

Based on National Curriculum of Pakistan 2022-23

Textbook of **English**

Grade **10**

National Curriculum Council
Ministry of Federal Education and Professional Training



National Book Foundation
as
Federal Textbook Board
Islamabad

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A Textbook of English for Grade 10
based on National Curriculum of Pakistan (NCP) 2022-23

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Preface

Text Book of Grade 10: An Introduction to the structure and purposes.

This book is second book of the group of four textbooks (IX-XII) developed on a similar pattern and in accordance with National Curriculum of Pakistan IX-XII (NCP) 2022. This book is aimed to provide students of elementary grades with a range of activities to help them achieve students learning objectives of their appropriate age/grade. The book provides the students with a range of fiction and non-fiction texts which are acquired from both authentic sources as well as exclusively produced for this age group of Pakistan students. The selection/development of contents of books has been purposely carried out in the context of multilingual communities where English is treated as second or third language.

This unique arrangement of textual materials provide a platform where students can improve their reading, writing, speaking and listening skills. Themes of the selected texts are selected in accordance with list of themes provided across the wide range of genre indicated in NCP. The ethical concepts embedded in the texts will engage students to think and relate with real concerns of their lives and reflect upon their own personality development towards a becoming a responsible citizen. This book is designed to provide a wide range of readings with a variety of local, national and international contexts which will enable students to learn about their identity and connection to the world. The variety of activities will help them to make these connections and to think critically.

This book is structured in a way to provide in-depth knowledge and exposure to different types/genres of literary texts. Units are grouped together in a section with a specific theme like narratives, poetry or drama. Each section has set of activities towards the end to engage the students in high order thinking skills, critical evaluation, differentiate and extended activities all set in the backdrop of contextual needs. Each unit begins with a pre-reading activity and have while reading activities to keep students engaged in the reading and help them in comprehension of the text. Each unit has a range of questions based on different stages of understanding and comprehension and students will have to answer questions based on reading for detail to reading for inferences and ideas. Use of dictionary and pronunciation is taught through direct and indirect usages of dictionary sources.

There is strong focus of writing activities and for that, a range of writing assignments are introduced which demand outcomes both as independent writers as well as in pairs/group work. The variety of writing assignments has been designed to expose students with different types of texts like informational texts, expository text and imaginative work of writing. Activities like role-plays, debates, one-minute speech, drama and poetry recitals are introduced to provide students with the opportunities of listening and speaking English. These activities are designed with special focus on listening and speaking for different audiences and different situations. The purpose of these activities is to provide backdrop to develop effective communication skills in English. The difficulty level of all activities is varied to cater for learning needs of students from multilingual backgrounds and multiple local/national context.

The targets of all planned activities can be achieved fully with an active support of teacher. Evidently all such activities shall require diligent effort of teacher to guide the students in appropriate manner as well as to provide them with continuous support. Activities requiring searching for additional information through library and/or online sources shall also need special assistance from teacher. This active support from the teacher shall help students to fully benefit from this purposely designed text book of English to acquire better English language skills.

Murad Ali Mohmand
Managing Director

Contents

S. No.	Units	Theme	Sub-Theme
1	Animal Rights in Islam: Showing Compassion	Nature and Natural resources	Connecting People and Nature
2	Cultural Festivals of Pakistan: Unity in Diversity	Travel and Tourism	Hospitality GIS application in tourism
3	Media Literacy in the Modern Age	Digital Globalization	Impact on culture and economy, MOOC (Massive Open Online Courses)
4	Thank You, Ma'am: (Langston Hughes)	Literature & Poetry	Human Relationships
5	Mother Nature (Poem)	Literature & Poetry	Nature (Poem)
6	How to Make Better Decisions About Your Career	Soft Skills/ Innovation	Decision making
7	The Alchemist	Tourism/Travelling	Self awareness
8	Blue (Poem)	Literature & Poetry	Human Relationships
9	The Menace of Drugs	Drug education	• drug education in school • refusal skills • prevention of drugs
10	Earth and Environment	Nature and natural resources	• Connecting People and Nature • Wildlife Vignette • Environment Matters
11	Adventure Sports	SDG-Millennium Development Goals	• Good Health and well-being
12	Importance of Life Skills	Soft skills	• Time management • Team work • Stress management
13	The Oyster and the Pearl (Play)	Soft skills	• Patience, perseverance, character development

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Foreword

Welcome to our Grade 10 English textbook, carefully crafted to foster critical thinking, creativity, and effective communication. This comprehensive resource encompasses diverse themes, literary works, and real-life applications, catering to the intellectual and emotional growth of young learners.

Significance of Units

1. **Animal Rights in Islam (Showing Compassion):** Promotes empathy, responsibility, and Islamic values.
2. **Cultural Festivals (Unity in Diversity):** Celebrates inclusivity, diversity, and cultural heritage.
3. **Media Literacy in the Modern Age:** Empowers critical thinking, discernment, and responsible media consumption.
4. **Thank You, Ma'am:** Explores themes of redemption, self-discovery, and mentorship.
5. **Mother Nature (Poem):** Encourages environmental awareness, appreciation, and stewardship.
6. **How to Make Better Decisions About Your Career:** Provides guidance on self-assessment, goal-setting, and career planning.
7. **The Alchemist:** Inspires self-discovery, perseverance, and spiritual exploration.
8. **Blue (Poem):** Explores emotions, symbolism, and creative expression.
9. **The Menace of Drugs:** Raises awareness about substance abuse, consequences, and prevention.
10. **Earth and Environment:** Emphasizes sustainability, conservation, and eco-responsibility.
11. **Adventure Sports:** Promotes physical activity, teamwork, and risk management.
12. **Importance of Life Skills:** Develops essential skills for success, resilience, and well-being.
13. **The Oyster and the Pearl (Play):** Illustrates patience, perseverance, and character development.

These carefully selected themes and literary works:

- foster empathy, critical thinking, and effective communication.
- encourage cultural understanding, diversity appreciation, and environmental awareness.
- develop essential life skills, career planning, and decision-making strategies.
- promote Islamic values, compassion, and social responsibility.
- explore complex themes, literary devices, and creative expression.
- prepare students for real-life challenges, opportunities, and responsibilities.

Upon completing this textbook, students will:

- demonstrate improved reading comprehension, writing, and communication skills.
- analyze literary works, themes, and poetic devices.
- develop critical thinking, empathy, and problem-solving abilities.
- appreciate cultural diversity, Islamic values, and environmental responsibility.
- cultivate essential life skills, career awareness, and decision-making strategies.

We hope this textbook inspires intellectual growth, creativity, and character development in our young learners.



ANIMAL RIGHTS IN ISLAM: SHOWING COMPASSION

Text type: Essay

Theme: Nature and Natural Resources

Subthemes: Connecting People with Nature

In this unit the students will be able to

- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:\
- Make inferences to draw conclusions from, e.g.
 - a. contextual information, b. writer's viewpoint, c. implied information
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide/assess reading
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- Provide an objective summary of fiction, non-fiction and poetry texts.
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively
- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Acquire and use appropriate words and phrases for reading, writing, speaking, and listening;
- Use all types of tenses correctly in speech and writing.
- Ensure each paragraph develops the main idea of the essay/piece of writing and topic sentence of each paragraph. Use the technique of hook, and lead-in sentences to develop the flow of thought.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- Write and critique (self/peer checking) the final draft after complete editing and proofreading.

Pre-Reading

Do you believe it's important to consider the well-being of animals? Why?

Animal rights are of paramount importance as they reflect our moral responsibility and compassion towards sentient beings that share our planet. Acknowledging and respecting the rights of animals is essential for fostering a harmonious coexistence. Animals, like humans, experience pain, joy, and the desire for a life free from unnecessary suffering.

Animal rights have been a subject of growing concern across the world, but Islam, as a comprehensive way of life, addresses this issue with a profound sense of compassion and responsibility towards all living beings. To understand the importance of animal rights in Islam, it is essential to examine the treatment of animals before the advent of Islam in the Arabian Peninsula.

In pre-Islamic Arabia, animals were often mistreated and viewed merely as property. The harsh desert environment and the nomadic lifestyle of the Arabs contributed to a lack

Killing a Bird for No Reason

Hazrat Muhammad Rasulullah ﷺ said:
"Whoever kills a small bird for no reason, it will beseech Allah on the Day of Resurrection saying:
'O Lord, so and so killed me for no reason. And he did not kill me for any beneficial purpose.'"

Sunan an-Nasa'i 4446

of awareness and sensitivity toward the welfare of animals. Exploitation, cruelty, and neglect were unfortunately prevalent practices. They used to tie animals together and kill animals in front of other animals. There were also customs where some body parts of animals were cut while they were still alive. It was also a tradition among some Arab tribes that when the owner or the rider of an animal died, his riding animal was tied to his grave and was starved to death.

The advent of Islam marked a transformative period in the treatment of animals. Numerous references in the Holy Quran and Hadith provide guidance on the ethical treatment of animals.

There are more than 200 Ayahs in the Quran dealing with animals and six Surahs of the Quran are named after animals or insects: Surat 2, Al Baqarah (The Cow); Surat 6, Al Anaam (The Cattle), Surat 16, Al Nahl (The Bees); Surat 27, Al Naml (The Ants); Surat 29, Al Ankabut (The Spider); and Surat 105, Al Fil (The Elephant). These verses highlight the interconnectedness of all living beings and emphasize the value and benefits that animals bring to human life.

"There is not an animal on the earth, nor a bird that flies on its wings, but they are communities like you." (Quran Surah Al-Inaam 6: Ayat38)

At another place Allah ﷻ says:

"And the grazing livestock He has created for you; in them is warmth and [numerous] benefits, and from them you eat." (Quran Surah An Nahl 16: Ayat5)

Hazrat Muhammad Rasulullah ﷺ as the final Rasool of Allah, exemplified and emphasized the importance of compassion and kindness towards animals. Hazrat Muhammad Rasulullah once said, "Whoever is kind to the creatures of Allah (ﷻ), he is kind to himself." (Sahih Bukhari). Once Hazrat Muhammad Rasulullah ﷺ passed by a man who was dragging a sheep by its ear, He ﷺ said: 'Leave its ear and hold it by the sides of its neck'. Pulling an animal by the ears is

more painful than pulling it by the neck. Hazrat Muhammad Rasulullah ﷺ forbade beating animals on the face as the face is more sensitive than other parts, hence it is painful to the animal. It is reported that He ﷺ disliked making animals fight each other. When animals fight, they hit each other with full strength that causes pain to both the fighting animals.

Rasullah ﷺ forbade mutilating animals. Mutilating is an act that is disliked even today. It is painful when using hot iron or other such techniques.

‘May the curse of Allah be on the one who treats an animal harshly.’

Hazrat Muhammad Rasulullah ﷺ

A man said to Hazrat Muhammad Rasulullah ﷺ that he was going to slaughter a sheep and then felt sorry for the sheep. The Hazrat Muhammad Rasulullah ﷺ said twice, ‘Since you showed mercy to the sheep, Allah will show mercy to you’.

Hazrat Abd al-Rahman bin ‘Abd Allah ؓ quoted his father as saying: “When we were on a journey with Rasullah ﷺ and he had gone to relieve himself, we saw a bird with two young ones. We took the young ones. The bird came and began to spread out its wings. Then Hazrat Muhammad Rasulullah ﷺ came and said, “Who has pained this bird by the loss of her young baby bird? Give her young ones back to her.”

Narrated Hazrat Abdullah ibn Abass: ؓ “Hazrat Muhammad Rasulullah ﷺ prohibited to kill four creatures: ants, bees, hoopoes, and sparrow-hawks. On another occasion, He ؓ stated, “A woman was punished in Hell because of a cat which she had confined until it died. She did not give it to eat or to drink when it was confined, nor did she free it to eat the insects of the earth.” (Sahih Muslim)

Once, while on a journey, Hazrat Muhammad Rasulullah ﷺ came across a dog with a broken leg. He ﷺ instructed his companions to find the owner of the dog and provide it with food and water. This incident exemplifies the Hazrat Muhammad’s Rasulullah ﷺ concern for the welfare of animals, even in seemingly minor situations.

There is a well-known story where a camel complained to the Hazrat Muhammad Rasulullah ﷺ about the mistreatment it endured. He ﷺ took immediate action, demonstrating that animals have the right to be treated with dignity and care. These Hadiths underline his teachings on kindness and responsibility towards animals, emphasizing that cruelty towards them is considered a grave offense.

Islam’s teachings on animal rights are not confined to a particular time or place. They provide a timeless and universal framework for ethical behaviour towards animals. In today’s world, where industrialization and modern practices can sometimes lead to the mistreatment of animals, Islamic principles offer guidance on responsible stewardship. Islam not only takes care of the mankind but the animals also. Hazrat Muhammad Rasulullah ﷺ decreed that animals shall be treated in a good manner. As they are the part and parcel of the human society, hence they shall be treated humanely in all aspects of their lives.

Post Reading:

If you have a pet or any domestic animal at home, how should you treat it?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
sentient	able to perceive or feel things
intricately	in a very detailed or complicated manner
coexistence	the action or condition of living together in harmony
imperative	of vital importance; crucial
exploitation	the action or fact of treating someone unfairly in order to benefit from their work
inextricably	in a way that is impossible to disentangle or separate
staunch	loyal and committed in attitude
advent	the arrival of a notable person or thing
prevalent	widespread in a particular area at a particular time
stewardship	the responsible planning and management of resources

2. Reading and Critical Thinking Skills

A. Read the unit carefully and answer the following questions.

- Provide examples of prevalent practices of mistreatment of animals in pre-Islamic Arabia mentioned in the passage.
- How many ayahs in the Quran are dedicated to dealing with animals, and what are some Surahs named after animals or insects?
- According to the Quran, what interconnectedness among living beings is highlighted, and what benefits do animals bring to human life?
- What are some teachings of Hazrat Muhammad Rasulullah ﷺ regarding the treatment of animals, as mentioned in the passage?
- Provide examples from the passage where Hazrat Muhammad Rasulullah ﷺ

prohibited certain actions towards animals and the reasoning behind these prohibitions.

- vi. How does Islamic teachings on animal rights offer a timeless and universal framework?
- vii. How do Islamic principles direct ethical treatment of animals in today's industrialized and modern world?
- viii. Can you share any personal experiences where you acted kindly toward an animal, or witnessed someone else doing so?
- xi. In today's world, where animal mistreatment is still common, what actions can we take individually or as a community to ensure animals are treated ethically?

Topic sentence and Supporting Sentences:

The most important sentence in your paragraph is the topic sentence, which clearly states the subject of the whole paragraph. The topic sentence is usually the first sentence of the paragraph because it gives an overview of the sentences to follow. The supporting sentences after the topic sentence help to develop the main idea. These sentences give specific details related to the topic sentence. A final or concluding sentence often restates or summarizes the main idea of the topic sentence.

It is important to locate the topic sentence as it guides the reader through the paragraph.

Effective Topic Sentences

An effective topic sentence:

- informs the reader of the subject/main theme that will be discussed in the paragraph
- stresses the writer's point of view or attitude
- intrigues the reader to continue reading
- creates a sense of action
- is not vague, rambling, too narrow or too broad

Example:

In today's fast-paced digital age, the impact of social media on interpersonal relationships is unquestionable. Social media platforms have transformed the way we connect, providing direct communication and breaking down geographical barriers. As people spend more time online, face-to-face interactions decrease. Despite its advantages, excessive social media usage can lead to isolation and a superficial sense of connection. **In conclusion, recognizing the nuances of social media's influence allows us to foster genuine connections while navigating the complexities of modern communication.**

From the above passage we can see that:

The Topic Sentence or opening sentence clearly establishes the main theme of the paragraph: *the impact of social media on interpersonal relationships in the contemporary digital age*. The term "unquestionable" adds emphasis, immediately signaling the author's stance.

Supporting Sentences:

The next few sentences explore the specific aspects of social media's influence on connections. They discuss the transformation of communication, the breakdown of geographical barriers, and the decrease in face-to-face interactions as people spend more time online. Each supporting sentence builds on the previous one, offering a cohesive flow of information and showing different sides of the topic.

Concluding Sentence:

The concluding sentence provides a brief summary of the paragraph's main points. Usually it has transitional devices of conclusion used including ***“to conclude, in conclusion, to summarise, hence, finally”***, etc.

Read the passage given below from the unit and identify the topic sentence, supporting details and concluding sentence.

Islam's teachings on animal rights are not confined to a particular time or place. They provide a timeless and universal framework for ethical behavior towards animals. In today's world, where industrialization and modern practices can sometimes lead to the mistreatment of animals, Islamic principles offer guidance on responsible stewardship. Islam not only takes care of the mankind but the animals also. Hazrat Muhammad Rasulullah ﷺ decreed that animals shall be treated in good manners. As they are the part and parcel of the human society, hence they shall be treated humanely in all aspects of their lives.

Identifying Writer's Viewpoint

A writer's viewpoint, also known as *author's perspective*, is the way the writer sees or feels about the subject they're writing about. It's shaped by their personal beliefs, experiences, and attitudes.

For example, read these two paragraphs on the topic “Role of Social Media”

Viewpoint 1	Viewpoint 2
Social media is a powerful tool that connects people worldwide, enabling instant communication and sharing of ideas. It promotes creativity and encourages collaboration among users of all ages. With platforms like Instagram and Twitter, students gain access to a wealth of knowledge and inspiration, making learning more interactive and enjoyable than ever before.	Social media is a harmful distraction that isolates people and disrupts meaningful connections . Instead of focusing on real-life interactions, young users waste valuable time on trivial content. The constant exposure to unrealistic images and misinformation can damage self-esteem and cause anxiety , making social media a dangerous influence on today's youth.

Now follow the given points:

Analyzing Word Choice and Tone: Examine specific words and tone. For instance, ask yourself:

- "What words or phrases suggest the author feels positively or negatively?"
- "How does the author describe the benefits or drawbacks of social media?"

In the above given example, contrasting words and phrases, like "powerful tool" vs. "harmful distraction," or "promotes creativity" vs. "wastes valuable time," reveal each writer's viewpoint.

Using Graphic Organizers: Fill out a graphic organizer with headings like *Topic*, *Author's Purpose*, *Tone*, *Key Words/Phrases*, and *Viewpoint*. This will help in organizing the thoughts and see how all these elements contribute to the writer's viewpoint.

Influence of Viewpoint on Writing Style: A writer's viewpoint often shapes their writing style. For instance, a writer passionate about environmental issues may use *persuasive language* to convince readers, while someone more skeptical might focus on factual, *detached language*.

Q. Now choose topics like *homework* or *school uniforms*. Work in pairs and write passages with contrasting viewpoints on these topics and discuss each writer's perspective.

3. Vocabulary and Grammar

A. Synonyms and Antonyms:

a) Replace the given words with their appropriate synonyms:

- | | | | |
|--------------------------------|-------------------------|-----------------------|-------------------------|
| i. "paramount importance" | a. supreme significance | b. irrelevance | c. low priority |
| ii. "compassion": | a. passion | b. empathy | c. compulsory |
| iii. "harmonious coexistence": | a. musical existence | b. peaceful existence | c. harmful existence |
| iv. "sentient beings": | a. satisfied | b. stationary | c. feeling organisms |
| v. "unnecessary suffering": | a. avoidable pain | b. needed distress | c. obligatory suffering |

b) Identify antonyms of the given words:

- | | | | |
|------------------------------------|-----------------|----------------|-------------------|
| i. "acknowledging": | a. neglecting | b. embracing | c. appreciating |
| ii. "compassion": | a. indifference | b. sympathy | c. empathy |
| iii. "essential": | a. dispensable | b. significant | c. vital |
| iv. "intricately linked": | a. disconnected | b. unified | c. interconnected |
| v. Find an antonym for "profound": | a. superficial | b. deep | c. intense |

B. Concrete vs Abstract Nouns:

Concrete nouns and abstract nouns are categories of nouns based on physical existence. All nouns are either concrete or abstract, but never both at the same time.

What are concrete nouns?

Concrete nouns describe physical things that can be sensed: seen, touched, heard, smelled, or tasted. Most nouns are concrete nouns—for example, rocks, butterflies, grandmothers, and the Great Wall of China. Even invisible things, including air (which can be felt) and music (which can be heard), are concrete nouns. Microscopic things, such as bacteria and atoms, are also concrete nouns because they exist in the physical world.

What are abstract nouns?

Abstract nouns are nonphysical things that cannot be sensed. These are ideas, emotions, and other intangible things that exist in our minds instead of in the physical world. For example, intelligence and education are abstract nouns because they're immaterial concepts.

Abstract nouns have many different categories, but some of the most common include these:

- **Emotions/feelings:** nouns that describe a mental state or mood, such as anger and comfort
- **Characteristics:** nouns that describe a personality trait, feature, quality, virtue, or vice, such as bravery, elegance, honesty, boldness
- **Philosophical concepts:** nouns that describe complex ideas of logic, principle, or ideals, such as morality, socialism, fairness

Q: Identify six abstract and six concrete nouns from the given passage:

Love is like a cozy blanket, wrapping us in warmth. Intelligence is like a bright bulb, guiding us through darkness. Loyalty is a sturdy bridge, connecting hearts. Peace is a beautiful flower, adding beauty of the world. Together, they form a beautiful harmony that everyone deserves to experience.

C. Noun Phrase

A noun phrase, as the term suggests, is a group of two or more words that functions like a noun when put together. Like a noun, a noun phrase can also take the place of a subject or an object. According to the Oxford Learner's Dictionary, a noun phrase is defined as "a word or group of words in a sentence that behaves in the same way as a noun that is, as a subject, an object, a complement, or as the object of a preposition."

Example:

Noun Phrase as a Subject: The bright sun in the sky warmed the entire playground during recess.

Noun Phrase as an Object: The students admired the colourful artwork on the classroom walls.

Noun Phrase as complement: Javaid is the man with a beard.

Components of a Noun Phrase

A noun phrase can consist of,

- A noun, a conjunction and a noun:

Rizwan and Salim are from Karachi.

Music and dance interests me more than anything else does.

Schools and offices have been shut down due to the heavy rains.

ii. Agerund and a noun:

Reading books is my favourite pastime. (Noun phrase used as subject)

Listening to music is her hobby. (Noun phrase used as subject)

The only thing my brother does not like to do is solving trigonometric equations.

iii. An article, an adjective and a noun

The new girl became known to the whole school in just a day.

A three-legged puppy was found at the corner of the street last week.

My father bought my brother a smart watch for his birthday.

We finally visited the well-known museum of arts today.

iv. An article, a noun and a prepositional phrase

The building near the bus stand was taken down in order to expand the roads.

The hypermarket at the end of the street is being renovated.

Did you meet the boy from London?

Nobody seemed to know the way to the passport office.

v. Demonstrative adjective and a noun

These books belong to Suleman.

That building is where I live.

What are you going to do with those oranges?

Are you thinking of buying this dress?

Q. Identify the noun phrases from the sentences given below. Remember, that the noun phrase can be the subject or the object of the sentence.

i. Have you ever visited Paris or Spain?

ii. Tahir and Anum are my cousins.

iii. Did you find the two-storeyed building on the fifth street?

iv. Pasta and cake seem to be my sister's newly-found favourite food.

v. Neha helped her sister in finding the missing word in the puzzle.

vi. Did you find the answer to the question?

vii. Those shoes are torn; I don't think I can use them anymore.

viii. Asim and Sonia will be moving to Germany next year.

ix. Shaan was not able to finish the box of chocolates.

x. Do you know who was looking for this bag?

E. Past Continuous Tense

The past continuous tense is used to describe actions or events that were ongoing or in progress at a specific point in the past. It is formed by using the past tense of the auxiliary verb "to be" (was/were) and adding the present participle (-ing form) of the main verb.

Structure: Subject(I/he/she)+ was/were+ present participle (-ing form of the verb)

Examples:

- She was studying when the phone rang.
- We were playing soccer at 4 o'clock yesterday.
- While I was working, they were chatting in the next room.
- It was raining heavily when they left.

Where to use Past Continuous Tense:

Describing ongoing actions in the past.	She was reading a book when the earthquake occurred
Expressing simultaneous actions in the past.	While I was cooking, my friend was watching TV.
Indicating a temporary situation or background action.	He was sleeping when the guests arrived.

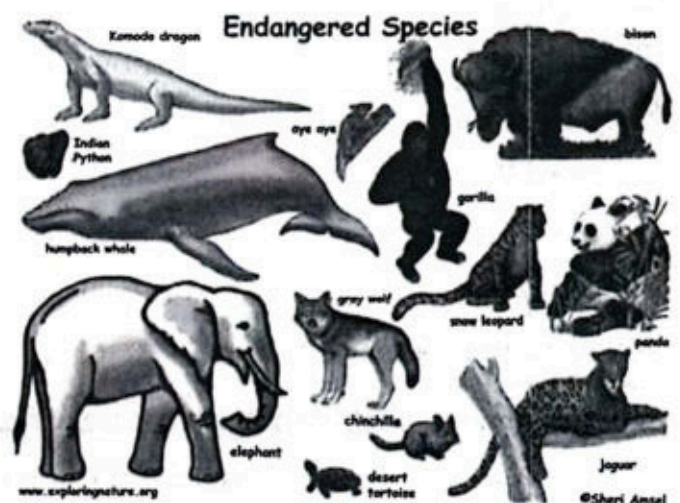
Q. Read the passage below and fill in the blanks with the appropriate form of the verbs in the past continuous tense.

Last night, while I _____ (cook) dinner, my friends _____ (play) board games in the living room. The rain _____ (pour) outside, and thunder _____ (rumble) in the distance. Suddenly, the lights went out, and we _____ (use) candles for the rest of the evening. As I _____ (prepare) the meal, my friends _____ (tell) funny stories, and we all _____ (laugh) together.

4. Oral Communication skills

Guardians of the Wild: Animal Rights and Conservation"

Students will engage in a research-based discussion on the importance of animal rights and the role of humans in taking care of animals. Students will explore various aspects of animal rights, the impact of human activities on wildlife, and the measures that can be taken to ensure the well-being of animals.



D. Past Indefinite Tense

The Past Indefinite Tense, also known as the Simple Past Tense, is used to describe actions that were completed at a specific point in the past. It is often associated with a definite time frame or a sequence of events that took place and concluded in the past.

Structure:

The structure of the Past Indefinite Tense is formed differently for regular and irregular verbs.

For Regular Verbs:

Subject + Base Form of the Verb + -ed

Example:

- She walked to the store yesterday.
- They studied for the exam all night.

For Irregular Verbs:

Subject + Past Form of the Verb

Example:

- He ate lunch at noon.
- We drove to the mountains last summer.

Where to use Past Indefinite Tense:

	Usage	Example:
Completed Actions	to express actions that started and ended in the past.	She finished her homework before dinner.
Series of Completed Actions	to describe a sequence of events that happened in the past.	They arrived, unpacked, and settled into their hotel room.
Past Habits	to talk about habitual actions or states in the past.	Every morning, he went for a run in the park.
Interrupted Actions	to describe an action that was ongoing in the past but was interrupted by another event.	I was reading a book when the phone rang

Q. Read the following passage and note the verbs:

"The sun is shining brightly, and birds are singing in the trees. Sarah walks to the market and buys fresh vegetables for dinner. Later, she meets her friends at the cafe, and they talk for hours. In the evening, she watches a movie and goes to bed."

Q. Change the verbs into the Past Indefinite Tense.

"The sun _____ brightly, and birds _____ in the trees. Sarah _____ to the market and _____ fresh vegetables for dinner. Later, she _____ her friends at the cafe, and they _____ for hours. In the evening, she _____ a movie and _____ to bed."

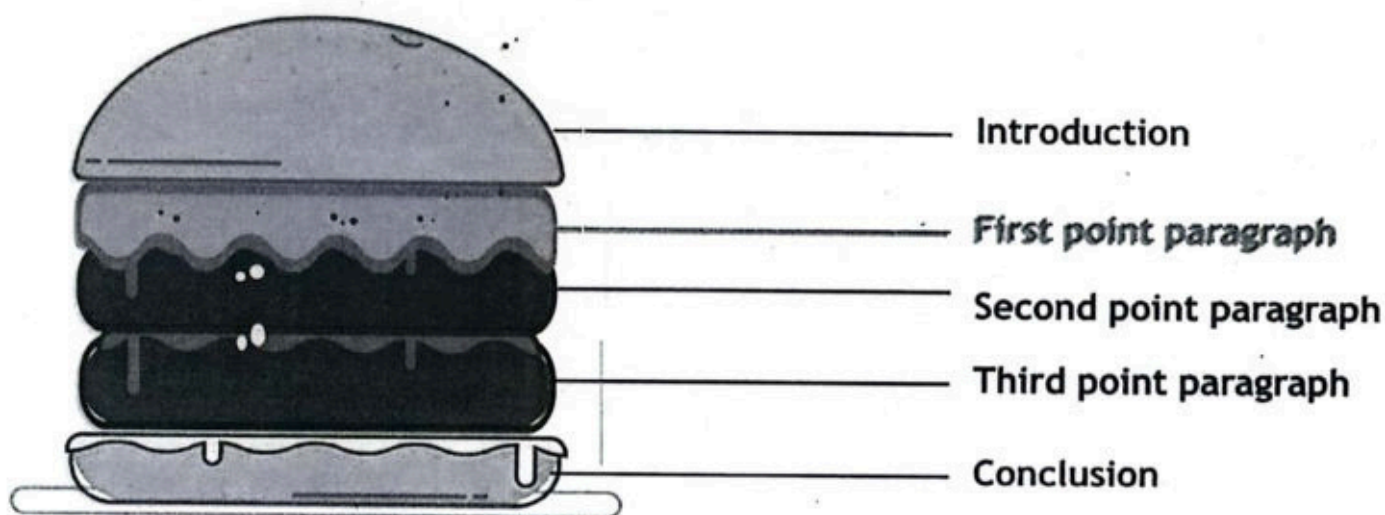
Activity

- Students will discuss a list of specific sub-topics related to animal rights and conservation:
 - ✓ endangered species,
 - ✓ ethical treatment of animals,
 - ✓ impact of deforestation on animals and birds,
 - ✓ Illegal wildlife trade.
- Students will choose one sub-topic for their research. They can use both online and library resources to gather information.
- In pairs or individually, students will prepare a short presentation (3-5 minutes) summarizing their chosen sub-topic.
- The teacher must emphasize the importance of including facts, statistics, and examples to support their points.

5. Writing Skills

A. Structure of an Essay:

Have a clear topic sentence. Provide related supporting sentences. Make a new paragraph whenever you take up a new point. Have a proper concluding sentences with supporting sentences.



Sample essay:

Trees are essential to life, providing numerous benefits to humans, animals, and the environment. They not only supply oxygen but also improve air quality, making them vital for a healthy planet.

Introduction

Firstly, trees combat climate change by absorbing carbon dioxide, reducing greenhouse gases that contribute to global warming. This helps create a stable climate.

1st point paragraph

Secondly, trees provide shelter and food to countless species, supporting biodiversity. Forests are homes to various animals, insects, and plants that rely on trees to survive.

2nd point paragraph

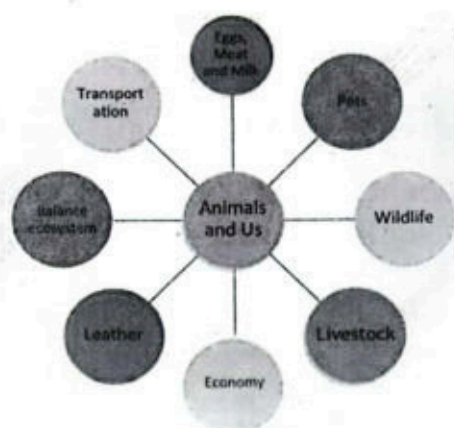
Lastly, trees offer resources like fruit, wood, and medicines. They are an invaluable natural resource we must protect.

3rd point paragraph

To conclude we can say that trees are crucial for sustaining life on Earth. Protecting and planting trees ensures a healthier, more balanced ecosystem.

Conclusion

- i. Write an essay on "The Role of Animals in our lives"
Use the mind map given below.



- ii. How would you respond if you discover your friends engaging in the teasing of an animal or encounter an animal in distress?
- iii. Select and write few verses from the Holy Quran about animals.

B. Summary writing:

Summary writing is the process of condensing a longer text's main ideas into a shorter version, capturing the key points and maintaining the original meaning in a concise form. Follow the following steps to write a good summary:

Read Carefully:

Begin by reading the passage attentively to understand its main ideas. Identify key information and important details.

Highlight Topic Sentences:

Highlight or underline the main points and significant details. Focus on the essential elements that convey the central message.

Condense Information:

Summarize the passage in your own words, condensing the information while retaining the core meaning. Avoid unnecessary details and use connecting words.

For Example:

"The trees, which are located in the forest, provide a habitat for countless species. They offer both shelter and food for animals. They help to maintain biodiversity in the ecosystem."

Concise sentence:

"Forest trees **not only** provide habitat, food, and shelter for species, **but also** support biodiversity."

Organize Structure:

Arrange the summarized information in a logical order, maintaining a clear and coherent structure. Start with the most important points and follow a sequential flow.

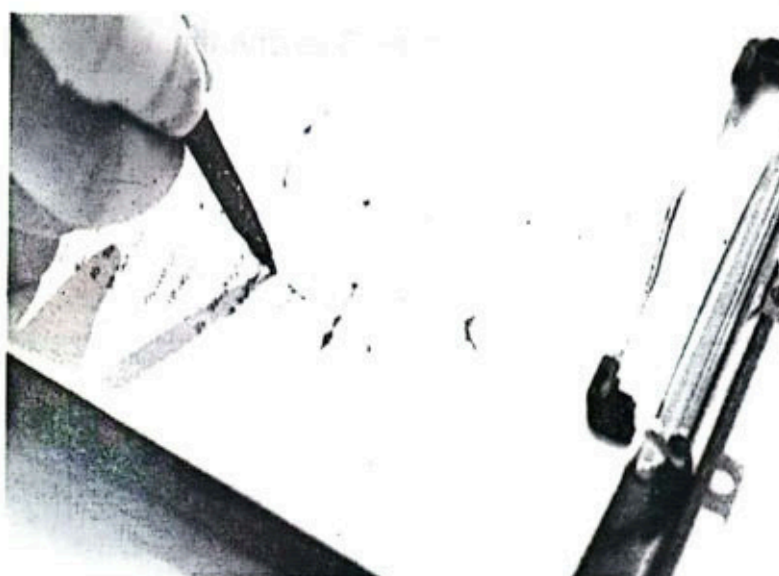
Review and Revise:

Review your summary to ensure accuracy and clarity. Make revisions as needed, checking that your summary captures the main ideas of the passage in a concise manner.

- Now keeping the above points in mind, write the summary of the chapter.

C. Proofreading and Editing:

For students, editing and proofreading written work is crucial since it guarantees the coherence, accuracy, and clarity of their writing. Through this procedure, students can identify and fix spelling, grammatical, and punctuation mistakes, improving the overall quality of their work. Additionally, it enhances the logical flow and organization of their stories or arguments, resulting in more persuasive and expert writing.



Q. What to look for during proofreading and editing?

- **Review Structure and Organization:** Ensure your writing has a clear introduction, body, and conclusion. Check if each paragraph has a clear main idea.
- **Check for Clarity and Conciseness:** Simplify complex sentences. Remove unnecessary words or repetitive phrases.

For example:

"The reason why forests are so important is because they play a critical role in supporting wildlife, providing clean air, and helping to regulate the climate, all of which are essential for maintaining a healthy environment."

The above passage can be simplified as:

"Forests are essential for wildlife, clean air, and climate regulation, supporting a healthy environment."

Proofreading Process

BIG PICTURE

- Content
- Structure
- Clarity
- Style
- Referencing

SMALL PICTURE

- Consistency
- Spelling
- Grammar
- Punctuation
- Sentence and Paragraph Length
- Repetition

- **Focus on Sentence Variety:** Ensure sentences are complete and avoid very long sentences. For example, instead of "She enjoys reading books. She also likes watching documentaries. In her free time, she writes in her journal."

Revised and edited: "She enjoys reading books, watching documentaries, and journaling in her free time."

- **Examine Word Choice:** Use precise and appropriate vocabulary. Replace vague words with specific ones.

For example, "The event was very good and attracted a lot of people from various places."

Improved Word Choice: "The event was successful, attracting a large crowd from diverse locations."

- **Correct Grammar and Punctuation:** Look for common errors like subject-verb agreement, verb tense consistency, and pronoun usage. Check punctuation marks for proper placement and usage.
- **Check Spelling:** Use spell check tools, but also read through your work to catch any misspelled words that spell check might miss.
- **Review Formatting:** Ensure your work follows the required format (font size, margins, headings, etc.).
- Use the symbols given in the picture to mark the mistakes so you know what needs to be changed.
- Now proofread and edit the written work focusing on the above mentioned points.



Editing Marks

Mark	Description	Example
	FIX SPELLING	You are <u>lucky</u> .
	ADD	The dog loudly [^] barks.
	REMOVE	The ride was very very scary.
	ADD PUNCTUATION	I am at home.
	CAPITALIZE	I live in <u>W</u> isconsin.
	LOWER-CASE	I see a brown <u>b</u> ear.
	FAVORITE PART	I was so excited my vacation finally began.

Teacher's Point

- Help the students to read the passage and ask while reading questions.
- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of nouns in previous grades
- Recapitulate the tenses done in previous grades.
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.

CULTURAL FESTIVALS OF PAKISTAN: UNITY IN DIVERSITY

Text type: Blog

Themes: Tourism and Travel

Subthemes: GIS Application in Tourism, Hospitality

In this unit the students will be able to

- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: Interpersonal texts (e.g. informal and formal letters, notices, emails)
- Make inferences to draw conclusions
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide/assess reading
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively
- Apply skimming and scanning strategies for relevant information. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity.
- Use all types of tenses correctly in speech and writing.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- Follow the steps of the process approach to plan for writing a paragraph: brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- Use hyphens (hyphenated nouns and adjectives) in words, letter string.

Pre-Reading

Which festival, mela, Urs is celebrated in your area? How do you celebrate it?

Cultural Festivals of Pakistan: Unity in Diversity

Countries all over the world have diverse festivals rooted in history, culture, and beliefs, reflecting their unique identities. These celebrations often mark significant events, honor traditions, and strengthen social bonds. Festivals serve as expressions of cultural richness, fostering unity and providing a platform for communities to celebrate shared values, heritage, and spirituality.

Pakistan is a land of diverse cultures and traditions. The country is home to various cultural festivals that reflect its rich heritage and history. From the colourful Jashn e Baharraan festival to the traditional Shandur Polo Festival, Pakistan offers a wide range of cultural festivities that attract visitors from all over the world. In this blog, we will discuss some of the most popular cultural festivals in Pakistan.

1) Jashn-e-Baharaan

Jashn-e-Baharaan is a spring festival celebrated in Pakistan, especially in the Punjab region. The festival is also known as the "Kite Festival" as people fly kites of various colours and shapes during the event. Jashn-e-Baharaan marks the beginning of the spring season and is celebrated with great enthusiasm and energy. The festival includes various cultural activities, including flower exhibitions, musical concerts, cultural dances and stalls of traditional food.



2) Shandur Polo Festival

Shandur Polo Festival is an annual cultural event held in the Chitral district of Khyber Pakhtunkhwa province. The festival is held at the Shandur Pass, which is located at an altitude of 3,734 meters above sea level. The event features a traditional polo match played between the teams of Chitral and Gilgit. The festival also includes traditional dance performances, music, and food. People from all over the world come to attend this special festival.



3) Kalash Festival

Kalash Festival is a three-day cultural event held in the Kalash Valley of the Chitral district. The festival is celebrated by the Kalash people, who are a unique ethnic group in Pakistan. It's a vibrant event, symbolizing the preservation of Kalash identity amidst changing times. Held annually, it involves colourful rituals, traditional dances, and music. The festival reflects the Kalash community's ancient customs and beliefs, often centered around



agricultural cycles and spiritual connections. The event is held to welcome the spring season. It's a time of joyous festivities, bringing people together to honor their heritage. The Kalash Festival is not only a celebration of cultural identity but also an opportunity for the community to pass down traditions from one generation to the next.

4) Sibi Mela

Sibi Mela is a prominent festival in Balochistan, Pakistan, celebrated annually in February. This lively event serves as a platform for showcasing the rich cultural heritage of the region. The festival attracts people from diverse backgrounds who engage in traditional dances, folk music, and vibrant performances. Sibi Mela holds significant economic importance, functioning as a bustling marketplace for livestock and handicrafts. It's a time when Balochi traditions and crafts take center stage, fostering community bonds and preserving cultural identity. The festivities not only entertain but also contribute to the socio-economic fabric of Balochistan, making Sibi Mela a vital cultural and economic event.



While-reading

What is the economic importance of Sibi Mela?

5) Nowruz

This festival is like the Nowruz of Iran, Afghanistan, and Central Asia. In Chitral, Gilgit, and Baltistan, Nowruz is celebrated as a socio-religious festival from the 21st to the 23rd of March. The celebration lasts for weeks.

In Baltistan, the main features of Nowruz include distributing coloured eggs to friends and family

and polo matches. Children and women dress up in new clothes to greet each other.

Particular congregations are held in different towns where special prayers are offered for the country's prosperity. In the Hunza district, the Nawroz festival starts off with agricultural activities as people begin to plough their fields.



6) Sindhi Cultural Day

Sindhi Cultural Day is a popular Sindhi cultural festival. It is celebrated with traditional enthusiasm to highlight the centuries-old rich culture of Sindh. The day is celebrated each year on the first Sunday of the month of December. It's widely celebrated all over Sindh, and amongst the Sindhi diaspora population around the world. Sindhis celebrate this day to demonstrate the peaceful identity of Sindhi culture and celebrate their rich heritage.

People gather in all major cities of Sindh to arrange various activities. Literary (poetic) gatherings, musical concerts, seminars,



While-reading

What is an Ajrak? Mention some prominent colours of Ajrak?

lecture programs and rallies are organised. On this occasion people wear Ajrak (traditional block printed shawl) and Sindhi Topi, the musical programs and rallies are held in many cities to mark the day with zeal. Major hallmarks of cities and towns are decorated with Sindhi Ajrak. People across Sindh exchange gifts of Ajrak and Topi to each other. Even the children and women dress up in Ajrak, attending musical events where famous Sindhi singers sing Sindhi songs, which depicts peace and love message of Sindh.

7) Lok Virsa Mela

The Lok Virsa Mela is a cultural event held in Islamabad, the capital of Pakistan. The event is organized by the National Institute of Folk and Traditional Heritage and is a celebration of the diverse culture and traditions of Pakistan. The event has become a source of national pride for the artists and performers that showcase their talent in the open air theatres.

Of primary importance are the gorgeous pavilions of all the four provinces, Azad Jammu and Kashmir and Gilgit Baltistan as well. These pavilions showcase the rich culture of these provinces including their handicrafts, cultural dresses, jewelry, pottery and the famous indigenous food, allowing visitors to see a wide range of Pakistan's traditionally rich culture throughout an exciting

ten-day period in Islamabad, Pakistan's federal capital city.

It is evident from the array of colours and festivals mentioned above that Pakistan is a country rich in culture and traditions. The country's cultural festivals are a reflection of its diverse heritage and history. From the colourful Jashn-e-Baharaan festival to the traditional Shandur Polo Festival, Pakistan offers a wide range of cultural festivities that attract visitors from all over the world. These festivals are an



excellent opportunity for tourists to experience the rich culture and traditions of Pakistan.

Adapted from the blog: Most Popular Cultural Festivals in Pakistan

(<https://travelpakistani.com/blogs/most-popular-cultural-festivals-in-pakistan/361>)

Post-reading

Which of the above mentioned festivals did you like the most and why?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
vibrant	full of energy and enthusiasm
bountiful	plentiful; abundant
fervently	with intense passion or emotion
socio-economic	relating to both social and economic factors
prominent	widely recognized or well-known
handicrafts	goods made by hand, often with artistic or traditional significance
congregations	gatherings of people for a specific purpose, often religious or social
diaspora	the dispersion of people from their original homeland
indigenous	native to a particular region or environment
pavilion	a large tent or building used for entertainment or public events

2. Reading and Critical Thinking Skills

A. Read the unit carefully and answer the following questions.

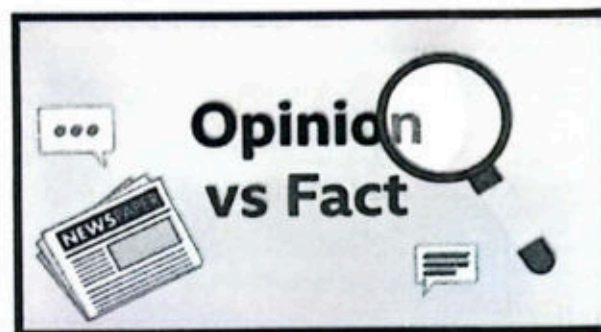
- Why is the Jashn-e-Baharaan celebration often referred to as the "Kite Festival" and what does it celebrate?
- What customary events take place at the Shandur Polo Festival, and where is it held?

- iii. Explain the importance of the Kalash Festival and how it relates to the identity of the Kalash people.
- iv. What is the role of Sibi Mela in Balochistan's cultural and economic landscape?
- v. Describe the cultural significance of Nowruz in Baltistan, Hunza, Chitral, and Gilgit.
- vi. What events are usually scheduled on Sindhi Cultural Day, and why is it celebrated by Sindhis?
- vii. How does the Lok Virsa Mela add to the celebration of Pakistan's rich cultural diversity?
- viii. How do these celebrations reflect the unique identities of different regions, and what can we infer about the role of such festivals in promoting national unity while preserving cultural heritage?

C. Differentiating between Fact and Opinion

When we read any text, we come across different types of information. Sometimes, it is difficult to decide whether what the author has written is a fact or his/her own opinion. Let's see how facts are different from personal opinion.

- **Fact:** A statement that can be proven to be true or false through evidence or reality.
 - *Example:* The Earth orbits the Sun.
 - *Example:* It is 34° C today.
- **Opinion:** A statement that expresses a belief, feeling, or thought and cannot be proven true or false.
 - *Example:* Chocolate ice cream is the best flavor.
 - *Example:* Red is the most beautiful colour in the world.



Importance of Distinguishing Between Fact and Opinion:

It is crucial for readers to distinguish between fact and opinion to:

Evaluate Information Critically

Understanding what is factual helps in making informed decisions and developing a well-rounded viewpoint.

Avoid Misleading Information

Recognizing opinions ensures that one is not swayed by biases or personal beliefs presented as facts.

Develop Critical Thinking Skills

Being able to differentiate helps in analyzing and interpreting information more accurately.

Q. Read the following statements and label each one as a fact or an opinion. Also explain your choice.

1. The Great Wall of China is over 13,000 miles long.
2. In my opinion, the Eiffel Tower is the most impressive structure ever built.
3. Water boils at 100 degrees Celsius at sea level.
4. Vanilla is the best flavour for ice cream.
5. Albert Einstein developed the theory of relativity.
6. Cats make better pets than dogs.
7. Argentina won the FIFA world cup, 2022.

Q. Write three sentences of your own: one fact and two opinions. Share them with a classmate and have them identify which is the fact and which are the opinions.

3. Vocabulary and Grammar

A. Common Roots to Make New Words:

Common roots are linguistic elements that form the basis of many words. Understanding these roots helps in decoding the meanings of unfamiliar words. For instance, the root "bio-" relates to life, so it is easy to guess that words like "biology" or "biography" indicate a connection to living organisms or life stories.

Examples:

Autopilot

Root: "auto-" (self)

Meaning: Related to oneself, typically referring to a vehicle that drives oneself.

Geography

Root: "geo-" (earth)

Meaning: Pertaining to the study of the earth's surface, features, and the relationships between people and their environments.

Chronology

Root: "chrono-" (time)

Meaning: Arrangement of events in the order of their occurrence in time; a timeline.

Telephone

Root: "tele-" (distant)

Meaning: Communication device that allows distant voice transmission.

Aquarium

Root: "aqua-" (water)

Meaning: A tank or facility for keeping water-dwelling animals or plants.

Q: Use the roots given below to make three different words. Also give meaning of the root and the words formed using that root.

"Bio-" () _____

"Graph-" () _____

"Geo-" () _____

"Mega-" () _____

"Hydro-" () _____

Suffixes

A suffix is a group of letters added to the end of a word to modify it, change its meaning and alter its grammatical function in a sentence. For example, -tion in information, -ment in entertainment, -ful in beautiful, etc.

Q. Complete each sentence by turning the given verb into a noun using an appropriate suffix. Choose from the following suffixes: -tion (as in education) -ment (as in development) -ance (as in attendance), -ence (as in Excellence), -ing (as in interesting)

annoy, educate, compile, maintain, announce, communicate, discuss, complete

- i. The act of teaching is called _____.
- ii. Her constant complaining is becoming a real _____.
- iii. The manager's _____ of the new policy was well-received.
- iv. The _____ of the data took longer than expected.
- v. The team celebrated the _____ of their project with a party.
- vi. The _____ of the car is getting very expensive.
- vii. Effective _____ is essential for clear message.
- viii. The _____ on the issue has been postponed till the next meeting.

B. Collective Nouns

Collective nouns are words used to represent groups of people, animals, or things as a single entity. They are singular in form but refer to multiple individuals or items.

Examples:

Collective Nouns

People

An army of soldiers
 An army of musicians
 An audience of listener
 A band of musicians
 A bevy of ladies
 A board of directors
 A body of men
 A Bunch of crocks
 A caravan of gypsies
 A choir of singers

Animals

An army of ants
 A bevy of quail
 A brood of chickens
 A catch of fish
 A cloud of insects
 A colony of gulls
 A drove of horses
 A flight of birds
 A flock of sheep
 A gaggle of geese

Things

An album of photographs
 A bale of cotton
 A basket of fruit
 A batch of bread
 A battery of guns
 A block of Flats
 A book of notes
 A bouquet of flowers
 A bowl of rice
 A bunch of keys

Q. Practice Exercise:

Fill in the blanks with the appropriate collective noun.

- i. The _____ is planning a surprise party for our teacher.
- ii. A _____ of sheep was peacefully grazing in the field.
- iii. Our _____ won the championship last year.
- iv. A _____ of geese flew overhead, heading south for the winter.
- v. The school _____ is organizing a charity event.
- vi. We encountered a _____ of fish while snorkeling in the coral reef.
- vii. The _____ of actors rehearsed tirelessly for the upcoming play.
- viii. A _____ of ants was busy carrying food to their nest.

C. Present indefinite tense

The present indefinite tense is used to describe actions that are habitual, general truths, or events that are currently happening. It is also employed to express scheduled future events.

Examples:

- Arif plays cricket.
- They walk in the park daily.
- The moon revolves around the earth.

Where to use Present Indefinite Tense:

Habitual Actions	to talk about routines and repeated actions.	I eat breakfast every morning
General Truths	to state facts that are always true.	The sun rises in the east
Current Actions	to describe actions happening at the present moment.	She works at the library.
Scheduled Future Events	Used for events that are part of a timetable or schedule	The train leaves at 7 PM

Structure:

Affirmative: Subject + base form of the verb (+s/es for third person singular)

I/You/We/They work in the factory.

He/She/It works at the farm.

Negative: Subject + do not/does not + base form of the verb

I/You/We/They do not work in the factory.

He/She/It does not work at the farm.

Interrogative: Do/Does + subject + base form of the verb?

Do I/you/we/they work in the factory?

Does he/she/it work at the farm?

Practice Exercise:

Q. Fill in the blanks with the correct form of the verbs in the present indefinite tense:

Once a week, Suniya _____ (go) to the gym. She _____ (like) to stay fit. She usually _____ (exercise) for about an hour. After the workout, she _____ (eat) a healthy snack. Sarah _____ (believe) that regular exercise _____ (improve) both physical and mental well-being.

D. Present Continuous Tense

The present continuous tense is used to express actions that are happening at the current moment or around the present time. It is formed by using the present tense of the verb "to be" (am, is, are) and adding the present participle (-ing form) of the main verb.

Structure:

Affirmative: Subject + [am/is/are] + present participle

Example:

She is reading a book.

We are playing football

Negative: Subject + [am/is/are not] + present participle

Example:

He is not studying right now.

They are not working on the project

Interrogative: [Am/Is/Are] + subject + present participle

Example:

Are you listening to music?

Is he writing an essay?

Q: Fill in the blanks with the correct form of the verbs in the present continuous tense.

Shahzeb and his brother _____ (study) for their exams. The clock _____ (tick) loudly, and the rain _____ (fall) gently outside. Shahzeb's cat _____ (sleep) on the sofa, and the smell of dinner _____ (fill) the air. Shahzeb's phone _____ (ring), and he _____ (answer) it quickly. It's his friend inviting him to a party.

E. Modal verbs: (Must/Must not)

Modals are auxiliary verbs expressing necessity, ability, possibility, permission, or obligation. They modify the meaning of the main verb.

"Must" is a modal verb used to indicate *obligation, necessity, or a strong recommendation*. It conveys a sense of duty or requirement.

Examples:

- You must finish your homework before going out.
- Employees must attend the training session.

"Must not" (often contracted to "mustn't") is used to indicate *prohibition or the absence of permission*. It conveys that something is not allowed or is strongly advised against.

Examples:

- You must not smoke in this area.
- Students mustn't use their phones during the exam.

Structure:

Affirmative: Subject + must + base form of the verb

She must finish the project by tomorrow

Negative: Subject + must not + base form of the verb (or the contracted form "mustn't")

Modal Verbs

Ability can could	Possibility may might
Permission can may	Obligation must have to
Prohibition can't mustn't	Offers will could
Suggestions shall should	Requests could would
Future Probability will shall	Past Probability could have would have

You must not smoke in the building.

Interrogative: Must + subject + base form of the verb?

Must we submit the report today?

Note: always use the base form of the verb with all modals. No other form of verb can be used with these verbs.

Q. Fill in the blanks with the correct form of "must" or "must not" based on the context.

Students, you _____ (bring) your textbooks to class every day. You _____ (forget) to do so. Also, you _____ (talk) during the lecture. It _____ (disturb) others. Remember, you _____ (submit) your assignments by Friday. You _____ (get) it signed by your teacher before 20th of this month.

F. Punctuation

Let's recapitulate some punctuation marks we have done in previous grades: Punctuation Marks:

Punctuation Mark	Use	Example
Comma (,)	clauses, and indicates pauses. Separates items in a list, joins independent	She enjoys reading, writing, and painting.
Period (.)	Ends a sentence.	The sun sets, and the stars appear.
Semicolon (;)	Connects related independent clauses	The storm raged on; the trees swayed violently.
Colon (:)	Introduces a list, explanation, or quotation.	The recipe requires three ingredients: bananas, strawberries, yogurt, and honey.
Question Mark (?)	Ends a question.	Are you coming to the party?
Exclamation Mark (!)	Indicates strong emotion or emphasis.	What a beautiful sunset!

Q. Rewrite the given passage with correct punctuation.

when sara went to the bookstore she bought three books two novels and a magazine She asked the cashier Do you have jane austens novel pride and prejudice. The cashier replied we just sold out you should check next week Sara said I,ll reserve a copy

Hyphen (-)

A hyphen is used to join words or parts of words, especially in compound words or when breaking a word at the end of a line.

Examples:

- well-known: The actor is well-known for his versatility in various film genres.
- one-way: The road is a narrow, one-way street.

- **self-esteem:** Developing strong self-esteem is crucial for personal growth.
- **twenty-five:** This is a twenty-five student group.
- **high-quality:** The company is known for producing **high-quality** products.

Q. Insert hyphens where necessary in the following sentences.

- The small apartment was well designed and spacious.
- She has a part time job in a book store.
- This is a two week project but can be completed in three days.
- The newly painted room is bright and colourful .
- The high school students organized a fund raising event for the local charity.

When to Use Hyphens

Compound Modifiers Before a Noun

- short-term plan
- full-scale review

Compound Adjectives with Noun

- old fashioned pen
- tight-lipped smile

Prefixes

- ex-husband
- self-imposed

Clarity & Readability

- re-collect (meaning to collect again)
- re-elect (vs. "reelect")

4. Oral Communication Skills

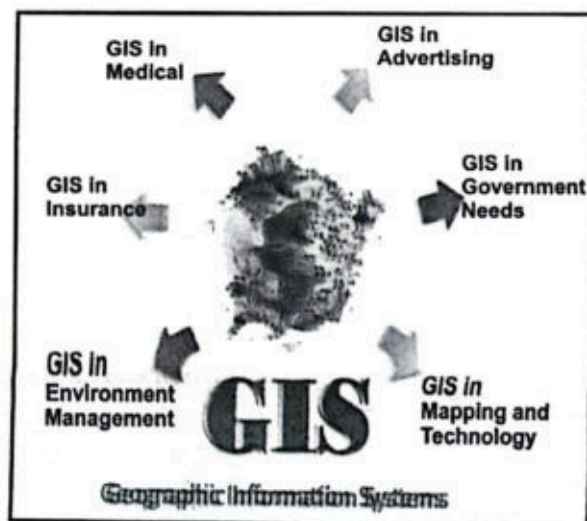
Geographic Information System (GIS) is a technology that captures, stores, analyzes, manages, and presents geographic data. It involves hardware, software, and data for capturing, managing, analyzing, and displaying all forms of geographically referenced information. GIS helps users understand patterns, relationships, and geographic context, making it a powerful tool for decision-making and problem-solving in various fields.

So where do we use GIS?

Navigation and Route Planning: GPS and mapping apps like Google Maps use GIS to provide real-time navigation, suggest the shortest routes, and display traffic conditions.

Environmental Management: GIS helps track deforestation, monitor wildlife habitats, and manage natural resources like water and minerals.

Disaster Management: Emergency services use GIS to map disaster-prone areas, plan evacuation routes, and coordinate response efforts during natural disasters.



Business and Marketing: Food Businesses and different sellers use GIS to identify the best locations for new stores, food and product deliver and parcel tracking.

Recreation and Tourism: GIS helps tourists find hotels restaurants, plan travel routes, and explore new destinations through interactive maps and travel apps.

Activity

- The teacher will introduce the concept of GIS and its use in travel.
- Students will form groups and choose a travel destination from the ones given below:
 - i. Badshahi Masjid, Lahore, Punjab
 - ii. Kaghan Valley, District Mansehra, KPK
 - iii. Banjosa Lake, Rawalakot, Azad Jammu Kashmir
- **GIS Exploration and Data Collection:** Groups use GIS to collect travel data, time required to reach, etc.
- **Travel Itinerary Planning:** Create a 2-day travel itinerary with GIS maps. Mention the route to take, the roads, motorways to follow, choose a restaurant/hotel for stay.
- **Presentation and Discussion:** Groups present itineraries, followed by Q&A. Prepare a brief oral presentation Use clear and concise language to convey information effectively. State the location of the selected place on the global map. Use maps and images, to enhance your presentation. Conclude with a summary.



5. Writing Skills

A. Personal Narrative

A personal narrative is a story about a real-life experience, told from the author's perspective, focusing on emotions and reflections.

Format

A personal narrative have the following parts:

Introduction: (Briefly introduce the topic of your narrative. Where and when did it take place? Who was involved?)

Body Paragraphs: (First paragraph: Describe the setting or beginning of the experience. Second paragraph: Share the main events or challenges you encountered. Third paragraph: Reflect on how you felt during the experience and what you learned.)

Conclusion: (Summarize the overall experience and how you'll remember the event.)

Q. Share your unforgettable experiences of traveling and adventure in Pakistan or attending its vibrant festivals, melas, and cultural events. Keep in mind the following points:

- Include setting; place, time, season, etc.
- Include significant details of the incident. (event, weather, route, etc.)
- Take care of the chronological details

B. Informal Letter

1. Write an informal letter to your friend in Australia, sharing the beauty of some lesser-known but stunning destinations in Pakistan. Describe the unique landscapes, cultural experiences, and warm hospitality that await travelers. Invite him/her to visit Pakistan in the summer vacations.

Keep the format in mind:

Examination Hall,

City ABC.

20th November, 2023.

Dear _____,

I hope this letter finds you in good health. With summer approaching, I can't help but think about the fantastic time we could have together. I wanted to invite you to Pakistan _____

Let me know your decision. I can't wait to share the beauty of my country with you. Send my regards to your family.

Warm regards,

XYZ.

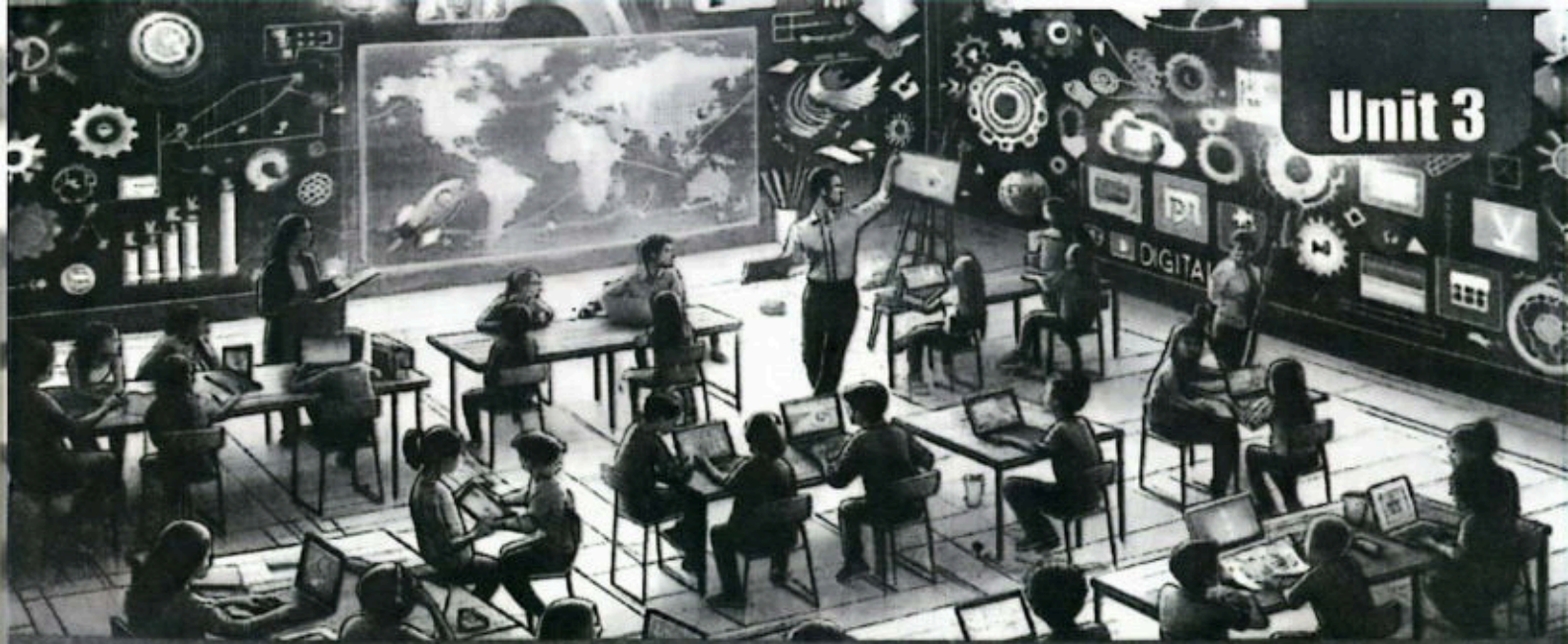
C. Proof reading:

Proof read and edit your own, peers' or any given text from this book keeping in view the following points:

- faulty sentence structure.
- errors of subject / verb agreement.
- unclear pronoun reference.
- errors of correct word form.
- errors of punctuation and spelling.

Teacher's Point

- Help the students to read the passage with correct pronunciation and appropriate pitch. Also ask while reading questions.
- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of nouns in previous grades
- Recapitulate the tenses done in previous grades.
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining etc.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.



MEDIA LITERACY IN THE MODERN AGE

Text type: News Article/blog

Theme: Digital Globalization

Subtheme: Impact on culture and economy, MOOC

In this unit the students will be able to

- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
- Make inferences to draw conclusions.
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide/assess reading
- Analyse that text comprises a group of paragraphs that develop on the main idea addressed by the author throughout the text.
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively
- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. (Personal Pronouns)
- Identify and use adjectival phrases in reading and writing tasks.
- Examine and interpret the use of conjunctions and transitional devices in speech and writing to create the effect.
- Use all types of tenses correctly in speech and writing.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.

Pre-Reading

What do you think are the disadvantages of using the internet, especially social media?

Media Literacy in the Modern Age

In the digital age, where the internet and diverse media platforms shape our daily lives, the significance of media literacy cannot be overstated. Media literacy, the ability to critically understand and evaluate content across various platforms, is a vital skill that transforms individuals from passive consumers into informed navigators of the complex web of modern information. We need to explore the evolving nature of media literacy, its key components, and its crucial role in fostering informed decision-making, active citizenship, and a resilient society.



- Media literacy is not merely about understanding content; it involves a comprehensive approach to assessing the purpose, message, and impact of information being viewed. It requires individuals to recognize and evaluate the techniques employed by media producers to convey their messages effectively.
- Media literacy comprises several key components, each contributing to an individual's ability to engage with media critically:
- **Access:** The ability to obtain and use media in various formats.
- **Analysis:** Decoding and understanding the meanings behind media messages.
- **Evaluation:** Critically assessing media content for quality and credibility.
- **Creation:** The capability to produce media content responsibly.
- **Action:** Engaging with media in a productive and socially responsible manner.

While-reading

Why do you use social media?

These components enable individuals to navigate the complex landscape of modern communication with knowledge and confidence.

Media literacy plays a pivotal role in promoting critical thinking and informed engagement with content that shapes public opinion. It enables individuals to discern truth from misinformation, participate actively in democratic processes, and navigate the complexities of the modern information environment.

Media literacy provides individuals with tools to dissect and understand media content. Essential practices include evaluating sources and identifying bias, critical to ascertaining the truth in news consumption and ensuring news literacy.

a) Creating Responsible Content:

Nowadays, for views and likes, influencers and media content developers create content which is morally and ethically very questionable. Responsible content creation on mass media and social media platforms requires a clear understanding of the ethical implications of one's writing and imagery. Content creators must take accountability for the accuracy of their information and the impact of their point of view on the audience.



b) Engaging with Diverse Perspectives:

Media literacy empowers individuals to seek out and engage with a wide range of perspectives, enhancing critical thinking and allowing a more comprehensive understanding of global issues and cultural contexts. Instead of just following and believing one point of view, it teaches us to read, understand and evaluate differing perspectives which makes us better and flexible media users.

c) **Combating Fake News:**

Fake news, defined as deliberate misinformation spread via media, poses risks that requires a strategic approach to media usage. Critical thinking skills serve as a primary tool, requiring individuals to evaluate sources critically, cross-check facts, and reflect on biases influencing their perception. Users learn to check and recheck the source through multiple mediums before actually believing in it.

d) Guarding against Extremism:

Media literacy equips individuals to discern and question extremist content. It serves as a protective barrier by promoting understanding of how media messages shape societal views, encouraging engagement in civil discourse, and instilling resilience against extremist narratives. Media platforms have strict checks in place to filter out fake news, hate speech, online harassment, etc.



e) Encouraging Healthy Media Habits:

Too much time spent on social media platforms give rise to many social, emotional and psychological issues. Healthy media habits are essential for mental and physical health. Media literacy contributes to this by enabling individuals to analyze various genres of media, control consumption, and maintain a healthy balance in life.

In conclusion, media literacy is a transformative skill in the digital age, shaping individuals into

active, informed, and resilient participants in the modern information landscape. By integrating media literacy into education and everyday practices, we equip younger generations to adapt to the challenges posed by emerging technologies. As the media landscape continues to broaden, the importance of fostering media literacy becomes even more pronounced, ensuring individuals are prepared to confront the complexities of the media they interact with daily.

Adapted from the blog: Importance of Media Literacy: Navigating the Digital Information Landscape by Niall McNulty <https://www.niallmcnulty.com/>

Post-reading

What are your own media consumption habits? How can applying media literacy principles improve how you interact with different types of media each day?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
overstated	exaggerated or presented in a way that is too strong.
navigators	individuals who guide or find their way through something.
comprehensive	covering or including everything.
decoding	analyzing and interpreting information.
credibility	the quality of being trusted and believed in.
ascertaining	making sure of something; confirming.
pivotal	of crucial importance.
discern	perceive or recognize something.
extremist	someone who holds extreme political or religious views.
resilience	the capacity to recover quickly from difficulties.

2. Reading and Critical Thinking Skills

A. Read the unit carefully and answer the following questions.

- What is media literacy, and why is it considered a vital skill in the modern era?
- Explain the significance of each key component of media literacy (Access, Analysis, Evaluation, Creation, Action) in navigating the modern media landscape.

- iii. Provide examples of how media literacy can be applied to combat fake news and promote responsible content creation.
- iv. How does media literacy contribute to creating a well-informed and critically thinking individual capable of engaging with diverse perspectives?
- v. Discuss the role of media literacy in guarding against extremism?
- vi. How can media literacy promote healthy media habit?
- vii. Can you describe a time when you encountered information on social media or the internet that seemed questionable or misleading? How did you decide whether or not to trust it, and what steps did you take to verify its accuracy?

3. Vocabulary and Grammar

A. Transitional Devices:

Transitional devices are words or phrases that connect ideas, sentences, and paragraphs to create coherence and flow in writing. They help guide the reader through the logical progression of thoughts, making the text more organized and easy to follow.

Transitional Devices for Comparison and Contrast:

Transitional devices for comparison help demonstrate similarities, while those for contrast highlight differences. Using these devices enhances the clarity and coherence of writing, allowing readers to better understand the relationships between ideas.

Transitional Devices for Comparison:

- Similarly: Indicates a similarity between two ideas or points.
- Likewise: Shows agreement or similarity in the context of comparison.
- In the same way: Points out a shared characteristic or method.
- Compared to: Highlights similarities or differences between two entities.
- Just as: Draws a parallel between two comparable situations.

Transitional Devices for Contrast:

- However: Introduces a contrasting idea or point.
- On the other hand: Presents an opposing viewpoint or situation.
- In contrast: Emphasizes the differences between two ideas.
- Nevertheless: Signals a concession or acknowledgment of opposing information.
- Conversely: Indicates a contrasting relationship between two statements.

Q. Complete the sentences by choosing the appropriate transitional device.

- i. The movie was entertaining; _____, the book was more detailed.
- ii. Ayan is tall; _____, his sister is quite short.
- iii. Our school focuses more on science; _____, the neighboring school focuses on the arts.

iv. Tom likes to study in the morning; _____, his roommate prefers late-night studying.

v. She enjoyed playing basketball; _____, her brother preferred soccer.

Q. Identify the transitional devices used in the passage. Also differentiate if the device is of comparison or contrast.

Excessive screen time has become common in our lives, similarly, to an ever-present companion. In contrast, the physical toll is evident; inactive habits lead to health issues. Likewise, mental health suffers, with increased screen exposure comes heightened stress. On the other hand, moderation promotes well-being. Conversely, neglecting this balance jeopardizes our physical and mental equilibrium. Striking a harmonious blend, however, ensures a healthier and more balanced lifestyle for the long term.

B. Personal pronouns

We have already studied Personal pronouns in previous grades.

Q: Read the following passage and note the use of personal pronouns:

John and Minta enjoy different hobbies. John loves painting. **He** finds **it** therapeutic. Minta, on the other hand, prefers gardening. **She** thinks it brings her joy. When **they** chat, John says, "I believe art expresses emotions." Minta responds, "**You** are right. Gardening lets you connect with nature." **Their** hobbies enrich their lives. **We** all need to have hobbies.

Personal pronouns are words that are used to substitute proper nouns that repeat itself in a particular context. A personal pronoun indicates the number and gender of the corresponding noun.

Personal pronouns can be broadly classified into three main categories:

- first person pronoun
- second person pronoun
- third person pronoun.

	Person	Personal Pronoun	
		Subject	Object
Singular	1st	I	me
	2nd	you	you
	3rd	he, she, it	him, her, it
Plural	1st	we	us
	2nd	you	you
	3rd	they	them

Look at the table:

Q. Read the following sentences and fill in the blanks with suitable personal pronouns.

- Do you know ____? ____ is my brother.
- Areeba is a great cricketer. ____ has won many competitions.
- Would ____ like to go to the movies with Rubab?
- Van Gogh drew beautiful pictures. One of ____ famous works is 'The Starry Night'.
- When the incident happened, Zaraq was present there. ____ was the only witness of the event.
- The dog gave birth to many puppies. Would ____ like to have one of ____?

- vii. Rizwan and Muneeba are siblings. ____ came to visit the museum.
 viii. This is Nauman. ____ is the class monitor.
 ix. The team won the match. ____ played surprisingly well.
 x. My brother brought a new phone, but ____ doesn't like ____ much.

C. Degree and order of adjectives

Adjectives are words that modify or describe nouns, pronouns, or other adjectives. They provide more information about the characteristics, qualities, or attributes of the noun they modify.

Examples:

- The **blue** sky stretched endlessly above.
- She wore a **comfortable** sweater on the chilly evening.

Adjectives and Three Degrees of Comparison:

Adjectives have three degrees of comparison to indicate the intensity or extent of the quality they describe. The three degrees are positive, comparative, and superlative.

Adjectives

DEGREES OF COMPARISON

1 POSITIVE/ABSOLUTE DEGREE	2 COMPARATIVE DEGREE	3 SUPERLATIVE DEGREE
modifies nouns without the need for comparison  Earth is <i>large</i>.	used to compare two things  Earth is <i>larger</i> than Mars.	used to compare three or more things  Saturn is the <i>largest</i> among the three planets.

Positive/ Absolute Degree: This is the basic form of the adjective, used to describe a single noun or pronoun without making any comparisons.

Example: The cat is fast.

Comparative Degree: This form is used to compare two things and usually ends in "-er" or is preceded by "more" when the adjective is longer.

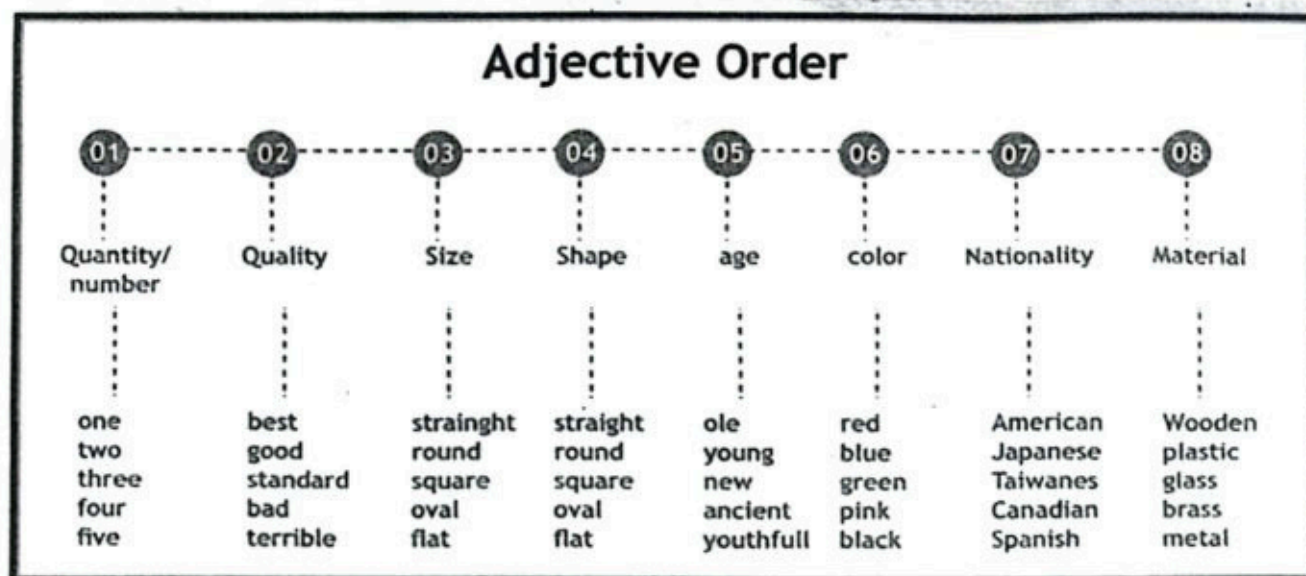
Example: The cheetah is faster than the lion.

Superlative Degree: This form is used to compare three or more things, indicating the highest degree of a quality. It often ends in "-est" or is preceded by "most."

Example: The Cheetah is the fastest land animal.

Order of Adjectives:

When multiple adjectives are used to describe a noun, they generally follow a specific order. This order is:



Example:

She bought three **beautiful** small antique **French** silver ornamental plates.

Q. Read these sentences and rewrite these with correct order of adjectives:

- i. Ali saw a cat black small.
- ii. I bought a leather new bag.
- iii. We had a delicious Italian homemade dinner.
- iv. Shafaq wore a red Sindhi beautiful dress.
- v. It was an interesting old book.
- vi. He lives in a modern Spanish big Villa.
- vii. The students solved a difficult math complex problem.
- viii. We visited an ancient historic castle.
- ix. She received a gold lovely necklace.
- x. They found an abandoned German old car.

Things to Remember while using Degrees of Adjectives:

Here are some key points to keep in mind:

- i. The positive form is the base form of the adjective (e.g., "happy," "big," "fast").
It is used to state a quality without making a comparison. So when comparing two things, do not use positive degree.
- ii. The comparative form is used to compare two things or two sets of things.
 - For most one-syllable adjectives, you add "-er" to the positive form (e.g., "happier," "bigger," "faster").
 - For one-syllable adjectives ending in "e," you add only "-r" (e.g., "nicer," "safer").

- For one-syllable adjectives with a single vowel followed by a single consonant, double the final consonant before adding "-er" (e.g., "bigger," "thinner").
 - For two-syllable adjectives ending in "y," change the "y" to "i" and add "-er" (e.g., "happier," "prettier").
 - For two-syllable or longer adjectives, use "more" before the adjective (e.g., "more beautiful," "more interesting").
- iii. The superlative form is used to compare three or more things or sets of things.
- For most one-syllable adjectives, you add "-est" to the positive form (e.g., "happiest," "biggest," "fastest").
 - For one-syllable adjectives ending in "e," you add only "-st" (e.g., "nicest," "safest").
 - For one-syllable adjectives with a single vowel followed by a single consonant, double the final consonant before adding "-est" (e.g., "biggest," "thinnest").
 - For two-syllable adjectives ending in "y," change the "y" to "i" and add "-est" (e.g., "happiest," "prettiest").
 - For two-syllable or longer adjectives, use "most" before the adjective (e.g., "most beautiful," "most interesting").
- iv. Some adjectives have irregular comparative and superlative forms (e.g., "good," "better," "best"; "bad," "worse," "worst").
- v. Do not use both "more" and "-er" or "most" and "-est" together (e.g., "more prettier," "most fastest," "more cleverer").

D. Adjective phrase

An adjective phrase is a group of words that functions as an adjective within a sentence, providing additional information about a noun or pronoun. Adjective phrases typically consist of an adjective along with its *modifiers* or *qualifiers*. They help to describe and modify nouns or pronouns, adding detail and specificity to the sentence.

Examples:

The cat with *the long, sleek fur* is sitting on the windowsill.

She bought a dress *in shades of blue* for the special occasion.

The old oak tree *by the river* is a favorite spot for picnics.

They visited a museum *with fascinating ancient artifacts*.

A house *with a red door* caught their attention.

Uses of Adjective Phrases:

- **Adding Detail:** Adjective phrases provide more information about a noun, making the writing more descriptive and engaging.
- **Creating Imagery:** By including descriptive details, adjective phrases help readers form

mental images, enhancing the overall vividness of the text.

- **Clarifying Meaning:** Adjective phrases help specify which particular noun or pronoun is *being referred to*, avoiding ambiguity.
- **Emphasizing Qualities:** Adjective phrases highlight certain qualities or characteristics of the noun, emphasizing their significance.

Q. Identify the adjective phrases in the following sentences:

- i. The house on top of the hill has a stunning view of the city.
- ii. In the bustling city center, we found a charming little café.
- iii. She wore a dress with sparkles and sequins for the special occasion.
- iv. The detective examined the mysterious case with a magnifying glass.
- v. A group of energetic kids played in the spacious, sunlit park.
- vi. The old, creaky door in the haunted mansion gave everyone a fright.
- vii. The scientist presented an experiment with groundbreaking results.
- viii. The chef prepared a delicious meal with fresh, locally sourced ingredients.
- ix. The dog with the wagging tail eagerly greeted its owner at the door.
- x. The student with the brilliant idea received praise from the teacher.

E. Future Indefinite Tense

The future indefinite tense, also known as the simple future tense, is used to describe actions that will happen in the future. It indicates that the action will take place after the present moment but does not specify exactly when.

Structure:

The structure of the future indefinite tense is generally formed using the modal auxiliary verb "will" (or "shall" in formal British English) followed by the base form of the main verb.

Declarative: Subject + will/shall + base form of the verb

She will travel to Europe next summer.

Negative: Subject + will/shall + not + base form of the verb (won't/shan't)

They will not be late for the meeting.

Interrogative: Will/Shall + subject + base form of the verb?

Will you join us for dinner tonight?

Q. Read the paragraph given below and identify the sentences that use the future indefinite tense. Consider how the tense is employed to convey actions happening in the future.

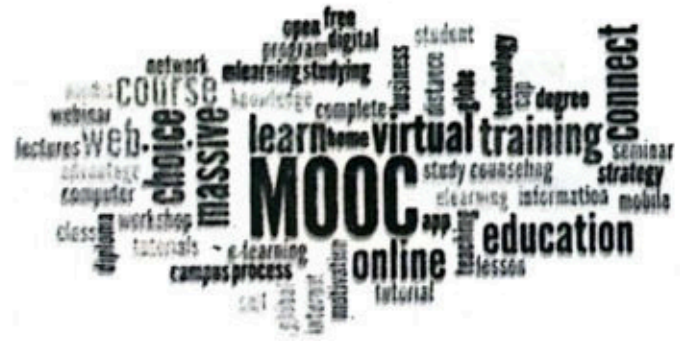
"As the sun sets, Sarah looks forward to her upcoming trip. She has packed her bags and will travel to the serene mountains. The journey won't take long, and she will explore the picturesque landscapes. She shall stay in a cozy cabin and will hike to the mountaintop at sunrise. Sarah knows that this adventure will create lasting memories, and she won't forget the breathtaking views."

Q. Write a short paragraph (60-70 words) about what you will do on the coming weekend. Remember to use future indefinite tense.

4. Oral Communication Skills

Education is considered very important not only for the personal development of an individual but also for the development of any society. Schools, colleges and universities have been leading this endeavor for hundreds of years. However, it is not feasible for everyone to get education from universities, especially top universities, not even for those who live in developed parts of the world because of many reasons. Therefore, some educators conceived the brilliant idea of massive open online courses (MOOCs) to provide meaningful learning experience to anyone around the globe for free. The term MOOC was first coined in 2008 by Dave Cormier.

Massive Open Online Courses (MOOCs) are online courses designed for large-scale participation and open access through the internet. They offer a wide range of subjects and are often free or low-cost, allowing anyone with an internet connection to participate. MOOCs typically include video lectures, reading materials, quizzes, and forums for discussion. Some of the easily accessible MOOCs in Pakistan are:



Activity

- Each pair of students will choose a MOOC from a platform of their choice, explore the course content, and write a detailed report on their findings.
- Choose a MOOC that interests you. Sign up for the course if possible.
- Spend some time exploring the course. Watch a few video lectures, read some of the materials
- **Report Writing:** Write a one page report that includes:
 - **Introduction:** Briefly describe what MOOCs are.
 - **Course Overview:** Provide details about the selected MOOC (title, platform, instructor, topics covered).
 - **Experience:** Share your experience exploring the course (what you learned, what you liked, any challenges you faced).
 - **Analysis:** Discuss the benefits and limitations of MOOCs as an educational tool.
 - **Conclusion:** Conclude how MOOCs could impact traditional education in the future.

Class Discussion: Reconvene as a class and discuss the various MOOCs explored by students. Highlight any particularly interesting findings or experiences.

5. Writing Skills

Informative Essay: The Impact of Increased Screen Time on the Younger Generation

In recent years, the younger generation has been increasingly exposed to screens through various devices such as smartphones, tablets, computers, and

televisions. COVID19 contributed towards it even more as people were not allowed to leave their homes and education and office work all went online. This surge in screen time has raised concerns about potential disadvantages and the development of screen addiction among children and teenagers.

Introduction:

Begin with a brief overview of the prevalence of screen time among the younger generation.

State the purpose of the essay: *to explore the disadvantages of excessive screen time and suggest ways to control screen addiction.*

Disadvantages of Excessive Screen Time:

- negative impacts on physical health, such as eye strain, sedentary lifestyle, and disrupted sleep patterns.
- potential effects on mental health, including increased stress, anxiety.
- social consequences, such as reduced face-to-face interaction and weakened interpersonal skills.

Suggestions to Control Screen Addiction:

- parents to monitor and limit their children's screen time, considering age-appropriate guidelines.
- Setting realistic boundaries and creating a balance between screen activities and other forms of entertainment, such as outdoor play, reading, or sports.
- Set "Free zones" within homes, like no screen during meal times, or family lounge time.



Conclusion:

Summarize the key points discussed in the essay.

Proof reading and editing: *Proofread and edit your work using the points given in Unit 1.*

Q: Write an essay of approximately 250-300 words on The Impact of Increased Screen Time on the Younger Generation. Ensure that your essay is organized logically, and use evidence and examples to support your points.

Teacher's Point

- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of adverbs in previous grades
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping.
- Explain the elements of story using different famous fables and stories familiar to students.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression.

THANK YOU, MA'AM

(by Langston Hughes)

Text type: Short Story
Theme: Literature and Poetry
Subthemes: Human Relationships

In this unit the students will be able to

- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
- Read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- Ask and answer higher-order questions to guide/assess reading
- Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively
- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience.
- Critique the plot development with respect to different aspects of the story.
- Examine the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Examine stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- Distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- Demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity. (Adverbs, Gerunds, infinitives)
- Identify and use adverbial phrases in reading and writing tasks.
- Use all types of tenses correctly in speech and writing.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- Apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.

Pre-Reading

- What would you do if someone tries to snatch something away from you?
- Why do you think people try to take things that do not belong to them?

Thank You, Ma'am (by Langston Hughes)

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.



After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You a lie!"

By that time two or three people passed, stopped, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him. "I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'ma'am," said the boy.

"Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

While-reading

What does the large woman do immediately after the boy tries to snatch her purse, and how does she handle the situation?

"No'm," said the being dragged boy. "I just want you to turn me loose."

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with me," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half-nelson about his neck, and continued to drag him up the street.

When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—and went to the sink.

Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe, you ain't been to your supper either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman, "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy.

"Well, you didn't have to snatch my pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could've asked me."

"M'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, run!

The woman was sitting on the day-bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say but, didn't you? You thought I was going to say, but I didn't snatch people's pocketbooks. Well, I wasn't going to say that." Pause.

Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the day-bed. But the boy took care to sit on the far side of the room where he thought she

could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman not to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?"

"Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans she had in the icebox, made the cocoa, and set the table.

The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty-shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish. Then she cut him a half of her ten-cent cake.

"Eat some more, son," she said.

When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto my pocketbook nor nobody else's—because shoes come by devilish ways will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Good-night! Behave yourself, boy!" she said, looking out into the street.

The boy wanted to say something else other than "Thank you, m'am" to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say "Thank you" before she shut the door. And he never saw her again.

While-reading

Do you think the woman's approach toward the boy will lead to a positive change in his behaviour? Why or why not?

Post-reading

- If you were in the boy's place, how would you react to Mrs. Jones' actions? How might this incident influence your future choices?

Langston Hughes (1901-1967), a key figure of the Harlem Renaissance in the 1920s, was a versatile writer known for his poetry, novels, short stories, essays, and plays. He aimed to authentically depict the experiences of working-class Black Americans, away from idealized portrayals or harmful stereotypes.



The main message in Langston Hughes' short story "*Thank You, Ma'am*" is the power of kindness, compassion, and second chances in influencing a person's life. Through the interaction between Mrs. Luella Bates Washington Jones and the young boy, Roger, Hughes emphasizes that understanding and empathy can be more transformative than punishment. Mrs. Jones chooses to care for Roger and teach him a lesson about trust and respect, demonstrating that positive reinforcement and human connection can lead to personal growth and moral reflection.

African American English, also known as **AAVE** or **Black English**, reflects the rich linguistic heritage and cultural identity of African American communities in the United States. It includes unique grammar, such as habitual "be" (e.g., "She be singing"), double negatives for emphasis ("I don't know nothing"), and simplification of verb endings ("He walkin"). Vocabulary may differ, with terms like "yo" for "your" or "ain't" for "isn't." Pronunciation can vary, like dropping final consonants ("goin") or vowel shifts ("ax" instead of "ask"). Additionally, AAVE often embraces creative language use, like slang.

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
sling	to throw or fling something forcefully.
tug	to pull or drag with force.
sitter	a person or thing that is sitting.
frowned	to contract the brow, indicating displeasure or deep thought.
presentable	fit to be seen by others; looking neat and tidy.
mistrusted	to regard with suspicion or lack of confidence.
embarrass	to cause someone to feel awkward, self-conscious, or ashamed.
barren	unproductive; not producing results or fruit.
anticipate	to expect or foresee something happening.
consequences	the results or effects of an action or situation.

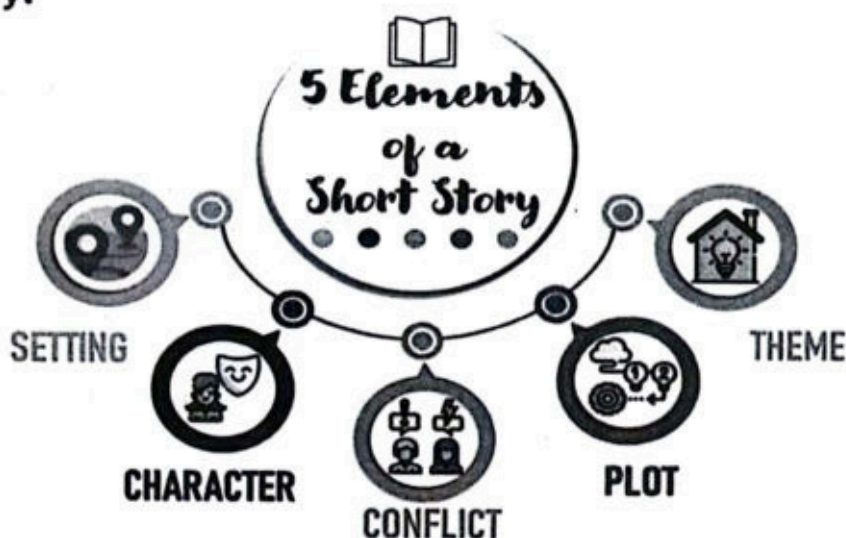
2. Reading and Critical Thinking Skills

A. Read the unit carefully and answer the following questions.

- What did the large woman have in her purse, and what was missing from it?
- How did the boy try to snatch the woman's purse, and what happened as a result?

- iii. Describe the woman's reaction when the boy tried to snatch her purse.
- iv. Why did the boy want the woman to turn him loose?
- v. What reason did the boy give for trying to snatch the woman's purse, and how did the woman respond?
- vi. What did the woman offer the boy after bringing him into her home?
- vii. How did the woman's attitude change towards the boy by the end of the story?
- viii. Have you ever received kindness or understanding from someone when you least expected it? How did it affect your behavior or perspective afterward?

Elements of a story:



Every story must have these five essential elements: the plot, setting, characters, point of view, theme and conflict. Whether we know it or not, we automatically incorporate all of these components while we are narrating a story to our family or our best friends. It's what gives the narrative its flow, generates suspense, and excites the audience.

Let's look at a famous fairy tale; Cinderella and see how these elements are used in that story:

Characters: the mouthpiece of the writer

Cinderella: The protagonist, a kind and mistreated young woman.

Evil Stepmother and Stepsisters: Antagonists who mistreat Cinderella.

Fairy Godmother: A magical character who helps Cinderella.

Prince Charming: The royal figure who falls in love with Cinderella.

Setting: Time and place where the story unfolds

The story is set in a medieval-like kingdom with a grand palace and Cinderella's humble home.



Plot: Sequence of events that make up the story

Cinderella faces hardship but is magically transformed for the royal ball.

A key event is her meeting with Prince Charming and the subsequent search for her using the lost glass slipper.

The story concludes with Cinderella marrying the prince.

Conflict: Central struggle or problem faced by characters

Conflict is the main disagreement or fight. The conflict in Cinderella revolves around her mistreatment by her stepmother and stepsisters, creating a stark contrast between her oppressive home life and her dream of attending the royal ball.

Theme: Central idea or message conveyed by the story

Themes include the triumph of goodness over adversity, the transformative power of love, and the idea that kindness is rewarded.

Tone: Author's attitude towards the subject or audience

The tone is often magical and whimsical, emphasizing the fairy tale nature of the story. It becomes hopeful and uplifting as Cinderella's fortunes change.

Point of View: Perspective from which the story is narrated

Typically told from a third-person omniscient perspective, allowing insight into the thoughts and feelings of multiple characters, especially Cinderella. This perspective enhances the fairy tale's magical elements and emotional depth.



B: Now read the story "Thank you ma'am" again. Identify and write the elements of the story in the given table.

Setting	
Plot	
Characters	
Point of view	
Theme	
Conflict	

3. Vocabulary and Grammar

A. Connotations vs Denotations:

Connotations and denotations are two aspects of word meanings that play a crucial role in understanding language. They represent different layers of meaning associated with words.

Denotations:

Denotation refers to the literal or dictionary definition of a word, its primary and explicit meaning.

Example: The denotation of the word "snake" is *a long, legless reptile*.

Connotations:

Connotation refers to the emotional, cultural, or social associations and secondary meanings that a word carries beyond its literal or dictionary definition.

Example: The word "snake" may have connotations of *deceit or danger*, as snakes are often used metaphorically to represent these qualities in various cultures.

More Examples:

Home vs house

Denotation: A place where one lives; a residence.

Connotation: Warmth, comfort, security, and emotional attachment. Saying "I'm going home" may evoke positive feelings beyond the literal meaning. "House" might lack the emotional warmth associated with the connotation of "home."

Slim vs. Skinny:

Denotation: Both words may refer to a person who is thin.

Connotation: "Slim" may have a more positive connotation, suggesting a healthy and attractive thinness. On the other hand, "skinny" may carry a more negative connotation, implying a lack of health or an unattractive thinness.

Youthful vs Immature

Denotation: Having the characteristics of youth; young in appearance, lacking experience

Connotation: Energetic, fresh, vibrant. Describing someone as "youthful" often carries a positive and lively connotation. "Immature" carries a negative connotation, suggesting a lack of maturity and experience.

B: Give the denotative and connotative meanings of the following pair of words and use them in your own sentences:

Thrifty vs. Cheap

Determined vs. Stubborn

Wise vs. Cunning

Frugal vs. Stingy

Confident vs. Arrogant

C. Adverbs:

Let's revise adverbs that we have learnt in earlier grades.

Adverbs are words that modify or describe verbs, adjectives, or other adverbs in a sentence. They provide additional information about how, when, where, or to what degree an action is performed.

Examples:

- Sadia walked **gracefully** to receive her award.
- We will meet you **soon** at the park for our morning walk.
- The children played **outside** in the garden.
- Tehmina goes to the gym **regularly** to stay fit.
- The weather turned **very** cold, catching everyone off guard.

Types of adverbs:

All adverbs do not end with -ly. That is only one type of adverbs (adverb of manner). Let's look at different types of adverbs:

Adverb and Types

Adverb Definition:

An adverb is a word that changes or talks about a verb, an adjective, or another adverb. It tells us more about how, when, where, or how much something happens or exists.

Adverb of Place

They help you talk about where things are.
Behind, Here, Above

Adverb of Time

They help you know what time it is.
Now, Soon, Often

Adverb of Manner

They show how something is done.
Well, Badly, Loudly

Adverb of Frequency

They help you say how many times something happens.
Always, Often, Sometimes

Adverb of Degree

They help you say how much something happens.
Very, Too, Quite

Adverb of Reason

These adverbs help us understand the reasons.
So, Thus, Hence

Examples:

Adverb of Manner:

He spoke **confidently** during the business presentation.

Adverb of Time:

They will arrive **early** for the movie at the cinema.

Adverb of Place:

The cat slept **underneath** the cozy blanket.

Place: (Where the action took place)

Example: They found the treasure **in the ancient cave**.

Adverbial Phrase: **in the ancient cave**

Frequency: (How often the action takes place)

Example: They meet twice a month.

Adverbial Phrase: **twice a month**

Degree: (To which extent)

Example: She was somewhat disappointed.

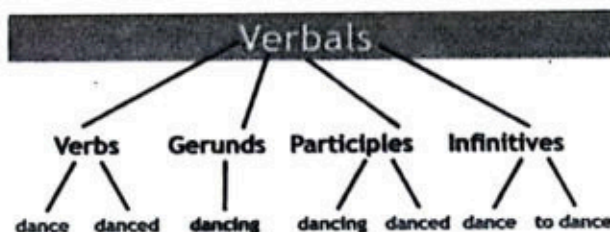
Adverbial Phrase: **somewhat disappointed**

E: Read the following sentences and identify the adverbial phrases. Consider the questions they answer (how, when, where, etc.) and the role they play in modifying the verbs, adjectives, or adverbs.

- i. She completed the puzzle with great concentration.
- ii. We will meet at the park after sunset.
- iii. The students gathered in the library to study for their exams.
- iv. He exercises at the gym three times a week.
- v. The temperature dropped quite suddenly in the evening.
- vi. They danced with incredible grace at the party.
- vii. The train departed at midnight.
- viii. She visits her grandparents every summer.
- ix. He spoke with a surprisingly loud voice during the presentation.
- x. The mountain climbers reached the summit with considerable difficulty.

F. Verbals:

Verbals are verbs that appear as nouns, adjectives, and adverbs. Three types of verbals: gerunds, participles, and infinitives function as other parts of speech. The function of gerunds are as nouns and they end in -ing.



Gerunds

Gerunds are verb forms that function as nouns, ending in "-ing." They represent actions or activities and can serve various roles in a sentence.

Examples:

Swimming is my favorite summer activity.

In this sentence, "swimming" is a gerund functioning as the subject.

I enjoy **reading** novels in my free time.

Here, "reading" acts as the direct object of the verb "enjoy."

Adverb of Frequency:

She checks her email **every morning** for important updates.

Adverb of Degree:

The temperature dropped **too** low after the sun set.

Order of Adverbs in a sentence:

When there is more than one adverb in a sentence describing a verb, they usually go in this order:

manner, place (location), frequency, time, reason/purpose.

It is uncommon to use all five types of adverbs to modify the same word.

Examples:

Subject	verbs	Adv. Manner	Adv. Place	Adv. frequency	Adv. Time
Khalid	swims	enthusiastically	in his pool	daily	before dusk.
Dad	walked	impatiently	to the garage		before work.
Jahangir	sleeps	happily			after lunch.

Q: Read the following sentences and identify the adverbs. Also mention the type of adverb.

- Javeria confidently answered all the questions during the interview. She speaks English fluently and practices attentively every day at the language institute.
- Laila quickly completed her homework before heading to the library. She studies diligently and always finishes her assignments on time to relax.
- Murtasim patiently waited for his friends at the cafe. He usually meets them on Fridays after work for a relaxing evening.

D. Adverb phrase

An adverbial phrase is a group of words that functions as an adverb, providing additional information about the manner, time, place, frequency, or degree of an action or the circumstances surrounding it. Adverbial phrases often answer questions such as how, when, where, why, or to what extent.

Adverbial phrases are typically formed by **groups of words that act together to modify a verb**, an adjective, or another adverb. They can be single words or longer phrases.

Usage with Examples:

Manner: (How the action was done)

Example: He completed the task with **great precision**.

Adverbial Phrase: with great precision

Time: (When the action took place)

Example: She will arrive **after the meeting**.

Adverbial Phrase: after the meeting

G: Read the passage and identify the gerunds.**Life on a Farm**

The life on a farm is full of interesting activities. Reading by the barn, swimming in the pond, hiking through small hills, horse riding at sunset, farming from dawn till dusk, and cattle rearing with care are some of them. Each task woven into the rhythm of farm life, making every day an adventure under the wide sky.

Infinitives

Infinitives are the base form of a verb, usually preceded by "to." They function as nouns, adjectives, or adverbs in a sentence.

Examples:

- I like **to read** before bedtime. (Noun: Direct object)
- She has the determination **to succeed**. (Noun: Predicate)
- The decision **to leave** was difficult. (Noun: Subject)
- He is eager **to learn** new skills. (Adjective modifying "eager")
- We have a plan **to explore** the city. (Adjective modifying "plan")

Why do we use infinitives:

Infinitives are used to express purpose, intention, or desire. They often follow certain verbs (e.g., want, need, like) or function as the subject, object, or complement of a sentence.

H. Identify and underline the infinitive in each sentence.

- i. We decided to visit the museum next weekend.
- ii. Aqsa's goal is to complete the marathon in a record time.
- iii. I would like to learn a new language before I turn 30.
- iv. The best time to plant a tree is now.
- v. Our plan is to travel to Makkah next summer.
- vi. I need to finish my homework before dinner.
- vii. Hasan hopes to become a successful entrepreneur.
- viii. It is essential to exercise regularly for good health.
- ix. The purpose of the meeting is to discuss upcoming projects.
- x. Atiqah promised to help the community center with fund raising.

4. Oral Communication Skills

Sister Zeph is an activist from Gujranwala, Pakistan. She primarily supports girls' education and women empowerment. Her journey began in 1997 when she was 13 years old and her teacher beat her in front of class. That is when she promised herself that she will never go to a school again and instead started her own school in her courtyard. Sister Zeph went door to door to ask families to send their daughters to her school. Over the years she has been responsible for the education of

hundreds of young girls and has empowered many women through formal education and skills trainings. In 2015, Sister Zeph's organization became a registered school. By 2016, her organization had taught over 500 girls and empowered 100 more. As of 2023, Sister Zeph's school provides free education to 200 students, from kindergarten through tenth grade. In 2023, Sister Zeph won the \$1 million Global Teacher Prize in honor of her achievements. She stated she would use the prize money to build a better school building



Activity

Discussion in groups:

After reading the above shining example of a Pakistani woman trying to help out of school children who are too poor to go to school, think of different women leaders, entrepreneurs, medical personnel, media persons (Pakistani and international) who have created a name for themselves in helping the poor and underprivileged people. Some of the more famous names are:

Political Leaders:

- Jacinda Ardern (New Zealand)
- Angela Merkel (Germany)
- Benazir Bhutto (Pakistan)
- Malala Yousafzai (Pakistan)

Scientists:

- Marie Curie (Poland/France)
- Rosalind Franklin (UK)
- Dr. Nergis Mavalvala (Pakistan/USA)
- Asma Zaheer (Pakistan)

Entrepreneurs:

- Oprah Winfrey (USA)
- Folorunsho Alakija (Nigeria)
- Jehan Ara (Pakistan)

Select any one personality and gather information about her. Discuss in groups. You can use the following links for more information:

<https://pakistanourtravel.com/2020/10/09/20-powerful-business-ladies-of-pakistan/>

<https://pakistanourtravel.com/2020/10/09/20-powerful-business-ladies-of-pakistan/>

<https://gulfnews.com/world/asia/pakistan/womens-day-10-pakistani-women-inspiring-the-country-1.77696239>

5. Writing Skills

- A. Choose one character (either the boy or Mrs. Jones) and write a detailed character analysis. Explore their motivations, actions, and the impact of their encounter on each other. Look at the format below for ideas.

Character Sketch

What does the character look like?

What qualities (good or bad) does the character have?



What does the character do?

What impact does he/she have on the story?

B. Argumentative Essay: The Power of Kindness

Mrs. Jones chooses to treat Roger with kindness instead of punishment. Do you think kindness is more effective than punishment in changing a person's behaviour? Write an argumentative essay supporting your opinion.

Teacher's Point

- Engage students in discussion using conversation prompts to involve more students.
- Encourage students to share personal opinions and experiences.
- Recapitulate the previously learnt types of adverbs in previous grades
- Select and use a variety of pre-writing strategies such as brainstorming, mind mapping.
- Explain the elements of story using different famous fables and stories familiar to students.
- Help students to plan, draft and revise writing to ensure that it is focused, purposeful and reflects insight into the writing situation. It has an organizational pattern that reflects a clear overall progression of ideas through proper use of signal and reference words. It uses writing strategies as are appropriate to the purpose of writing. It has varied sentence structure and length and has a good command of language with precision of expression

Review 1

Q No 1: Choose the correct option:

- i. The courage of the firefighter saved many lives. The underlined word is a/an noun:
A) Concrete B) Abstract C) Collective D) Material
- ii. Select the correct pair of concrete and abstract nouns from the options below.
A) Cat - Freedom B) Apple - Tasty C) Desk - Happy D) Chair - Sit
- iii. Identify the noun phrase in the following sentence.
The quick brown fox jumps over the lazy dog.
A) The quick brown fox B) Jumps over
C) The lazy dog D) Over the lazy dog
- iv. Choose the correct synonym for the word "happy".
A) Sad B) Joyful C) Angry D) Tired
- v. Choose the correct antonym for the word "ancient".
A) Modern B) Old C) Historical D) Traditional
- vi. Choose the correct sentence using past indefinite tense.
A) She was cooking dinner when I arrived.
B) She cooked dinner when I arrived.
C) She cooks dinner when I arrived.
D) She is cooking dinner when I arrived.
- vii. I listened to the music you recommended. The underlined word is a/an noun:
A) Abstract B) Collective C) Concrete D) Countable

Q. No 2: Read the given passage and answer the questions given at the end:

The James Webb Space Telescope (JWST) is an amazing observatory launched by NASA to explore the universe in great detail. With its advanced technology, JWST will change how we understand space, from how stars and planets form to the possibility of life on other planets. The telescope has a large mirror and very sensitive tools that can see faint infrared light from faraway galaxies. Unlike the older Hubble Space Telescope, JWST can look through cosmic dust clouds, giving us a clearer view of hidden parts of space. This powerful telescope is a team effort by NASA, the European Space Agency (ESA), and the Canadian Space Agency (CSA). By discovering new secrets about the universe, JWST aims to inspire future scientists and expand our knowledge of space.

1. What is the main goal of the James Webb Space Telescope (JWST)?
2. What makes JWST different from the Hubble Space Telescope?
3. What kind of light can JWST detect to explore faraway galaxies?
4. Which organizations worked together to build JWST?

5. How might JWST affect future scientists?
6. Identify the topic sentence of the paragraph.
7. List the supporting details provided in the passage.
8. Write a short summary of the passage.

Q. No 3: Read the following sentences and underline the adverb phrases. Circle the adjective phrases.

1. The car with the broken headlight needs to be repaired.
2. She arrived earlier than expected.
3. The book on the top shelf is very old.
4. He runs with remarkable speed.
5. The painting by the famous artist was sold for a million dollars.
6. They traveled to the mountains last summer.
7. The girl in the blue dress is my sister.
8. He finished the test in a hurry.

Q. No 4: Choose the correct modal (should, must, can, may) to fill in the blanks.

1. You _____ finish your homework before going out to play.
2. _____ I borrow your book for a day?
3. He _____ swim very well.
4. We _____ visit the museum this weekend if we have time.
5. You _____ see a doctor if you're feeling unwell.
6. Students _____ submit their assignments by Friday.
7. You _____ use your phone during the exam.
8. _____ you help me with my project?

Q. No 5: Identify and correct the mistakes in the use of infinitives and gerunds in the following sentences.

1. She enjoys to read books.
2. He wants becoming a pilot.
3. They practiced to play the guitar.
4. I decided going to the gym.
5. We need finishing the project by tomorrow.

Q. No 6: Write an essay of 150-200 words on the following topic:

"The Importance of Discipline in Student Life"



MOTHER NATURE (Poem)

Text type: Poem
Theme: Literature and Poetry
Subthemes: Nature (Poem)

In this unit the students will be able to

- Locate appropriate synonyms and antonyms in a thesaurus.
- Affect meaning through use of synonyms with different connotations and denotations.
- Appeal to the senses through use of figurative language including similes and metaphors.
- Recognize literary techniques such as personification and alliteration.
- Illustrate use of transitive and intransitive verbs.
- Illustrate use of regular and irregular verbs.
- Illustrate use of prepositions of position, time and movement and direction.
- Use active and passive voice appropriately in speech and writing according to the required communicative function.
- Present and explain one's point of view clearly
- Ask, restate and simplify directions and instruction
- Use paraphrasing skills to paraphrase stanzas: Mark thought groups in the stanza. Restate the message in simple prose. Replace poetic words with simple ones.
- Use summary skills to write summary/ précis of simple passages / poems.
- Write an introductory paragraph with a clear central thought

Pre-Reading

- Share your thoughts about the title "Mother Nature".
- Have you read any other poems by Emily Dickinson? If so, what themes or styles do you associate with her work?
- Based on the title and the poet's name, what do you expect this poem might explore or convey?

Mother Nature

by Emily Dickinson

Nature, the gentlest mother,
Impatient of no child,
The feeblest or the waywardest,
Her admonition mild

In forest and the hill
By traveller is heard,
Restraining rampant squirrel
Or too impetuous bird.

How fair her conversation,
A summer afternoon,
Her household, her assembly;
And when the sun goes down

Her voice among the aisles
Incites the timid prayer
Of the minutest cricket,
The most unworthy flower.

When all the children sleep
She turns as long away
As will suffice to light her lamps;
Then, bending from the sky

With infinite affection
And infiniter care,
Her golden finger on her lip,
Wills silence everywhere

While-reading

What imagery is created by the description of Nature as "the gentlest mother"?

While-reading

As you read about Nature's "conversation" and "household," what emotions or atmosphere are evoked?

While-reading

Consider the role of the sun going down in the poem. How does it affect the scene and the mood?

While-reading

What significance do you find in the mention of the "timid prayer" of the cricket and the "most unworthy flower"?

While-reading

How does the poetess characterize Nature's relationship with her children, specifically in the lines mentioning the "feeblest" or "waywardest"?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

gentlest	characterized by a mild and kind nature.
impatient	not tolerant of delay or opposition
admonition	gentle reproof or warning.
feeblest	lacking physical strength, especially as a result of age or illness.
waywardest	most difficult to control or manage due to wayward behavior.
aisles	passages between rows of seats in a building, such as a church or theater.
incites	provokes or stirs up a reaction or emotion.
timid	shy or lacking in self - confidence.
minutest	extremely small or insignificant.
rampant	unrestrained or unchecked.
impetuous	acting or done quickly without thought or care.
assembly	a gathering of people for a particular purpose.
suffice	be enough or adequate.
lamps	in the context of the poem, likely refers to celestial bodies or sources of light.
infinite	endless or limitless.
affection	deep love and care.
infinites	more infinite; suggesting an even greater degree of limitlessness.
bending	in the context of the poem, likely refers to a celestial movement or gesture.
sky	the expanse of air over the earth.
silence	absence of sound; stillness.

2. Reading and Critical Thinking Skills

A. Reading Comprehension Questions:

- What is the central theme or message conveyed by Emily Dickinson in "Mother Nature"?
- How does the poet depict Nature's actions during the time when "all the children sleep"?
- Explore the metaphorical meaning behind the line, "Her golden finger on her lip, / Wills silence everywhere." What does it suggest about Nature's role?
- Reflect on the use of nature elements (squirrel, bird, cricket, flower) in the poem. How do they contribute to the overall message?

- v. How does Emily Dickinson portray the duality of Nature's character - gentle mother and enforcer of silence?

Extended Reading

Read the given paragraph and examine different points of view (e.g., first-person, third-person narrative). Determine an author's point of view or purpose in a text. Analyse how the author distinguishes his or her position from that of others.

Beacon of Hope

The crisp autumn air nipped at my cheeks as I hurried down the street, a gnawing emptiness in my stomach. I hadn't eaten since breakfast and was running late for my part-time job. Just as I passed a small, run-down cafe, a figure slumped against the wall caught my eye. It was an elderly woman, her face etched with worry, her hands shaking as she clutched a tattered bag. I felt a pang of sympathy, a tug on the heartstrings that I knew meant I should help. But I was already late, and the little money I earned was precious. But as I glanced back at her, the image of my grandmother, frail and unsteady, flashed in my mind. The guilt was like a tight knot in my chest. I couldn't turn away. With a sigh, I dug into my pocket and offered the woman a few coins. "Here, ma'am," I said, "I hope this helps." As her eyes welled up with tears, I felt a warmth spread through me, a feeling that was bigger than the hunger in my stomach or the fear of being late. It was a reminder that kindness, even in small gestures, held a power that could feed the soul.

From the window of the cafe, Sarah, the waitress, watched the scene unfold. She'd witnessed countless acts of indifference on this street, people rushing by, blind to the struggles of others. But this young man, with his tired eyes and worn coat, had stopped. He hadn't had to, but he did. The kindness in his gesture was like a beacon of hope, a reminder that even in the darkest of times, compassion could still bloom. Sarah smiled, her heart warmed by the small act of human connection. She knew that kindness, like a ripple in a pond, could spread outward, touching lives in ways both big and small.

B. Antonym, Denotation, Connotation

- i. Provide the antonym for each of the following words:

Gentlest

Impatient

Timid

Rampant

Infinite

- ii. Provide the denotation (literal meaning) for the words below:

Aisles

Assembly

Lamps

Sky

Silence

- iii. Explore the connotations (emotional or associative meanings) of the following words in the context of the poem:

Feeblest

Impetuous

Affection

Minutest

Bending

iv. Choose the antonym for each word:

- | | | |
|--------------|-----------|-----------|
| a) Ascend | Rise | Descend |
| b) Expand | Contact | Enlarge |
| c) Conquer | Surrender | Dominate |
| d) Surrender | Modern | Primitive |
| e) Intense | Mild | Fierce |

v. Choose the correct word according to the context of the sentence:

- a) The sunsets, painting the sky in vivid colours, are a ____ sight.

Common	Extraordinary
--------	---------------

- b) His patience seemed to ____ as the wait became longer.

Increase	Decrease
----------	----------

- c) The river flowed gently, its current ____ and serene.

Turbulent	Calm
-----------	------

- d) In the desert, the temperatures during the day can be ____ reaching over 100 degrees.

Mild	Extreme
------	---------

- e) The politician's speech was filled with ____ promises, but few were fulfilled.

Genuine	Empty
---------	-------

C. Metaphors

A metaphor is a figure of speech in which an implied comparison is made between two unlike things that actually have something in common. A metaphor expresses the unfamiliar in terms of the familiar. For example, when Shakespeare famously said, "All the world's a stage," he metaphorically equated life to a theatrical performance. Other common metaphors include "a heart of gold" for a kind person or "the apple of my eye" for someone greatly admired.

i. Complete the metaphor:

- a) Time is a ____.
- b) Laughter is the best ____.
- c) The classroom was a ____ of buzzing bees.
- d) His words were a ____ in the storm of confusion.

River

Mountain

Medicine

Weapon

Hive

Forest

Anchor

Lightning

ii. Create a metaphor:

- a) Compare the feeling of disappointment to a ____.
- b) Describe a successful team as a ____.
- c) Portray the night sky as a ____ of diamonds.
- d) Express the idea of courage using the metaphor of a ____.

iii. Identify the metaphor in the sentence:

- a) The news spread like wildfire through the small town.
- b) Her voice was music to his ears.
- c) The city never sleeps.
- d) Time is a thief stealing moments from our lives.

News	Wildfire
Voice	Music
City	Sleeps
Time	Thief

D. Personification

i. Identify the personification:

- a) The stars danced in the midnight sky.
- b) The wind whispered secrets through the trees.
- c) The sun smiled down on the beach.
- d) Time marches on, never looking back.

Stars	Midnight
Wind	Trees
Sun	Beach
Time	Marches

ii. Create personification:

- a) Give human qualities to the rain.
- b) Personify a mountain and describe its actions.
- c) Imagine a conversation between the moon and the stars.
- d) Depict a river as if it has thoughts and feelings.

iii. Identify the personification in the sentence:

- a) The old house groaned as if it were in pain.
- b) The flowers nodded in agreement with the gentle breeze.
- c) Fear knocked on the door, but courage answered.
- d) The camera captured the joy of the moment.

E. Alliteration: In alliteration, words that begin with the same sound are placed close together. Although alliteration often involves repetition of letters, most importantly, it is a repetition of sounds. e.g.

"Fishing Fleet" is an alliteration because the sounds are the same. On the other hand:
"Cheerful cop"

It might begin with the same letters, but it is not alliteration because the sounds are not the same. e.g. alliteration that repeats the 's' and 'l' sounds:

"Sally sells seashells by the seashore."

1. Fill in the Blanks.

- i) The _____ (alliterative adjective) eagle soared through the sky. (e.g., elegant)
- ii) The _____ (alliterative adjective) waves crashed against the shore. (e.g., wild)
- iii) The _____ (alliterative adjective) teacher patiently explained the lesson.
(e.g., thoughtful)

2. Identify and underline the alliterative words in the following sentences:

- "Five feisty felines frolicked in the garden."
- "The busy bees buzzed around the blooming flowers."

3. Vocabulary and Grammar

A. Transitive and Intransitive verbs

A transitive verb is a type of verb that needs an object to make complete sense of the action being performed by the subject. E.g.

The dog / chased / the cat.

(subject / verb / object)

The dog chased.

The verb 'chased' in the above example is a transitive verb that demands an object. As you can see, the second sentence, "The dog chased" does not seem complete. The moment you say "The dog chased", the people listening to you would definitely ask the question, "Chased what?" That explains why 'chased' can be classified as a transitive verb, and it follows the pattern SVO.

An intransitive verb is a verb that does not necessarily require an object to make sense of the action being performed by the subject in a sentence or a context.

The old man felt weak.

(subject / verb / complement)

The verb in the above sentence is 'felt', and it connects the subject to the complement and does not require an object.

i. Identify the verb type (Transitive / Intransitive):

- a) She **ate** the delicious cake.
- b) The cat **jumped** onto the window sill.
- c) He **built** a sandcastle on the beach.
- d) The river **flowed** swiftly.
- e) The music **played** softly in the background.
- f) Sara **bought** a new dress for the party.

ii. Determine the object in the sentences

- a) She reads a book
- b) The wind blew the leaves
- c) He wrote a letter
- d) They painted the fence blue.

iii. Create sentences with both types:

- Write a sentence with a transitive verb.
- Write a sentence with an intransitive verb.
- Write an interrogative sentence using transitive verb.
- Write an interrogative sentence using intransitive verb.

iv. Fill in the blanks with the appropriate preposition:

- She walked ____ the park to meet her friends.
- The cat jumped ____ the table.
- The airplane flew ____ the clouds.
- They sailed ____ the island.
- The hiker climbed ____ the mountain.
- The train travels ____ the tunnel.
- The ball rolled ____ the street.
- He swam ____ the river to reach the other side.
- The kids ran ____ the school bus.
- She placed the keys ____ the table.
- We walked ____ the forest and discovered a hidden lake.
- The river flows ____ the mountains.

vi. Identify the preposition of movement or direction:

- They walked ____ the park.
- The birds flew ____ the sky.
- The car drove ____ the tunnel.
- He jumped ____ the pool.

through

beside

over

under

through

round

into

beside

B- Active and Passive Voice:

Active Voice:

- In active voice, the subject performs the action.
- The structure is **Subject + Verb + Object**.

Example: The cat (subject) ***chased*** (verb) the mouse (object).

Passive Voice:

- In passive voice, the subject receives the action.
- The structure is **Object (Noun) + Auxiliary verb + Lexical Verb + by + Subject (Noun)**.

Example: The mouse (Object-Noun) was (Auxiliary Verb) chased (Lexical Verb) by the cat (Subject-Noun).

C- Practice Exercises:

1. Change the following Active voice sentences to Passive Voice:

- i. The chef prepares a delicious meal.
- ii. She will complete the assignment.
- iii. Someone is painting the fence.
- iv. They have cancelled the event.
- v. The students completed the project.
- vi. The chef prepared a delicious meal.
- vii. The gardener trims the bushes every week.

2. Change the following Passive voice sentences to Active Voice:

- i. The cake was baked by Mary.
- ii. A new song is being sung by the choir.
- iii. The report has been written by the manager.
- iv. The cake was baked by Mary.
- v. A new song is being sung by the choir.
- vi. The report has been written by the manager.
- vii. The door was opened by John.

3. Identify whether the given sentence is in *active (A)* or *passive (P)* voice.

- i. The teacher explained the lesson.
- ii. A beautiful song was sung by the choir.
- iii. They built a sandcastle on the beach.
- iv. The mysterious novel was written by the author.
- v. Someone is painting the fence.
- vi. They have cancelled the event.
- vii. The letter has been written by Sarah.

4. Oral Communication skills

A. Direction Dialogue Activity:

Activity

Divide the class into pairs. Each pair will consist of a person asking for directions (Seeker) and a person giving directions (Guide).

Part 1:

Seeker's Role:

- The seeker is given a scenario where they need to ask for directions (e.g, finding a local landmark, a specific street, or a public facility).
- The Seeker formulates questions to ask the Guide for direction. Encourage using polite phrases like "Excuse me "and" can you please tell me..."

Seeker's Role:

- The Guide provides clear and concise direction to the Seeker.
- Emphasize the use of directional language (e.g., "turn left, "go straight. "cross the street").
- Encourage the Guide to ask follow-up questions to ensure the Seeker understands.

Part 2:

Guide's Role:

- The Seeker asks for directions based on the new scenario.
- Use the experience gained in the first to improve communication.

Debrief and Rotation:

- After each round, have a brief class discussion about the challenges faced and successful communication strategies.
- Rotate pairs so that each student gets the opportunity to practice both asking for and giving directions.
- Encourage feedback within pairs on how the communication could be improved.

B. Complete the given sentences giving and asking for directions (follow the given examples):

The knowledge of directions is important to complete any long or short journey. When we are in a place where we are not familiar with the locations at some point during the trip, there are chances of getting lost even if we have a map. So it is required to have knowledge of asking and giving directions in English so that we can reach our destination. It's also a great idea to give directions yourself to tourists or foreign travellers. In this article, some words and phrases are given that can help you in learning how to give directions and ask for them.

We can ask for directions very politely to someone using the following phrases.

- Hey, can you help me, please?
- Good evening, sir/ma'am. May I ask for some help?
- Excuse me, ma'am! Could you please help me?

In the same way as we learnt about asking for directions, sometimes we need to guide someone who may ask us for directions. For that, some common phrases are given below that will help you in giving directions.

- Pass the city centre road by going straight.
- Go along that road.

C. Complete the given sentences using the conventions of Politeness and Gratitude:

- i. Thank you so much for
- ii. I really appreciate
- iii. Thanks a lot!
- iv. I'm grateful for
- v. Could you please

5. Writing Skills

Summary Writing

A. Steps to Write a Poem Summary:

- Understand the theme, tone, and main ideas expressed in the poem.
- Pinpoint key literary devices, metaphors, symbols, and emotions conveyed in the poem.
- Break the poem into stanzas and summarize the main message or feeling of each.
- Mention any rhyme scheme, rhythm, or unique structural elements that contribute to the poem's impact.
- Identify and articulate the central themes or messages the poet is conveying.
- Describe the emotional tone of the poem - whether it's celebratory, melancholic, reflective, etc.

Teacher's Point

- Provide a list of common directional vocabulary and phrases to assist students.
- Encourage students to use gestures or draw simple maps to enhance communication.
- Highlight the importance of using polite language and expressing gratitude after receiving directions

- B. **Activity:** Read the poem given below and summarize according to the steps of writing summary of a poem.

The Road Not Taken *by Robert Frost*

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back

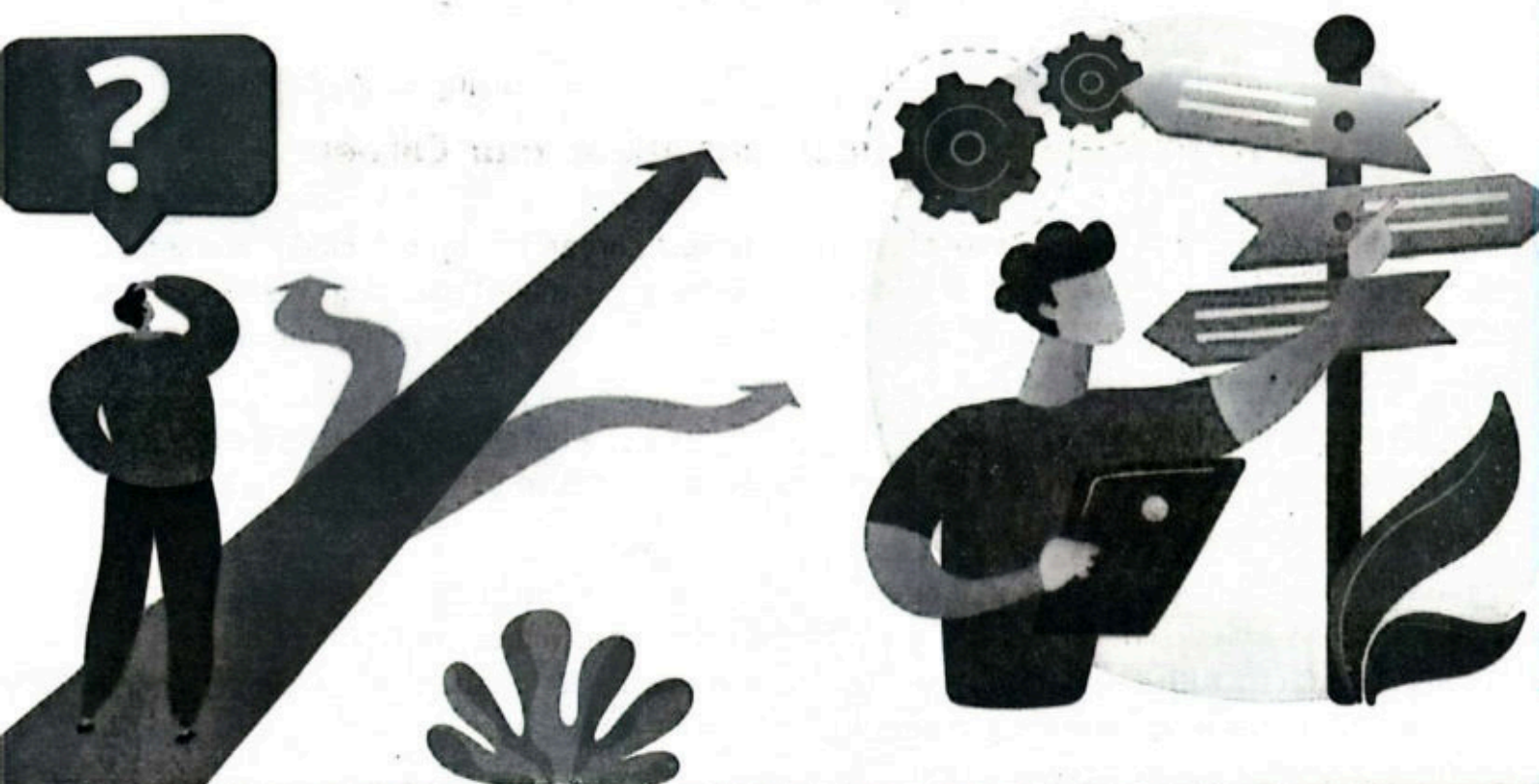
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.



Further Reading Activity Read another poem by Emily Dickenson and critically analyse it in a group discussion

Teacher's Point

- Guide students to produce legible work that shows the correct spelling of the conventions of punctuation and capitalization. Also help them recall and practice construction of sentence patterns and structures learned in earlier classes.



HOW TO MAKE BETTER DECISIONS ABOUT YOUR CAREER

Text type: Essay/Article
Theme: Soft Skills/Innovation
Subthemes: Decision making

In this unit the students will be able to

- Deduce the meaning of unfamiliar words from the context using contextual clues
- Use the knowledge of literal and figurative meaning, grammatical gender and syntax to translate passages from English to Urdu
- Analysis of pattern of text organization
- Illustrate the use and all functions of modal verbs.
- Use active and passive voice appropriately in speech and writing according to the required communicative function.
- Use conditional sentences.
- Recognize silent letters in words and pronounce them with developing accuracy.
- Demonstrate heightened awareness of conventions, dynamics of group discussion, interaction and expression to show agreement
- Use summary skills to write summary/ précis of simple passages / poems.
- Write and revise formal letters to people in extended social and academic environment for various purposes. Write the address on the envelope clearly and in proper format.

Pre-Reading

- What are some common challenges people face when making decisions about their career?
- Why is it important for a career to align with one's values and emotions?

How to Make Better Decisions About Your Career¹

By TIMOTHY YEN

Picking your college major subjects, choosing the perfect career, trying to decide if you should leave your job and move to a new one – decisions like these can feel daunting. We all spend a huge amount of time at work, and we all want (and deserve) to love what we do. But the path to finding that work isn't always clear.

Luckily, there are actions you can take to help you figure out what's right for you. Use this five-step framework to narrow down your options and focus on what's important.

1. What are your feelings telling you?

If you want to find a fulfilling career, it needs to align with your values. Your feelings can help you discern this, even if you haven't consciously named what those values are. Think of it this way: When you're faced with an important decision, what's the first thing that happens in your mind and your body? Usually, before logic kicks in, you'll experience a strong emotion. Pay attention to that. Your emotions are connected to who you are at your core and can provide important insights about your identity and the values that may be driving your actions but that are also, at times, beyond your conscious awareness.

So, think about the kind of work you're doing now, or the kind of work you're planning to do.

Brainstorm and jot down ideas of different careers you're considering. What feelings come up? If you feel anger, sadness, or even fear and anxiety when you're looking at the choices on your list, consider those red flags. If, on the other hand, you feel happiness or excitement, that's an indicator that what you're considering might be a good decision.

If you don't come up with anything that elicits positive emotions, go back to the drawing board. Keep looking for different careers until you find something that is in alignment with your emotions.

2. What matters to you?

Once you've connected with your emotions, you're ready for the next step: consciously identifying your values.



While-reading

According to the text, what is the significance of paying attention to your feelings when making career decisions?

¹ <https://hbr.org/topic/subject/career-planning>

What are values? They're simply defined as what really matters to you, or your "why." That is, they can help you define why a certain decision feels more meaningful to you than another.

Understanding your "why" will allow you to make choices that align directly with the things you care about — choices that will keep you fulfilled longer term.

For example, let's say you're trying to decide between two jobs that you've been offered. One is a high-paying corporate job and the other is a job working at a nonprofit with a reasonable, but lower, salary. If you take the time to identify your values and find that helping others is one of them, but money isn't high on your list, that makes your decision to work at the nonprofit a bit easier.

There are a number of ways to figure out what your values are. One of the best is through formal psychological assessments. My favorite is the Enneagram personality test because the results describe your personality traits and motivations in the context of ideal circumstances and stressful situations, which can give you a more holistic look at who you are.

3. What matters to other people?

None of us exist in a vacuum. Just as it's important to get clear on what matters to you, it's also important to consider how your decision will impact your loved ones — because it probably will.

Whether it's a partner, family member, or friend, ask the people who will be affected by your choices for their own thoughts, input, and feelings. This is especially important if

you're making a decision about your career. Often, these kinds of choices have a strong influence over your finances and living situation, as well as the amount of time you can dedicate to certain relationships.

For example, let's say you are offered a job that you're excited about that aligns with your values and requires you to commute two hours into work every day. You may be okay with this personally, but you must acknowledge that this is time you will lose out on spending with your significant other, family, or friends. Your decision, then, not only impacts you — it impacts those you care about.

This doesn't necessarily mean that you shouldn't take the job. However, it might mean that you should take the time to negotiate the offer to make it more closely aligned with both your values and those of the people around you. In this case, you might ask the hiring manager for a flexible work arrangement, one in which you come into the office only three days a week to limit your commute.

While-reading

How does identifying and understanding your values contribute to making meaningful decisions?

While-reading

What are some methods suggested in the text for discovering your values, besides formal psychological assessments?

4. What is the reality of the situation?

The goal of asking yourself this question is to make sure that you are making your choices for the right reasons. You want to ensure that the decision you are about to make is based on correct data, not an erroneous interpretation of your situation. Otherwise, you might end up having false expectations or feeling disappointed by the choice you make.

To answer this question, you have to be objective and consider the realities surrounding your options, not your assumptions.

For example, let's say you're thinking about changing jobs because you think your coworkers aren't friendly. Before you make the big decision to leave your organization, ask, "Do I have information to back up my logic or am I making an assumption?" Maybe your coworkers seem unfriendly but are actually just shy. Maybe they're too focused on work to socialize. Or, maybe you're right, and they really are unfriendly. You won't know for sure unless you step back and look at the situation objectively.

While-reading

Why does the text emphasize considering the impact of your decisions on others, especially in the context of career choices?

Write down a description of the experiences you've had that back up your logic, but don't include any interpretations. Just describe what happened. Taking time to pause and describe creates an opportunity for you to evaluate things more clearly – and you can apply this tactic to any kind of situation.

If you're still in doubt about whether you've come to the correct conclusion after you've done this, double-check your conclusions with someone you trust, such as a friend or counselor.

5. How do I put the pieces together?

Once you've answered these four questions, you've laid the foundation for making an optimal decision. But there's still one last step: putting all the pieces together.

How do you do that?

Start by reviewing all the information you've just discovered. For example, if you are trying to decide on a career path, consider the emotions you felt as you looked at your potential job choices. Ask yourself, "How do I feel and why do I feel this way?"

Next, review your values. Do the job choices that excite you align with those values? What about the values of your loved ones? This should help narrow down your list.

Finally, give yourself a reality check. Are there any factors driving your decision that are based on assumptions rather than information?

It will take time, but giving your full attention to each of these points should help you reach a rational, appropriate decision about what career path is best for you, no matter what your current situation is. Not only that, but you'll also know, on a deeper level, that the decision you're making is in full alignment with your values, your emotions, yourself, and the people you love. And when it comes to a major decision like finding your perfect career, that's exactly as it should be.

Notes:

Timothy Yen is a clinical psychologist with a doctorate from Azusa Pacific University, practicing in the East Bay area, and leading conferences and retreats around the globe.

Between his years in private practice and another eight years as a Mental Health Staff Sergeant in the US Army, he's empowered hundreds of individuals, families, organizations, and teams to develop authentic relationships and grow into their best selves. He currently resides in Northern California with his wife and son.

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
framework	a structured approach or set of steps, as mentioned in the text, for making decisions about one's career.
values	core principles or beliefs that matter to an individual, influencing their decisions and actions.
enneagram personality test:	a formal psychological assessment mentioned in the text, used to understand personality traits and motivations in various situations.
assumptions	unverified beliefs or conclusions that may lack sufficient evidence, emphasized in the text as potential pitfalls in decision-making.
reality check	the process of objectively evaluating and verifying the information surrounding options to ensure decisions are based on accurate data.
flexible work arrangement	a work schedule or setup that allows for variations, such as reduced office days, as discussed in the context of negotiating job offers.
red flags	warning signs or indicators, in this case, negative emotions like anger or sadness while considering career options.
Holistic Look	A comprehensive view that considers various aspects, as suggested in the Enneagram personality test description.
Conscious Awareness	Being aware and mindful of one's thoughts, feelings, and motivations, particularly in the context of decision-making.
Optimal Decision	A decision that is well-informed, aligns with one's values and emotions, and is made for the right reasons, according to the text.
Financial Abundance	Having sufficient financial resources, mentioned in the context of imagining what activities one would pursue if financial constraints were removed.

Emotional Alignment	Ensuring that the feelings associated with potential career choices match positive emotions, as discussed in the text.
Negotiate	To engage in discussions with the aim of reaching an agreement, as suggested in negotiating job offers for a more suitable arrangement.
Interpretations	Subjective explanations or meanings attributed to experiences, separated from factual descriptions advised in evaluating situations objectively.
Holistic Decision-Making	Making choices that consider emotions, values, the impact on others, and the reality of the situation, as advocated in the text.

2. Reading and Critical Thinking Skills

A. Reading Comprehension Questions:

- Summarize the five-step framework outlined in the text for making better decisions about your career.
- How does the author suggest putting the pieces together after answering the four questions? Explain the process.
- Reflect on a personal decision you've made or are currently facing. How might applying the five-step framework outlined in the text be beneficial in your situation?
- In the fourth step, what is the purpose of asking, "What is the reality of the situation?" and how does it contribute to decision-making?

Extended Reading

Read the given paragraph and examine how an author develops and contrasts the points of view of different characters or narrators in a text.

The Adventure

The rickety bus rattled its way up the mountain pass, spitting out puffs of smoke that clung to the air like wispy ghosts. Inside, Maya, her face pressed against the window, felt the familiar thrill of adventure. Each twist and turn, each crumbling stone wall, whispered tales of forgotten civilizations and hidden secrets. Her father, perched beside her, however, was less enthusiastic. He tugged at his collar, his brow furrowed with worry. "This is too dangerous, Maya," he grumbled. "This road is barely passable, and we haven't seen another soul for hours." Maya, though, could only point excitedly at the breathtaking vista sprawling before them - snow-capped peaks piercing the azure sky, valleys carved with jade rivers, and an ever-shifting tapestry of emerald green and burnt sienna. For her, this was not a dangerous journey, but a thrilling exploration, a chance to lose herself in the wild beauty of the world. Their perspectives, father and daughter, so vastly different, yet united by the shared journey, mirrored the paradox of adventure itself: a dance between fear and exhilaration, risk and reward.

Questions:

- What did you find interesting in the given narrative? State the reason too.
- Think about a similar happening/ adventure and reproduce in similar manner linking new facts, terms, and concepts with prior knowledge.
- Choose words and phrases from the given paragraph and deduce the meaning of unfamiliar words from the given context using contextual clues.

3. Vocabulary and Grammar**A. Build up Dictionary skills**

- Choose five words from the glossary provided on page 81 for the given text. Look up each word in a dictionary or use an online dictionary resource. Write down the definition of each word in your notebooks.
- Identify and list at least two synonyms for each word given in the glossary.
- Find and note down an example sentence using each word from the glossary in the correct context.

B. Formation of Nouns

- Change the given words into noun.

Feel	Valued	Emotion	Assessment	Framework
Reality	Situation	Negotiation	Conclusion	Alignment

C. Synonyms

- Choose five words from the list below, taken from the original text. Find and write down the synonyms for each chosen word.
- Construct sentences using both the original word and its synonym to ensure proper context.

Word List:

Feelings	Values	Emotion	Assessment	Framework
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D. Read each question carefully and choose the correct option based on the information provided in the main text.

- When making career decisions, why does the text emphasize paying attention to your emotions?
 - Emotions are irrelevant to decision-making.
 - Emotions provide insights into your core values.
 - Emotions distract from rational thinking.
 - Emotions hinder the decision-making process.

- ii. What is the Enneagram Personality Test mentioned in the text used for?
 - a) Assessing physical fitness.
 - b) Analyzing financial abundance.
 - c) Identifying personality traits and motivations.
 - d) Evaluating job offers.
- iii. According to the text, why is it important to consider the impact of your decisions on loved ones?
 - a) It adds unnecessary complications.
 - b) Loved ones don't influence career decisions.
 - c) Decisions often affect finances and relationships.
 - d) Personal decisions should be kept private.
- iv. What is the purpose of the "Reality Check" mentioned in the text?
 - a) To create unrealistic expectations.
 - b) To verify decisions based on correct data.
 - c) To ignore actual situations.
 - d) To make decisions without consideration.
- v. How does the text suggest putting the pieces together in the decision-making process?
 - a) Ignoring emotions and values.
 - b) Reviewing information discovered and conducting a reality check.
 - c) Making impulsive decisions.
 - d) Disregarding the opinions of loved ones.

Grammar

(Modal verbs, Active Passive voice, first conditional sentences, silent letters)

Modal Verbs:

E. Complete the sentences with the appropriate modal verb:

- i. She ___ speak Spanish fluently.
- ii. You ___ bring an umbrella; it might rain.
- iii. You ___ exercise regularly to stay healthy.
- iv. We ___ go to the concert if we finish our homework on time.
- v. Students ___ wear the school uniform.
- vi. You ___ attend the meeting if you want to.
- vii. Students ___ finish their assignments before the deadline.
- viii. You ___ borrow my book if you promise to return it.

4. Oral Communication skills

- A. Can you identify examples or scenarios where assumptions might lead to incorrect decision-making, as mentioned in the lesson text? Discuss in groups followed by presentation by the group representative chosen by the teacher.

5. Writing Skills

A. Precis Writing

Read the given passage about climate change and write a precis, summarizing the key points in about 1/3 of the original length. Focus on maintaining clarity and coherence.

Passage:

"The impact of climate change is evident in rising global temperatures, melting ice caps, and extreme weather events. It poses a significant threat to ecosystems, biodiversity, and human livelihoods. Urgent action is required to mitigate these effects and transition to a sustainable future."

B. Comparative Essay

Activity: Read the given story. Use a variety of techniques (introducing a topic, developing it, using transitions and creating cohesion, concluding) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Rearrange the sentences to make a comprehensive coherent story.

The Unseen Hand: A Story of Discovery and Resolution

The discovery of a cryptic message, scrawled upon an ancient scroll, ignited a fervent curiosity within me. My journey began in the dusty archives of a forgotten library, where I stumbled upon the relic. Its faded script, barely visible under layers of time and neglect, whispered tales of a long-lost civilization and an enigmatic secret. The message, deciphered with painstaking effort, revealed a sequence of seemingly random numbers and symbols. Each element appeared to hold a unique significance, but their connection remained elusive. My research delved into obscure historical texts, seeking parallels and potential meanings. Days blurred into weeks as I meticulously cross-referenced ancient languages, astronomical charts, and philosophical treatises. Slowly, a pattern began to emerge from the seemingly chaotic data. The numbers, I realized, represented constellations visible from a specific point on Earth, while the symbols corresponded to celestial events. This revelation triggered an epiphany - the message was not a mere cipher, but a coded map, directing me to a hidden

F. Write sentences using a modal verb to express**necessity/obligation/possibility/ability/permission/**

- i. She has a test tomorrow; _____ study tonight.
- ii. The weather forecast says it _____ rain later.
- iii. She has a talent for painting; _____ create beautiful artwork.
- iv. He _____ able to finish the project on time.
- v. She _____ take permission to leave early.

G. First Conditional Sentences:

In a type 1 conditional sentence, the tense in the "if" clause is the simple present, and the tense in the main clause is the simple future.

The type 1 conditional refers to a possible condition and its probable result. These sentences are based on facts, and they are used to make statements about the real world, and about particular situations. We often use such sentences to give warnings. In type 1 conditional sentences, the time is the present or future and the situation is real.

Examples

If I have time, I'll finish that letter.
What will you do if you miss the plane?
Nobody will notice if you make a mistake.

Fill in the blanks with the correct form of the verb in the first conditional:

- i. If it _____ (rain), we won't go for a walk.
- ii. If you _____ (study), you will pass the exam.
- iii. She _____ (travel) if she gets a vacation.
- iv. If she _____ (study), she _____ (get good grades).
- v. We _____ (not go) unless you _____ (come).
- vi. If it _____ (snow), we _____ (build a snowman).
- vii. She _____ (join) the team if she _____ (pass) the tryouts.

H. Create first conditional sentences based on the prompts:

- i. If she studies hard, _____ (get a good grade).
- ii. If they miss the train, _____ (be late for the meeting).
- iii. If he _____ (not set an alarm), _____ (oversleep).
- iv. If you _____ (forget your keys), _____ (not enter the house).
- v. If you _____ (miss the bus), _____ (be late for school).

Silent Letters:**I. Write the words with silent letters:**

B _____	K _____	C _____
R _____	D _____	P _____
P _____	G _____	L _____
K _____	C _____	W _____

location. Armed with this newfound knowledge, I embarked on a thrilling adventure. Following the celestial clues, I traversed desolate landscapes and treacherous terrains, driven by an insatiable thirst for discovery. Each step deepened the mystery, leading me to believe that the destination held a profound truth, one that could rewrite the narrative of our history. Finally, after weeks of relentless pursuit, I reached the designated location - a hidden chamber deep within a forgotten temple. Inside, I discovered an intricate device, powered by a celestial alignment the message had predicted. As the sun reached a specific point in the sky, activating the mechanism, a hidden passage revealed itself. The passage led to a concealed library, overflowing with knowledge from the lost civilization. The scrolls and tablets within unveiled the civilization's remarkable achievements, their profound understanding of the universe, and their wisdom in preserving this knowledge for future generations. This discovery, a testament to their ingenuity and foresight, inspired awe and humbled me with the realization of our own potential. This journey, initiated by a cryptic message, transformed me. It awakened a profound sense of wonder and instilled in me an unshakeable belief in the power of knowledge. The unseen hand that guided me through this journey, hidden in the message itself, revealed a truth far greater than any individual. The lost civilization's legacy, preserved within the hidden chamber, serves as a beacon, reminding us of the boundless potential that lies within the depths of our collective human spirit.

Activity

Choose two novels from your English Textbook's suggested readings and create a comparative essay exploring their themes, characters, and writing styles. Use a mind map or graphic organizer to outline your ideas before writing the essay. Highlight both similarities and differences.

C. Letter Writing of Complaint

Imagine you purchased a faulty electronic device. Write a formal letter of complaint to the manufacturer, detailing the issues you've encountered and expressing your dissatisfaction. Provide specific details and suggest a resolution following the prescribed letter format.

Teacher's Point

Guide students to produce legible work that shows the correct spelling of the conventions of punctuation and capitalization. Also help them recall and practice construction of sentence patterns and structures learned in earlier classes.

Letter Writing Format

In general, everyone needs to be aware of the format of letter writing, more so candidates appearing for examinations. A letter is composed of different elements that change depending upon its nature. The format for both the types of letters is given below.

Letter writing format of Formal Letter

A formal letter must adhere to the prescribed format. The letter writing format of a formal letter is as mentioned below:

Sender's address	• One of the most essential components, also known as the return address. • It is the mailing address of the sender. • The address and contact details of the person sending the letter are written here.
Date	• Immediately after the sender's address comes the date on which the letter is written. • Candidates, while writing the letter in the exam, can follow any of the formats to write the dates: DD/MM/YY OR MM/DD/YY.
Receiver's address	• The corresponding address, i.e. the address of the recipient of the mail is written here. • Candidates must start with the receivers' designation followed by the name of the organization and then the full address.
Subject	• This highlights the aim of writing the letter. The subject of the formal letter should be very brief (6 to 8 words) and must be preceded by the word 'Subject'. • The receiver, through the subject, understands the purpose of the letter at a glance.
Salutation	• This is a customary greeting to the recipient of the letter. • If the name of the recipient is known, the salutation starts with 'Dear' followed by Mr/Mrs/Miss, etc. • If the person is unknown or even the gender is not known the recipient can be addressed as Dear Sir/Dear Madam.
Body of the letter	• The most important element of any letter. It furnishes the reason behind writing the letter. • For formal letters, candidates should use short, clear, logical paragraphs to state the subject matter. • The body of the letter is generally divided into 3 paragraphs: a) Introduction that states the main point. b) Middle part: Supporting points and details to justify the need and importance of letter writing. c) Conclusion: Request for some action or what is expected.
Complimentary closure	• This is to end the letter with respect in a polite manner such as 'Yours faithfully', 'Yours sincerely', etc.

Signature line: sender's name, signature and designation

- This is the last part where the sender of the letter signs off with his first or last name.
- The signature line may also include a second line for the title or designation of the sender.

Candidates writing formal letters in the exam must remember the following pointers.

- Use of colloquial words, short forms, slang language and abbreviations are restricted.
- The letter must be to the point, precise and clearly indicating the message.
- The subject line is very important in formal letters.

1. Letter of Complaint

A complaint letter is written with the aim and hope of finding a suitable solution for a problem that has not been resolved. There are various problems faced by people. Making complaints to bring these problems to the attention of the higher authorities is the only way to resolve the problems.

Making complaints against someone is never easy, and doing it in writing is far more challenging because everything would be recorded. In light of this, extreme caution should be used while writing a complaint letter.

How to Write a Complaint Letter?

When you are displeased with a service or have an issue that needs to be resolved, you should write a complaint letter to the relevant authorities. Make sure to compose the letter in a professional manner. A formal letter is formatted similarly to a complaint letter. The sender's address, the date, the recipient's address, the topic, the greeting, the body of the letter, the complimentary ending, your signature, and your name in block letters can all be included in a complaint letter.

The usual format is as follows:

Sender's address

DD/MM/YY

Receiver's address

Subject: _____

Sir/Ma'am, (Salutation)

Body of the Letter explaining the reason for your letter and the complaint.

State the issue and its causes

State the problems arising from the issue

Give some suggestion/recommendations

Thanking you

Yours faithfully, (Complimentary Closing)

Signature

NAME in block letters

HEADING 1: Address of the applicant, can be written on right or left hand corner. Either no punctuation or the given format should be used. Use formal format of date. Don't use 12-10-13

Examination Hall,
City, ABC,
17th January, 2016.

HEADING 2: Address of the person you are writing to. Should be written in a box form. Designation + Name of the Office + city. Notice the punctuation marks.

The Chairman,
Union Council-23,
ABC.

Subject: Write the subject clearly and underline it so it becomes highlighted.

Subject: Defective Drainage System.

Sir,

I would like to bring into your notice the extremely bad condition of the drainage system of my locality. Here are some facts for your consideration:

- The underground drains along the smaller roads or street get choked every second or third month with dirty water overflowing from the manholes.
- The rainwater is not properly drained out with the result that roads and streets get broken. The flooded roads become a great problem for traffic. The clothes of passersby get soiled and their movement becomes risky.

Salutation: It should be according to the rank and the writer's relation to him. Use Sir/Madam or Dear Sir/Madam, or Respected Sir/Madam with a comma at the end.

Body: Body of the application/letter can be written in several paragraphs depending on the subject. It can be indented, starting after a small space of three or four letters or in a BLOCK STYLE, starting from the margin. There has to be one-line space between two paragraphs. Important points can be written in a bulleted form.

It is suggested that the present drainage system be cleaned thoroughly and repaired completely. New drains should be dug where necessary.

I hope you will try to solve this grave problem at your earliest.

Waiting for a favourable response.

Ending: "Yours" WILLNOT have a comma. *Your's* is WRONG. Different ending salutations can be used according to the designation and the relation. Most commonly used are "Yours truly" and "Yours sincerely". Put a comma after it.

Yours sincerely,
XYZ

THE ALCHEMIST

Text type: Excerpt from a novel

Theme: Tourism/Travelling

Subthemes: Self awareness

In this unit the students will be able to

- Deduce meaning of unfamiliar words
- Recognize rules for using indefinite pronouns.
- Illustrate use of tenses learnt earlier. Identify, change the form of, and use Present and Past Perfect Continuous tenses.
- Demonstrate use of appropriate conventions to give a job interview
- Use summary skills to write summary/ précis of simple passages / poems.
- Write a persuasive/argumentative essay.
- Use appropriate vocabulary, style and tone for a covering letter/ job application/ resume
- Write and revise formal letters to people in extended social and academic environment for various purposes

Pre-Reading

- What do you know about Paulo Coelho, the author of "The Alchemist"?
- What information can you gather from the provided text about the main character, Santiago, and the setting of the story?
- Based on the introduction, what expectations or assumptions do you have about the book's plot or themes?

The Alchemist

Paulo Coelho

(Translated by Alan R. Clarke. Published 1992)

The boy's name was Santiago. Dusk was falling as the boy arrived with his herd at an abandoned church. The roof had fallen in long ago, and an enormous sycamore had grown on the spot where the sacristy had once stood.

He decided to spend the night there. He saw to it that all the sheep entered through the ruined gate, and then laid some planks across it to prevent the flock from wandering away during the night. There were no wolves in the region, but once an animal had strayed during the night, and the boy had had to spend the entire next day searching for it.

While-Reading Question

How does the author describe Santiago's relationship with his flock of sheep?

He swept the floor with his jacket and lay down; using the book he had just finished reading as a pillow. He told himself that he would have to start reading thicker books: they lasted longer, and made more comfortable pillows.

It was still dark when he awoke, and, looking up, he could see the stars through the half destroyed roof.

I wanted to sleep a little longer, he thought. He had had the same dream that night as a week ago, and once again he had awakened before it ended.

He arose and, taking up his crook, began to awaken the sheep that still slept. He had noticed that, as soon as he awoke, most of his animals also began to stir. It was as if some mysterious energy bound his life to that of the sheep, with whom he had spent the past two years, leading them through the countryside in search of food and water. "They are so used to me that they know my schedule," he muttered. Thinking about that for a moment, he realized that it could be the other way around: that it was he who had become accustomed to their schedule.

But there were certain of them who took a bit longer to awaken. The boy prodded them, one by one, with his crook, calling each by name. He had always believed that the sheep were able to understand what he said. So there were times when he read them parts of his books that had made an impression on him, or when he would tell them of the loneliness or the happiness of a shepherd in the fields. Sometimes he would comment to them on the things he had seen in the villages they passed.

But for the past few days he had spoken to them about only one thing: the girl, the daughter of a

merchant who lived in the village they would reach in about four days. He had been to the village only once, the year before. The merchant was the proprietor of a dry goods shop, and he always demanded that the sheep be sheared in his presence, so that he would not be cheated. A friend had told the boy about the shop, and he had taken his sheep there.

"I need to sell some wool," the boy told the merchant.

The shop was busy, and the man asked the shepherd to wait until the afternoon. So the boy sat on the steps of the shop and took a book from his bag.

"I didn't know shepherds knew how to read," said a girl's voice behind him.

The girl was typical of the region of Andalusia, with flowing black hair, and eyes that vaguely recalled the Moorish conquerors.

"Well, usually I learn more from my sheep than from books," he answered. During the two hours that they talked, she told him she was the merchant's daughter, and spoke of life in the village, where each day was like all the others. The shepherd told her of the Andalusian countryside, and related the news from the other towns where he had stopped. It was a pleasant change from talking to his sheep.

"How did you learn to read?" the girl asked at one point.

"Like everybody learns," he said. "In school."

"Well, if you know how to read, why are you just a shepherd?"

The boy mumbled an answer that allowed him to avoid responding to her question. He was sure the girl would never understand. He went on telling stories about his travels, and her bright, Moorish eyes went wide with fear and surprise. As the time passed, the boy found himself wishing that the day would never end, that her father would stay busy and keep him waiting for three days. He recognized that he was feeling something he had never experienced before: the desire to live in one place forever. With the girl with the raven hair, his days would never be the same again.

But finally the merchant appeared, and asked the boy to shear four sheep. He paid for the wool and asked the shepherd to come back the following year. And now it was only four days before he would be back in that same village. He was excited, and at the same time uneasy: maybe the girl had already forgotten him. Lots of shepherds passed through, selling their wool.

"It doesn't matter," he said to his sheep. "I know other girls in other places."

But in his heart he knew that it did matter. And he knew that shepherds, like seamen and like traveling salesmen, always found a town where there was someone who could make them forget the joys of carefree wandering.

The day was dawning, and the shepherd urged his sheep in the direction of the sun. They never have to make any decisions, he thought. Maybe that's why they always stay close to me.

The only things that concerned the sheep were food and water. As long as the boy knew how to

While-Reading Question

Are there any hints or clues in the text that suggest events or developments that might occur later in the story?

find the best pastures in Andalusia, they would be his friends. Yes, their days were all the same, with the seemingly endless hours between sunrise and dusk; and they had never read a book in their young lives, and didn't understand when the boy told them about the sights of the cities. They were content with just food and water, and, in exchange, they generously gave of their wool, their company, and – once in a while – their meat.

If I became a monster today, and decided to kill them, one by one, they would become aware only after most of the flock had been slaughtered, thought the boy. They trust me, and they've forgotten how to rely on their own instincts, because I lead them to nourishment.

The boy was surprised at his thoughts. Maybe the church, with the sycamore growing from within, had been haunted. It had caused him to have the same dream for a second time, and it was causing him to feel anger toward his faithful companions.

He drank a bit from the wine that remained from his dinner of the night before, and he gathered his jacket closer to his body. He knew that a few hours from now, with the sun at its zenith, the heat would be so great that he would not be able to lead his flock across the fields. It was the time of day when all of Spain slept during the summer. The heat lasted

While-Reading Question

What role does the abandoned church and the sycamore tree play in the narrative?

until nightfall, and all that time he had to carry his jacket. But when he thought to complain about the burden of its weight, he remembered that, because he had the jacket, he had withstood the cold of the dawn.

We have to be prepared for change, he thought, and he was grateful for the jacket's weight and warmth.

One afternoon, on a visit to his family, he had summoned up the courage to tell his father that he didn't want to become a priest. That he wanted to travel.

"Those people, when they see our land, say that they would like to live here forever," his father continued.

"Well, I'd like to see their land, and see how they live," said his son.

"The people who come here have a lot of money to spend, so they can afford to travel," his father said. "Amongst us, the only ones who travel are the shepherds."

"Well, then I'll be a shepherd!"

His father said no more. The next day, he gave his son a pouch that held three ancient Spanish gold coins.

"I found these one day in the fields. I wanted them to be a part of your inheritance. But use them to buy your flock. Take to the fields, and someday you'll learn that our countryside is the best, and our women the most beautiful."

And he gave the boy his blessing. The boy could see in his father's gaze a desire to be able, himself, to travel the world – a desire that was still alive, despite his father's having had to bury it, over dozens of years, under the burden of struggling for water to drink, food to eat, and the same place to sleep every night of his life.

1. Glossary

words	Meanings
sacristy	a room in a church where sacred vessels and vestments are kept.
sycamore	a type of tree with lobed leaves and spherical fruit, native to temperate regions.
shepherd	a person who herds, tends, and guards sheep
crook	a long staff with a curved end, used by shepherds to manage sheep
andalusia	a region in southern spain known for its rich cultural heritage
moorish	relating to the moors, a group of muslim people of north african descent who conquered parts of spain in the middle ages
merchant	a person involved in trade, especially one dealing with foreign countries or supplying goods to a particular trade
dry goods	goods that do not contain liquid or require refrigeration, such as textiles, grains, and spices.
instincts	inherent or intuitive tendencies or abilities.
seminary	a school that prepares students for priesthood or religious ministry.
theology	the study of the nature of god and religious belief.
latin	the language of ancient rome and the roman catholic church, widely used in scholarly and religious contexts.
blessing	a prayer asking for divine favor, protection, or guidance.
desire	a strong feeling of wanting or wishing for something to happen.
inheritance	Property or money passed down to an heir after the death of the owner.

2. Reading and Critical Thinking Skills

- i. Why does Santiago feel a desire to live in one place forever, and what contributes to this feeling?
- ii. What is Santiago's purpose in life according to the text, and how does he plan to fulfill it?
- iii. How does Santiago's father react when he expresses his desire to become a shepherd and travel? What values does his father convey?
- iv. Identify and discuss potential themes present in the excerpt. How might these themes relate to the overall story?

- v. Explore Santiago's motivations for becoming a shepherd and his desire to travel. How do these motivations shape his character?
- vi. Consider the symbolic significance of the church, sycamore tree, and the boy's jacket. What might they represent within the narrative?
- vii. Read the recount given in the lesson text and discuss the impact it had on the reader. Also compare it with a similar genre of story you have read earlier. Comment on implied meaning
- e. g. writer's view point and relationship between characters.

3. Vocabulary and Grammar

- i. Find synonyms for the word "captivating" as used in "The Alchemist."
- ii. Identify antonyms for the word "abandoned" in the description of the church.
- iii. Use context clues to determine the meaning of the word "proprietor" as it is used in the passage.
- iv. Consult dictionary/glossary to find pronunciation, precise meaning, part of speech/etymology. SYCAMORE, SEMINARY, MOORISH, ANDALUSIA.

Phrases Practice

- i. Identify any idiomatic expressions or phrases used in the text. Explain their meaning.
- ii. Find examples of similes or metaphors in the provided lesson text. Explain the comparisons made.
- iii. Read Santiago's dialogues and compare the way other characters express themselves. Comment on the uniqueness of Santiago's speech.

Indefinite Pronouns

A. Fill in the Blanks:

- i. Everyone ____ excited about the upcoming event.
- ii. Has ____ seen my keys around here?
- iii. There is ____ at the door. Can you see who it is?
- iv. ____ of the students submitted their assignments on time.
- v. She wants ____ to contribute to the charity fundraiser.
- vi. The party was fun, and ____ enjoyed themselves.
- vii. ____ are welcome to join the meeting.
- viii. My sister is inviting ____ to the wedding.
- ix. I have ____ to share with you.
- x. ____ were surprised by the sudden announcement.
- xi. She gave ____ a piece of advice.
- xii. The team needs ____ to contribute ideas.

xiii. They decided to go without ____.

xiv ____ of the cake is gone.

B. Present Perfect Tense :

Complete the Sentences:

i. By the time she arrives, I ____ already ____ the report.

ii. We ____ never ____ such a thrilling movie before.

iii. How long ____ you ____ in this city?

iv. They ____ just ____ a new car.

v. ____ you ____ to that country?

C. Choose the Correct Form:

i. She ____ (has/have) lived here for five years.

ii. ____ they ____ (seen/see) this movie yet?

iii. I ____ (already/just) ____ finished my homework.

iv. By the time I got there, she ____ (has/had) left.

v. We ____ (never/ever) ____ visited that museum.

D. Decide whether to use present perfect or simple past.

i. She ____ (visit/has visited) Paris several times.

ii. I ____ (just/saw) the latest episode of my favorite show.

iii. They ____ (has/have) completed the project last week.

iv. ____ you ____ (ever/been) to Asia?

v. We ____ (already/ate) dinner when you called.

E. Passage for Tense and Pronoun Practice:

Fill in the blanks with the appropriate indefinite pronoun and the correct form of the present perfect tense.

has, have, lived, experienced, decided, discovered, offers, joined, tried, has been, introduced, learned, pursue, started, passed, has improved, made, always loved, become, become, plan, has completed, feels, has achieved, work, has become, becomes, never expected, found, moved, has changed, looks

F. PASSAGE

Samantha ____ in this small town for ten years. Over the years, she ____ many adventures and met interesting people. Recently, she ____ to explore new hobbies. One day, she ____ a local art class that ____ lessons for beginners.

Excited about the opportunity, Samantha ____ the class. She ____ painting before, but the

instructor ____ patient and helpful. During the first session, everyone ____ themselves, and Samantha ____ that some classmates ____ art for years, while others ____.

As the weeks ____, Samantha ____ her skills and ____ new friends. She ____ creative activities, and this art class ____ a significant part of her life. The other participants ____ like a second family to her.

One day, the group ____ a gallery exhibition to showcase their work. Samantha ____ several paintings for the event. She ____ proud of what she ____ in such a short time. Everyone ____ hard, and the atmosphere in the class ____ incredibly supportive.

The upcoming exhibition ____ a highly anticipated event in the town. Samantha ____ that she ____ such a fulfilling community when she ____ here a decade ago. Life ____ in ways she ____, and she ____ forward to the exciting journey ahead.

4. Oral Communication skills

- A. Hold an interactive interview with a traveler or professional tourist. Follow the instructions and conclude the activity on reflections.

Conventions of Conducting Interviews

- Divide the participants into pairs: an interviewer and a traveler.
- Decide on a scenario for the interview. For example, the traveler could be someone who has explored unique destinations, embarked on a specific adventure, or is a professional travel blogger.
- The interviewers prepare a set of open-ended questions related to the traveler's experiences, challenges, cultural encounters, favorite destinations, travel tips, etc.
- Encourage interviewers to include questions that require detailed responses to promote a dynamic conversation.

5. Writing Skills

- A. Write an essay by crafting a descriptive and engaging travelogue about a chosen destination. Use mind mapping or graphic organizer to formulate your thoughts about the destination you choose.

Teacher's Point

• Guide students to produce legible work that shows the correct spelling of the conventions of punctuation and capitalization. Also help them recall and practice construction of sentence patterns and structures learned in earlier classes.

Travelogue Writing: Before starting the travelogue, it is important to research the space. Only research can help you to mention the accurate places and their significance. Make sure you mention accurate details to help the readers understand. Keep a camera handy to capture the images for later.

Write Down in Descriptions

After researching, make sure to write down the places in the descriptions. The reader can read the descriptions and have an idea of the places. Make sure you mention the correct details of the places along with their historical significance.

Format of a Travelogue:

Introduction- Body paragraphs- Conclusion

Highlight the Various Attractions

A writer needs to mention all the attractions of the city. These attractions are noted down in different categories such as eateries and restaurants, historical places, etc.

Mention the Mode of Transportation

Include the transportation facilities provided in the country. The list can include various types of transportation facilities like buses, trains and other type of transportation. You can also include the cost of different types of transportation for their reference.

Mention the Cultural Background of the Place

It is very important to mention the cultural background of the place. It gives a richer value to the place. Most people want to know the historical and cultural background of any place. You can also include the background and the weather of the place so that it makes it easy for people to pack.

List Down Some Famous Eateries

It is very important to mention some famous and affordable eateries in the location. A lot of people who are travelling to a new country find it difficult to find good restaurants for their food likings. It will help the readers if there is a detailed list of the restaurants according to the cuisines.



BLUE (Poem)

Text type: Poem
Theme: Literature & Poetry
Subthemes: Human Relationships

In this unit the students will be able to

- locate appropriate synonyms and antonyms in a thesaurus.
- affect meaning through use of synonyms with different connotations and denotations.
- locate phrases and idioms
- appeal to the senses through use of figurative language including similes, metaphors and imagery
- 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.
- Make and use present and past participles. Identify, recognize the function and use of perfect participles.
- Illustrate the use of gerunds and gerund phrases.
- Illustrate the use of infinitives and infinitive phrases.
- Illustrate use of prepositions of position, time and movement and direction.
- Recognize and use varying intonation patterns as aids in spoken and written discourse to show attitude, highlight focus in meaning, divide speech into thought groups.
- Ask, restate and simplify directions and instructions.

Pre-Reading

- What emotions or themes do you think might be present in a poem titled "Blue"?
- Based on the title and author, what do you anticipate the poem might be about?
- How do you think the narrator's perspective might influence the poem?

Blue

By Brian A. Haycock

She was born pink and soft with all of her toes
 She had my eyes and her mothers nose
 She cried for a moment and then settled down
 The angel of my life with hair of brown

Months went by and we watched her grow
 Something was wrong and we had to know
 The doctor called with concern on his mind
 And told me my angel had been born blind

I cried for a while and then I got mad
 This was not my idea of being a dad
 So from that day forward I started a plight
 To be her eyes in life and her heart of sight

As the years passed by she started to grow
 Into a beautiful child with a need to know
 Each day was spent teaching all that I knew
 Until one day when she asked about blue

I tried to define it but my efforts were in vain
 Only sighted descriptions were the way to explain
 She had no way of knowing what I was trying to say
 And for the very first time I failed her that day

Life went on and as she grew
 She formed her thoughts on what is blue
 Wanting to know just what others could see
 Inside her mind it became reality

While-reading

What details stand out to you in the opening lines of the poem?

While-reading

How does the tone of the poem change when the doctor delivers news about the child?

While-reading

What emotions do you think the narrator experiences, and how are they conveyed in the poem?

Teacher's Point

Teacher will ask students what does the title, themes, how those pictures and images are connected. Finally, students read the text and check if they were right or wrong about the lesson text connections they made.

On her sixteenth birthday our lives got better
 We received good new from a doctor's letter
 He said he could help and that this just might
 Give the eyes of my angel the gift of sight

I will never forget what she asked to see
 When she opened her eyes and first saw me
 She looked at me with her eyes of new
 And asked me to show her the color of blue
 I said, Look at my eyes, for they are blue
 The day you were born they watched over you
 All through the years they never looked away
 They will always be with you and will never stray

She smiled at me and said that she always knew
 About what the meaning was of the color blue
 Through out her life she could always see
 With the eyes of her heart instilled from me

To her the color had a meaning more than just sight
 Blue had a feeling that gave her an insight
 Throughout the years as both our hearts grew
 She told me that Love was the color Blue

While-reading

What significance does the color "blue" seem to hold for the narrator and the child?

Post Reading:

1. Reflect on the narrator's journey from the birth of the child to the moment she gains sight. How does this impact your understanding of the poem?
2. Consider the role of the color blue in the poem. How does it evolve throughout the narrative?
3. What do you think the poem is trying to convey about love and its connection to the color blue?
4. How does the structure of the poem contribute to its overall impact?

Notes:

Narratives are the oldest form of poetry. Long before there was paper to write on or ink to write with, long before the invention of the printing press, people often shared stories as a form of entertainment. These stories were also often used to relate historical events. In the same way that we spread news through newspapers today, oral stories were used to spread news of historical events long ago. In order to help recall details of the events, people began to use rhyme and rhythm to give their stories a musical quality that would allow the story to be remembered and recalled much more easily. Think about how much easier it is to remember the words to a song than it is to recall all of the words of a short story. That is exactly how narrative poems were originally created.

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

plight	a difficult or adverse situation.
instilled	to gradually but firmly establish or implant.
insight	the capacity to gain an accurate and deep understanding.
conveyed	communicated or expressed.
symbolize	to represent or be a symbol of something.
evolve	to develop or undergo change over time.
perception	the way in which something is regarded, understood, or interpreted.
illuminate	to light up or make clear.
grief	deep sorrow or emotional distress.
perspective	a particular attitude or way of regarding something.

2. Reading and Critical Thinking

- Comments on the initial challenge the narrator faced after the birth of the child?
- How did the narrator attempt to overcome the challenges posed by the child being blind?
- Discuss how the event marked a positive turning point in the narrator's and the child's lives?
- How did the narrator use the color blue to symbolize something meaningful to the child?
- In what way did the child's perception of the color blue change over time?
- Elaborate the rhyme scheme of the given poem.
- Locate phrases in the poem.

3. Vocabulary and Grammar

List of Idioms

Piece of cake, Walk in the park, Whale of a time, Runaway success, Ups and downs, Hard nut to crack, Bitter pill to swallow, Shortcut, Bootstraps, Feet wet

A. Fill in the blanks with the correct idiom from the provided list.

- I told my friend not to worry about the exam; it's just a piece of cake. After all, he's been studying diligently.
- After the intense practice sessions, the basketball team is confident they will come out on top. Winning the championship is not a ____.
- She was feeling under the weather, but her friends encouraged her to attend the party. Surprisingly, she had a ____ time.
- Despite the challenging project, the students pulled together and worked tirelessly. Their efforts paid off, and the project was a ____ success.

- v. Learning a new language can be a double-edged sword. It opens up opportunities but also comes with its _____ challenges.
- vi. The teacher advised the students to hit the books if they wanted to excel in the upcoming exams. Success is not handed to you on a _____.
- vii. The actor took the criticism with a grain of salt and used it as motivation to improve. Constructive feedback can be a valuable _____.
- viii. The class clown finally realized that cutting corners in his assignments was not the way to go. He understood that there's no _____ to success.
- ix. She decided to take matters into her own hands and resolve the issue independently. Sometimes, you have to pull yourself up by your own _____.
- x. The new student felt like a fish out of water in the unfamiliar school environment. It took time, but eventually, she found her _____.

B) Figures of Speech:

Figures of speech are rhetorical devices and expressive uses of language in which the words are not taken in their literal senses. Figures of speech provide emphasis or create other meaningful effects.

- A **euphemism** is a mild, indirect, or vague expression that is substituted for an expression that is deemed offensive or harsh. For example, restroom is a euphemism for toilet. Euphemisms in particular can be used to soften harsh, gross, or offensive language when a writer or speaker wants to keep a consistently polite or respectful tone.
- An **oxymoron** is an expression used when two seemingly contradictory words combine for a specific or meaningful purpose

Shakespeare, for example, one of history's favorite poets and playwrights, who is often credited with being witty, funny, and awfully tragic all in the same piece of work, uses oxymoron to great effect. One of the most famous examples of oxymoron can be found in his play *Romeo and Juliet*, the classic love story that influenced many love stories thereafter.

Read the following excerpt from Act 1, Scene 1, in which the lead character, Romeo, expresses his emotional conflict at not being able to be with the woman he loves, Juliet, because their families are fierce enemies and would not tolerate such a union. Some examples of oxymoron are in red.

Example

- Why, then, O brawling love! O loving hate!
- O anything, of nothing first create!
- O heavy lightness! serious vanity!
- Misshapen chaos of well-seeming forms!
- Feather of lead, bright smoke, cold fire, sick health!
- Still-waking sleep, that is not what it is!
- This love feel I, that feel no love in this.

Activity

Interpret figures of speech (e.g., euphemism, oxymoron) in the given excerpt and analyze their role.

4. Oral Communication Skills

Activity

Poetry Analysis and Oral Presentation

Read the given poem and discuss (in pairs) the theme.

To the Cuckoo

By William Wordsworth

O blithe New-comer! I have heard,
I hear thee and rejoice.
O Cuckoo! shall I call thee Bird,
Or but a wandering Voice?

While I am lying on the grass
Thy twofold shout I hear;
From hill to hill it seems to pass,
At once far off, and near.

Though babbling only to the Vale
Of sunshine and of flowers,
Thou bringest unto me a tale
Of visionary hours.

Thrice welcome, darling of the Spring!
Even yet thou art to me
No bird, but an invisible thing,
A voice, a mystery;
The same whom in my school-boy days
I listened to; that Cry
Which made me look a thousand ways
In bush, and tree, and sky.

To seek thee did I often rove
Through woods and on the green;
And thou wert still a hope, a love;
Still longed for, never seen.

And I can listen to thee yet;
Can lie upon the plain
And listen, till I do beget
That golden time again.

O blessed Bird! the earth we pace
Again appears to be
An unsubstantial, faery place;
That is fit home for Thee!

Notes: William Wordsworth (1770-1850), English poet, one of the most accomplished and influential of England's poets, whose style created a new tradition in poetry. He wrote poems portraying nature as something divine and spiritual. "To the cuckoo" is one of his fond memories expressed in words. Through this poem he expresses nature to the depths of nostalgia.

Group Discussion

Discuss the poem and share your thoughts based on key themes, symbols, and emotions conveyed in the poem or a specific aspect of the poem.

Presentations

- Each group spokesperson will present their group's analysis to the class, including their thoughts on the poem's themes, symbolism, and emotions.

Reflections

- One or Two Students can conclude the activity by reflecting on what they've learned about the poem and about poet's love for nature.

TYPES OF SENTENCES: Simple, Compound, and Complex

Using a variety of sentence types also makes for more interesting reading.

CLAUSE: A clause is the basic unit of grammar. Typically a main clause is made up of a subject (s) (a noun phrase) and a verb phrase (v). Sometimes the verb phrase is followed by other elements, e.g objects (o), complements (c), adjuncts (ad). These other elements are sometimes essential to complete the meaning of the clause:

[S] Sarah [V] smiled.

[S] Jahan [V] doesn't feel [C] well.

- A **simple sentence** has one independent clause and no subordinate clauses.

e.g. *Old-growth forests in the United States are disappearing.*

Citizens must act.

- A **compound sentence** has two or more independent clauses, joined by coordinating conjunctions, and no subordinate clauses.

e.g. *Old-growth forests in the United States are disappearing, and citizens must act.* (two independent clauses joined by and)

- A **complex sentence** contains one independent clause and one or more subordinate clauses.

e.g. *Because old growth forests in the United States are fast disappearing, citizens must act now.*
(Because old growth forests in the United States are fast disappearing = subordinate clause beginning with subordinating conjunction; citizens must act now = independent clause)

Forests that have existed for thousands of years are in danger. (that have existed for thousands of years = subordinate clause beginning with relative pronoun; Forests . . . are in danger = independent clause)

- A **compound-complex sentence** joins two or more independent clauses with one or more subordinate clauses.

e.g. *Forests that have existed for thousands of years are in danger, and citizens must take action.* (Forests are in danger and citizens must take action = independent clauses; that have existed for thousands of years = subordinate clause)

Note: Make use of all these types of sentences. Don't string together a long series of simple sentences, but, on the other hand, don't always write compound and complex sentences. Try beginning with a simple sentence, or try following several long compound and complex sentences with a simple one. It can have a surprisingly forceful effect.

Activity

Read the given passage and identify the four types of sentences in it.

Because America seemed to provide limitless natural resources, until the second half of this century we spent them freely. We mined for minerals, diverted rivers, and cut down trees, many of which had been growing for thousands of years before the first settlers arrived. Over the years, America's wilderness has given way to prosperous cities, and skyscrapers have replaced giant old trees. America has succeeded. But now we are paying the price.

Activity

Identify the function of the underlined dependent clauses.

- When my father called from Pakistan. Mother threw down her knitting and hurried to answer the phone
- The prom, which is usually held in May, was delayed by the late snowstorm.
- Whoever adjusted my seat must have been tall.

Activity

True or False- All of the following are independent clauses.

- Sherry smiled.
- The Russian impressionist collection, with all their dramatic colors and themes.
- To have been loved is to have known joy and pain

Activity

Underline the complete subject in the following sentences.

- My cousin Andy, a shy man, was given the chance to make a public speech last summer.
- The office will be closed on Thursday.
- Get ready!

Activity

Identify the given sentences as Complex and Compound.

Sentences	Complex	Compound
They finished practice early, and they went for ice cream.		
Your mom cleaned your room while you were out.		
They practice yoga, and they like to meditate.		
After the end of the movie, Juliette wanted more popcorn.		
I would love to help, but I have work to do.		
Before you answer the door, look who it is through the window.		
Do you want an ice cream sundae, or do you prefer some cake?		
Phil has studied hard because the test is tomorrow.		
Camden wants to exercise, yet he is reading a book.		
We should leave for the movie since you are here.		
They hurried through supper, so they could have dessert.		
She can't write her story unless her pencil is sharp.		

A. Kinds of Pronouns:

- i. Replace the underlined word with the correct pronoun:
- Sarah gave Sarah's book to Sarah.
- ii. Identify the type of pronoun used:
- The cat groomed itself.
- iii. Change the sentence using a relative pronoun:
- The person is talking. _____ is my friend.
- iv. Complete the sentence with an indefinite pronoun:
- _____ of the students passed the test.
- v. Choose the appropriate demonstrative pronoun:
- I prefer _____ sweater.
- vi. Identify the reflexive pronoun:
- The children washed _____ before dinner.
- vii. Change the sentence using an interrogative pronoun:
- She went to the store. _____ did she buy?
- viii. Convert the sentence using a possessive pronoun:
- The car belongs to John. It is _____.
- ix. Replace the noun with the correct personal pronoun:
- The teacher praised the student. _____ deserved it.
- x. Select the correct reciprocal pronoun:
- Jane and Mary are best friends; they know each other very well.

B. Present and Past Participles Used as Adjectives:

- i. Identify the present participle:
- The _____ child is playing in the park.
- ii. Choose the correct past participle:
- The cake was _____ perfectly.
- iii. Replace the adjective with a present participle:
- The breeze felt _____ against my face.
- iv. Identify the past participle:
- The treasure was _____ by the pirates.
- v. Complete the sentence using a past participle:
- The door was left _____.
- vi. Choose the appropriate present participle:
- The _____ flowers bloomed in the garden.
- vii. Replace the adjective with a past participle:
- The story is _____ and captivating.

viii. Identify the present participle:

- The _____ dog chased its tail.

ix. Complete the sentence using a past participle:

- The letter was _____ and sent.

x. Choose the correct past participle:

- The building was _____ during the earthquake.

C. Gerund Phrase:

i. Identify the gerund phrase:

- _____ is my favorite activity.

ii. Complete the sentence with a gerund phrase:

- She enjoys _____.

iii. Replace the underlined words with a gerund phrase:

- I am interested in the exploration of space.

iv. Identify the gerund phrase:

- _____ can be challenging for some people.

D. Infinitive Phrase:

i. Identify the infinitive phrase:

- _____ is his ambition.

ii. Choose the correct infinitive phrase:

- We hope _____.

iii. Replace the underlined words with an infinitive phrase:

- The decision was to postpone.

iv. Complete the sentence with an infinitive phrase:

- She likes _____.

E. Prepositional Phrase:

• Complete the sentence with a prepositional phrase:

i. We went _____.

ii. The answer is _____.

iii. _____ the house is a garden.

iv. He arrived _____.

v. They are _____.

vi. _____ the bridge, there is a river.

vii. She is afraid _____.

viii. They walked _____.

ix. The picture is _____ fireplace.

- Complete the blanks with Gerund , infinitive and prepositional phrases.

In the bustling city, people often find themselves rushing from one place to another, trying to balance the demands of work and personal life. To effectively manage these challenges, individuals strive ____ clear boundaries between professional responsibilities and personal time. This involves learning ____ prioritize tasks and delegate when necessary, allowing ____ a more focused and efficient workday.

Additionally, individuals are encouraged ____ engage in regular self-care practices, such as exercising and taking breaks, which contribute ____ fostering a positive mindset. These activities can serve ____ effective tools ____ alleviate stress and promote overall well-being. By dedicating time ____ pursuing hobbies and spending quality moments with loved ones, people can create ____ fulfilling and meaningful life outside ____ the workplace.

In the pursuit ____ personal and professional growth, it is essential ____ continuously seek opportunities for learning. Whether it's acquiring new skills or expanding existing knowledge, this proactive approach helps individuals ____ stay adaptable and resilient in an ever-changing environment. Embracing ____ mindset that values both personal development and professional success can lead ____ achieving a harmonious and fulfilling life.

Remember, the journey towards ____ balanced and fulfilling life involves ____ combination ____ strategies, from setting clear boundaries ____ embracing continuous learning. By incorporating these practices, individuals can navigate ____ complexities ____ modern life while nurturing ____ well-being and personal growth.

5. Writing Skills

A. Writing narrative poems

In order to write a narrative poem, first read the given poem BLUE with the following questions in mind:

- Who are the characters in the poem?
 - What are the characters doing, or what is happening?
 - Why are these events happening?
 - How are the characters affected by the action or events?
 - What can be learned from the poem?
 - Where can we find narrative poetry in our daily lives?
 - Comment on the theme of the poem.
- Follow the questions to Write your own Narrative poem
 - Summarise the given poem.
 - Paraphrase the poem "BLUE" following the conventions.

Teacher's Point

Guide students to produce legible work that shows the correct spelling of the conventions of punctuation and capitalization. Also help them recall and practice construction of sentence patterns and structures learned in earlier classes.



THE MENACE OF DRUGS

Text type: Informative Blog

Theme: Drug Education

Subthemes: Drug education in schools/refusal skills/prevention of drugs

In this unit the students will be able to

- Demonstrate use of nouns, noun phrases and clauses
- Identify, change the form of, and use Present and Past Perfect Continuous tenses
- Illustrate use of tenses learnt earlier. (Past Indefinite Tense and Past Continuous Tense)
- Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.
- Write an essay on a general subject.
- Demonstrate the use of Noun Phrase.
- Identify and use compound prepositions and prepositional phrases in writing
- Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.
- Recognize and use correlative conjunctions including pairs such as "both/and" "either/or," neither/nor," "not/but" and "not only/but also."
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- 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, infer theme/ main idea.
- Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to make simple inferences using context of the text and prior knowledge, use context to infer missing words, read silently with comprehension and extract main idea and supporting detail, comprehend/interpret text by applying critical thinking.

Pre-Reading

- What do you know about drugs?
- What can schools help combat drug abuse?

The Menace of Drug

People from all walks of life can experience problems with their drug use, regardless of age, race, background, or the reason they started using drugs in the first place. Some people experiment with recreational drugs out of curiosity, to have a good time, because friends are doing it, or to ease problems such as stress, anxiety, or depression. However, it's not just illegal drugs that can lead to abuse and addiction, prescription medications such as painkillers, sleeping pills, and tranquilizers can cause similar problems.

Drug abuse may start as a way to socially connect. People often try drugs for the first time in social situations with friends and acquaintances. A strong desire to fit into the group can make it feel like doing the drugs with them is the only option. As drug abuse takes hold, you may miss or frequently be late for work or school, your job performance may progressively deteriorate, and you may start to neglect social or family responsibilities. Your ability to stop using is eventually compromised. What began as a voluntary choice has turned into a physical and psychological need. Eventually drug abuse can consume your life, stopping social and intellectual development. While each drug produces different physical effects, all abused substances share one thing in common: repeated use can alter the way the brain functions.

While-reading

How might drug usage affect a person's job, relationships, and other parts of his life?

In recent years, prescription drug abuse has also become an escalating problem, most commonly involving opioid painkillers, anti-anxiety medications, sedatives, and stimulants. Many people start taking these drugs to cope with a specific medical problem like taking painkillers following injury or surgery. However, over time, increased doses are needed to achieve the same level of pain relief and some users can become physically dependent, experiencing withdrawal symptoms if they try to quit. One of the earliest warning signs of a developing problem is going through the medication at a faster-than-expected rate. In other cases, people start abusing medication not prescribed for them to experience a high relieve of tension, increase alertness, or improve concentration. To avoid developing problems with a prescription medication, it's important to take it only as directed. Use the lowest dose for the shortest period possible, and talk to your doctor about other methods of treating the problem.

Effective drug education is important in this regard. Education is a tool that can play a counterbalancing role in shaping a normative culture of safety, moderation, and informed decision making. The term drug education refers to the attempt to inform those living in a community where psychoactive drugs may be widely available and or could have a significant effect on families, politics, and finances. It is used to help teach the effects, drugs may have on physical health. Drug education is a large proponent of providing safe and healthy resources that promote healthy living. Engaging students in drug education can help shape their attitudes and

behaviors. It can also help them develop strategies for risky situations and empower them to make safer and do healthier choices. Evidence demonstrates that effective drug education delivered by trained teachers and supported by parental and community involvement contributes to reduced substance misuse and improved outcomes.

Schools have an important role to play in tackling drug misuse, by providing drug education and wider support to all pupils. Schools also have a role in identifying pupils vulnerable to or affected by drug misuse so that those who need extra help either receive it in school or through links to other services. All schools should have a range of responses and procedures for managing drug incidents. Moreover, schools should have a drug policy which sets out the school's role in relation to all drug matters. A good policy will usually have a number of these key elements: it doesn't disrupt normal school functioning, involves all types of school community members (students, teachers, staff and parents) in developing the policy, applies to everyone on school grounds (students, teachers, staff, visitors including parents), and is enforced consistently and quickly. Alcohol and drugs undermine health and destroy futures, especially among the nation's youth. To combat rising trends in addiction and addiction overdoses, experts are creating educational programs that use evidence-based training to help inform community members of peer pressure, mental health concerns, prescription drug abuse, prevention strategy, and much more.

The best solution is to reach young people with effective, fact-based drug education before they start experimenting with drugs. Teens and young adults who know the facts about drugs are much less likely to start using them. Drug education is not to be taken lightly and is a crucial factor in addressing deep-seated concerns that may perpetuate substance use disorders.

While-reading

How important is it to teach young people about drugs?

Post Reading:

- What are some common indicators that someone is abusing prescription drugs, and why has this been a growing worry in recent years?
- What is the most effective way to counteract the growing prevalence of addiction, particularly in youth?



1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
addiction	the condition of being addicted to a particular substance or activity
combat	take action to reduce or prevent (something bad or undesirable), to fight
tranquilizer	a drug taken to reduce tension or anxiety, calmate
consequence	a result or effect, typically one that is unwelcome or unpleasant
voluntary	something a person consciously choose to do
deteriorate	worsen
acquaintance	a person one knows slightly, but who is not a close friend
recreational	pertaining to activities done for enjoyment, amusement, or relaxation
deteriorate	to become progressively worse in quality, condition, or appearance
opioid	a class of drugs that includes both legal
sedatives	substances, usually in the form of drugs or medications, that have a calming or sleep-inducing effect
perpetuate	to cause something to continue indefinitely
psychoactive	capable of affecting the mind or mental processes
undermine	to weaken or lessen the effectiveness, strength, or stability of something.
escalating	increasing or intensifying in scale, scope, or severity
normative	relating to or establishing a standard or norm
proponent	a person who advocates or supports a particular cause, idea, or policy

2. Reading and Critical Thinking Skills

A. Comprehension Questions:

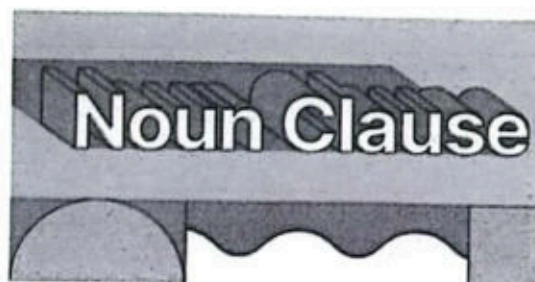
- What do you understand about drug addiction? Explain briefly.
- Why drug education is important for combating the dangers of drug addiction?
- What are the devastating effects of drugs on the nation's youth?
- Write some effective strategies for coping with drug addiction.

- v. For what reason truly do individuals from varying backgrounds encounter issues with drug use, as indicated by the text?
- vi. How do you think drug abuse affect an individual's life?
- vii. Recommend some strategies that schools can adopt to handle drug abuse among youth.

3. Vocabulary and Grammar

a. Noun Clause:

A noun clause is a dependent clause that works just like a noun in a sentence. The Concise Oxford Dictionary of Linguistics explains a noun clause as “a clause whose syntactic role is seen as like that of a noun or noun phrase”, and the Collins Dictionary defines it as “a clause that fulfils the same function as a noun”.



Functions of a Noun Clause

Just like a noun has various functions, a noun clause has multiple functions too. A noun clause can perform the following functions.

- Works as the subject by performing or constituting the action in a sentence.
- Takes the place of the object in a sentence by receiving the action.
- Acts as the subject complement by identifying or describing the subject.
- Functions as the object of a preposition.

Examples of Noun Clause

To have a clearer understanding of how noun clauses are used in sentences and how they perform different functions, go through the following examples.

Noun Clauses as Subjects

- *What amuses my son* is always surprising.
- *How we would finish the assignment on time* is still a question.

Noun Clauses as Objects

- I have been wondering *if I should take an auto*.
- Does anyone know *where I could find a clinic*?

Noun Clauses as Subject Complements

- This was *exactly what I was looking for*.
- A tub of tender coconut ice cream is *what I need now*.

Noun Clauses as Objects of Prepositions

- You will have to be ready to face the consequences of *whatever decision you make*.
- Sara would be happy with *anything we give her*.

b. Pick out the noun clause in each sentence.

- i. Why he was crying is unknown to his father.
- ii. Tell me frankly why you did this.
- iii. Pay careful attention to what I say.
- iv. There is a rumour that he has been arrested.
- v. My belief is that he will not come.
- vi. Sara went to see what had happened.
- vii. I often wonder how he is getting on.
- viii. He could not decide whom he should address first.
- ix. I don't know where he is going.
- x. How we would finish the assignment on time is still a question.

Present Perfect Continuous Tense:

The present perfect continuous (also known as the present perfect progressive) is a verb tense used to talk about something that started in the past and is continuing at the present time.

Example:

I have been reading this book for a month now.

In this sentence, using the present perfect continuous tense conveys that “reading a book” is an activity that began sometime in the past and is not yet finished in the present.

The formula for the present perfect continuous tense is has/have been + [present participle (root form of verb + -ing)].

Present Perfect Continuous Tense

I	have	been	travelling
Subject	Auxiliary verb (present tense)	Auxiliary verb (past participle)	Base form of verb+ing

**Structure**

✓ S + has/have + been + V1 (+ing) + ...

Example

✓ He has been playing football for two hours.

Present Perfect Continuous Tense

 Affirmative Form	S + have/has + been + V_ing. She has been running all day.
 Negative Form	S + have/has + not + been + V_ing. She has not been running all day.
 Interrogative Form	Has/have + S + been + V_ing? Has she been running all day?

c. Here are a few more examples of present perfect continuous tense:

- i. He has been working in the garden for the past thirty minutes.
- ii. She has been typing her paper for the last hour.
- iii. Saad has been reading a book for the past two hours.
- iv. Tom hasn't been working since 9 a.m.!
- v. Have you been playing games there since 7 o' clock?

d. Answer these questions using present perfect continuous tense.

Example: Why are you so tired today?

I am so tired today because I have been studying for hours.

- i. Why are you looking sick?

- ii. Why have not you finished your assignment yet?

- iii. Why has not your friend visited your house for so long?

- iv. Why are you wearing this fancy dress?

- v. Why are you laughing so hard?

Since and For

Note the difference between since and for

Since + point in
time

five o'clock yesterday
last summer 1996 he
was a child



for + length of
time

ten minutes two days
three decades many
years a long time

e. Use since or for to complete the given sentences.

- i. My brother has been working _____ two hours.
- ii. I have been stitching my dress _____ 2 p.m.
- iii. Asad has not been living here _____ three weeks.
- iv. It has been raining _____ morning.
- v. My uncle has been living in Canada _____ last five years.
- vi. They have been looking for a house in our neighborhood _____ March.

Compound Prepositions

A **compound preposition** consists of a combination of words that is often considered as one preposition and connects the object of a preposition to another word or set of words.

Examples

according to
in regard to
apart from
by means of

in place of
along with
instead of
in front of

ahead of
in spite of
because of
out of

Prepositional Phrase

A prepositional phrase is a combination of a preposition, a modifier and its object. A prepositional phrase can be placed in the beginning, middle or end of a sentence based on its role in that particular sentence. Prepositional phrases are just a part of the sentence it modifies and cannot stand alone. The Collins Dictionary defines a prepositional phrase as "a structure consisting of a preposition and its object. Examples are *"on the table"* and *"by the sea"*." According to the Merriam-Webster Dictionary, a prepositional phrase is "a phrase that begins with a preposition and ends in a noun, pronoun, or noun phrase."

Examples

After trying multiple times, Haritha finally cleared the equation.

Before we start class, I would like to talk to you about something.

Three Parts a Prepositional Phrase

- A Preposition** → **which indicates relationships between other words in a sentence.**
- An Object of the Preposition** → **a person or thing that receives the action in a sentence.**
- A Modifier** → **a word, phrase, or clause that describes another word in a sentence.**

The girl in the second row is the one who has recently joined.

The box was kept under the table.

We were planning to order food during the break.

Q4 (i). Identify compound prepositions and prepositional phrases from the given sentences.

- We took a stroll in the park in spite of the rain.
- Apart from finishing his project, he also needs to study for his tests.
- During the thunderstorm, the cat took refuge under the table.

(ii) Choose the correct compound preposition to complete each sentence.

- _____ the heavy road traffic, we arrived on time.
 - ☐ On top of
 - ☐ Because of
 - ☐ In spite of
 - ☐ According to
- The teacher justified the rules _____ the students' demand for clarification.
 - ☐ In place of
 - ☐ On behalf of
 - ☐ In front of
 - ☐ In response to
- _____ the disturbance outside, he managed to wind up his attempt.
 - ☐ In back of
 - ☐ In spite of
 - ☐ Instead of
 - ☐ In view of
- _____ her tiring work hours, she makes dinner for his family.
 - ☐ In case of
 - ☐ On account of
 - ☐ In addition to
 - ☐ In spite of
- _____ her sickness, she attended the function.
 - ☐ By means of
 - ☐ In favor of
 - ☐ In spite of
 - ☐ On top of

Correlative Conjunctions	Examples
BOTH.....AND	The farm has both beef and dairy cattle.
EITHER.....OR	Either dye or paints are used to color cloth.
NEITHER.....NOR	Neither he nor his friends came back.
WHETHER.....OR	I don't know whether he's alive or dead.
NOT ONLY.....BUT ALSO	Love is not only a sentiment but also an art.
HARDLY.....WHEN	He hardly flinched when he was hit.
RATHER.....THAN	He would rather play than work.

Q4. Read the following sentences and identify the correlative conjunction pairs.

- i. Both the teacher and the student were happy with the new policy.
- ii. You can either text me or send me a letter.
- iii. Neither the sun nor the hot weather could destroy their spirits.
- iv. She is not only a talented teacher but also a skilled chef.
- v. She is not the fastest athlete but she is the most determined.

Q5. Choose the correct correlative conjunction pair to complete each sentence.

- i. _____ the teacher _____ the students were excited about the field trip.
 - Either/or
 - Both/and
 - Neither/nor
 - Not only/but also
- ii. I will _____ study tonight _____ go to the movie.
 - neither/nor
 - both/and
 - either/or
 - not only/but also
- iii. _____ was she late _____ she forgot her homework.
 - Not only/but also
 - Either/or
 - Neither/nor
 - Both/and
- iv. He is _____ tall _____ strong.
 - either/or
 - both/and
 - neither/nor
 - not/but
- v. We can _____ take the bus _____ walk to the park.
 - neither/nor
 - both/and
 - either/or
 - not only/but also

Q. Recognise the subordinating conjunctions in the following sentences.

- a. We can meet wherever it is most convenient for you.
- b. She completed her schoolwork although she was tired.
- c. He skipped the celebration because he was busy.
- d. *You have* to accomplish your tasks before you can watch TV.
- e. Students will report to class when the bell sounds.

4. Oral Communication skills

A. Divide the class in groups and practice oral communication skill. Discuss the prompt given below.

Drug addiction is a menace to modern society. How can you protect yourself and those around you from this menace?

Use the following expressions to state your opinion during group and class discussion.

- First of all, I think...
- There are various/several reasons for this.
- First,... /Firstly,...
- Second,... /Secondly,...
- Moreover/Furthermore/In addition to...
- Finally,...

5. Writing Skills

A. Read the fourth paragraph of the chapter "The Menace of Drugs" and write a summary of it.

- Ensure that your composing is clear and comprehended.
- Express your thoughts utilizing the least words.
- Give exact and right data.
- Dispense with monotonous words, expressions, or thoughts.
- Pick exact and explicit words that convey important points.
- Stay away from pointless specialized or concentrated language that may not be recognizable to all.
- Arrange the information in a manner that is simple to understand and includes a concise introduction, body, and conclusion.
- Check for spelling, punctuation, and grammar mistakes thoroughly.

- B. Write an application to the Managing Director of an international firm for the post of sales manager.

JOB APPLICATION LETTER TEMPLATE

Letter header		[Your name] [Your address] [Your email address] [Your phone number] [Date written] [Recipient's name] [Company name] [Company physical address]
Salutation	I	Dear Mr./Mrs. [Last Name],
Introduction		I am writing this letter to apply for the [job title] position at your company - [company name]. I believe that my educational background and professional experience make me an ideal candidate for this role. Moreover, I can have a chance to continue building upon the [technical skill] and [soft skill] acquired over the past [number] years.
Body paragraph(s)		In the last role as a [job title], I was responsible for [job task 1], [job task 2], and [job task 3]. I pride myself on [notable accomplishment 1] and [notable accomplishment 2], resulting in [contribution] at [your former company]. You and the team can rely on me as a [personal trait 1], [personal trait 2], and [personal trait 3] employee with the ability to [soft skill] effectively. In terms of my educational background, I earned my [degree type] in [your major] from [University name] in [year]. I also obtained a certificate (or license) in [field].
Closing paragraph		Please find attached my resume for your further review of my skills and work history. I would appreciate the opportunity to discuss this position and how I can bring more value to the [team or department name]. Thank you for your time and consideration. I look forward to hearing from you soon.
Sign-off	I	Kind regards, [Your Name]

- C. Write an essay of at least 200- 250 words on "Drug Addiction. Use subordinating conjunctions where needed. Also apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary. Make effective choices for meaning or style.

HOW TO START ESSAY WRITING

Reading

essay question
lectures notes
module reading
list other
resources

Planning

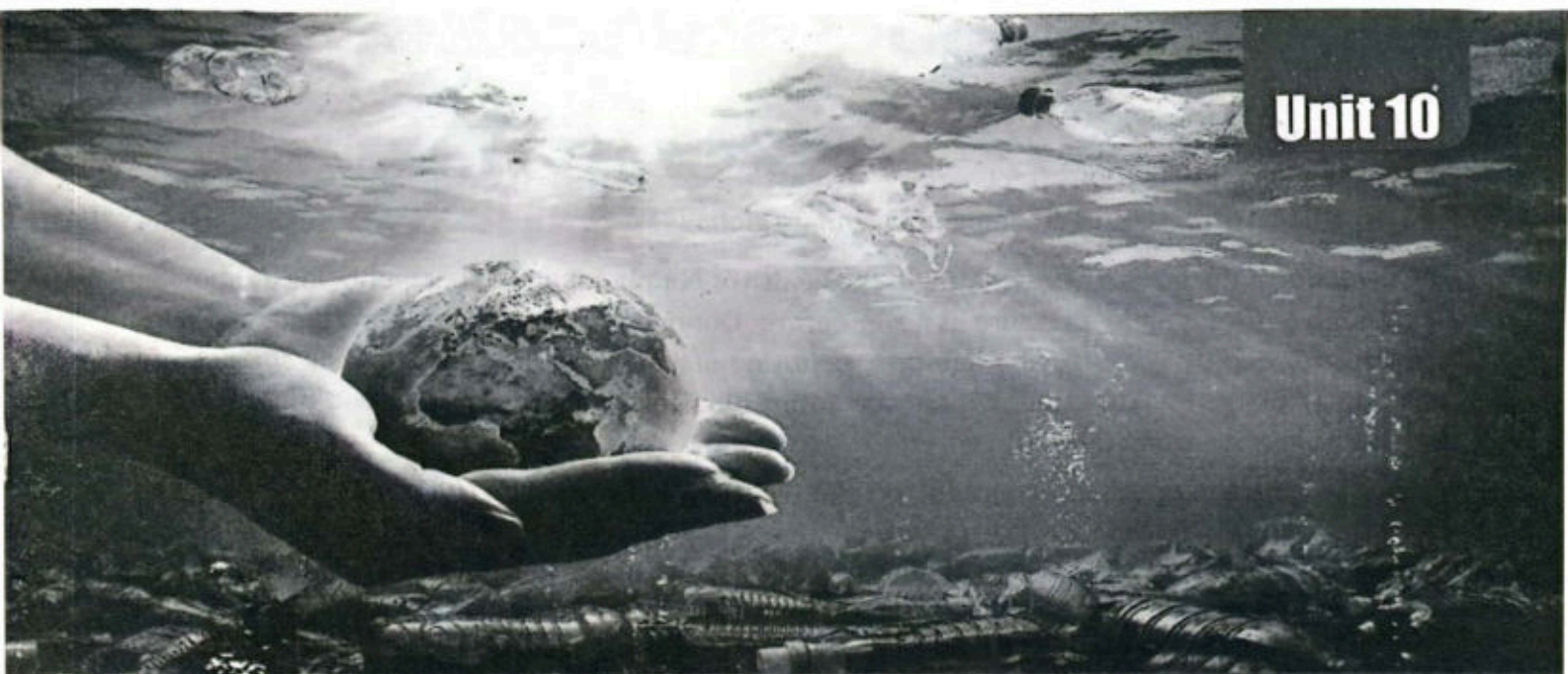
focus on essay
question overall
structure section
paragraphs
references

Writing

essay question
use plan write
each paragraph
referencing
summarising
paraphrasing

Reviewing

essay question
structure
referencing
language
spelling
grammar



EARTH AND ENVIRONMENT

Text type: Article

Theme: Nature and natural resources

Subthemes: Connecting People and Nature/Wildlife Vignette/Environment Matters

In this unit the students will be able to

- Use pre-reading strategies to predict the content of a text from topic / picture, title / headings, key words and visuals etc. by using prior knowledge, asking questions and contextual clues.
- Skim text to have general idea of the text, infer theme/ main idea.
- Apply critical thinking to interact with text and use intensive reading strategies (while-reading) to make simple inferences using context of the text and prior knowledge, use context to infer missing words, read silently with comprehension and extract main idea and supporting detail, comprehend/interpret text by applying critical thinking.
- Use summary skills to extract salient points and develop a mind map to summarize a text.
- Write a persuasive/ argumentative essay.
- Distinguish fact from opinion.
- State an opinion on the topic.
- List ideas and arguments that support opinion.
- Organize ideas and supporting arguments in a clear structured and logical manner.
- Use persuasive language to enhance ideas.
- Use special devices to support arguments.
 - Use conditional sentences.
 - Identify and demonstrate use of relative pronouns
- Write procedures (e.g., recipes, directions, instruction manuals)
- Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity
- Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.

Pre-Reading

- How does overpopulation effect natural habitats?
- How are human activities are impacting climate globally?

The diversity of life on Earth is essential to the health of our planet and to our wellbeing as human beings. But nature is under pressure as never before. Our needs for food, water and land, and our demands for energy is destroying habitats, polluting our air and water, and driving species of animals and plants to extinction. We are now losing biodiversity up to ten thousand times faster than it was disappearing 100 years ago.

We are in a bottleneck of overpopulation and wasteful consumption that could push half of Earth's species to extinction in this century.

- E.O Wilson

More people need more space. Damaging human activity continues to encroach on natural environments, thereby destroying the habitats of countless species. As our numbers rise, cities, infrastructure, and agricultural land are growing and merging with each other, fragmenting the remaining habitat and leaving isolated "islands" of natural populations of plants and animals which are too small to survive.

Humankind's relentless consumption of resources such as timber, oil and minerals is continuing to destroy natural habitats around the globe. We are also putting enormous pressure on populations of wild species by large-scale industrial fishing in our seas.

Our planet is on the verge of a climate crisis due to our endless production of greenhouse gases including carbon dioxide and methane. We are headed for a 3-4°C warmer world by the end of the century. We are already seeing species decline due to global temperature increase. Every half a degree of warming has a huge knock-on effect on ecosystems, with mobile species running out of areas to migrate to and temperature-sensitive organisms like corals undergoing massive die-offs.

As populations increase, the disposal of waste from households, agriculture and industry, becomes an increasingly serious issue. Our oceans are becoming choked with plastic waste which is killing millions of animals, from sea turtles to whales. The Ellen MacArthur Foundation estimates that by 2050, there will be more plastic than fish in the sea. As well as affecting the lives of humans, noise, light and chemical pollution all damage the health of wild species.

Though we often think about human-induced climate change as something that will happen in the future, it is an ongoing process. Ecosystems and communities around the world are being impacted today. Global temperatures rose about 1.98°F from 1901 to 2020, but climate change refers to more than an increase in temperature. It also includes sea level rise, changes in weather patterns like drought and flooding, and much more. Things that we depend upon and value water, energy, transportation, wildlife, agriculture, ecosystems, and human health are experiencing the effects of a changing climate.

The impacts of climate change on different sectors of society are interrelated. Drought can harm food production and human health. Flooding can lead to disease spread and damages to ecosystems and infrastructure. Human health issues can increase mortality, impact food availability, and limit worker's productivity. Climate change impacts are seen throughout every

While-reading

How are oceans affected due to disposal of waste in them?

aspect of the world we live in. Long-standing socioeconomic inequities can make underserved groups, who often have the highest exposure to hazards and the fewest resources to respond, more vulnerable.

No doubt international agreements like Kyoto Protocol and Paris Agreement are in place at the policy level but these are of a medium- and- long-term nature and may take up to 50 years to be fully implemented for real effect. Even if these are made mandatory for all the countries, the ozone layer may take another 50 years to repair itself.

The situation is quite alarming and terrifying for the worst effected country like Pakistan. Pakistan is one of the most vulnerable countries affected by climate change, and has been ranked among the top 10 by the German Watch Institute. Pakistan highly depends on its climate-sensitive land not only providing employment, but also a source of income through export of agricultural products. That being so, natural disasters may cause a great harm to the country.

Climate change and natural disasters, such as floods, pose potential risks of epidemic due to vector-borne diseases, like malaria or cholera, which would reduce the efficiency of the people. Financial and health barriers being created due to the loss of employment and disease may lead to an economic recession of its own in a country that already has a struggling economy.

The 2022 flood in Pakistan was a grim illustration of a humanitarian crisis on a massive scale.

Entire towns, critical infrastructure, homes, farmlands, and crops were swept away. Escalating temperatures are driving environmental degradation, natural disasters, extreme weather events, food and water insecurity, as well as economic disruptions.

While-reading

What risks are involved regarding epidemics due to climate change and natural disasters in Pakistan?

It is crucial for us to realise our complex relationship with ecology. Historically, it is observed that we have been dependent on the environment for our survival. However, the modern age has witnessed the amount of control humans have over the environment, and that makes it our responsibility to care for it. This can only be achieved through a national effort in line with global initiatives.

Pakistan needs to contribute its share to the global fight against the adverse effects of climate change by initiating mitigating steps to reverse the process and at least stop the worsening of the damaging effects of climate change. This calls for implementing a robust policy to save Pakistan from the effects of climate change. Natural disasters, like floods, will likely increase if we do not take action on climate change. And the time to do that is now. Any delay will be harmful.

It is important to remember the vital contributions that can be made by private citizens. "Change only happens when individuals take action," rightly says clean energy advocate Aliya Haq. "There's no other way, if it doesn't start with people." There are many ways individuals can help reduce the hazardous effects of climate change in Pakistan. Take steps to save energy, such as using energy-efficient appliances. Upgrade your heating system. Walk, cycle, or use public transportation for short distances. Reconsider how you dispose of food in order to reduce food waste. Electronics, clothes and other items we buy cause carbon emissions at each point in production, from the extraction of raw materials to manufacturing and transporting goods to market. To protect our climate, buy fewer things, shop second-hand, repair what you can and recycle.

Government can also play its part in combating climate change. The government can take practical and concrete steps like construction of large and small dams, dykes to divert and store flood water, raising heights of embankments and bridges for roads, railways, or even their realignments, improvement of cross drainage structures, in most of the worst clearly identified vulnerable areas by aerial and ground surveys, and shifting of villages to higher ground. The dependence of humans on the ecosystems has already been understood, and our actions in the future will bear testimony to whether or not we did justice to this responsibility when we could.

Post Reading:

- What is our responsibility to save the natural environment?
- How can educational programs influence and develop sense of responsibility toward the natural world?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

biodiversity	the variety of all living things in one area
extinction	dying out, vanishing
habitat	natural environment
encroach	intrude on (a person's territory, rights, personal life, etc.)
alarming	worrying, disturbing
hazards	a danger or risk
ecosystem	environment, habitat in which plants and animals (including humans) live in relationship with each other and with the surrounding physical conditions
degradation	humiliation, shame
grim	gloomy, stern
mitigating	lessening the gravity of an offence or mistake

2. Reading and Critical Thinking Skills

a. Comprehension Questions:

- Our planet is on the verge of a climate crisis. Do you agree?
- Does climate change refer only to an increase in temperature? Explain.
- What are the estimations of "The Ellen MacArthur Foundation" for 2050?
- Explain how human activities are destroying the habitat of various species?
- Which initiatives can be taken to stop the damaging effects of climate change?

3. Vocabulary and Grammar

a. Relative Pronouns

A relative pronoun is a word that is used to connect an independent clause to a relative

clause. Relative pronouns are meant to provide more information about the subject it relates to. Relative pronouns include who, whom, whose, that and which.

Relative Pronouns	Used
who	used for people; replaces subject pronouns such as I, she, he, we, and they
whom	replaces subject pronouns such as me, her, and him
whose	shows possession
which	used for objects and animals
that	used for things

b. Choose the correct relative pronouns.

- i. I am looking at the album _____ we took together.
 - a. Which
 - b. Who
 - c. Whom
- ii. She does not understand a word _____ you are saying.
 - a. What
 - b. That
 - c. Who
- iii. Show me the road _____ leads to the railway station.
 - a. That
 - b. Who
 - c. Which
- iv. My grandfather, _____ I loved, is dead.
 - a. Who
 - b. Whom
 - c. That
5. We bought some apples from _____ we extracted the juice.
 - a. Which
 - b. Whom
 - c. Who

Adjective Clause

- Rule: A subordinate (dependent) clause that modifies, or describes, a noun or pronoun in a complex sentence.
- Adjective Clauses begin with a Relative Pronoun.

Examples of Relative Pronouns are:

- | | |
|---------|-----------|
| - That | -Whose |
| - Which | -Where |
| - Who | - Whoever |
| - Whom | -What |

An adjective clause is a dependent clause that modifies a noun or pronoun. It tells **which one** or **what kind**. Adjective clauses almost always come right after the nouns they modify and it is made up of several words, which, like all clauses, include a subject and a verb.

Example:

- There is the mountain that we are going to climb.
- My blue tennis shoes, which used to be my mom's, were under the bed.
- Daniel, who was late again today, sits next to me in English.
- The car that you bought last year has been stolen.
- The students who secured good marks are appreciated.

c. Identify the adjective clause in each sentence.

- The cake that she bought was delicious.
- The family that lives next door is hospitable.
- I visited the town where they lived.
- Do you know the man who won the trophy?
- The game, which was played yesterday, ended in a tie.

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

- He is a person who spends money in a wasteful way.
- Which is the road that leads to the airport?
- The answer he gave to the teacher was not appropriate.
- This is the town where our grandparents lived.
- The reason why he failed is apparent.

The Second Conditional

The second conditional uses the SIMPLE PAST tense after if, then 'would' and the infinitive:

if + past simple, ...would + infinitive

- if a won the lottery, I would buy a big house.
- if I met the King of England, I would say hello.

The second conditional sentence is used to express the consequence of an unrealistic action or situation in the present or future. The situation can be very improbable or completely unrealistic.

Examples:

- If I won the lottery, I would travel around the world.
- If I had more free time, I would play more sport.
- If I were you, I wouldn't trust her again.

To make a sentence in the second conditional, we use,
If + past simple, would/wouldn't + verb.

When we use the verb 'to be' in the second conditional, the past form is always were and not was for the subjects I, he, she and it. For example,

If I were rich, I would spend all my time travelling.

We normally use the second conditional when we talk about imaginary situations, dreaming about possible situations and how we would act consequently. For example,

What would you do, if you won a lot of money?

e. Put in the correct second conditional verb form.

- If he _____ (speak) English fluently, he _____ (get) the job.
- They _____ (go) to Europe if they _____ (want).
- My father _____ (not/be) angry with me if I _____ (come) home early.
- He _____ (help) me if he _____ (have) time.
- If she _____ (pass) the paper, she _____ (be) able to go to the next class.

4. Oral Communication skills**a. Form groups in class and discuss the following:**

According to the writer, "The impacts of climate change on different sectors of society are interrelated". Elaborate the statement by giving relevant examples from real life scenarios and make effective choices for meaning or style while reading, listening and writing.

i. Divide the students in pairs and ask them to discuss the following:

Climate change is not a myth. It has become a reality. Do you agree? Support your answer with examples. You can use the expressions given below to state your opinion.

Agreement	Disagreement
■ There are many reasons for... ■ There is no doubt about it that... ■ I am of the same opinion... ■ I absolutely agree with...	■ The problem is that... ■ I doubt whether... ■ I am of a different opinion... ■ I cannot agree with this idea...

5. Writing Skills

A. Letter to Editor

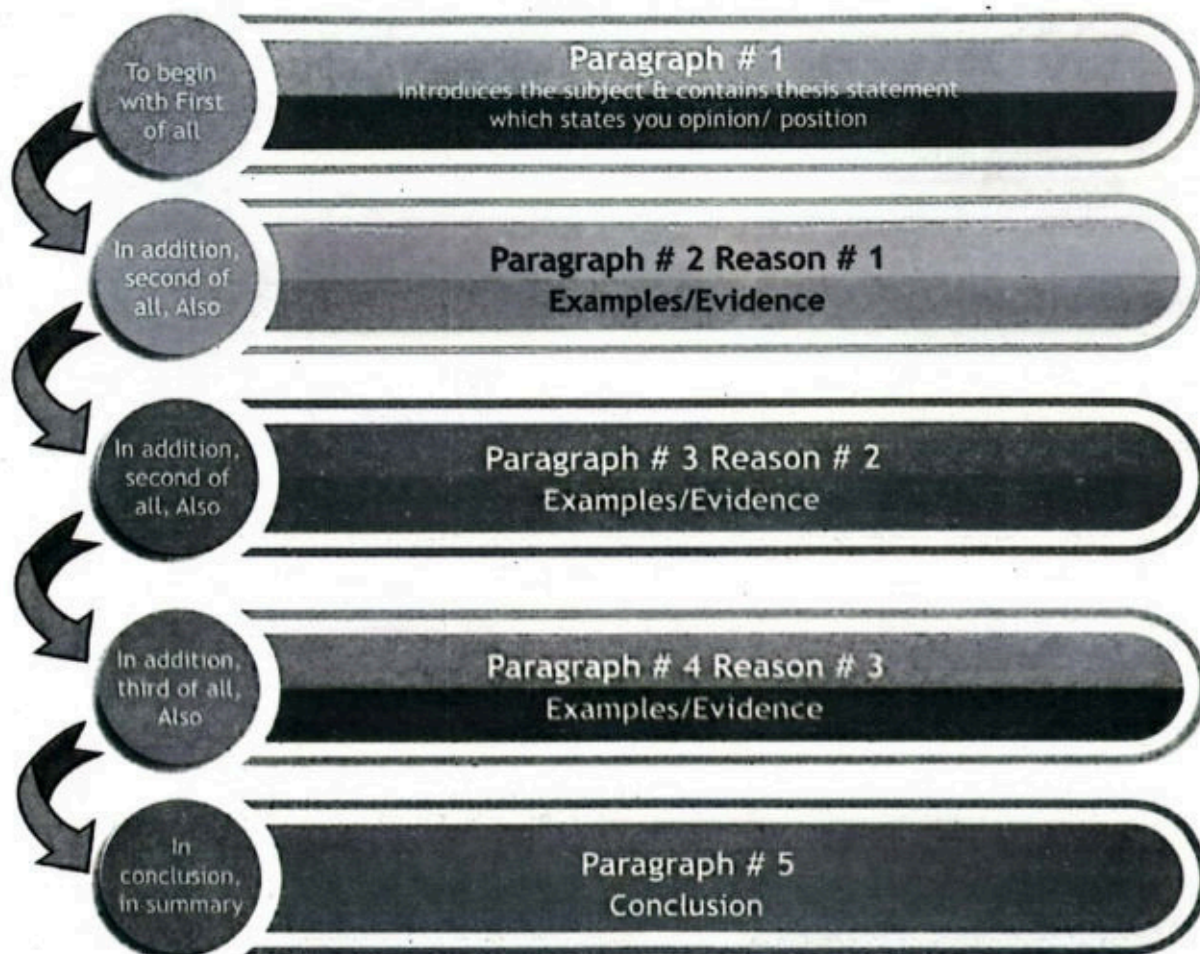
Write a letter to the editor about Kathmandu's drinking water crisis and other problem

Sender's Address →	Balaju-16, Kathmandu
Date →	09/05/2023
Receiver's Designation & Address →	To, The Editor, The Rising Nepal Daily, New Road, Kathmandu
Subject Statement →	Subject: Problem of Drinking Water
Salutation →	Dear Sir,
Problem →	I'd like to attract the attention of the city authorities, via your newspaper, to the poor quality and insufficient quantity of water in our neighborhood of Balaju in Kathmandu.
Problem's effects →	It is sad that the local government doesn't care to give the people even the most basic conveniences, such a reliable and sufficient water supply. In our neighborhood, water is only provided twice a week in the early morning for an hour; on the other days, the tap is left dripping. Additionally, the water source has very low quality. Since the residents consume water, they have been afflicted with a number of water-related diseases like diarrhea, typhoid, etc. It is anticipated that these illnesses may become endemic if clean water is not provided.
Needed Action →	Instead of ignoring such a problem, it is anticipated that the authorities will take quick action to assure an adequate supply of high-quality water in our neighborhood, Balaju. We all are awaiting your quick and positive action.
Subscription and Sign	Yours faithfully, ABD

- B. Write a letter to the editor of a newspaper about the need to build a canteen in your school. Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts. Make effective choices for meaning or style

- C. Make a kitchen garden in your school/ home. Give directions and write a manual about setting up a kitchen garden.
- D. Write an argumentative essay on "Water Resources Management" (200-250 words). Construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity First, outline the essay. The following instructions have been given for guidance.
- Give basic information in introduction to contextualize the issue.
 - Clearly state your main point of view or argument regarding the issue.
 - Start each body passage with a reasonable subject sentence that presents the central matter of the section.
 - Give proof with examples.
 - Address counterarguments strongly.

Argumentative Essay Outline





ADVENTURE SPORTS

Text type: Article/ blog

Theme: SDG - Millennium Development Goals

Subthemes: Good Health and well-being

In this unit the students will be able to

- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Analyze various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type.
- Change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.
- Examine the mechanics of developing a book review report. Write a book review report.
- Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing.
- Read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively. Use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions. Link new facts, terms, and concepts with prior knowledge. Choose words and phrases for effect. Comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.
- Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.
- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Pre-Reading

- What are adventure sports?
- How do sports help us in our well being?

Adventure sports are different from traditional sports. Sports or traditional sports refer to athletic activities requiring skills and physical power. These sports are usually competitive in nature. They include racing, football, tennis, hockey etc. Adventure sports involve activities which are unusual, risky and exciting. Adventure sports include a very wide range of activities, e.g. mountaineering, rock climbing, trekking, skiing, scuba-diving etc. Adventure sports are undertaken at various places depending on the nature of the topography and the weather conditions. Most of the adventure sports take place in hills and mountain areas. The main motive of adventure sports is to create self-confidence in the participants. One can overcome their fear. By participation one can improve their social relations; participants develop the habit of unity, cooperation, patience, sympathy and adjustment. Participants can develop their physical and mental health. People also come close come by nature as there is a much adventurous sport which gives the opportunity to come close to nature. People who participate in adventurous sports have different level of creativity.

While-reading

What part does adventure sports play in helping people step beyond their comfort zone and build self-esteem and confidence?

Moreover, adventure sports force people out of their comfort zones, allowing them to discover their inner potential by confronting and overcoming their fears hence, bungee jumping, giant swing, flying fox, and water rafting, for example, continue to draw popularity in recent years.

Stress has become an inextricable component of modern life, particularly in light of the covid pandemic. Adventure sports have been shown to, ironically, be effective stress relievers by forcing a different kind of stress--an intense mental challenge that shuts all out, and offers the thrill of overcoming it. The adrenaline rush one gets from diving through the air with bungee jumping is phenomenally cathartic, freeing and glorious. It doesn't allow for any space for troubles, large or small, and captures the jumper at the moment. Adventure sports are an invitation to feel afresh the experience of being alive. An individual is jolted from his brooding thoughts and pushed into the present. This can be both captivating as well as relaxing.

Likewise, adventure sports let you push the boundaries. It's a scary thing to stand on edge before you jump, to brace yourself before you take off. The ones who do it, don't do it despite fear, they do it for its very presence- and for the chance of rising above it. It is an exhilarating thing to do, to have looked fear in the eye and to do it anyway.

Participating in these mind-bending sports has been shown to promote confidence and improve self-esteem. It leaves an indelible mark and your identity and belief in yourself will progressively grow as your mental strength and ability to conquer your concerns are put to the test through these sports. You may be more inclined to better embrace every element of your life with the newfound vitality and enthusiasm that these adventure sports provide. One never knows their actual potential unless they have gone to the extreme, and adventure sports are all about that.

Additionally, performing such sports allow you to break through the boundaries that have held you back and let you discover what actually resides within you. To find out how far you can go, push the boundaries and live on the edge. It is the desire to live life to the fullest. Standing on the edge of a cliff from a formidable height, such as when bungee jumping, can be a mental battle. It's you versus your fears, and you only have to choose, to be able to win. Adventure sports have gained significance in Pakistan in the last couple of years with a large number of people travelling overseas and increased access to information on various adventure sports in online space. Increased exposure to media has developed a keen interest in various outdoor activities for which the rough terrain and mountains of Northern Pakistan offer an ideal setting.

A number of adventure clubs have been formed in Pakistan, which has made it easier for people to explore the exciting spots and adventure sports in Pakistan. Historically these clubs have been limited to memberships providing access to only a few select.

However, with increased awareness and higher spending power of people, similar clubs have started initiatives across various cities of Pakistan. High-end adventure activities like a trek to K-2 base camp and mountaineering expeditions are organized by local companies in conjunction with international travel groups. Their

While-reading

What steps have Pakistani adventure clubs made to increase accessibility to adventure sports, and how have they changed to suit a wider audience?

activities are more specialized and catered towards international travellers due to the high cost and skill level involved. People from all over the world now have the opportunity to make their summer and winter holidays more adventurous and memorable. The beautiful valleys, rivers, deserts and plains in Pakistan are now becoming famous on the international level because of the adventures being offered there.

Sport, like any other human activity, is set in the physical environment and is bound to have effects on it and be affected by it. Adventure sports can be a good way to get outside, but they can also do some damage to the environment. It is important to be environmentally conscious when you participate in these activities and to support companies with sustainable business practices. The impact of adventure sports on the environment is a complex issue, but the good news is that there are steps you can take to minimize the damage you do. Whether you enjoy mountain biking, rock climbing, or other outdoor sports, try to find environment-friendly companies. The equipment used for adventure sports is not always environmentally sound, and often uses virgin materials and natural resources. This can deplete forests and produce waste. Additionally, transportation to extreme sports venues contributes to greenhouse gas emissions. For example, one skydiver produces 27 pounds of CO₂ during a jump. Environmental impacts of sports are often long-term or short-term, and they can be both direct and indirect. By understanding the ecological effects of these sports, you can make the best choices. However, there are many benefits of nature sports as well, including the opportunity for participants to develop an ethic of care for nature and greater compassion for wildlife. As such, a variety of strategies are available to help manage nature sports and minimize their negative effects.

Post Reading:

- What are the possible ecological consequences of adventure sports, and what are the best ways to control and reduce them?
- In what ways might adventure sports help players cultivate a more compassionate attitude toward wildlife and a care ethic for the environment?
- How can we develop adventure sports in Pakistan?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
competitive	relating to or characterized by competition
topography	the arrangement of the natural and artificial physical features of an area
inextricable	inseparable
cathartic	purgative, purifying, freeing
deplete	consume, exhaust
minimize	lessen, reduce
captivating	capable of attracting, charming
indelible	making marks that cannot be removed
expedition	a journey undertaken by a group of people with a particular purpose
exhilarating	making one feel very happy, thrilled

2. Reading and Critical Thinking Skills**a. Comprehension Questions:**

- What do you understand by adventure sports?
- How do you think adventure sports promote confidence in people?
- Do you agree that adventure sports can be effective stress relievers? State your answer with real life examples.
- Describe some benefits of playing adventure sports.
- Write briefly about the adventure sports played in Pakistan.
- Are adventure sports environment-friendly? Share your thoughts.
- How can we remain environmentally conscious while participating in adventure sports? Suggest some ways.

3. Vocabulary and Grammar

a. Past Perfect Tense

Past perfect tense is the form of a verb that is used to show that an action had already finished when another action happened. So what's the difference between the past perfect and the simple past? When you're talking about some point in the past and want to reference an event that happened even earlier, using the past perfect allows you to convey the sequence of the events. It's also clearer and more specific.

Examples:

- I had fallen asleep before 8 o'clock.
- The train had left before I reached the station.
- By the time the police arrived, the thief had fled.

Past Perfect Tense

Past perfect tense tells about an event that happened in the past and was finished before another action took place. This particular tense is used to describe an action that took place and was interrupted by another action.

To make an affirmative, we use the following formula,
Subject + had + past participle + object

To make a negative sentence, we use the following formula,
Subject + had not + past participle + object

In order to ask questions, we use the following formula,
Had + subject + past participle + object

b. Fill in the blanks with past perfect tense.

- i. She _____ (go) to the market before Sara came back.
- ii. My father _____ (leave) by the time I reached home.
- iii. My sister _____ (not see) the grand mosque before today.
- iv. The girl _____ (finish) her assignment before the teacher came to her seat.
- v. Ali _____ (live) in London before he moved to Paris.

c. Past Perfect Continuous Tense

Past Perfect Continuous Tense

Helping Verb

Had been

Form of verb

1st form of verb with ing

Affirmative Sentences

Rules: Subject + helping verb + 1st form of verb with ing + since for + remaining sentence.

Examples: Jan had been singing a song since morning.

Negative Sentences

Rules: Subject + helping verb + not + 1st form of verb with ing + since for + remaining sentence.

Examples: He had not been shedding tears for ten minutes?

Interrogative sentences

Rules: Helping verb + subject + 1st form of verb with ing + since for + remaining sentence.

Examples: Had Usman been playing marbles since afternoon?

The past perfect continuous (also known as the past perfect progressive) is a verb tense that shows that an action that started in the past continued up until another time in the past. Unlike the present perfect continuous, which indicates an action that began in the past and has continued up to the present, the past perfect continuous indicates something that began in the past, continued in the past, and also ended at a defined point in the past.

Examples:

- I had been writing articles on various topics for three hours.
- He had been playing football since morning.
- I had been working at the company for five years when I got the promotion.
- She had been walking three miles a day before she broke her leg.

d: Fill in the blanks with the past perfect continuous tense.

- You _____ (eat) your meal when she arrived.
- She _____ (watch) a movie for two hours.
- They _____ (work) tirelessly since the last month.
- Saba _____ (read) her favorite book since evening.
- I _____ (cook) a meal for the guests when they called.

e. Direct and Indirect Speech

What is Direct & Indirect Speech?

Direct speech - reporting the message of the speaker in the exact words as spoken by him.

Direct speech example: Maya said, 'I am busy now'.

Indirect speech: reporting the message of the speaker in our own words

Indirect speech example: Maya said that she was busy then.

Q1. Choose the correct narration (Direct to Indirect Speech/ Present Tense)

"I work in an IT company," she said.

- She said that she worked in an IT company.
- She says that she works in an IT company.
- She said that she has worked in an IT company.
- She said that she will work in an IT company.

"I understand the problem," he tells us.

- He told us that he understands the problem.
- He tells us that he understands the problem.
- He told us that he understood the problem.
- He tells us that he understood the problem.

"I live in Paris," she says.

- She said that she lives in Paris.
- She says that she lives in Paris.
- She says that she lived in Paris.
- She said that she lived in Paris.

"We visit our grandparents every weekend," they tell me.

- They told me that they visit their grandparents every weekend.
- They tell me that they visit their grandparents every weekend.
- They told me that they visited their grandparents every weekend.
- They tell me that they visited their grandparents every weekend.

"I play the piano," she says.

- She says that she played the piano.
- She says that she plays the piano.
- She said that she plays the piano.
- She said that she played the piano.

Q 2. Choose the correct narration (Direct to Indirect Speech/ Past Tense)

"We went to the beach yesterday," they said.

- They said that they had gone to the beach the previous day.
- They said that they go to the beach yesterday.

- They say that they went to the beach yesterday.
- They say that they had gone to the beach the previous day.

"I visited my aunt last week," he told us.

- He told us that he visited his aunt last week.
- He told us that he had visited his aunt last week.
- He tells us that he visited his aunt last week.
- He tells us that he had visited his aunt last week.

"She ate sushi for dinner," he said.

- He said that she ate sushi for dinner.
- He said that she had eaten sushi for dinner.
- He says that she ate sushi for dinner.
- He says that she had eaten sushi for dinner.

"We saw a movie last night," they told me.

- They told me that they had seen a movie the previous night.
- They told me that they see a movie last night.
- They tell me that they saw a movie last night.
- They tell me that they had seen a movie the previous night.

"I read that book yesterday," she said.

- She said that she reads that book yesterday.
- She said that she read that book yesterday.
- She says that she read that book yesterday.
- She says that she had read that book yesterday.

Q 3. Choose the correct narration (Direct to Indirect Speech/ Perfect Tense)

"I have finished my homework," he said.

- He said that he finished his homework.
- He said that he had finished his homework.
- He says that he has finished his homework.
- He says that he had finished his homework.

"She has cooked dinner," he tells us.

- He tells us that she has cooked dinner.
- He tells us that she had cooked dinner.
- He told us that she has cooked dinner.
- He told us that she had cooked dinner.

"They have already left," she said.

- She said that they have already left.
- She said that they had already left.
- She says that they had already left.
- She says that they have already left.

"He has won the race," they told us.

- They told us that he had won the race.
- They told us that he has won the race.
- They tell us that he has won the race.
- They tell us that he had won the race.

"She has seen that movie," he said.

- He said that she had seen that movie.
- He said that she has seen that movie.
- He says that she has seen that movie.
- He says that she had seen that movie.

Q 4. Choose the narration (Direct to Indirect Speech/ Future Tense).

"We will call you tomorrow," she promises.

- She promises that they would call us the following day.
- She promises that they will call us the next day.
- She promises that they call us tomorrow.
- She promises that they would call us tomorrow.

"I will finish this by Friday," he assures us.

- He assures us that he will finish it by Friday.
- He assures us that he would finish it by Friday.
- He assures us that he finishes it by Friday.
- He assures us that he would finish it the next Friday.

"They will arrive at noon," she predicts.

- She predicts that they arrive at noon.
- She predicts that they will arrive at noon.
- She predicts that they would arrive at noon.
- She predicts that they arrived at noon.

"I will visit my parents next weekend," he says.

- He says that he will visit his parents next weekend.
- He says that he visits his parents next weekend.

- He says that he visited his parents next weekend.
- He says that he will visited his parents next weekend.

"We will help you with the project," they promise.

- They promise that they will help us with the project.
- They promise that they would help us with the project.
- They promise that they help us with the project.
- They promise that they would help us with the project.

Q 5. Choose the correct narration (Direct to Indirect Speech/ Modals)

"You should exercise regularly," she advises.

- She advises to exercise regularly.
- She advises exercising regularly.
- She advises that I should exercise regularly.
- She advises that I exercised regularly.

Q 6. Choose the correct narration (Direct to Indirect Speech/ Time and Questions)

"When does the meeting start?" he asks.

- He asks when the meeting starts.
- He asks when did the meeting start.
- He asked when the meeting started.
- He asked when does the meeting start.

Q 7. Change the narration (Direct to Indirect Speech/ Time and Questions Orders)

"Please finish your homework," his teacher tells him.

- His teacher tells him to finish his homework.
- His teacher tells him finishing his homework.
- His teacher tells him that finish your homework.
- His teacher tells him to finishing his homework.

Q 8. Change the narration (Direct to Indirect Speech/Request)

"Could you help me with this?" she asks.

- She asks if I could help her with that.
- She asks if I can help her with that.
- She asks if I could help her with this.

She asks if I can help her

- i. The teacher said to Ali, "You are an intelligent boy".
- ii. He said to his friend, "Where are you going?"
- iii. The manager said, "Finish your task by tomorrow".
- iv. His father said, "Do not waste time".

- v. My grandfather said, "Give me a glass of water".

f. Active and Passive Voice

Change the following into active voice.

- i. The gate was closed by ten o'clock.
- ii. The novel was written by my favorite author.
- iii. The thief was caught by the police.
- iv. She was attacked by a dog.
- v. The money was stolen by the servant.

- g. Read the given passage and answer questions given below. Apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary

Sara saw a tiny, hurt bird on the pavement as she was making her way home from school. She carried it to her home after gently picking it up. With her mother's animal skills, she cleaned the bird's wound. The bird started to heal after receiving care for a few days, and eventually it took off. Sara learned the value of kindness and compassion from this encounter.

- Determine which nouns are present in the passage's first sentence.
- Locate and enumerate the verbs in the passage's second and third sentences.
- Which tense does the passage mostly use? Provide a textual example.
- Reword the opening phrase in the past perfect tense.
- Identify one affirmative sentence in the passage.
- Point out a complex sentence in the text and highlight the part that depends on it.
- Put "Her mother helped her clean the bird's wound" in the passive form.
- Find one instance of direct speech in the text and describe its importance.
- Look for a term in the passage that denotes "considerate and caring."
- What made the author decide to use the word "noticed" in the first line rather than "saw"?
- Rework the passage's final sentence to give it a more formal tone.

4. Oral Communication skills

- a. Work in groups and make a presentation on "*the importance of games in an individual's life*".

5. Writing Skills

- a. Write a review of any story that you have read recently with the help of the following guidelines.

Name of Book: _____

Author's name: _____

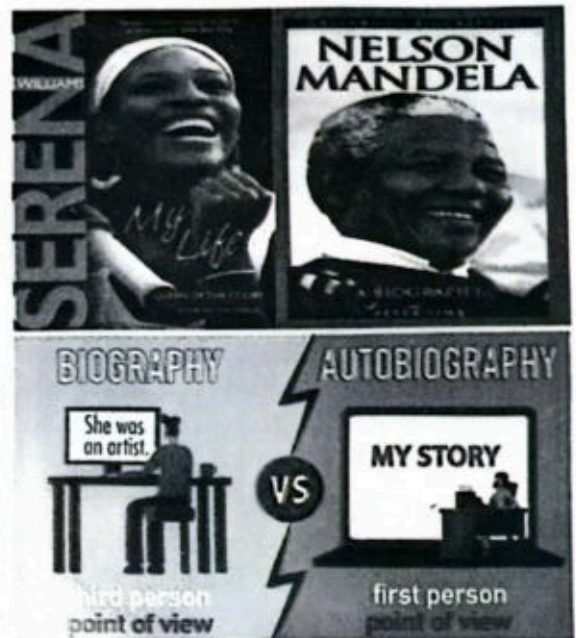
Major characters and their brief description:

Setting:

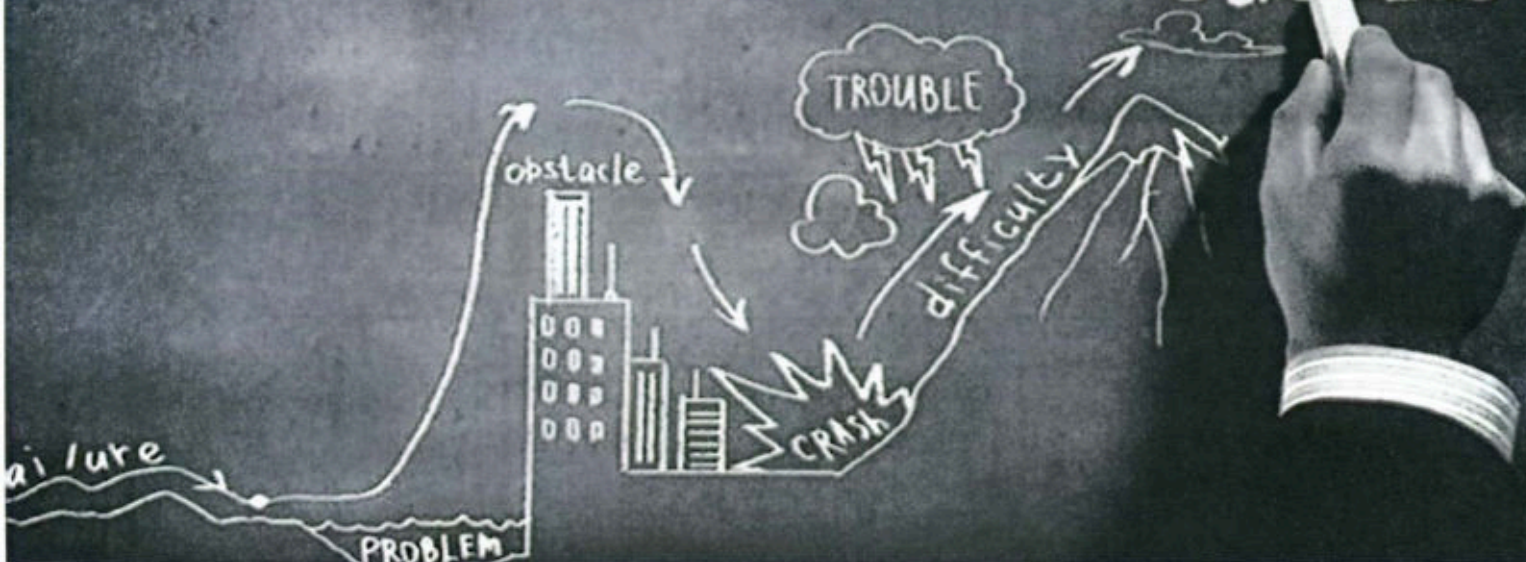
Summary of the story (200 to 250 words):

B. Write the character sketch of your favorite character from any story that you have read in the past. Consider the following points while writing the character sketch.

- Physical appearance
- Personality traits
- Challenge/problem
- Role
- Accomplishment
- **Print Autobiographies /Biographies:** They place an emphasis on historical events, important accomplishments, and factual information. They frequently include a thorough biography of the topic, emphasising their career achievements and the influence of their work on the industry.
- **Multimedia Biographies /Autobiographies:** These use a variety of media formats to offer a more lively and intimate look into the lives of the subjects. They frequently feature anecdotes from the subject's own life, as well as emotional events and thoughts on their profession. Personal narratives combined with visual and audio components provide a more participatory and captivating representation of the individual in this format.



C. Read and analyze various types of biographies and autobiographies connected to different fields and professions. (e.g., a person's life story in print and multimedia), determining which details are emphasized in each type. Write a review report.



IMPORTANCE OF LIFE SKILLS

Text type: Article/Blog

Theme: Soft skills

Subthemes: Time management/Team work/Stress management

In this unit the students will be able to

- Apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience and infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Research for short projects to answer a question (including a self-generated question) or solve a problem; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation while writing or presenting their assignment.
- Develop precis writing skills. Write precis effectively.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Recognise and use subordinating conjunctions to connect independent clause/s to dependent clause/s.e.g., He could not attend the meeting because he was sick.

Pre-Reading

- What do you know about life skills?

According to the World Health Organization, life skills are “A group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and cope with and manage their lives healthily and responsibly.”

While there's no definite list of life skills. Some examples are Time management, Money management, Housekeeping, Communication, Positive self-image development, Growth mindset

and self-improvement, Stress management.

life skills are abilities that enable a person to navigate a range of life contexts with a sense of personal confidence, social conscience, and professional competence. They are developed through the use of processes that are inclusive and sensitive to individual, local and regional diversity.

While-reading

- What makes young generation more successful?
- Name some life skills mentioned in text.

Imagine young people graduating from school with excellent scores but not knowing the first thing about coping with reality. What if they couldn't communicate effectively? Or couldn't handle money issues and were always in debt? It's both alarming and all-too-common. That's why parents and teachers alike should play an active role in preparing kids for the future. Where the school is concerned, that means doing more than merely teaching algebra and biology. While no one can downplay the importance of good academics, it's just not enough without the necessary life skills.

Learning life skills helps young people understand who they are and what they want out of life. Moreover, young people grow more aware of their own struggles and those of the people around them. As we continue to navigate through the modern-day challenges brought about by rapidly evolving technology, globalization, and most recently, a worldwide pandemic, the necessity of equipping our younger generations with practical life skills has never been more glaringly apparent. Today, schools are slowly but steadily realizing that academic performance alone does not measure their students' ability to succeed in adult life.

A study by the American Psychological Association found that teens' average stress level was much higher than the maximum healthy stress level for adults. By becoming aware of this, young people are better equipped to handle what they're going through and recognize when they need help. This helps reduce incidences of bullying and violence. The average high school student has oodles of real-life responsibilities to deal with. Between juggling homework, extracurricular, and trying to maintain a social life — it can feel like too much sometimes.

It's no surprise that adolescent mental health issues have been steadily rising. Learning through a holistic teaching approach that brings life skills to the classroom can help learners to feel more competent and prepared for the challenges life brings.

Math and economics classes don't generally teach students how to effectively manage money. Many students finish high school not knowing how to manage credit cards, file taxes, or balance

checkbooks. And that's a significant concern given that young people have to make long-reaching financial decisions even before earning a college degree.

According to the National Financial Educators Council, young people are worried about their financial future. Learning how to manage money early will help kids navigate these complexities better. Another way to help kids with navigating complexities is to teach a child to foster healthy communication and interaction.

By learning communication skills, students learn to speak clearly and assertively, while respecting other people's opinions. What's more, they learn good listening skills and appropriate responses, including tolerance and open-mindedness.

As Steven R. Covey, author of the best-selling self-help book *The Seven Habits of Highly Effective People*, puts it, one habit of highly effective people is to "seek first to understand, then to be understood."

A life skill program will teach young people to show empathy and distinguish between listening and hearing. Moreover, it will help them avoid miscommunication, overreacting, and misinterpretation. This will help them build healthy relationships with family and friends. Not only that, but these skills will also help students to form healthy connections in the workplace and society. It's easy to think of communication as common sense, but it's not really. That's why a good life skills program is crucial to set up students for success.

Life is a series of decisions - including big ones like who to spend your life with and what career path to choose. And then there are the small ones like what to wear or what to have for dinner. No matter how small, every choice we make can have a potentially life-changing effect. It's important for students to learn how to make confident and

well-informed decisions. A comprehensive life skills program can help with this. Teaching young people how to evaluate situations from both a logical and emotional perspective will improve their decision-making skills.

Through life skills education, young generations are equipped with foundational skills necessary for transitioning to productive adulthood; manage stress; learn to deal with difficult emotions; practice positivism; improve self-esteem; feel empathy; learn to listen to others carefully; learn to set personal boundary; handle dispute well; find balance between priorities and demands; communicate confidently; set goals; make decisions; solve problems; think critically and creatively; use executive functional skills; and learn to bounce back from adversity.

Life skills provide readily available tools to deal with challenges/demands of daily lives the youth face, from managing their emotions to make an informed decision. It also helps develop children's personality, talents, and mental and physical abilities, and realize their true potential through learning to know oneself and others and make effective decisions to live harmonically together in society. Young people are brimming with untapped potential. And they need dedicated skills that empower them to bring out the best in themselves. Teaching life skills will help achieve the best outcomes – well-rounded, empowered, and educated young people.

While-reading

- Why is it important to teach financial management to young people?
- What is the importance of communication skills?

Post Reading:

- Why is it important to leave traditional subjects and include life skills in the curriculum of educational institutions?
- What problems will be faced by educational institutions in implementing programs related to life skills?

1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meanings
competence	the ability to do something successfully or efficiently, capability
alarming	disturbing
downplay	make (something) appear less important than it really is, devalue
inclusive	comprehensive, with everything included
adversity	a difficult or unpleasant situation
productive	fruitful
empathy	the ability to understand and share the feelings of other
adolescent	teenager

2. Reading and Critical Thinking Skills

a. Comprehension Questions:

- Write down the definition of life skills.
- Give few examples of the life skills.
- Why do you think it is important for young people to learn the life skills in the present age?
- What is the reason for high stress level among teenagers? How can it be managed?
- How do life skills help individuals in taking the right decisions?
- Is learning life skills helpful in managing finances? Elaborate.
- Which habit of the highly effective people is described by Steven R. Covey in the text?

3. Vocabulary and Grammar

a. Subordinating Conjunctions

Subordinating conjunctions are essential parts of complex sentences which include at least two clauses, with one of the clauses being main (independent) and the other being subordinate (dependent). There is only one rule to remember about using subordinate conjunctions: A subordinate conjunction performs two functions within a sentence. First, it illustrates the

Examples of Subordinating Conjunctions

Reason because since so that in order to as	Comparison than rather than whether as much as whereas	Condition if only if even if unless provided that
Concession although even though	Time after before as soon as once nowthat until	
Manner how like		since when while whenever by the time

importance of the independent clause. Second, it provides a transition between two ideas in the same sentence. The transition always indicates a place, time, or cause and effect relationship.

Examples:

- I will finish reading this book **after** everyone has gone home.
- We cannot go to the mall **because** our car broke down.
- The train reached the station **before** the time.
- We went to our seats **as soon as** the professor arrived.

b. Choose the appropriate conjunctions.

- i. He struggled hard in his bad days _____ he succeeded.
 - For
 - Until
 - Before
- ii. He won many trophies _____ he was young.
 - As
 - Because
 - When
- iii. I am staying in _____ it is snowing outside.
 - Because
 - Although
 - Since
- iv. Did she say anything _____ she left?
 - As
 - Before
 - Though
- v. _____ it was hot, he was wearing a warm jacket.
 - When
 - Although
 - If

c. Adverb Clause

The Adverb Clause

The **adverb clause** is a dependent clause that modifies the **verb, adjective, or adverb** in the independent clause of a complex sentence.

It tells **how, when, where, why, and under what conditions.**

Adverb clauses begin with common subordinating conjunctions.

An adverbial clause, also called an adverb clause or adverb phrase, is a group of words that contains a subject and a verb. Just like adverbs, adverbial clauses modify verbs, adjectives, or other adverbs. But where an adverb is just one word, an adverbial clause is a group of words. Adverb clauses always meet three requirements:

- First, an adverb clause always contains a subject and a verb.
- Second, adverb clauses contain subordinate conjunctions that prevent them from containing complete thoughts and becoming full sentences.
- Third, all adverb clauses answer one of the classic “adverb questions:” When? Why? How? Where?

Examples:

- After the storm passed, we went outside to survey the damage.
- Even if I take the train, I still might be late to my appointment.
- She stepped confidently across the tightrope as if she had done it many times before.

d. Find out the adverb clauses in the following sentences and state the kind of each one.

- i. When you have finished your work, you may go home.
- ii. You can put the books wherever you like.
- iii. I did not buy that watch because it was expensive.
- iv. You must go whether you hear from him or not.
- v. Since you have apologized, we will take no further action against you.

- vi. I have not been well since I returned from the hills.
- vii. He was so weak that he could not stand.
- viii. As he was not there, I spoke to his mother.

e. Match the two clauses and make meaningful sentences.

i. I waited for my friend	a. that she could barely stand.
ii. She was so tired	b. before you were awake.
iii. He went to the store	c. until he arrived.
iv. You cannot go to the cinema	d. the girl went outside without an umbrella.
v. Although it was raining	e. because you didn't buy a ticket.

4. Oral Communication skills

a. Prepare an individual presentation on the following:

"Significance of life skills education for the youth"

5. Writing Skills

Precis Writing

The essential components of a Precis are as follows:

Clarity: Since a Precis is essentially a synopsis of the narrative, it should be evident to the reader what the story is about. Readers should have no trouble understanding your precise.

Correctness: When writing a precise, always pay attention to punctuation, grammar, and sentence structure errors. Make sure you verify all the dates, places, information, and numbers from the original passage.

Objectivity: When writing a precise, maintain objectivity. Talking on facts alone is appropriate in your Precis. Avoid attempting to share your thoughts and beliefs.

Conciseness: When writing a story synopsis, always keep it brief. A writer should refrain from utilizing superfluous words and repetitions.

Coherence: Your Precis should make sense when put together. You are free to express yourself, but make sure it is understood. When reading your Precis, readers shouldn't become disoriented or perplexed. Make use of language that effectively aids in reader comprehension.

Q1. Write a précis of the last two paragraphs of the given text, "Life skills". Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the text.

Q2. Write a narrative essay of 200-250 words on "My teamwork story". It should engage the reader, clearly present a problem or situation, and smoothly progress through events to show

character growth and resolution. A few guidelines are given below for clarity of concept:

Engage and Orient the Reader: Tell about group assignment at school. Name of project and who were involved?

Present the Problem/Situation: What difficulties did your group and you encounter when the project first started? What are the dynamics of the group?

Progression of Events: Describe the actions your group did to get beyond these obstacles. What particular steps did you take to enhance communication and teamwork?

Resolution: What was the project's final result? What impact did the group project have on your perception of collaboration and teamwork?

Q3. Develop a research project on the topic: "Importance of Healthy lifestyle for teenagers". Include an answer to a question (including a self-generated question) or solve a problem, synthesize multiple sources on the subject, and demonstrate an understanding of the subject under investigation while writing and presentation of it. Following are some of the guidelines.

- Divide the class in groups
- You can conduct this study on issues related to it like effects on mental health, sleep, fitness, and nutrition.
- Gather information from reliable sources, including books, scholarly publications, and health websites. Read different research articles and refer them in your write-up.
- Make infographics and share them with your peers to make wise choices regarding their health and well-being.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.



The Oyster and the Pearl (Play)

Text type: One-Act play

Theme: Soft skills

Subthemes: Patience, perseverance, character development

In this unit the students will be able to

- Analyse and present complex ideas and issues in a short drama.
- Ask and answer questions of personal relevance, information and a variety of communicative purposes. Apply the use of rhetorical questions for a range of audiences.
- Perform a drama/ role play/ play script showing different roles and scenarios
- Read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: Play
- Write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.
- Write a dialogue between multiple people, giving narration/background in brackets, using conventions of the director's notes. Use vocabulary, tone and style appropriate to the context and relationship between the addresser and addressee.
- Analyse how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Examine how an author develops and contrasts the points of view of different characters or narrators in a text. Critique the plot development with respect to different aspects of the story.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first
- Write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure.

The Oyster and the Pearl (Play) By William Saroyan

CHARACTERS:

HARRY VAN DUSEN, a barber
 CLAY LARRABEE, a boy on Saturday
 VIVIAN McCUTCHEON, the new
 schoolteacher
 CLARK LARRABEE, Clay's father
 MAN, a writer
 ROXANNA LARRABEE, Clay's sister
 GREELEY, Clay's pal
 JUDGE APPEGARTH, a
 beachcomber
 WOZZECK, a watch repairer



(Harry Van Dusen's barber shop in O.K.-by-the-Sea, California, population 909. It's an old-fashioned shop, crowded with stuff not usually found in barber shops...Harry himself, for instance. He has never been known to put on a barber's white jacket or to work without a hat of some sort on his head.

On the walls, on the shelves, are many odds and ends, some apparently washed up by the sea, which is a block down the street: shells, rocks, pieces of driftwood, a life jacket, rope, sea plants. There is one old-fashioned chair.

When the play begins, Harry is seated in the chair. A boy of nine or ten named Clay Larrabee is giving him a haircut. Harry is reading a book, one of many in the shop.)

CLAY: Well, I did what you told me, Mr. Van Dusen. I hope it's all right. I'm no barber, though. You want to look at it in the mirror?(He holds out a small mirror.)

HARRY: No thanks. I remember the last one.

CLAY: I guess I'll never be a barber.

HARRY: Maybe not. On the other hand, you may turn out to be the one man hidden away who will bring merriment to the tired old human heart.

CLAY: Who? Me?

HARRY: Why not?

CLAY: Merriment to the tired old human heart? How do you do that?

HARRY: compose a symphony, paint a picture, write a book, invent a philosophy.

CLAY: Not me! Did you ever do stuff like that?

HARRY: I did.

CLAY: what did you do?

HARRY: Invented a philosophy.

CLAY: What's that?

HARRY: A way to live.

CLAY: What way did you invent?

HARRY: The take-it-easy way.

CLAY: That sounds pretty good.

HARRY: All philosophies sound good. The trouble with mine was, I kept forgetting to take it easy. Until one day. The day I came off the highway into this barber shop. The barber told me the shop was for sale. I told him all I had to my name was eighty dollars. He sold me the shop for seventy-five, and threw in the haircut. I've been here ever since. That was twenty-four years ago.

CLAY: How old were you then?

HARRY: Old enough to know a good thing when I saw it.

CLAY: What did you see?

HARRY: O.K.-by-the-Sea, and this shop. (He gets out of the chair, goes to the hat tree, and puts on the hat hanging there.)

CLAY: I guess I'd never get a haircut if you weren't in town, Mr. Van Dusen.

HARRY: Nobody would, since I'm the only barber.

CLAY: I mean, free of charge.

HARRY: I give you a haircut free of charge, you give me a haircut free of charge. That's fair and square.

CLAY: Yes, but you're a barber. You get a dollar a haircut.

HARRY: Now and then I do. Now and then I don't.

CLAY: Well, anyhow, thanks a lot. I guess I'll go down to the beach now and look for stuff.

HARRY: I'd go with you, but I'm expecting a little Saturday business.

CLAY: This time I'm going to find something real good.

HARRY: The sea washes up some pretty good things, doesn't it?

CLAY: It sure does, except money.

HARRY: What do you want with money?

CLAY: Things I need.

HARRY: What do you need?

CLAY: I want to get my father to come home again. I want to buy Mother a present...

HARRY: Now, wait a minute, Clay. Let me get this straight. Where is your father?

CLAY: I don't know. He went off about a month ago.

HARRY: What do you mean, he went off?

CLAY: He just picked up and went off.

HARRY: Did he say when he was coming back?

CLAY: No. All he said was, Enough's enough. He wrote it on the kitchen wall.

HARRY: Enough's enough?

CLAY: Yeah. We all thought he'd be back in a day or two, but now we know we've got to find him and bring him back.

HARRY: How do you expect to do that?

CLAY: Well, we put an ad in the paper.

HARRY: (Opening the paper) This paper? But your father's not in town. How will he see an ad in this paper?

CLAY: He might see it. Anyhow, we don't know what else to do. We're living off the money we saved from the summer we worked, but there isn't much left.

HARRY: The summer you worked?

CLAY: Yeah. Summer before last, just before we moved here, we picked cotton in Kern County. My father, my mother, and me.

HARRY: (Indicating the paper) What do you say in your ad?

CLAY: (Looking at it) Well, I say ... 'Clark Larrabee. Come home. Your fishing tackle's in the closet safe and sound. The fishing's good, plenty of perch, and bass. Let bygones be bygones. We miss you. Mama, Clay, Roxanna, Rufus, Clara. 'Do you think if my father reads it, he'll come home?

HARRY: I don't know, Clay. I hope so.

CLAY: Yeah. Thanks a lot for the haircut, Mr. Van Dusen. (Clay goes out. Harry takes off the hat, and begins to shave. A pretty girl comes into the shop, closing a colorful parasol.)

HARRY: Miss America, I presume.

THE GIRL: Miss McCutcheon.

HARRY: Harry Van Dusen.

THE GIRL: How do you do?

HARRY: (Bowing) Miss McCutcheon.

THE GIRL: I'm new here.

HARRY: You'd be new anywhere. Surely you don't live here.

THE GIRL: As a matter of fact, I do. At any rate, I've been here since last Sunday. You see, I'm the new teacher at the school.

HARRY: You are?

THE GIRL: Yes, I am.

HARRY: How do you like it?

THE GIRL: Well, as a matter of fact, I want to quit and to San Francisco. But at the same time I have a feeling I ought to stay. What do you think? Shall I go, or shall I stay?

HARRY: Depends on what you're looking for. I stopped here twenty-four years ago because I decided I wasn't looking for anything any more. Well, I was mistaken. I was looking, and I've found exactly what I was looking for.

THE GIRL: What's that?

HARRY: A chance to take my time. What are you looking for, Miss McCutcheon?

THE GIRL: Well....

HARRY: I mean, besides a husband...

THE GIRL: I'm not looking for a husband. I expect a husband to look for me.

HARRY: That's fair.

THE GIRL: I'm looking for a chance to teach.

HARRY: That's fair too.

THE GIRL: But this town! ... The children just don't seem to care about anything - whether they get good grades or bad, whether they pass or fail. On top of that, almost all of them are unruly. The only thing they seem to be interested in is games, and the sea. That's why I'm on my way to the beach now. I thought if I could watch them on a Saturday, I might understand

them better.

HARRY: Yeah, that's a thought.

THE GIRL: Nobody seems to have any sensible ambition. It's all fun and play. How can I teach children like that? What can I teach them?

HARRY: English.

THE GIRL: of course.

HARRY: (Drying his face) Singing, dancing, cooking...

THE GIRL: Cooking? ... I must say I expected to see a much older man.

HARRY: Well. Thank you!

THE GIRL: Not at all.

HARRY: The question is: Shall you stay, or shall you go back to San Francisco?

THE GIRL: Yes.

HARRY: The answer is: Go back while the going's good.

THE GIRL: Why?

HARRY: (After a pause). You're too good for a town like his.

THE GIRL: I am not!

HARRY: Too young and too intelligent. Youth and intelligence need excitement.

THE GIRL: There are kinds of excitement.

HARRY: Yes, there are. You need the big-city kind. There isn't an eligible bachelor in town.

THE GIRL: You seem to think all I want is to find a husband. She sits almost angrily in the chair and speaks very softly.) I'd like a poodle haircut if you don't mind, Mr. Van Dusen.

HARRY: You'll have to get that in an Francisco, I'm afraid.

THE GIRL: Why? Aren't you a barber?

HARRY: I am.

THE GIRL: Well, this is your shop. It's open for business. I'm a customer. I've got money. I want a poodle haircut.

HARRY: I don't know how to give a poodle haircut, but even if I knew how, I wouldn't do it.

THE GIRL: Why not?

HARRY: I'm sorry, Miss McCutcheon. In my sleep, in a nightmare, I would not cut your hair. (The sound of a truck stopping is heard from across the street.)

THE GIRL: (Softly, patiently, but firmly) Mr. Van Dusen, I've decided to stay, and the first thing I've got to do is change my appearance. I don't fit into the scenery around here.

HARRY: Oh, I don't know - if I were a small boy going to school, I'd say you look just right.

THE GIRL: You're just like the children. They don't take me seriously, either. They think I'm nothing more than a pretty girl who is going to give up in despair and go home. If you give me a poodle haircut I'll look more - well, plain and simple.

I plan to dress differently, too. I'm determined to teach here. You've got to help me. Now Mr. Van Dusen, the shears, please.

HARRY: I'm sorry, Miss McCutcheon. There's no need to change your appearance at all. (Clark Larrabee comes into the shop.)

HARRY: You're next, Clark. (Harry helps Miss McCutcheon out of the chair. She gives him an angry glance.)

THE GIRL: (whispering) I won't forget this rudeness, Mr. Van Dusen.

HARRY: (Also whispering) Never whisper in here. People misunderstand. (Loudly) Good day, Miss.

(Miss McCutcheon opens her parasol with anger and leaves the shop. Clark Larrabee has scarcely noticed her.)

HARRY: Well, Clark, I haven't seen you for a long time.

CLARK: I'm just passing through, Harry. Thought I might run into Clay here.

HARRY: He was here a little while ago.

CLARK: How is he?

HARRY: He's fine, Clark.

CLARK: I've been working in Salinas. Got a ride down in a truck. It's across the street now at the gasoline station.

HARRY: You've been home, of course?

CLARK: No, I haven't.

HARRY: Oh?

CLARK: (After a slight pause) I've left Fay, Harry.

HARRY: You got time for a haircut, Clark?

CLARK: No thanks, Harry. I've got to go back to Salinas on that truck.

HARRY: Clay's somewhere on the beach.

CLARK: (Handing Harry three ten-dollar bills.) Give him this, will you? Thirty dollars. Don't tell him I gave it to you.

HARRY: Why not?

CLARK: I'd rather he didn't know I was around. Is he all right?

HARRY: Sure, Clark. They're all O.K. I mean...

CLARK: Tell him to take the money home to his mother. (He picks up the newspaper)

HARRY: Sure, Clark. It came out this morning. Take it along.

CLARK: Thanks. (He puts the paper in his packet.) How've things been gone with you, Harry?

HARRY: Oh, I can't kick. Two or three haircuts a day. A lot of time to read. A few laughs. A few surprises. The sea. The fishing. It's a good life.

CLARK: Keep an eye on Clay, will you?

HARRY: Sure.

CLARK: Yeah, well.... That's the first money I've been able to save. When I make some more, I'd like to send it here, so you can hand it to Clay, to take home.

HARRY: Anything you say, Clark. (There is the sound of the truck's horn blowing)

CLARK: Well.... (He goes to the door) Thanks, Harry, thanks a lot.

HARRY: Good seeing you, Clark. (Clark Larrabee goes out. Harry watches him. A truck shifting gears is heard, and then the sound of the truck driving off. Harry picks up a book; puts his hat on again, sits down in the chair and begins to read. A man of forty or so, well-dressed comes in.)

THE MAN: Where's the barber?

HARRY: I'm the barber.

THE MAN: Can I get a haircut, real quick?

HARRY: (Getting out of the chair) Depends on what you mean by real quick.

THE MAN: (Sitting down) Well, just a haircut then.

HARRY: (Putting an apron around the man) O.K. I don't believe I've seen you before.

THE MAN: No. They're changing the oil in my car across the street. Thought I'd step in here and get a haircut. Get it out of the way before I get to Hollywood. How many miles is it?

HARRY: About two hundred straight down the highway. You can't miss it.

THE MAN: What town is this?

HARRY: O.K. -by-the-Sea.

THE MAN: What do the people do here?

HARRY: Well, I cut hair. Friend of mine named Wozzck repairs watches, radios, alarm clocks, and sells jewelry. Imitation stuff mainly.

THE MAN: Factory here? Farms? Fishing?

HARRY: No. Just the few stores on the highway, the houses further back in the hills, the church, and the school. You a salesman?

THE MAN: No, I'm a writer.

HARRY: What do you write?

THE MAN: A little bit of everything. How about the haircut?

HARRY: You got to be in Hollywood tonight?

THE MAN: I don't have to be anywhere tonight, but that was the idea. Why?

HARRY: Well, I've always said a writer could stop in a place like this, watch things a little while, and get a whole book out of it, or a play.

THE MAN: Or if he was a poet, a sonnet.

HARRY: Do you like Shakespeare's?

THE MAN: They're just about the best in English.

HARRY: It's not often get a writer in here. As a matter of fact you're the only writer I've had in here in twenty years, not counting Fenton.

THE MAN: Who's he?

HARRY: He gets out the weekly paper. Write the whole thing himself.

THE MAN: Yeah. Well.... How about the haircut?

HARRY: O.K.

(Harry puts a hot towel around the man's head. Miss McCutcheon, carrying a cane chair without one leg, comes in. With her is Clay with something in his hand, a small boy named Greeley with a bottle of sea water, and Roxanna with an assortment of shells).

CLAY: I've got an oyster here, Mr. Van Dusen.

GREELEY: Miss McCutcheon claims there's not a big pearl in it.

HARRY: (looking at Miss McCutcheon) Is she willing to admit there's a little one in it?

GREELEY: I don't know.

MISS McCUTCHEON: Mr. Van Dusen, Clay Larrabee seems to believe there's a pearl in this oyster he happens to have found on the beach.

CLAY: I didn't happen to find it. I went looking for it. You know Black Rock, Mr. Van Dusen?

Well, the tide hardly ever gets low enough for a fellow to get around to the ocean side of it, but a little while ago it did, so I went around there and I found this oyster.

HARRY: I've been here twenty-four years, Clay, and this is the first time I've ever heard of anybody finding an oyster on our beach - at Black Rock, or anywhere else.

CLAY: Well, I did, Mr. Van Dusen. It's shut tight, it's alive, and there's a pearl in it, worth at least three hundred dollars.

GREELEY: A big pearl.

MISS McCUTCHEON: Now, you children listen to me. It's never too soon for any of us to face the truth. The truth is, Clay, you want money because you need money. The truth is also that there is no pearl in the oyster.

GREELEY: How do you know? Did you look?

MISS McCUTCHEON: No, but neither did Clay, and in as much as only one oyster in a million has a pearl in it, truth favors the probability that this is not the millionth oyster...

CLAY: (stubbornly) There 's a big pearl in the oyster.

MISS McCUTCHEON: Mr. Van Dusen, shall we open the oyster and show the children that there is no pearl in it?

HARRY: In a moment, Miss McCutcheon. And what's that you have.

MISS McCUTCHEON: A chair, as you can see.

HARRY: How many legs does it have?

MISS McCUTCHEON: Three of course. I can count to three, I hope.

HARRY: What do you want with a chair with only three legs?

MISS McCUTCHEON: I'm going to bring to things from the sea the same as everybody else in town.

HARRY: But everybody else in town doesn't bring things, from the sea - just the children, Judge Applegarth, Fenton Lockhart and myself.

MISS McCUTCHEON: In any ease, the same as the children, Judge Applegarth, Fenton Lockhart, and you. Judge Applegarth? Who's he?

HARRY: He judged sheep at a county fair one time, so we call him Judge.

MISS McCUTCHEON: Sheep?

HARRY: Well, I wouldn't care to call a man like Arthur Applegarth a sheep judge.

MISS McCUTCHEON: Did he actually judge sheep, as you prefer to put it, at a county fair - one time?

HARRY: Nobody checked up. He said he did.

MISS McCUTCHEON: So that entitled him to be called Judge Applegarth?

HARRY: It certainly did.

MISS McCUTCHEON: On that basis, Clay's oyster has a big pearl in it because he says so, is that it?

HARRY: I didn't say that.

MISS McCUTCHEON: Are we living in the Middle Ages, Mr. Van dusen?

GREELEY: No, this is 1953, Miss McCutcheon.

MISS McCUTCHEON: Yes, Greeley, and to illustrate what I mean, that's water you have in that bottle, Nothing else.

GREELEY: Sea water.

MISS McCUTCHEON: Yes, but nothing else.

GREELEY: No, but there are little things in the water. You can't see them now, but they'll show up later. The water of the sea is full of things.

MISS McCUTCHEON: Salt, perhaps.

GREELEY: No, living things. If I look hard I can see some of them now.

MISS McCUTCHEON: You can imagine seeing them. Mr. Van Dusen, are you going to help me or not?

HARRY: What do you want me to do.

MISS McCUTCHEON: Open the oyster of course, so Clay will see for himself that there's no pearl in it. So he'll begin to face reality, as he should, as all of us should.

HARRY: Clay, do you mind if I look at the oyster a minute?

CLAY: (Examining the oyster) Clay...Roxanna...Greeley...I wonder if you'd go to Wozzeck's. Tell him to come the first chance he gets, I'd rather he open this oyster. I might damage the pearl.

CLAY, GREELEY, AND ROXANNA: O.K., Mr. Van Dusen.

(They go out.)

MISS McCUTCHEON: What pearl? What in the world do you think you're trying to do to the minds of these children? How am I ever going to teach them the principles of truth with an influence like yours to fight against?

HARRY: Miss McCutcheon. The people of O.K. -by-the-Sea are all poor. Most of them can't afford to pay for the haircuts I give them. There's no excuse for this town at all, but the sea is here, and so are the hills. A few people find jobs a couple of months every year North or South, come back half dead of homesickness, and live on next to nothing the rest of the year. A few get pensions. Every family has a garden and a few chickens, and they make a few dollars selling vegetables and eggs. In a town of almost a thousand people there isn't one rich man. Not even one who is well-off. And yet these people are the richest I have ever known. Clay doesn't really want money, as you seem to think. He wants his father to come home, and he thinks money will help get his father home. As a matter of fact his father is the man who stepped in here just as you were leaving. He left thirty dollars for me to give to Clay, to take home. His father and his mother haven't been getting along.

Clark Larrabee's a fine man. He's not the town drunk or anything like that, but having four kids to provide for he gets to feeling ashamed of the showing he's making, and he starts drinking. He wants his kids to live in a good house of their own, wear good clothes and all the other things fathers have always wanted for their kids. His wife wants these things for the kids, too. They don't have these things, so they fight. They had one too many fights about a month ago, so Clark went off - he's working in Salinas. He's either going to keep moving away from his family, or he's going to come back. It all depends on - well, I don't know what. This oyster maybe. Clay maybe. (Softly) You and me maybe. (There is a pause. He looks at the oyster. Miss McCutcheon looks at it, too.)

Clay believes there's a pearl in this oyster for the same reason you and I believe whatever we believe to keep us going.

MISS McCUTCHEON: Are you suggesting we play a trick on Clay?

HARRY: Well, maybe it is a trick. I know Wozzeck's got a few pretty good-sized cultivated pearls.

MISS McCUTCHEON: You plan to have Wozzeck pretend he has found a pearl in the oyster, is that it?

HARRY: I plan to get three hundred dollars to Clay.

MISS McCUTCHEON: Do you have three hundred dollars?

HARRY: No Quite.

MISS McCUTCHEON: What about the other children who need money? Do you plan to put pearls in oysters for them, too? Not here. Everywhere. This isn't the only town in the world where people are poor, where fathers and mothers fight, where families break up.

HARRY: No, it isn't, but it's the only town where I live.

MISS McCUTCHEON: I give up. What do you want me to do?

HARRY: Well, could you find it in your heart to be just a little less sure about things when you talk to the kids - I mean, the troubled ones? (71) You can get clay around to the truth easy enough just as soon as he gets his father home. (Arthur Applegarth comes in.)

HARRY: Judge Applegarth, may I present Miss McCutcheon?

THE JUDGE: (Removing his hat and bowing low) An honor, Miss.

MISS McCUTCHEON: How do you do, Judge?

THE JUDGE: We are honored to have you. The children, the parents, and - the rest of us.

MISS McCUTCHEON: Thank you, Judge. (To Harry, whispering) I'll be back as soon as I change my clothes.

HARRY: (Whispering) I told you not to whisper.

MISS McCUTCHEON: (Whispering) I shall expect you to give me a poodle haircut.

HARRY: (Whispering) Are you out of your mind?

MISS McCUTCHEON: (Aloud) Good day, Judge.

THE JUDGE: (Bowing) Good day, Miss. (While he is bent over he takes a good look at her knees, calves, ankles, and sandals. Miss McCutcheon goes out. Judge Applegarth looks from the door to Harry.)

THE JUDGE: She won't last a month.

HARRY: Why not?

THE JUDGE: Too pretty. Our school needs an old battle-ax, not a bathing beauty. Well, Harry, what's new?

HARRY: Just the teacher, I guess.

THE JUDGE: You know, Harry, the beach isn't what it used to be - not at all. I don't mind the competition we're getting from the kids. It's just that the quality of the stuff the sea's washing up isn't good any more.

HARRY: I don't know. Clay Larrabee found an oyster this morning.

THE JUDGE: He did? Well, one oyster doesn't make a stew, Harry. On my way home I'll drop in and let you see what I find.

HARRY: O.K., Judge. (The Judge goes out. Harry comes to life suddenly and becomes business-like.) Now, for the haircut! (He removes the towel he had wrapped around the writer's head.)

THE MAN: Take your time.

HARRY: (He examines the shears, clippers, and combs.) Let's see now. (The writer turns and watches. A gasoline station attendant comes to the door.)

THE ATTENDANT: (To the writer) Just wanted to say your car's ready now.

THE MAN: Thanks. (The attendant goes out.) Look, I'll tell you what. How much is a haircut?

HARRY: Well, the regular price is a dollars. It's too much, though, so I generally take a half or a quarter.

THE MAN: (Getting out of the chair) I've changed my mind. I don't want to haircut after all, but here's a dollar just the same. (He hands Harry a dollar, and he himself removes the apron.)

HARRY: It won't take a minute.

THE MAN: I know.

HARRY: You don't have to pay me a dollar for a hot towel. My compliments.

THE MAN: that's O.K. (He goes to the door.)

HARRY: Well, take it easy now.

THE MAN: Thanks. (He stands a moment, thinking, then turns.) Do you mind if I have a look at that oyster?

HARRY: Not at all.

(The writer goes to the shelf where Harry has placed the oyster, picks it up, looks at it thoughtfully, puts it back without comment, but instead of leaving the shop he looks around and then sits down on a chair in the corner, and lights a cigarette.)

THE MAN: You know, they've got a gadget in New York that anybody can give anybody else a haircut with.

HARRY: They have?

THE MAN: Yeah, there was a full-page ad about it in last Sunday's Times.

HARRY: Is that where you were last Sunday?

THE MAN: Yeah.

HARRY: You've been doing a lot of driving.

THE MAN: I like to drive. I don't know, though - those gadgets don't always work. "Besides, there's something to be said for going to a barber shop once in a while. No use putting the barbers out of business.

HARRY: Sounds like a pretty good article, though.

THE MAN: (getting up lazily) Well, it's been nice talking to you.

(Wozzeck, carrying a satchel, comes in, followed by Clay, Roxanna, and Greeley.)

WOZZECK: What's this all about, Harry?

HARRY: I've got an oyster I want you to open.

WOZZECK: That's what the kids have been telling me.

ROXANNA: He doesn't believe there's a pearl in the oyster, either.

WOZZECK: Of course not! What foolishness!

CLAY: There's a big pearl in it.

WOZZECK: O.K., give me the oyster. I'll open it. Expert watch repairer, to open an oyster!

HARRY: How much is a big pearl worth, Louie?

WOZZECK: Oh, a hundred. Two hundred, maybe.

HARRY: A very big one?

WOZZECK: Three, maybe.

THE MAN: I've looked at that oyster, and I'd like to buy it. (To Clay) How much do you want for it?

CALY: I don't know.

THE MAN: How about three hundred?

GREELEY: Three hundred dollars?

CLAY: Is it all right, Mr. Van Dusen?

HARRY: (He looks at the writer, who nods.) Sure it's all right. (The writer hands Clay the money.)

CLAY: (Looking at the money and then at the writer) But suppose there isn't a pearl in it?

THE MAN: There is, though.

WOZZECK: Don't you want to open it first?

THE MAN: No, I want the whole thing. I don't think the pearl's stopped growing.

CLAY: He says there is a pearl in the oyster, Mr. Van Dusen.

HARRY: I think there is, too, Clay; so why don't you just go on home and give the money to your mother?

CLAY: Well....I knew I was going to find something good today! (The children go out. Wozzeck is bewildered.)

WOZZECK: Three hundred dollars! How do you know there's a pearl in it?

THE MAN: As far as I'm concerned, the whole thing's a pearl.

WOZZECK: (A little confused) Well, I got to get back to the shop, Harry.

HARRY: Thanks for coming by.

(Wozzeck goes out. The writer holds the oyster in front of him, and looks at it carefully, turning it in his fingers. As he is doing so, Clark Larrabee comes into the shop.)

CLARK: We were ten miles up the highway when I happened to see this classified ad (81) in the paper. (He hands the paper to Harry and sits down in the chair.) I'm going out to the house, after all. Just for the weekend of course, then back to work in Salinas again. Two or three months, I think I'll have enough to come back for a long time. Clay come by?

HARRY: No, I've got the money here.

CLARK: O.K. I'll take it out myself, but first let me have the works - shave, haircut, shampoo, massage.

HARRY: (Putting an apron on Clark) Sure thing, Clark. (He bends the chair back, and begins to lather Clark's face. Miss McCutcheon, dressed neatly, looking like another person almost, comes in.)

MISS McCUTCHEON: Well?

HARRY: You look fine, Miss McCutcheon.

MISS McCUTCHEON: I don't mean that. I mean the oyster.

HARRY: Oh, that! There was a pearl in it.

MISS McCUTCHEON: I don't believe it.

HARRY: A big pearl.

MISS McCUTCHEON: You might have done me the courtesy of waiting until I had come back

before opening it.

HARRY: Couldn't wait.

MISS McCUTCHEON: Well, I don't believe you, but I've come for my haircut. I'll sit down and wait my turn.

HARRY: Mr. Larrabee wants the works. You'll have to wait a long time.

MISS McCUTCHEON: Mr. Larrabee? Clay's father? Roxanna's father? (Clark sits up)

HARRY: Clark, I'd like you to meet our new teacher, Miss McCutcheon.

CLARK: How do you do?

MISS McCUTCHEON: How do you do, Mr. Larrabee. (She looks bewildered.) Well, perhaps some other time then, Mr. Van Dusen. (She goes out. Clark sits back. Judge Applegarth stops at the doorway of the shop.)

THE JUDGE: Not one thing on the beach, Harry. Not a blessed thing worth picking up and taking home. (Judge Applegarth goes on. The writer looks at Harry.)

HARRY: See what I mean?

THE MAN: Yeah. Well....so long. (He puts the oyster in his coat pocket.)

HARRY: Drop in again any time you're driving to Hollywood.

THE MAN: Or away. (He goes out.)

CLARK: (after a moment) You know, Harry, that boy of mine, Clay....well, a fellow like that, you can't just go off and leave him.

HARRY: of course you can't, Clark.

CLARK: I'm taking him fishing tomorrow morning. How about going along, Harry?

HARRY: Sure, Clark. Be like old times again.

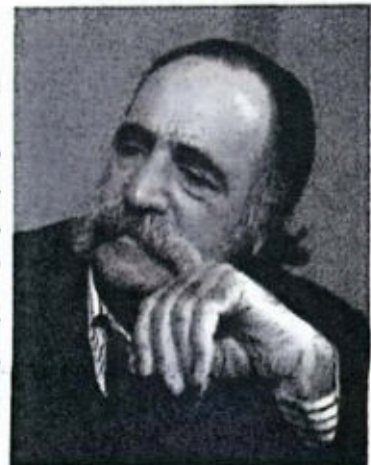
(There is a pause.)

CLARK: What's all this about an oyster and a pearl?

HARRY: Oh, just having a little fun with the new teacher. You know, she came in here and asked me to give her a poodle haircut? A poodle haircut! I don't remember what a poodle dog looks like, even.

About the Writer:

William Saroyan (August 31, 1908 - May 18, 1981) was an Armenian-American novelist, playwright, and short story writer. He won the Pulitzer Prize for Drama in 1940 and an Academy Award in 1943 for Best Story for "The Human Comedy." Known for writing about Armenian immigrant life in California, particularly Fresno, Saroyan's notable works include "The Time of Your Life," "My Name Is Aram," and "My Heart's in the Highlands." His short story collections "Inhale Exhale" (1936) and "The Daring Young Man on the Flying Trapeze" (1941) are considered significant cultural documents of the American West Coast in the 1930s.



1. Glossary

Given below are the difficult words from the unit. Look at their meanings and use these words in your own sentences.

Words	Meaning
merriment	joy and fun.
symphony	a long piece of music for an orchestra.
philosophy	a way of thinking about life.
bygones	things that happened in the past.
parasols	light umbrellas used for shade.
unruly	not well-behaved.
ambition	a strong desire to achieve something.
eligible	suitable or qualified.
despair	loss of hope.
imitation	something that looks like the real thing but isn't.
poet	a person who writes poems.
sonnet	a type of poem with 14 lines.
illustrate	to show or explain with examples.
reality	the way things actually are.
principles	basic rules or beliefs.
influence	the power to change or affect someone or something.
homesickness	feeling sad because you are away from home.
cultivated	grown or raised under controlled conditions.
pensions	money paid to retired people.
trick	a clever or deceptive act.

2. Reading and Critical Thinking Skills

A. Read the play carefully and answer the questions given below:

- i. What is Harry Van Dusen's philosophy of life?
- ii. Why does Clay Larrabee want to find money?
- iii. What message did Clay's father leave on the kitchen wall?
- iv. How does Harry view his life in O.K.-by-the-Sea?
- v. What dilemma does Miss McCutcheon face regarding her stay in the town?
- vi. How does Harry describe the people of O.K.-by-the-Sea?
- vii. What does Miss McCutcheon think about the children she teaches?
- viii. Why does Clay believe there is a pearl in the oyster?

- ix. What does Harry plan to do to help Clay with the oyster?
- x. How does Miss McCutcheon react to Harry's plan about the oyster?
- xi. What does Harry suggest might be the reason for Clay's belief in the pearl?
- xii. How does Harry propose to give Clay \$300?
- xiii. What are the main themes of the play?
- xiv. Write a character sketch of Harry Van Dusen and Clay Larrabee.
- xv. Do you think there was a pearl in the oyster? Yes, or no? Give reasons for your answer.

3. Vocabulary and Grammar

A. Changing Questions in Direct Speech to Indirect Speech

WH-Questions: Wh- questions are the ones that start with question words like *what, where, when, why, whose*, etc. When changing a wh- question from direct to indirect the following points need to be kept in mind:

	Direct speech	Indirect Speech
Remove Quotation Marks and Question Marks:	She asked, "Where are you going?"	She asked where I was going.
Change Pronouns:	He asked, "What are you doing?"	He asked what I was doing.
Change Verb Tense:	She asked, "Where is he?"	She asked where he was.
No Use of 'That':	She asked, "When will you arrive?"	She asked when I would arrive.

Yes/No Questions: These questions can be answered with a simple yes/no and do not require a particular answer. These questions usually start with an auxiliary verb or a modal. When changing these question from direct to indirect the following points need to be kept in mind:

	Direct Speech	Indirect Speech
Use 'if' or 'whether'	He asked, "Are you coming?"	He asked if I was coming.
Remove Quotation Marks and Question Marks	She asked, "Do you like chocolate?"	She asked if I liked chocolate.
Change Pronouns	He asked, "Can you help me?"	He asked whether I could help him.
Change Verb Tense	They asked, "Did you see the movie?"	They asked if I had seen the movie.

Other changes that need to be made are as follows:

PLACE & TIME

Direct Speech	Reported Speech
today	that day
now	then / at the moment
yesterday	the day before
... days ago	... days before
last week	the week before
next year	the following year
tomorrow	the next day the following day
here	there
this	that
these	those
ago	previously / before
tonight	that night

TENSE CHANGE

Direct Speech	Reported Speech
will	would
can	could
must / have to	must or had to
may / might	might
should	should
ought to	ought to

Q. Convert the following direct questions into indirect questions:

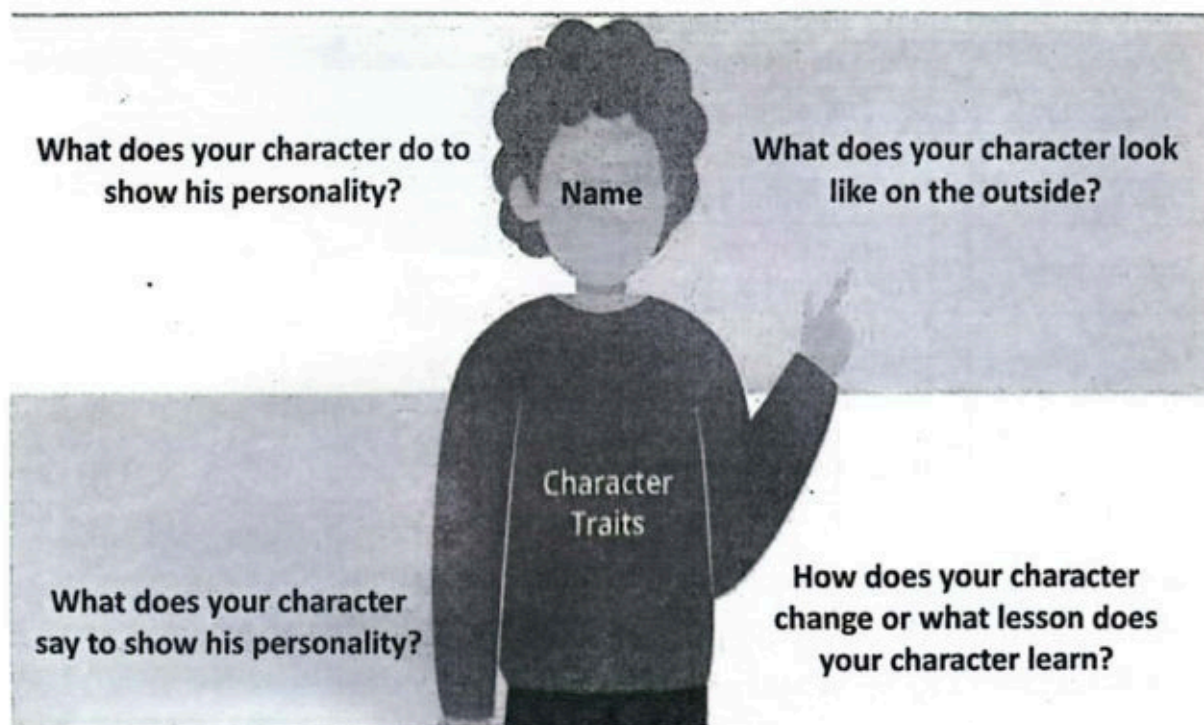
1. "Where do you live?" she asked.
2. "Are you coming to the party?" he asked.
3. "What time does the train arrive?" they asked.
4. "Did you finish your homework?" the teacher asked.
5. "Why are you crying?" he asked.
6. She said, "Do you have any share in this firm?"
7. He said, "What do you want me to do?"
8. He said to me, "Will you listen to me?"
9. The teacher said, "Whose book is this?"
10. They said, "Have you ever visited Murree Hills?"
11. She said to me, "Can I see you tomorrow?"
12. He said to me, "What is the matter?"

4. Oral Communication Skills

1. Character Traits Discussion:

- Divide the class into 4 small groups.
- Each group discusses the main traits of Harry Van Dusen, Miss McCutcheon, Clay Larrabee and the man (writer) based on their actions and dialogues in the play.

- Encourage groups to use specific examples from the text.
- After 10 minutes, bring the class together and have each group present their findings.
- Facilitate a class discussion comparing and contrasting the views of each group.



2. Alternate Ending Enactment:

- Divide the class in 2-3 groups. Ask them to think of another ending of the play. What if the oyster was opened and there was or was not a pearl in it? Help the students to brainstorm their ideas, write their dialogues for that ending and enact it in front of the class.

5. Writing Skills

1. Narrative Writing:

Write the plot of the play "The Oyster and the Pearl" in a short story form. Use narrative techniques, such as dialogue, description, reflection to develop events, and/or characters. Help students use a variety of techniques (transitional devices) to sequence events so that they build on one another to create a coherent whole.

2. Essay Writing:

The main theme of the play was hope, community, and the pursuit of happiness. It shows how a man's selfless act can change the life of a whole family. Write a similar incident where a selfless act by someone save/helped someone you know.

3. Write a dialogue between two friends about importance of hardwork and having a positive mindset.

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Aneela Naseer, MPhil in Education from the National University of Modern Languages (NUML), holds master's degrees in Teaching of English as a Foreign Language (TEFL) and English Literature from the University of Punjab, Lahore, along with a Master's in Educational Planning and Management (EPM) from Allama Iqbal Open University (AIU), Islamabad. With a wealth of experience in academia, she is serving as Principal at Islamabad Model School For Girls, NIH, Chak Shahzad, Islamabad, and has taught English in well reputed institutions such as Fauji Foundation Model Schools and Army Public Schools. Aneela has contributed significantly to curriculum review, development, and teacher training initiatives with the Federal Directorate of Education, Islamabad, and National Curriculum Council. She worked on curriculum-based Assessment during her roles as Desk Officer English and Deputy Director at the National Education Assessment System. Aneela Naseer's expertise encompasses English language teaching, curriculum development, teacher training, and educational management, underpinned by strong communication and leadership skills



Sadia Malik

Currently working as an Associate Professor (English) in Islamabad Model College for Girls, F-8/1, Islamabad, Ms. Sadia Malik has been teaching English literature and Language for the last 25 years. She has done M.Phil. Linguistics from Air University. Her area of research is phonetics and phonology. She has a Master's Degree in English Literature from Punjab University with a Post Graduate Diploma in Teaching of English as a Foreign Language (TEFL). She has also done Masters in Educational Planning and Management (EPM). In addition, she has been involved in curriculum development and Teachers' Training. She is the Master Trainer for Teachers' CPD Training and a co-coordinator for the Foundational Learning Policy programme, 2024 at Federal Directorate of Education, Islamabad. She has been a curriculum and textbook reviewer of National Curriculum Council (NCC), Islamabad for English since 2017. She is also the author for English textbooks published by National Book Foundation, Islamabad. She has moderated important events successfully, including Career Expo, 2023 organized by the ministry of Federal Education and Professional Training.

