anaphoric and cataphoric references for the underlined words. (more sentences can be added)
- She knew that there should have been more baby birds, but Nimra was happy that there was at least one in the nest.
 - When the water filled the bucket, it moved the wheel around in circles.
 - Maleeha insisted Nimra to go out as it was a lovely weather, Nimra went with her.
 - From then on, they didn't play near the water wheel and Nimra and Maleeha never again chased frogs.

Activity 3

Choose the appropriate relative pronoun to complete the sentences.

who which whose who

- This is the boy _____ had an accident.
- Yesterday I saw a car _____ was really old.
- I couldn't find the person despite all my efforts, _____ wallet I found on the

road yesterday.

- This is the man _____ intelligence is unbeatable.
- Can I talk to the boy _____ is sitting on the bench?
- She likes Kababs _____ are hot.

Activity 4

Write the correct pronouns in the blank spaces in the following sentences.

- _____ wish _____ could go to the movies together without _____ little brother.
- Jalil said that _____ hit _____ with a hammer.
- Would _____ believe that _____ in the office likes the boos?
- _____ leaves the garage door open should be more careful.
- "Are _____ sure that _____ told us about the surprise party?" Bisma asked.
- "_____ am sure that the job was done right," Hamid stated, "because the owner did it _____."
- Maheen said _____ was not going to take the blame for _____ else's mistakes.
- "_____ of these sofas do _____ prefer?" the salesman asked _____ customer.



Conclusion/Sum up

Sum up the lesson by repeating all the important points regarding pronouns.



Assessment

Write the following sentences on the board.

Instruct the students to fill in the blanks with the suitable Indefinite Noun.

1. Don't blame yourself for the mistake.
_____ is perfect.
(somebody, nobody, everybody)
2. Our holiday was perfect. _____ went as we wished. (everything, nothing, something)
3. I would like to have _____ to drink please. (everything, nothing, something)
4. Can _____ hear me? Is there _____ out there? (everybody, anybody, nobody)
5. I will do _____ for you. You are my best friend. (nothing, anything, something)
6. Why are you looking at me so angrily? I didn't do _____ wrong. (nothing, anything, everything)
7. He was so helpful. He helped nearly _____ in the village. (anybody, somebody, everybody)
8. She did _____. She just slept all day long. (nothing, anything, everything)
9. I would like to go _____ peaceful for my holiday. (everywhere, nowhere, somewhere)
10. _____ is safe from the flu. We can't escape. (no one, everyone, someone)



Follow-up

Ask the students to select a story from the textbook and do the following:

- Find and write 3 examples separately for each type of pronoun with the type name.
- Write 3 examples of cataphoric and anaphoric references from the textbook.



Answer Key

Answer Key Activity 3:

1. who
2. which
3. whose
4. whose
5. who
6. which

Answer Key Activity 4:

1. I, we, my
2. He, himself
3. You, no one
4. Whoever
5. You, anyone
6. I, himself
7. She, anyone
8. Which, you, his

Answers Key Assessment:

1. Nobody
2. Everything
3. Something
4. Anybody, anybody
5. Anything
6. Anything
7. Everybody
8. Nothing
9. Somewhere
10. No one

List of Pronouns / Pronoun Chart

| Personal Pronouns take the place of common and proper nouns. | Singular | Plural |
|--|--|---|
| First Person: the person or people speaking or writing | I, me | we, us |
| Second Person: the person or people being spoken or written to | you | You |
| Third Person: the person, people, or things being spoken or written about | she, her, he, him, it | they, them |
| Relative Pronouns relate a subordinate clause to the rest of the sentence. | | that, which, who, whom, whose, whichever, whoever, whomever |
| Demonstrative Pronouns represent a thing or things. | Singular | Plural |
| Refer to things that are nearby | this | these |
| Refer to things that are far away | that | those |
| Indefinite Pronouns refer to something that is unspecified. | | |
| Singular | anybody, anyone, anything, each, either, every body, everyone, everything, neither, nobody, no one, nothing, one, somebody, someone, something | |
| Plural | both, few, many, several | |
| Singular or Plural | all, any, most, none, some | |
| Reflexive Pronouns end in self or selves. | Singular | Plural |
| First Person: the person or people speaking or writing | myself | ourselves |
| Second Person: the person or people being spoken or written to | yourself | yourselves |
| Third Person: the person, people, or things being spoken or written about | itself | themselves |
| Interrogative Pronouns: are used to ask questions. | what, who, which, whom, whose | |

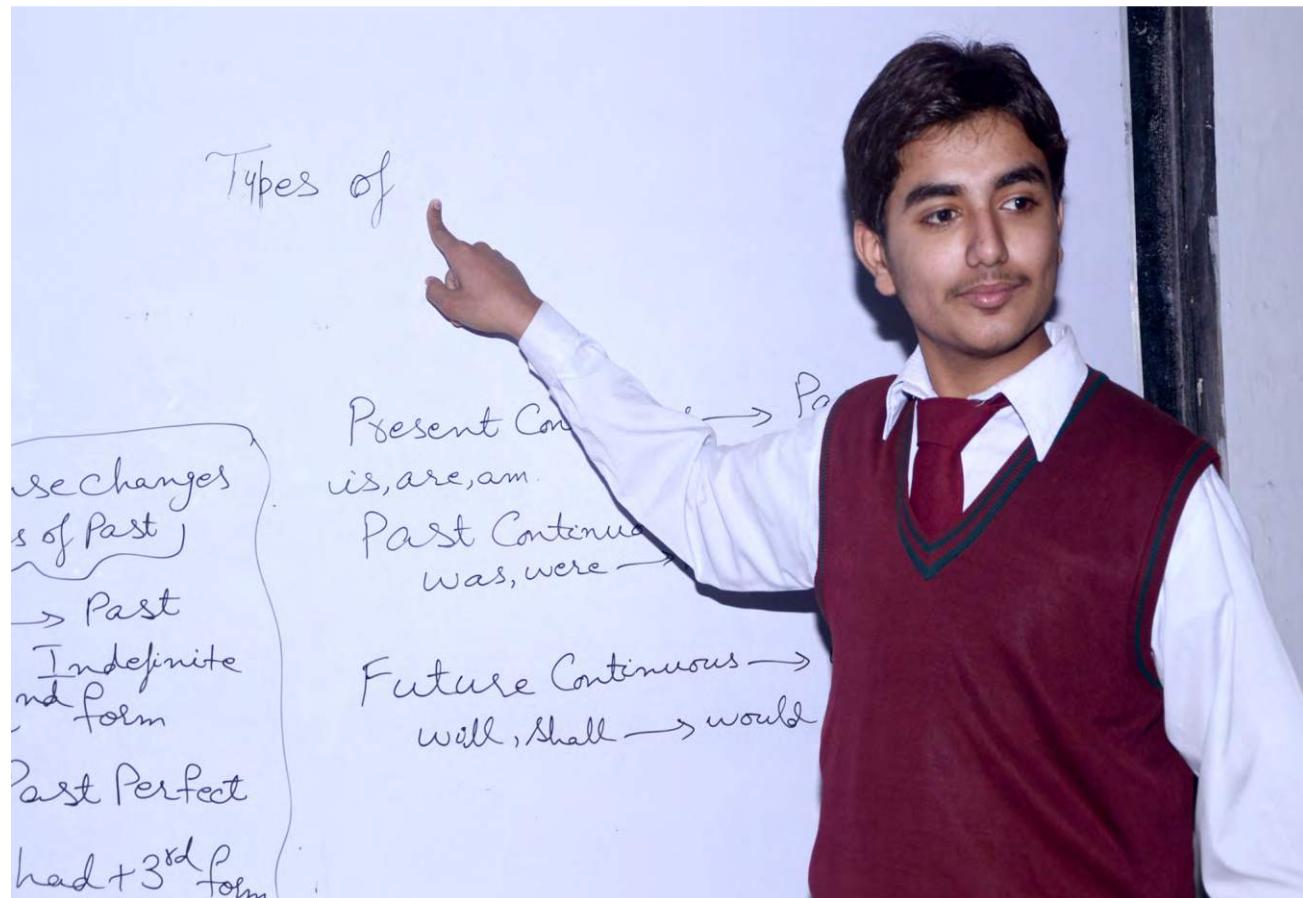
| Possessive Pronouns are used to show ownership. | Singular | Plural |
|---|-------------------------|---------------------|
| Used Before Nouns | my, your, his, her, its | our, your, their |
| Used Alone | mine, yours, his, hers | ours, yours, theirs |

| Subject and Object Pronouns are used as either the subject or the object in a sentence. | Singular | Plural |
|---|--------------------------|------------------|
| Subject: whom or what the sentence is about | I, you, she, he, it | we, you, they |
| Object: direct objects, indirect objects, objects of prepositions | me, you, her, him, it | us, you, them |

TOPIC

19

Gerunds



Students' Learning Outcomes

Illustrate use of gerunds

II. Reading is a good habit.

III. Ahmad is fond of **playing** chess.

Information for Teachers



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine classroom resources

- A gerund is a grammatical term for a verb that ends in 'ing' and functions as a noun. For example;
- I. **Playing** is not allowed in the class.



Introduction

Activity 1

- Write the following pairs of sentences on the board and ask the students to tell the difference between each pair.
 - a. I was fishing when my friends came to meet me.
 - b. Fishing is my favourite pastime.
 - a. They were planning to leave for Islamabad.
 - b. Planning always promises the success of the projects.
- Explain to them the use of gerunds and tell them how they are different from present participles.
- Divide the students in pairs and ask them to make at least two sentences which illustrate the use of gerunds.



Development

Activity 1

- Divide the students in pairs.
- Write the following sentences on the board and ask the pairs to complete them using gerunds of the bracketed words.
 1. Would you mind _____ (wait) for a few minutes?
 2. Have you finished _____ (use) computer?
 3. We expect _____ (hear) from him very soon.
 4. Numan has given up _____ (smoke).

5. I could not help _____ (laugh) when I saw Sara wearing that funny hat.
6. I don't feel like _____ (play) football today.
7. I expected my friend Umaira _____ (assist) me in this project.
8. Our association gave up _____ (help) some villages due to compelling circumstances.
9. Students enjoy _____ (listen) to English songs in class.
10. I spend most of my time _____ (draw) which irritates my parents.

Activity 2

- Divide the students in pairs.
- Ask them to fill in the blanks with suitable gerunds.
 1. I dislike _____ away from my home.
 2. I hope _____ you soon.
 3. She likes _____ English poetry.
 4. Asim does not mind _____.
 5. Can you imagine _____ on the moon.
 6. They agreed _____ him a try.
 7. Teach me _____.
 8. Saima expect _____ the test tomorrow.
 9. My mother enjoys _____ cookies.
 10. I miss _____ with you.



Conclusion/Sum up

Ask the students to share something about their own self in a sentence using gerund.



Assessment

Fill in the blanks with related gerunds.

1. I like _____ (leave) home before 8.15 in the morning.
2. I don't like _____ (sit) in traffic.
3. I don't remember _____ (do) so.
4. Nobody owned up _____ (take) the bag.
5. Have you ever considered _____ (move) to Australia?
6. Be careful when _____ (to spell) words.
7. _____ (to swim) is my favorite activity.
8. Before _____ (to go) to bed, I usually have a shower.
9. The neighbours thanked me for _____ (to call) the fire brigade.
10. _____ (to smoke) is unhealthy.



Follow-up

Ask the students to find 10 sentences with gerunds from the textbook/story book/magazine/newspaper and then use them in their own sentences.

TOPIC

20

Gerund Phrases



Students' Learning Outcomes

illustrate use of gerunds and gerund phrases



Information for Teachers

- A gerund is a grammatical term for a verb that ends in 'ing' and functions as a noun.

For example;

- Playing** is not allowed in the class.
- Reading** is a good habit.

III. Ahmad is fond of **playing chess**.

- A gerund and its object is called a gerund phrase or simply a noun phrase. It consists of a gerund, its modifier and other components.

For example:

Believing in God is important.

Believing here is a gerund. It is not a verb.
Believing in God is a gerund phrase.



Duration/Number of Period

120 mins / 3 period



Material/Resources Required

Routine classroom resources, /magazine / newspaper / children story book.



Introduction

- Write the following sentences on the board.
- Ask the students to identify gerunds from the sentences.
- Then with the help of the students construct gerund phrases of identified gerunds.
 - I. **Running** is my favourite activity.
 - II. He loves **listening**.
 - III. **Reading** is fun!



Development

Activity 1

- Explain the details given in the box to the students.
- Instruct them to underline the gerund phrases in the sentences below.
- They may also identify subject, direct object and object of the preposition.

Identifying Gerund Phrases

The gerund phrase consists of the gerund, which always ends in -ing, and its modifiers and complements. The gerund phrase is always used as a noun.

Driving a car takes concentration. (The gerund phrase is the subject of the verb takes).

Tahir finished **painting the ceiling**. (The gerund phrase is the direct object of finished).

After hiking for two hours, we sat down to rest. (The gerund phrase is the object of the preposition after).

2. Standing during a two-hour train trip is not my idea of fun.

3. Do you like sailing on the lake?

4. Volunteering at the hospital is just one of Ali's activities.

5. Mrs. Zahid enjoys watching quiz shows on television.

6. Allow twenty minutes for roasting the chicken.

7. Taking out the garbage is not my favorite job around the house.

8. Understanding a foreign language and speaking it well are two different things.

9. Acting in high school and college plays helped prepare Moeen for the university.

10. Collecting stamps is a popular hobby.

11. Don't you ever get tired of listening to the radio?

14. Arguing with me takes much of my little brother's time.

15. Constant complaining helps no one.

(The gerund phrases are underlined for teachers)

Activity 2

• Ask the students to work in pairs first identify the gerunds or the gerund phrases.

• After that make a gerund or a gerund phrase to join the sentences. (The activity has been solved for the help of the teacher).

I. Watch airplanes take off. It is very relaxing.

Watching airplane take off is very relaxing.

II. You should brush your teeth twice daily. This is what all dentists recommend.

Brushing your teeth twice daily is what all

- dentists recommend.
- III. She wants to be a journalist. It is her dream.
Wanting to be a journalist is her dream.
- IV. The boys always get in trouble. It is not a fun.
Getting in trouble is not a fun.
- V. We have studied Spanish. This helped us on our trip to Barcelona.
Having studied Spanish helped us on our trip to Barcelona.

storybook and then share them with whole class. Also ask them to bring the source along in the class.

- Ask the students to revise the concepts learned using different content from the textbook.



Conclusion/Sum up

Ask the students to share their favorite gerund phrase from the textbook. And identify subject, direct object and object of preposition.



Assessment

- Hours of ***editing the newspaper*** ruined her day.
- Hanging the pictures on the wall*** was more difficult than she had anticipated.
- I am demoting the officer for ***disobeying orders***.
- One of my favourite events is ***boating in the lake***.
- Sometimes wisdom simply means ***knowing about the importance of silence***.
- Without ***studying for the test***, you are taking a big chance.
- Arif is enjoying ***listening to the Junoon's music***.



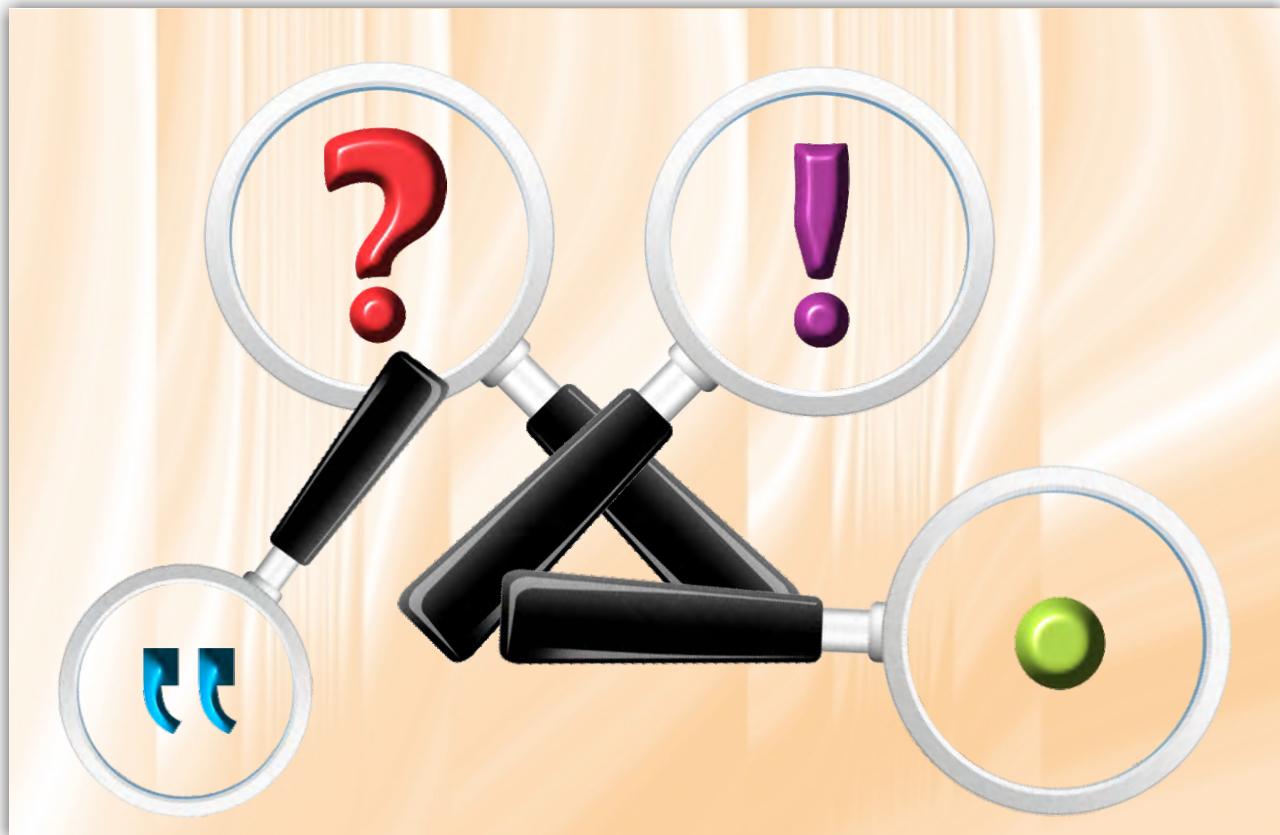
Follow-up

- Ask the students to search any three gerund phrases from a magazine / newspaper /

TOPIC

21

Punctuations



Students' Learning Outcomes

- apply rules of capitalization wherever possible.
- illustrate use of punctuation marks learnt earlier.
- recognize and faulty punctuation in given passages and own work.



Duration/Number of Period

80 mins/2 period



Information for Teachers

Punctuation helps to make what you write clear, easy to understand and read.

- Punctuation marks like full stops, commas and semicolons form the basic structure of a paragraph and the sentences and give a sense to that paragraph.
- Full stops show that the sentence or paragraph has ended and show that a group of letters forms an abbreviation.



Material/Resources Required

Worksheet, routine classroom resources



Introduction

- Ask the students the following questions:
 - a. Why we use punctuation marks?
 - b. Name some punctuation marks?
 - c. How are the rules of capitalization applied? Name some rules.
 - d. What is the function of full stop, question mark, comma, inverted commas, exclamation marks, colon, semi colon, parentheses, etc.



Development

Activity 1

- Write on the board the paragraph given below:

Umar lives in faisalabad he is three years older than his friend tahir they have never seen each other face to face they have just online contact umair has recently passed his intermediate exams he wants to be a producer of current affairs programmes tahir received the news of umairs admission to be university with great enthusiasm he was curious to learn more about mass communication they contacted each other through e mail

- Ask the students to recall the punctuation marks and their functions.
- Instruct the students to rewrite the paragraph adding required capital letters and punctuation marks in their notebooks.

Activity 2

- Write the given dialogue on the board.
- Call students one by one with coloured chalks to add the required capital letters and punctuation marks to the dialogue.

Sidra: have you been waiting long

Ayesha: yes I have for about an hour

Sidra: I am afraid its always the same with dr liaqat aways takes a very long time with each patient

Ayesha: there s a lady with her son and they've been waiting for about a quarter of an hour

Sidra: that's not so bad

Ayesha: but he took much longer with that man before them

Sidra: oh dear that means I m not going to leave before one o'clock

Ayesha: I like much dr liaqat s profession

Sidra: every profession has qualities some of them are good some of them are not good

Ayesha: he works hard so he is very successful in his profession

Sidra: the more you prepare luckier you appear

- Give feedback to the students when they punctuate the paragraph.



Conclusion/Sum up

- Repeat the use of different punctuation marks and rules of capitalization.



Assessment

- Provide the 'Assessment Sheet' given at the end of the lesson plan to the students in pairs or groups.
- Assess them and give feedback on the spot.



Follow-up

- Instruct the students to do punctuation exercise given in their textbook.

Assessment sheet

Class: _____

Date: _____

Read the following text and add required capital letters and punctuation marks. Recognize and also rectify faulty punctuation in the text.

The rain poured down Hogarth's father drove hard the headlights lit up the road bushes?

Suddenly: he saw two headlights in a tall treetop at the roadside! A head Hogarth (s) father slowed peering into the dark to see what the lights might be up there in the treetop as he slowed a giant iron food came down in the middle of the road a foot-as big as a single bed and the headlights came down closer and a giant hand reached down towards the windshield, the iron giant Hogarth s father put on speed he aimed his car at the foot crash "he knocked the foot out of the way he drove on faster and faster" and behind him on the road a clanging clattering boom went up as, if an iron skyscraper had collapsed the iron man with his foot

Knocked from under him had toppled over and so hogarth (s) father got home safely but next morning all the formers were shouting with anger where were their tractors their earth-diggers their ploughs their harrows

TOPIC 22

Active and Passive Voice



Students' Learning Outcomes

- Use active and passive voice appropriately in speech and writing according to the required communicative function.

Information for Teachers

- In the active voice, the subject of a sentence does the action and the object receives it.
 - Rule for conversion from Active to Passive Voice.

- The subject and object are interchanged.
 - The preposition 'by' is added before the object.
 - The verb is changed to past participle (3rd form of verb)
 - A new auxiliary is added to the past participle form of verb.
 - If the subject or the object in an active voice sentence is a pronoun (I, we, you, he, she, they, it) it changes: (I-me; we-us; you-you; he-him; she-her; they-them; it-it) and vice-versa, e.g. I wrote a letter – a letter

was written by me.

- If the subject in the active voice sentence is unknown, unimportant or obvious, by + object is omitted. We make butter from cow's milk. Butter is made from cow's milk.
- If the verb in the active voice sentence has a modal in it, the verb is changed to – modal + be + the past participle, e.g. Raja can lift this box. This box can be lifted by Raja. We should obey the rules. The rules should be obeyed by us.
- When there are two objects, only one object is interchanged. The second object remains unchanged. (He told me a story – He-subject; me-object1; a story-object2) (I was told a story by him; A story was told to me by him.
- In the passive voice, the subject of a sentence receives the action instead of doing it.



Duration/Number of Period

80 mins / 2 period



Material/Resources Required

Routine classroom resources



Introduction

- Ask a student to break a chalk in two.
- Ask the class "What did the boy/girl do?"
- The class replies, "He broke the chalk in two."
- Ask the students, "What happened to the chalk?"
- The students reply, "It was broken in two by the boy/girl."
- Ask a student to clean the board. Then ask the

class, "What did _____ do?"

- The students reply, "He/she cleaned the board."
- Ask them, "What happened to the board?"
- They say that it was cleaned by _____.
- Continue with further examples like:
 - He kicked the ball. The ball was kicked by him.
 - She read a book. A book was read by her.
- Ask the students the following questions:
 - What is the difference between the two sentences?
 - In all examples, the subject in the first sentence is the **doer** of the action. This is known as the **Active Voice**.
 - In all examples, the subject in the second sentence is the **receiver** of the action. This is known as the **Passive Voice**.



Development

Activity 1

- Give students the following sentences to identify as Active or Passive.
- Ask them to convert the sentences in the Active Voice to the Passive Voice.
 - The dog was hit by the car.
 - The house will be built by the construction crew in five months.
 - Zainab answered the question.
 - The dolphins have learned many tricks.
 - Children painted these pictures.

Activity 2

- Select an active voice sentence and change it to passive voice for example:
The mechanic repaired the radio.

(Active)

The radio was repaired by the mechanic.

(Passive)

- Explain to the students that the focus shifts from the doer (mechanic) to the receiver of the action (radio) while converting active voiced sentence into passive voice.
- Take sentences from **different tenses** and with the help of the students convert them to passive voice.
- Ask the students to list the changes they have made during the process of conversion.
- The first will be to exchange the position of the subject and object.
- Make students draw up the rules of conversion; there will be greater clarity of concepts, and fewer chances of mistakes.

3. He was taken to the hospital by his friends.
4. They are paid on Fridays.
5. The movie is being made in Lahore.
6. I washed my car last Sunday.
7. His hair was cut by a professional.
8. I will introduce you to my best friend.
9. He will finish the work in a fortnight.
10. The national anthem is being sung by the senior-most class.

Follow-up

Select any paragraph from the textbook and ask students to convert any five sentences into active or passive voice.



Conclusion/Sum up

- Revise the concepts given in information for the teacher.



Assessment

Ask the student to:

- Identify the following sentences as Active or Passive.
- Change the Active Voice to the Passive Voice.
- Change the Passive Voice to the Active Voice.
- Apply the rules of conversion identified and practised in the class.
 1. I ate a piece of chocolate cake.
 2. The librarian read the book to the students.

TOPIC**23****Narration****Students' Learning Outcomes**

- recognize the rules of and change the narration of statements, requests / orders and questions.

**Information for Teachers**

- Direct speech is always enclosed within quotation marks. The speaker's name or a pronoun referring to the speaker is included at the beginning, middle or end of the quote.

A verb such as 'said', 'explains' or 'added' introduces the speech. A comma separates the speech from the reference to the speaker and the 'speech verb'.

INVERTED COMMAS

↓ "I remember well many happy family times together," ↓

ACTUAL SPEECH**COMMA****VERB INTRODUCING SPEECH**

↓ She says ↓

SPEAKER

- The verb 'say' should not be used frequently to introduce speech as the text then becomes monotonous. Use the following words instead.

| | | | |
|---------|---------|-----------|---------|
| add | affirm | claim | comment |
| confirm | declare | exclaim | explain |
| mention | narrate | pronounce | relate |
| remark | reply | report | state |



Duration/Number of Period

160 mins/4 period



Material/Resources Required

Routine classroom resources



Introduction

- Ask a student from the class to say something. (Direct Speech)
- Ask another student to tell what the student had said. (Indirect/Reported Speech)
- Repeat the activity at least twice.
- Tell the class that the statement made by student#1 is known as the Direct Speech.
- The statement by student#2 informing what the first student had said, is Reported Speech, as what was stated directly is now being reported by the listener.
- Explain all points given in 'information for teacher'.



Development

Activity 1

- Name the different types of sentences learnt earlier (Declarative,

Interrogative, Imperative and Exclamatory.)

- With student' participation, write one example of each type of sentence, on the board. The sentences should be in the Direct Speech.
- Ask the students to convert each of the sentences into Reported Speech.
- Ask the class to assist the students in the correct conversion.

Activity 2

- Write the following on the board:

Declarative Sentences (Statements)

| Direct Speech | Reported Speech |
|---|---|
| 'I am going home', he said. | He said that he was going home. |
| 'I spoke 'I am in the with my friend; | She said that she was in the library with her friend. |
| 'I will complete the drawing,' said Amir. | Amir said that he was in the library with drawing. |
| The geography teacher said, "The world is round". | The geography teacher said that the world is round. |
| 'Tell me the truth,' I asked her. | I asked her to tell me the truth. |

- Ask students to identify the changes that have been made in the reported statements.
 - Remove the speech marks/inverted commas.
 - Change the verb from the present to the past tense and from the past to the past perfect tense (one step back rule).
 - Change the pronoun from the 1st person to the 3rd person.
 - Add that before the reporting clause

- in the reported statement.
- v. There is no change of tense if a universal truth is mentioned.
 - vi. There is no change of pronoun if the reporter and the speaker are the same person.
 - Give students mix of direct and reported speech sentences and ask them to comment direct speech into reported and reported speech into direct speech.

Activity 3

- Write the following sentences on the board.
- Ask students to identify the changes that have been made in the reported sentences.
- Take more examples from any English grammar/textbook for practice and clarity of the concept.

| Direct Speech | Reported Speech |
|---|--|
| 'What are you doing here? ' asked the policeman. | The policeman asked the boy what he was doing there . |
| I asked her, 'What do you want? ' | I asked her what she wanted . |
| 'Can you drive a car?' | He asked me if/whether I could drive a car. |
| Have you done your homework?' Mother asked me. | My mother asked me whether I had done my homework. |

- Ask the students to identify the changes that have been made in the reported statements.
 - i. In reported question, the auxiliary verb **do** (do, does, did) are not used.
 - ii. Instead of the question word (**what, where, why, when**), **if** or **whether**

- are used to introduce a question.
- iii. Since a question does not remain a question when reported, the word order is the same as in a statement remove question mark in the reported question.
 - iv. The auxiliary verbs **should, could, would, ought and might** do not change in the indirect speech.

Activity 4

Tell the students that

- Imperative sentences do not normally have an expressed subject. This is because the subject 'you' is usually understood. As a result of this, imperative sentences begin with a verb in the simple present tense.
- An imperative sentence expresses ideas such as *advice, order, request, suggestion, instruction, permission, allowance*, etc.

| Direct Speech | Reported Speech |
|--|--|
| 'Please carry these books to the library.' | He requested me to carry the books to the library. |
| 'Don't touch my camera.' | He ordered me not to touch his camera. |
| 'Be polite to your elders.' | He advised him to be polite to his elders. |
| 'You should go to the doctor.' | She advised him to go to the doctor. |



Conclusion/Sum up

- Revise direct and reported speech and the changes that are made in the reported statements in different types of sentences.



Assessment

- Write some declarative, interrogative and imperative sentences on the board and ask the students to change them into indirect sentences.
- Check that they change the sentences into correct tenses and remove inverted commas.



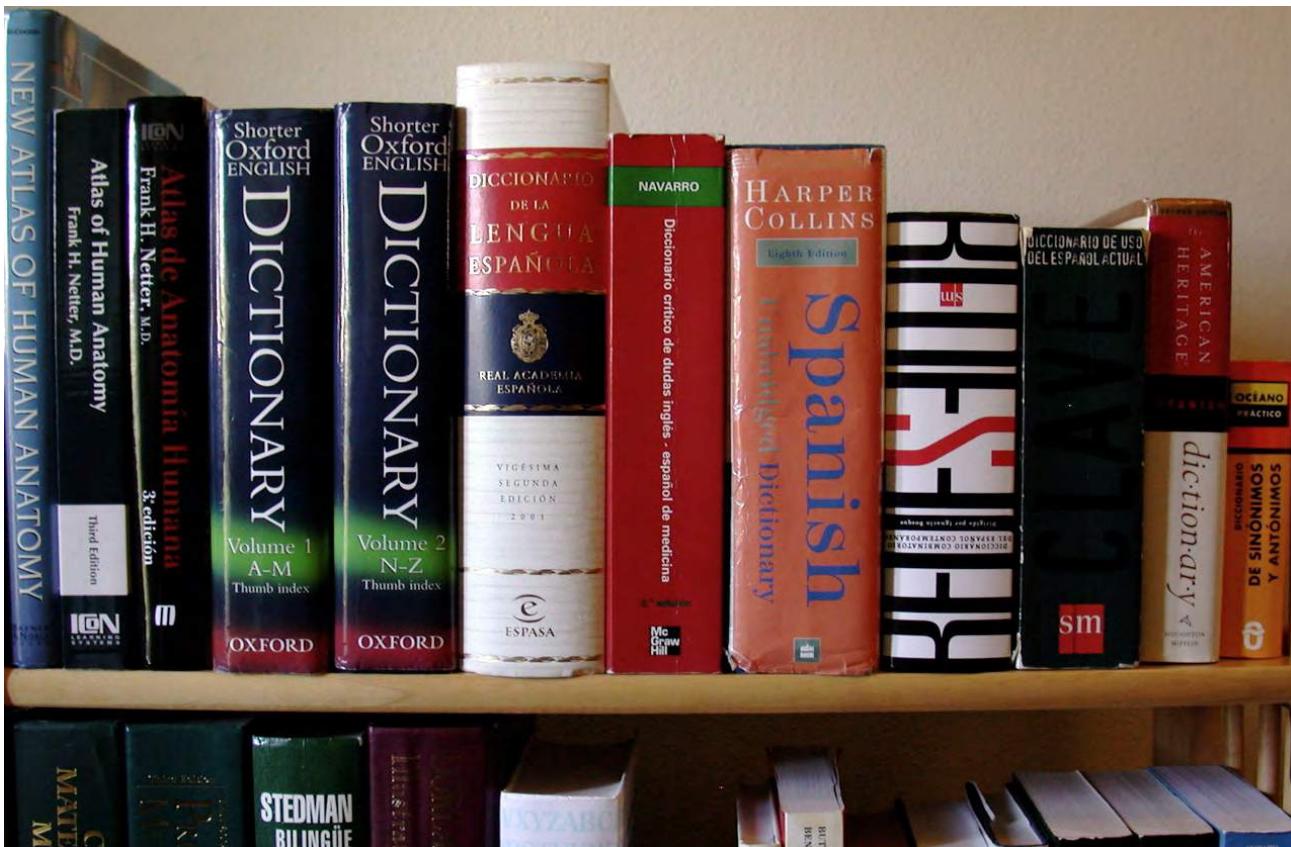
Follow-up

- Ask the students to find some direct and indirect sentences in the textbook.
- Ask them to identify them as declarative interrogative or imperative sentences and then change them into indirect speech keeping the rules in mind.

TOPIC

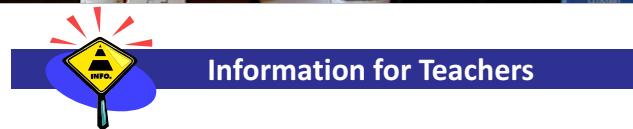
24

Dictionary and Thesaurus



 **Students' Learning Outcomes**

- Use dictionary to:
 - locate guide words
 - locate entry words
 - choose appropriate word definition
 - identify part of speech
 - identify correct spelling
 - recognize abbreviations used in a dictionary
- Enhance and use appropriate vocabulary and correct spelling in speech and writing



- A dictionary can help us to do the following:
 - a. Spell a word
 - b. Find pronunciation of a word
 - c. Locate definition of a word
 - d. Look for synonyms/antonyms of a word
 - e. Break a word into syllables
 - f. See what part of speech a word belong to
 - g. Find abbreviations

- A guide word is printed at the top of the page of a dictionary. It indicates the first or the last item on that page.
- An entry word is a headword that forms heading of an entry in a dictionary. They are arranged in alphabetical order in a dictionary.



Duration/Number of Period

120 mins/3 period



Material/Resources Required

Routine classroom resources, dictionary, and samples given at the end of the lesson plan.



Introduction

- Share all points given in 'information for teacher' with the students.
- Show them dictionary and thesaurus and tell them the usage of a dictionary and a thesaurus.



Development

Activity 1

- After telling the students about guide and entry words, open a page of dictionary and show the students in groups guide words and entry words in the dictionary.

Activity 2

- Write the following passage on the board.
- Ask the students in groups to consult the dictionary to find the underlined words given in the passage.

To go ahead with construction of the MRT (Mass Rapid Transit) was a difficult decision to make. The cost of the MRT system would be enormous and had to be weighed against the alternatives: a different system altogether, or an improvement of the existing bus and road network. Experts from Singapore were sent all around the world to inspect the operation of a variety of systems in different countries — Japan, Hong Kong, America, Europe — and foreign experts were called in to advise the Government on what might be best for Singapore. (from information printed in The Singapore Monitor, November 30, 1982 and The Straits Times, October 26, 1983)

- Also encourage them to find the synonyms and antonyms of the underlined words in a thesaurus.

Activity 3

- Explain to the students how to find the part of speech that a word belongs to (sample page is given at the end of the lesson plan).
- Also tell them how abbreviations are given in a dictionary.
- Instruct them to work in pairs.
- Keep on taking rounds and notice how the students are working in groups.



Conclusion/Sum up

- Repeat all points given in 'information for teacher' to the students.
- Assign different tasks to students in groups to assess their understanding to the topics.



Assessment

Group 1: Find synonyms and antonyms of some words in thesaurus.

- a. fitting
 - b. clean
 - c. even
 - d. indispensable
 - e. natural

Group 2: Locate parts of speech the given words belong to:

- a. generation
 - b. master

- c. beneath
 - d. however
 - e. remarkable

Group 3: find abbreviations of the given words in a dictionary

- a. barbecue
 - b. doctor of philosophy
 - c. television
 - d. world health organization
 - e. corporation



Follow-up

- Assign two or three paragraphs from the textbook to the students to read and find meanings of the difficult words in a dictionary.
 - Instruct them to locate synonyms/antonyms of those words also.
 - Assign other activities from the textbook which are relevant to the topic (usage of dictionary and thesaurus)

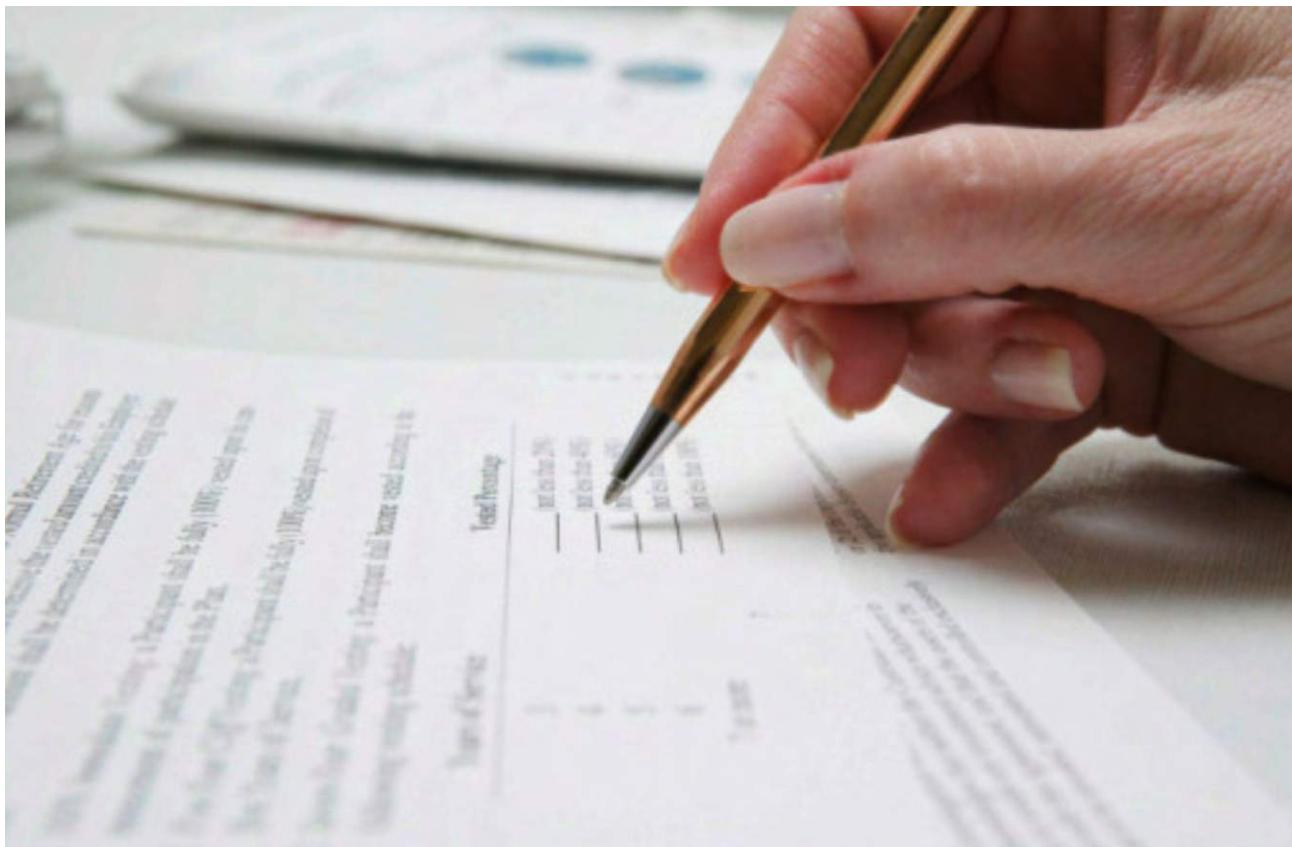
| Words | Parts of Speech | Abbreviation |
|--------------|-----------------|--------------|
| snowman | noun | n |
| snow-covered | adjective | adj. |
| snub | verb | v |
| so | conjunction | conj. |

| | | |
|---|---|---|
| <p>or railways</p> <p>* verb [v] to bring the two points of your skis together, in order to go slower or stop</p> <p>snow-scape /'snəʊskæp; NAME 'snoo-/ noun a scene or view of an area covered in snow, especially an impressive one</p> <p>snow-shoe /'snəʊʃu:/ noun one of a pair of flat frames that you attach to the bottom of your shoes so that you can walk on deep snow without sinking in</p> <p>snow-slide /'snəʊslɔɪd; NAME 'snoo-/ noun [NAME] = AVALANCHE</p> <p>snow-storm /'snəʊstɔːm; NAME 'snooftɔːm/ noun a very heavy fall of snow, usually with a strong wind</p> <p>snow-white adj pure white in colour: snow-white sheets</p> <p>snowy /'snəʊi; NAME 'snooi/ adj 1 [usually before noun] covered with snow: snowy fields 2 of a period of time: when a lot of snow falls: a snowy weekend 3 [literary] very white, like new snow: snowy hair</p> <p>SNP /ɛnən'pi:/ abbr SCOTTISH NATIONAL PARTY See also SA</p> <p>snub /snʌb/ verb noun</p> <p>verb [b] [v] 1 to insult sb, especially by ignoring him when you speak to him: I was about to be friendly, but she snubbed me completely 2 to refuse to attend or accept sth, for example as a protest SNB avoy-cote: All the country's leading players snubbed the tournament.</p> <p>noun [b] sb an action or a comment that is deliberately rude in order to show sb that you do not like or respect them SNB insult: Her refusal to attend the dinner is however seen as a deliberate snub to the President.</p> <p>adj. only/basically 1 of a (hole) shot: flat and turned up at the end → snub-nosed adj: a snub-nosed child → a snub-nosed revolver (= with a short BARREL)</p> <p>snuck /snʌk/ v. of SNEAK</p> | <p>so-called</p> <p>SO /səʊ; NAME 'soʊ/ adv CONJ noun</p> <p>* adv 1 so ... that ... → so ... as to do sth up to a degree: It was so old that it ... → so as to do sth up to a point: speak as though ... → so that I could hardly hear her but not so stupid as to believe that: so formal, especially towards us! So would you be so kind as to lock the door when you leave? 2 very: extremely: I'm so glad to see you: so we must do to: Their attitude is so very English. So there was just so much → nothing but: nonsense: so there even so quickly → But I do love it so ... → So ... → So ... used in conversation not to the point: I've enjoyed myself as much for the last time, so good as last time → it's not so easy as you'd think, it's not so quick a learner as his brother: so it's not a hobby as a career! → more like a career than a hobby: (disapproving) Off she went without so much as our even a goodbye: 4 used to show the size, amount, number of sth: The fish was about so big → was using your hands to show the size: so many: so many hours, so many minutes, so many hours → 5 used to refer back to sth that has already been mentioned: Is he coming? → I hope so. → Did they don't think so? if other info, she never says so: so away next week: If so, I won't be able to see you so busy → so much so that we won't be able to take off this year: → Programs are expensive, and even so you have to keep altering the price: I don't know who's to blame so is that true? → He thinks it's him but that just isn't so: George is going to help so he says → that is what he says: → They asked me and I did so: so I called: 6 also: Times have changed and so have I. → I prefer the first version. → Use so you cannot use so with negative verbs: Use or either: I'm not hungry: Neither am I. I'm a hungry either: 7 used to agree that sm is true even when you are surprised: You were there, too: So I'd forgotten: → There's another one. So there is.</p> | <p>so-called</p> <p>SO /səʊ; NAME 'soʊ/ adv CONJ noun</p> <p>* adv 1 so ... that ... → so ... as to do sth up to a degree: It was so old that it ... → so as to do sth up to a point: speak as though ... → so that I could hardly hear her but not so stupid as to believe that: so formal, especially towards us! So would you be so kind as to lock the door when you leave? 2 very: extremely: I'm so glad to see you: so we must do to: Their attitude is so very English. 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|---|---|---|

TOPIC

25

Form Filling



Students' Learning Outcomes

- Analyze various forms currently required in extended social and academic environment.
- Fill in the forms legibly, following instructions and supplying correct information.



Information for Teachers

- Form is a document containing questions and

spaces for answer.

- Correct comprehension of the information required in the form is essential for accurate filling in of the form. The students must be made to understand that true information must be submitted on any document they are required to fill in.
- A form is to be filled in legible handwriting. Cutting and overwriting should be avoided.



Duration/Number of Period

80 mins/2 period



Material/Resources Required

Routine classroom resources, deposit slip of any bank, admission form, money order form, application form.



Introduction

Ask the student the following questions:

- Have you ever had to fill in any forms?
- What problems did you face?
- Why must we practise how to fill forms?
- Which forms will you be required to fill in the near or distant future? (Matric Registration/ Admission Forms, Passport Forms, Bank Account Opening Forms, Cash Deposit Slips, College Admission forms etc.)



Development

Activity 1

- Instruct the students in advance to bring deposit slips/money order forms for the appointed day.
- Give them the following instructions:
 - a. Write legibly so that the person who has to read it should understand it immediately.
 - b. Avoid overwriting and cutting
 - c. Use black or blue ball point only.
- Ask students to work in pair and fill in the cash deposit slip, following the printed requirement.
- Check whether they have filled in the slip properly or not.

Activity 2

- Suggest to the students that they would be joining an adventure camp during the summer vacation, for which they have to submit an enrollment form.(sample is given at the end of the plan get it or any other form photocopy.)
- If photocopying facility is not available, draw the form on the blackboard and ask students to copy it in their notebooks.
- Instruct them to begin reading it at the top. Scan the form/application to see what the different sections are.
- Tell them to note the sections they don't have to fill in or questions they don't have to answer.
- Ask them to look for words/abbreviations they don't understand and collect the document they have to attach with the form/application.
- Then ask them to enter the required information accurately.
- Guide the students wherever they need your guidance.
- Move around the class to monitor their work.



Conclusion/Sum up

Conclude the lesson by repeating the instructions about how to fill in a form.



Assessment

Collect the forms from the students which they have filled in earlier in the class check them and give feedback to the students.



Follow-up

Ask the students to go to any public library, get the library form and fill it.

Or

Download BISE registration form from the internet and fill it at home and then bring it to the class to show it to the other students.

ADVENTURE CAMP - APPLICATION FORM

Camper's Information

Date of Application: _____

Camper's Name _____ Gender: Male/Female

Address: _____

City: _____ Province: _____

Phone (Res) _____ (Mobile) _____ Date of Birth _____

If member of any Society/Clu, enclose photocopy of membership card.

Name of school _____ Grade _____

Mother's Name _____ Profession _____ Phone No. _____

In case of emergency, please contact: _____ Phone No. _____

If may brother/sister attending this camp, their Name/s _____

HEALTH INFORMATION:

Do you suffer from any of the following health problems?

_____ asthma _____ bee sting allergy _____ food allergy _____ diabetes

_____ epilepsy _____ any other _____ N/A

Please attach a doctor's note describing any special care/medication you may need.

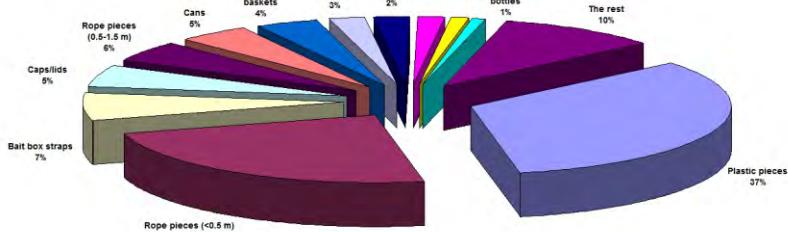
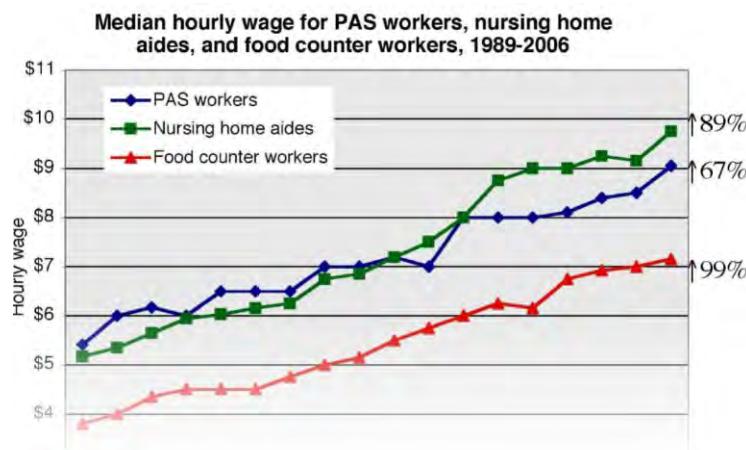
Can you swim? Yes/No Have you had Girl Guide/Boy Scout training? Yes/No

Please write a brief paragraph explaining why you want to attend Adventure Camp.

TOPIC

26

Graphs



Students' Learning Outcomes

- Analyze information in bar graphs, line graphs and diagrams, describing complex processes and procedures, comparisons and contrasts to write a short report.

- Bar graphs, line graphs, diagrams and charts can be used to provide simple or complex information, e.g. literacy rate, weather record, domestic budget, financial growth, etc.
- Reports can be compiled after accurate analyses of the data.
- The lesson can be integrated with Mathematics and Pak Studies.
- The graph School Spending Spree, tells us that it has information about money spent on school. A look at the categories listed at the



Information for Teachers

- Information/data can be presented in forms other than the written text.

bottom of the chart (the X axis) will help us to see what kinds of things money was spent on. The categories of clothes, supplies, textbooks, and software sound like typical ways to spend money for school.

- The left side of the graph is the Y axis.
- The key given along shows three colors: purple, red, and green. Purple represents elementary students, red is for high school students, and green stands for college students.
- The Y axis tells that the information is being presented in percentages. In other words, if all the purple percentages are added it would be equal to 100%. The same is true for the red and the green.
- Answering questions about this graph could be tricky since it shows spending in five categories by three different age groups of students.



Duration/Number of Periods

80 mins/2 periods



Material/Resources Required

Routine classroom resources



Introduction

- Share the points given in 'information for teacher' with the students.
- Take whole class feedback on existing knowledge. (Integration with Mathematics)
- Have you ever studied graphs?
- In which subjects are graphs required?
- Does graphical presentation make the

content easier to understand/interpret?



Development

Activity 1

- Provide the graph/map school spending spree to the students in groups.
- Tell them the colours used for different categories.
- Ask them the following:
 - What are the x and y axis?
 - What information is being presented in the graph?
 - What do the different colours depict?

Activity 2

- After the students have understood the graph ask them to provide accurate answers to the following questions:
 - What do college students typically spend the most on for school?
 - What is the difference in spending on clothing, between elementary students and high school students?
 - What do elementary students spend the least on for school?
 - What is the total expenditure on school supplies for high school and college students?
 - Which category of students is likely to spend the most on miscellaneous expenditures?
 - Ask the students to write a report using all the above given information.

Activity 3

Explain all maps/graphs (samples) given at the end of the lesson plan to the students.

Activity 4

Write a short report on each paragraph.

**Conclusion/Sum up**

Sum up the lesson by repeating important points of the lesson.

**Assessment**

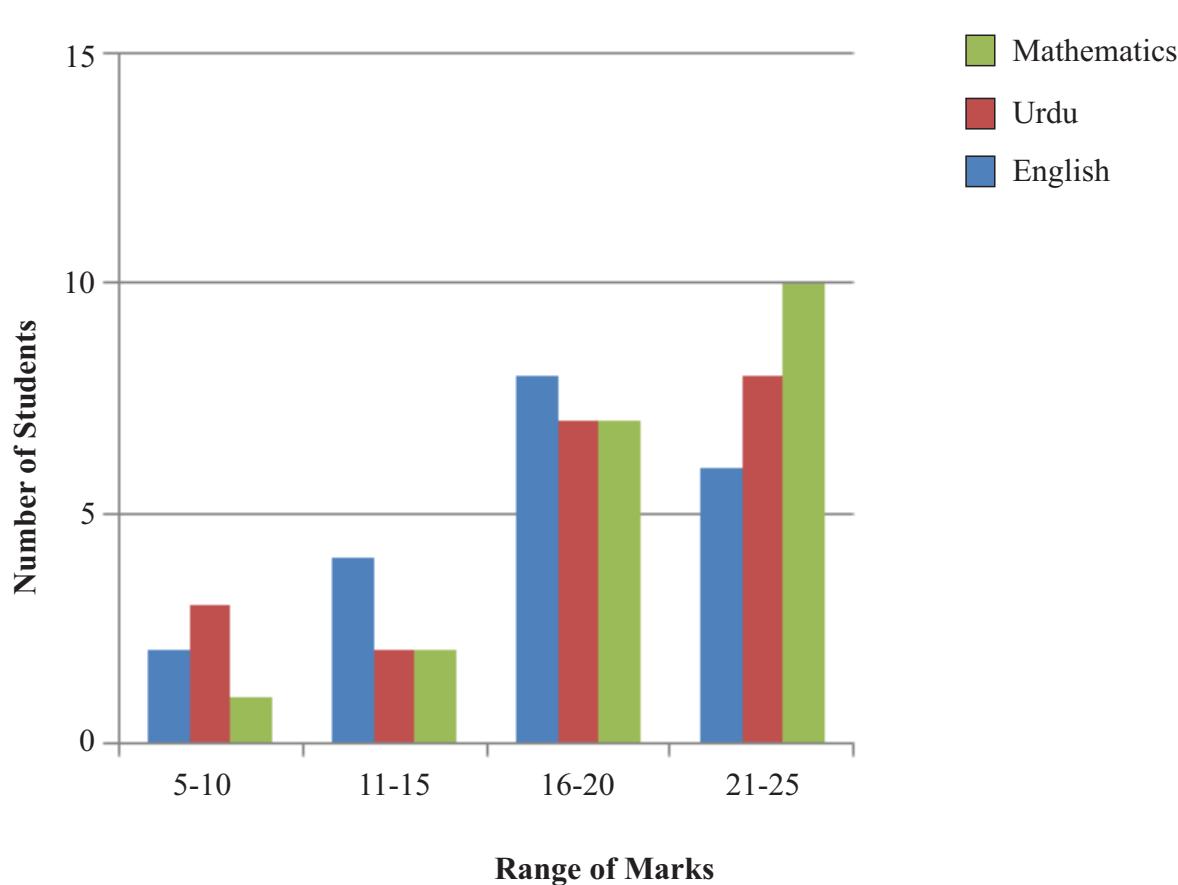
Working in groups of 4-5 students, present the following data in the form of a bar graph/histogram:

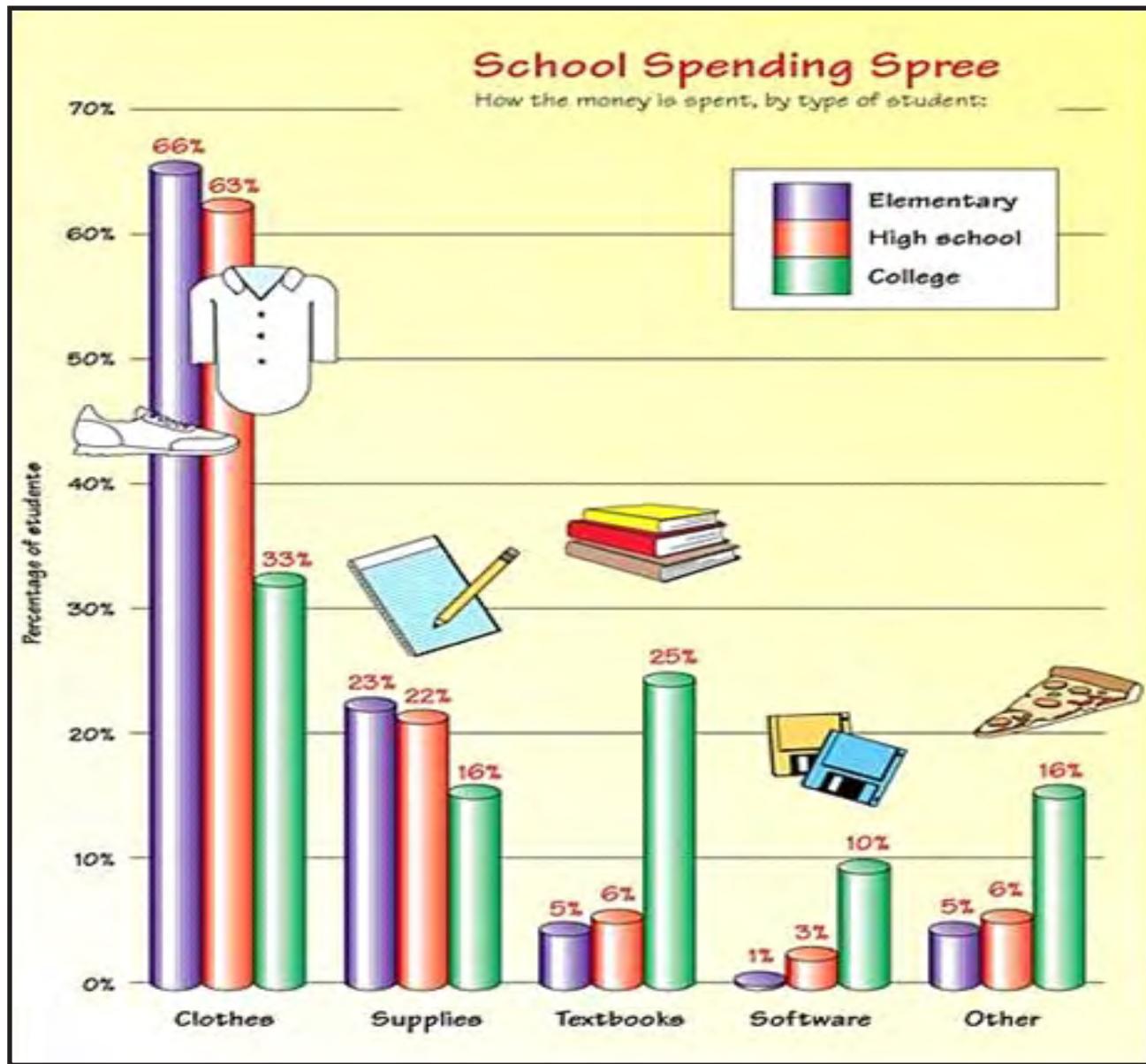
- i. The class result in English, Urdu, Mathematics
- ii. The range of marks
- iii. The number of students in the class

(Note: The graph can be used to compare the results of different sections of the same grade level. The graphs can be displayed in the class to serve as a motivation or challenge. It can be displayed in the school office as a record of performance/progress.)

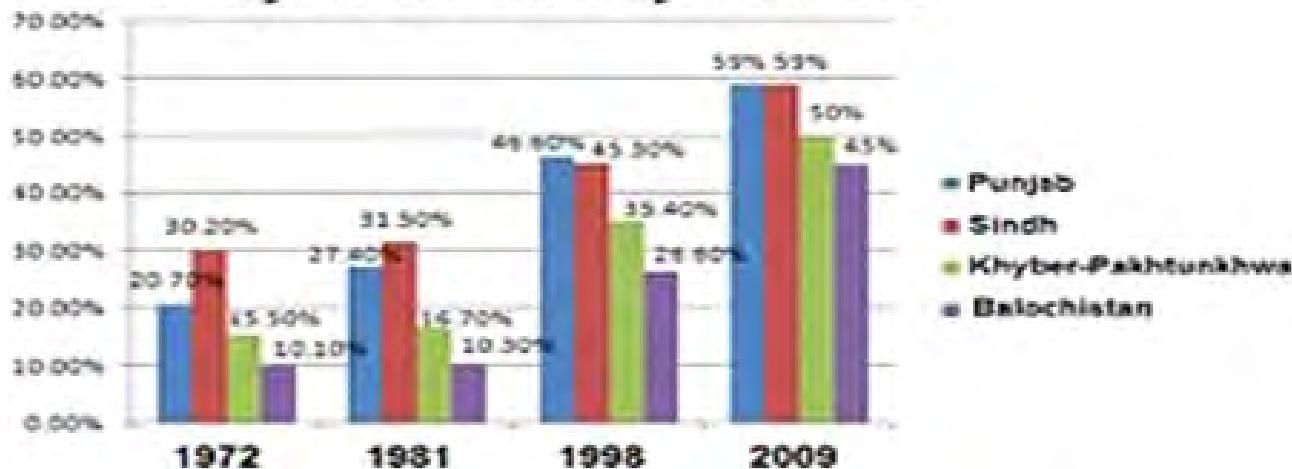
**Follow-up**

- Refer to the graphs given in the resource.
- Ask students to study the graphs and note down their findings in the form of points.
- Using this information, write an essay on *Literacy in Pakistan* or *The Importance of Education*.
- ***The essay can be completed as homework.***

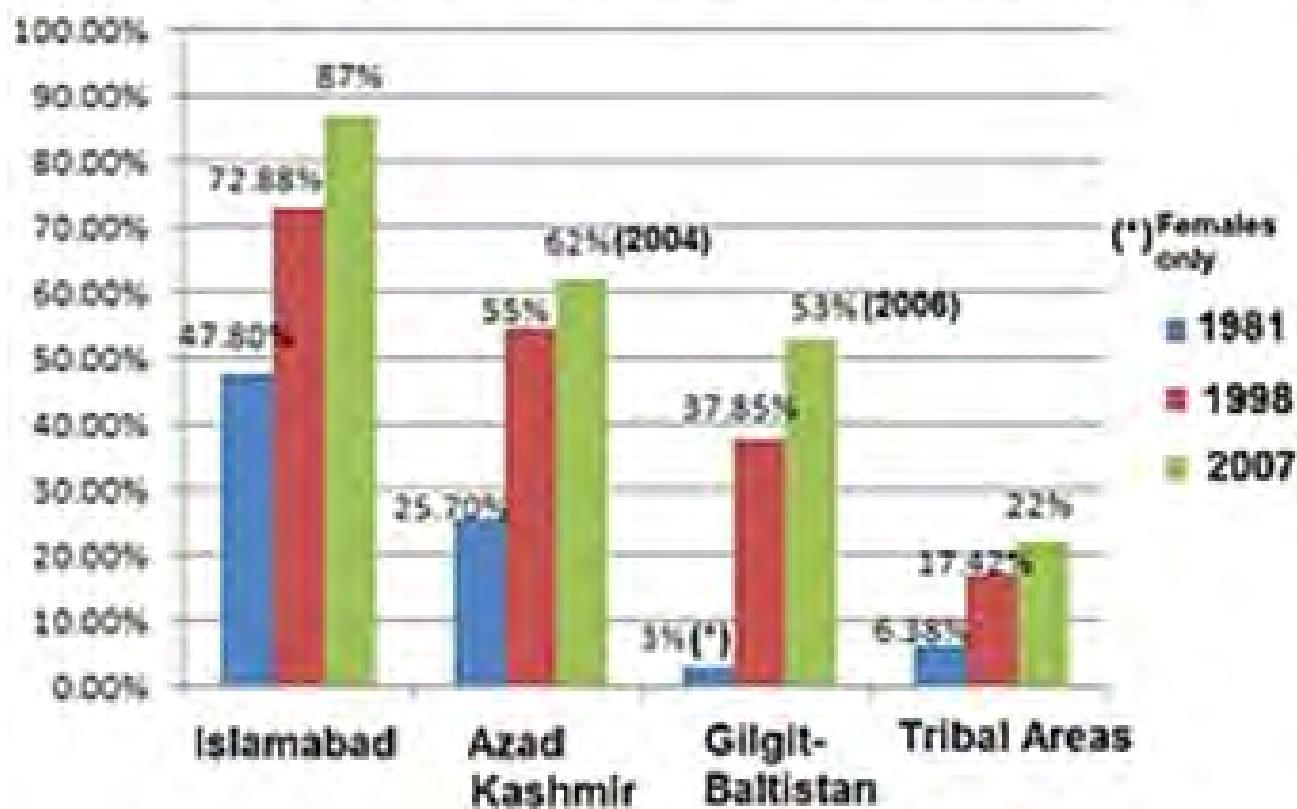




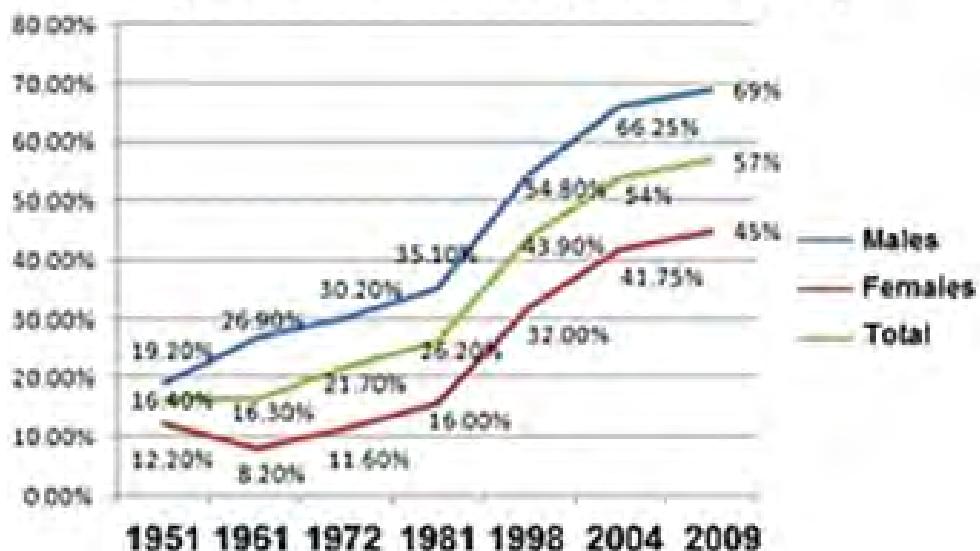
Literacy in Pakistan by Province



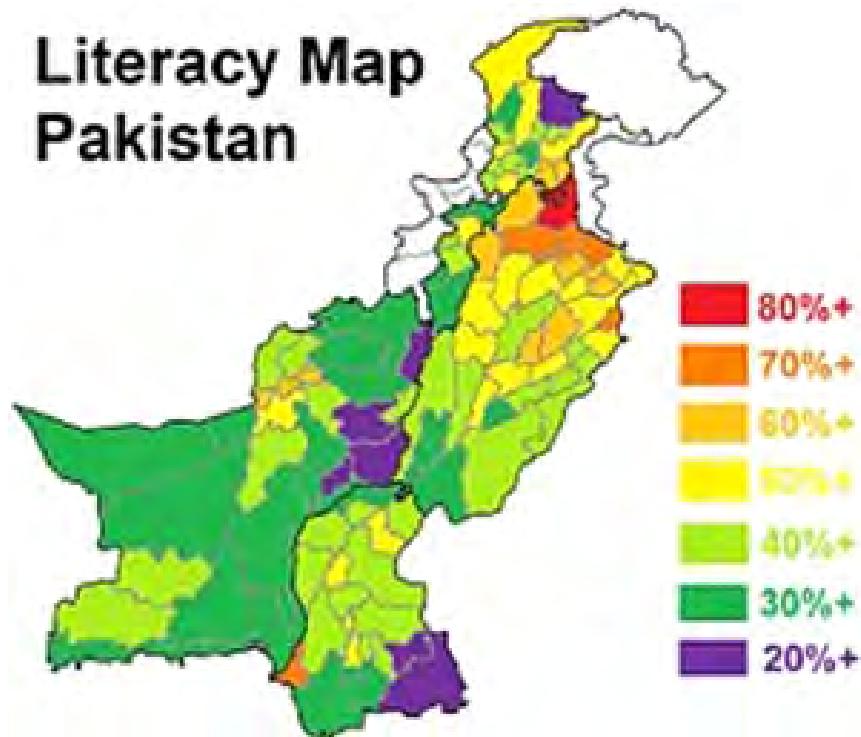
Literacy by Federal Areas - Pakistan



Literacy Rate Pakistan (1951 - 2009)



Literacy Map Pakistan



Glossary

| Words | Meaning (English) | Meaning (Urdu) |
|---------------------|---|---------------------------------|
| aerobic | physical exercise | کڑی ورزش |
| biography | a written account of a person's life | سوائج حیات |
| catalogue | a list of records | نہرست |
| courteous | polite | شاکستہ، ہادب |
| chronological order | series of events happening one after the other in time | تاریخی واقعات کے اعبار سے ترتیب |
| climax | the highest point of events in the story | نقطہ عروج |
| coherence | the situation in which all the parts of something fit | مربوط |
| | together well | |
| credible | that can be believed or trust | ماننے کے قابل یقین، معتبر |
| confront | to deal with a problem or difficult situation | آنے سامنے رہنا، سینہ زودی کرنا |
| concede | to admit that something is true | ماننا، تسلیم کرنا |
| cohesion | the act or state of keeping together | باہمی جماؤ، میجا |
| decline | to decrease | کم ہونا |
| elicit | to bring out / draw | ٹکالنا/ ابھارنا |
| exert | to put on effort | زور لگانا |
| evoke | to bring a feeling, a memory or an image to your mind | تازہ کرنا |
| fiction | something imagined | افسانہ |
| figurative language | a language used in a way different from the usual meaning | مثال، علاقتی، بطور استفادہ |
| hypothesis | assumption | مفروضہ |

| Words | Meaning (English) | Meaning (Urdu) |
|-------------|--|--|
| infer | conclude, understand | نتیجہ لکھنا |
| interviewee | the one who is interviewed | جس کا انٹرویو یو لیا جائے |
| integral | being an essential part of something | ضروری |
| indentation | space further from the margin to start a new paragraph | سطر کے شروع میں کچھ چلہ چھوڑنا |
| lapses | duration of time | کچھ وقت گز رجانا |
| ministerial | ministry of service | وزارت کے متعلق |
| narrative | story or account of events | کہانی |
| predictable | fortell | قابل پیش گوئی |
| precautions | safety measures | احتیاطی تدابیر |
| parmesan | italian cheeze | اطالوی پنیر |
| recipient | a person who receives | وصول کننده |
| report | relation in which people understand each other very well | تعلق |
| reflect | to ponder / think | خور کرنا |
| refute | to prove that something is wrong | تزوید کرنا، جھپٹانا بزریعہ دلیل رد کرنا |
| residential | an area with many houses | رہائشی مکانات پر مشتمل علاقہ |
| skim | ready quickly | جلدی سے پڑھنا |
| secure | safe | محفوظ |
| terrific | great | زبردست |