

UNIT 17

I have a Dream!

Martin Luther King Jr. (1929-1968)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- answer the comprehension questions.
- create and deliver group presentation.
- use active and passive voice.
- write a research report.

Pre-reading:

- Have you ever heard the name of Martin Luther King Jr.?
- Whose rights did he fight for in the United States of America?

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a

promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the “unalienable Rights” of “Life, Liberty and the pursuit of Happiness.” It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked “insufficient funds.”

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we’ve come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God’s children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of

gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: For Whites Only. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of

police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be

revealed and all flesh shall see it together.”

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

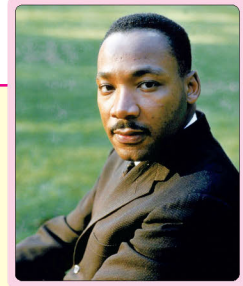
Free at last! Free at last!

Thank God Almighty, we are free at last!

About the Author

Martin Luther King Jr. (1929-1968)

was born in Atlanta, Georgia. As a child, he was angry at the segregation that he saw around him. He helped win equal rights for African-Americans, including the right to vote. In 1964, he was awarded the Nobel Peace Prize. In 1968 King was shot and killed in Memphis, Tennessee.



Reading and Thinking Skills

1. Answer the following questions.

- i) How does Martin Luther describe the life of the Negro in the United States?
- ii) What does Martin Luther advise to the black people while marching on the road to freedom?
- iii) What is the dream of Martin Luther?
- iv) What does Martin Luther mean by "This is the faith with which I return to the South"?
- v) What does Martin Luther say will happen when Americans "Allow Freedom to Ring"?
- vi) Does Martin Luther hate white people? Give examples in his speech to support your opinion.
- vii) What does Martin Luther mean by "My Country, 'tis of thee"?
- viii) What does Martin Luther mean by "Let freedom ring from every state and city?"

2. Mark the sentences as true or false.

- i) The Emancipation Proclamation was signed by a great American. ☐
- ii) "One hundred years later, we must face the tragic fact that the Negro is free", Martin Luther said. ☐

- iii) America has given the Negro people a bad cheque; a cheque which has come back marked "insufficient funds". ☐
- iv) Martin Luther was of the view to hate white people. ☐
- v) Martin Luther was against violence. ☐
- vi) Martin Luther had a dream of freedom. ☐
- vii) Martin Luther also thanked those white men who supported them in their freedom movement. ☐
- viii) Martin Luther struggled only for the right of Negro to vote. ☐
- ix) Martin Luther was successful to get the rights for black men. ☐
- x) Martin Luther was shot dead in 1967. ☐

Writing Skills

Write a research report on "Measures to be taken after emergency"; Earthquake, flood etc.

- Note:-**
- i) Work in groups of five to ten.
 - ii) Brainstorm your ideas.
 - iii) Make a mind map.
 - iv) Write down the ideas.
 - v) Proof read it.
 - vi) Redraft it.

Grammar

Active and Passive Voice

A verb is said to be in Active Voice when the person or thing denoted by the subject does the action; as,

- i) I am doing my homework.
- ii) He gave me a message.

A verb is said to be in the passive voice when something is done to the person or thing denoted by the subject; as,

- i) The students are being taught by the teacher.
- ii) The road will be repaired by the labourers.
- iii) The letters have been typed by the typist.

When the verb is changed from the Active Voice to the Passive Voice, the object of the verb in the active voice becomes the subject of the verb in the passive voice; as,

- i) The boy kicked the ball. (active)
- ii) The ball was kicked by the boy. (passive)

Thus, the word “ball” which is the object of the verb “kicked” in Active Voice, becomes the subject of the verb “was kicked” in the passive voice.

Note:- Sentences having Transitive Verbs can only be changed into Passive Voice. Sentences having Intransitive Verbs cannot be made passive.

Rules for Changing Active Voice into Passive Voice

Tense	Active	Rules	Passive
Simple Present	He visits us.	Is/are/am + Past Participle + by	We are visited by him.
Present Continuous	He is visiting us.	Is/are/am + being + Past Participle + by	We are being visited by him.
Present Perfect	He has visited us.	Has been / have been + Past Participle + by	We have been visited by him.
Present Perfect Continuous	This tense does not have passive voice.		
Past Simple	He visited us.	Was / were + Past Participle + by	We were visited by him.
Past Continuous	He was visiting us.	Was / were + being + Past Participle + by	We were being visited by him.

Tense	Active	Rules	Passive
Past Perfect	He had visited us.	Had been + Past Participle + by	We had been visited by him.
Past Perfect Continuous	This tense does not have passive voice.		
Future Simple	He will visit us.	Will be + Past Participle + by	We will be visited by him.
Future Continuous	This tense does not have passive voice.		
Future Perfect	He will have visited us.	Will have been + Past Participle + by	We will have been visited by him.
Future Perfect Continuous	This tense does not have passive voice.		

Do you Know!

Exceptional Case: Sometimes “with” also can be used instead of “by”.
For example: The sky was covered with clouds.

Activity

Change the following sentences into passive voice.

- I gave him a book.
- She laughed at him.
- All liked her proposal.
- Ahmed teaches English.
- They will help us.
- He has done this work.
- The farmer was ploughing the field.
- The boys did not bring their books.
- They awarded a prize to the best student of the class.
- He typed all the letters.

Glossary

Words	Meanings
anon	soon, presently
apartheid	separateness
arbitrary	based on chance rather than being planned or based on reason
a square peg in a round hole	a misfit, especially a person unsuited for a position or activity.
astray	away from the correct path or direction.
attentive	with careful listening, noticing
awhile	for a short time
bass	an edible small fish
be waived	refrain from insisting on or using (a right or claim).
cloak	an over garment that hangs loosely from the shoulders.
comity	an association of nations for their mutual benefit.
commitment	an engagement or obligation that restricts freedom of action.
compatible	able to exist or occur together without problems or conflict.
contemplation	the action of looking thoughtfully at something for a long time.
conviction	a firmly held belief or opinion.
creed	beliefs
Cro-Magnon man	a prehistoric human
debris	scattered pieces of rubbish or remains.
depression	an area that is lower than what is nearby
discords	disagreements
downcast	looking downwards.
drapes	arrange (cloth or clothing) loosely or casually on or round something
drift	be carried slowly by a current of air or water
dynamic	characterized by constant change, activity, or progress
emancipation	the freeing of someone from slavery
embarrassment	a feeling of self-consciousness, shame, or awkwardness
enormity	a grave crime or sin
enticed	attract or tempt by offering pleasure or advantage

equipped with	supply with the necessary items for a particular purpose
exasperation	extreme frustration
extolling	praise enthusiastically
fickle	changing frequently
fiddle	a violin (a musical instrument)
fidget	to move around nervously
filter	move slowly in a specified direction
flattery	excessive and insincere praise
hew	chop or cut
Hunter of the East	the sun
Ideology	a set of beliefs
Impostor	a person who pretends to be someone else
inception	the establishment or starting point of an institution or activity
intent	intention or purpose
interposition	the idea that a state may not follow a federal order
knave	a dishonest man
legitimate	legal
Lo	look, see, behold
lure	entice, recall
merchant	a person or company involved in wholesale trade
muttered	say something in a low or barely audible voice
necessities	the state or fact of being required
Noose	loop with running knot
Noose of light	the sun-rays
nuisance	a person or thing causing inconvenience or annoyance
nullification	the refusal of a state to enforce a federal law
oppression	the act of governing or treating harshly
on his haunches	sitting in a crouching position close to the ground
orthodox	following or conforming to the traditional or generally accepted rules or beliefs of a religion, philosophy, or practice
painstaking	needing great care and effort
pastor	shepherd
pasture	land covered with grass
past which	beyond which
perseverance	persistence in doing something despite difficulty or delay

piety	in achieving success
pitiful	the quality of being religious
positioned	sad, worth feeling sorry for
prettily	put into the right place
prodigious	pleasing or attractive to the eye
racists	marvelous or amazing
	people who believe that their race is better than other races
reckon	establish by calculation
registered	made an impression on, came to the attention of
reproachfully	shamefully, disgracefully
rill	a small stream
rustling	make a soft, crackling sound like that caused by the movement of dry leaves
sacred	embodying the laws or doctrines of a religion
saturation	to a very full extent
sheared	cut the wool off
simpleton	a foolish or gullible person
sinew	a piece of tough fibrous tissue
slid	move smoothly along a surface
slinking	move smoothly and quietly with gliding steps
slobbered	have saliva dripping copiously from the mouth
snapping	break suddenly and completely
solitaire	the object being to be left with only one peg
sparks	small bits of light caused by hard surfaces scraping together
sputtered	making several quick explosive sounds
substantiation	to give substance or form to
sweltering	suffering from heat
symphony	an elaborate musical composition for full orchestra
tendrils	thin pieces, like hairs
tensed	held the muscles tightly just before using them
The Moving Finger	fate, destiny
Turret	small tower connected with main building
tyranny	cruel and oppressive government or rule
valedictorian	(in North America) a student who delivers the valedictory at a graduation ceremony

vicious	deliberately cruel or violent
wad	a ball made by pressing something soft together
whence	from where, from what place or source
wit	wisdom
whither	to what place or point
writ	written
Youth's manuscript	the days of joy and pleasure, the golden period of youth

Teacher's Guide

Unit 1

- Before teaching the unit, discuss with the students about the life of Hazrat Muhammad (ﷺ) especially in comparison with human rights. Give examples from the life of Rasoolullah (ﷺ) as how he behaved and treated non-muslims.
- After reading the text of the unit, ask students to answer the comprehension questions, solve the true / false statements and fill in the blanks. For this purpose, it is better to make groups of the students and let them work in groups.
- Explain brainstorming and mind-mapping for the students with the help of practical examples. Write a topic on the board and do brain storming by asking from the students. Write down the main points whatever students say. Then make a mind-map to organize the ideas. Later ask them to write down an essay with the help of the mind-map.
- Explain the six basic steps of group / class presentation. Divide the students into different groups. Select a group leader for the each group. Assign them the topic for class presentation. Give them a week for preparation.
- Ask them to present their topics before the class. Comment on the presentation of each group so that they may improve presentation skills.
- Explain the participles for the students by giving different examples. Involve the students by asking them different questions about present and past participles especially by giving examples from the text, they have read.

Unit 2

- Explain 'scanning' and 'skimming' for the students, and tell them how to find answers of the questions from the text by using 'scanning' and skimming techniques.
- Ask the students about the title of the story as to what story comes to their

mind after reading the title of the story.

- After reading the story, discuss the elements of story. Ask them to give examples from the story “The Caliph and the Gardener” about the “characters, events, setting, plot, theme, tone and point of view” of the story. It is better to divide the students into different groups for discussing elements of a story.
- It is the need of time that students should become familiar with research reports. So explain and discuss how to collect information from using internet, reading books and magazines. Then organize the information and develop few paragraphs. Students should practice different topics for writing a research report.
- It is also necessary that students should be able to speak fluently. For this purpose, do the oral activity by commenting on each other's presentations and rectify them if they commit mistakes while speaking.
- Explain the perfect participle and ask students to write down ten examples each in order to use it correctly in their writing and speech.

Unit 3

- Discuss “Patriotism” and its importance for the progress of a country by giving different examples from the text and real life.
- Ask the students to read the text of the lesson silently and write down the main points. Summarize the lesson as a mind-map.
- Explain the persuasive essay for the students by giving examples, and also explain the process of writing persuasive essay. It is better to bring a model persuasive essay and clarify the salient features of persuasive essay.
- For oral discussion, divide the class into reasonable groups. Select a group leader for each of the groups. Select a topic unanimously. Let each group discuss the topic in the group and write down the main points by using brainstorming technique. Then each group should make outline of the important points. At last, every group leader should present the topic

before the class.

- For grammar portion, explain the infinitive and infinitive phrases by writing different examples and underlining the infinitive and infinitive phrases so that the students may be able to differentiate between them easily.

Unit 4

- Read the poem and explain its main theme by giving examples from the real life. Because it is true that some people are deceived by flattery. Ask the students to give some examples of flattery around them.
- Explain the difference between poetry and prose that poetry is mostly written in stanzas where as prose is written in complete paragraphs. The writer presents great ideas by only using some specific selection of words, idioms or phrases.
- Explain different genres of literature and literary conventions for the students by giving them examples from the text. Ask different questions about the genres of literature and literary conventions in order to involve the students in the lecture and observe whether the concept is clear for them or not.
- Explain what narrative essay is and how to write a narrative essay. Start from writing simple narrative paragraph by telling the students to narrate any incident which happened to them at some time, in college or on the way. Then check the written paragraphs in order to make the concept of narrative essay clear for the students.
- For oral communication, divide the class into different groups. Select group leader for each group. Assign them the task to read some poems of Dr. Allama Iqbal. Note down their main themes and discuss how they are universal. Then each group leader should present the conclusion before the class.
- Explain and the uses of gerund for the students, by giving different examples and underlining the gerund and gerund phrase in order to clear the difference between the two. Then ask the students to give examples

and explain it for others.

Unit 5

- Discuss the main theme of the story “The Blanket” that old people especially parents are not respected in some societies. They are sent to the old houses for the rest of their lives. Also discuss what Islam says about the parents in order to clear the concept of the students about the place of parents.
- Explain the order of arranging paragraphs in order to develop a good piece of composition i.e an essay or story.
- Discuss that some points are said by the writer clearly and some are said hiddenly; they are to be understood by the readers.
- Literature has universal themes i.e they are applied everywhere in the world. Similarly parents are disrespected everywhere in the world so it is necessary for the society that parents should be respected and took care of.
- Explain adjective and its kinds. Make the students identify adjectives, explain adjective phrases and clauses. Ask different questions to identify adjectives, adjective phrases and clauses and observe whether they are able to differentiate among them or not.

Unit 6

- Explain the importance of all professions for the society that if we do not have men power in any profession, the society will suffer a lot. That's why Allah the Almighty has given every human being different sort of abilities and interests so that the society may run properly.
- Explain the different between a fact and opinion that fact can be proven but an opinion is an idea, thought or belief about something that may be true but can not be proven. For example:
 - i) Pakistan has four provinces. (fact)

ii) Pakistan is a strong country. (opinion)

- Ask students to select any lesson from the book and find out facts and opinions. Discuss in the groups that how they are facts and opinions.
- Help students write a research report about the sewerage system of their area by visiting the area, interviewing people, collecting information from internet and reading books. Then they should compose their research report in at least three paragraphs.
- Explain and discuss the uses of all the tenses by giving examples for each usage.

Unit 7

- Discuss the title of the unit "The Choice of Career" with the students and explain the importance of right choice of career because wrong choice misleads them. Also ask the students about the profession they have decided to choose for themselves.
- Explain what the persuasive essay is and what are the steps of writing persuasive essays then ask the students to write a persuasive essay on "Internet that changed our life". Also tell the students that they should gather information from reading material from books, internet and discussing with each other.
- Explain the steps of writing group presentations and how to make a presentation. Then divide the class into reasonable groups of five to ten students each. Assign the groups the task of making a group / class presentation about the right choice of a career. Tell the students that they should focus on the questions given in the textbook for making class presentation.
- Explain adverb, adverbial phrases and adverbial clauses for the students with the help of giving different examples for each of them. Ask the students to compare among adverb, adverbial phrases and clauses and also see how they differ from each other. At last, ask the students to re-read

the unit and identify adverbs, adverbial phrases and clauses, and write down in different lists.

Unit 8

- Discuss the meaning of title of the poem "Be the Best of whatever you are" that whatever we become in our life, we should become the best of that profession. For example, if we become a doctor, we should be a best doctor and we should serve the nation honestly. If we become a politician, we should become an ideal politician and we should work for the benefit of the nation. In this way discuss importance of every good person in the society, and compare with the title of the poem.
- Explain the figurative language by giving examples of similes, metaphors and imagery. Also explain the difference among these three terms. Then ask the students to give examples of similes, metaphors and imagery by using internet. At last divide the class into different groups of five to ten students each and assign them the task to discuss figurative language with special reference from the poem "Be the Best of whatever you are".
- Explain the compare and contrast essay with the help of different examples of comparing cities, people or concepts. For example, the differences and similarities between Pakistani and Australian cricket teams. Then ask the students to select a topic for writing a compare and contrast essay in their groups. After writing the essays, the groups interchange their essays with each other and proof read their essays. At last discuss the shortcomings in their essays and suggest improvements.
- Divide the class into groups of five to ten students. Assign them to make a class presentation about the works of great people in the world and the benefits, they provided to the societies.
- Explain noun with its uses, noun phrases and clauses by giving different examples. Try to compare the differences among noun, noun phrases and clauses. In the end ask the students to make five sentences of nouns, noun phrases and clauses each.

Unit 9

- Discuss the title of the story "The Scholarship Jacket" and ask the students that what idea comes to their mind after looking at the title.
- Explain the theme of the story "The Scholarship Jacket" what the real sense of a scholarship is? Whether scholarship should be achieved by giving money or not. In this story the author is successful to convey the idea that the scholarship should be awarded for the best performance.
- Explain the speaker or narrator in a story. For example, Martha Salinas is the author as well as the narrator in the story "The Scholarship Jacket". Also explain the author's purpose and point of view in special reference to the story as to entertain, inform or to persuade the readers. Ask the students to read the story and discuss the purpose of the author in the given story.
- Explain transitional words of time, sequence and period of time. Also explain the importance of using transitional words in their compositions specially used in this story and also tell them how the transitional words show sequence of events in the story.
- Explain personal narrative and how to write personal narrative with special reference to this story. In the end ask the students to write any incident happened to them in the shape of a personal narrative by following the steps of writing a personal narrative.
- For grammar portion, explain prepositions and their uses for the students. Discuss the difference between two similar kind of prepositions. For example, between and among, on and upon etc. At last divide the class in two groups of five to ten and ask them to make a class presentation on any one kind of prepositions and present it in the class.

Unit 10

- Explain the meaning of "Gender Inequality", then discuss the role of women in Islam. Talk about the main duties of men and women. Tell the students that every person has duties as well as rights, so every individual

of the society should perform his / her duties honestly and take care rights of other people. Islam has set different duties as well as rights for men and women.

- Explain the business letters and the format how a business letter is written. Then ask the students to write a business letter to company for placing an order for stationery material.
- Explain the steps of translating sentences from English to Urdu. Discuss the difference between English and Urdu language patterns. Tell the students how to translate sentences from English to Urdu by giving different examples of "Is, are, am, was, were, has, have, had, will, shall, and different tenses".
- Explain the importance of using capital letters wherever necessary. Also explain the places where capital letters are used in writing. In the end ask the students to capitalize the given paragraph.

Unit 11

- Explain the main themes of the Rubaiyat of Omer Khayyam that he has discussed about the reality of this temporary world and compared it with the desert's snow. The temporary world is just like the desert's snow which shines for a while and vanishes very soon. In another rubai, he discusses that no one can change his destiny by piety, his intelligence and by his tears.
- Assign the students to write a research report on "Purpose of man's creation". Encourage the students to read different books, magazines and use internet to get information and then write down a research report.
- Ask the students to write a general essay on "Charms of Youth".
- Explain all the usages of colon with the help of different examples and then ask students to use colon in the given sentences.
- Explain sentence inversion with the help of different examples from quoting models of texts and then ask the students to identify the usages of inversion in the given sentences.

Unit 12

- Explain the importance of "Youth's Participation in Drug Prevention Programmes". Discuss the pre-reading questions that what the drug addiction is and how we can protect our youths from drug addiction.
- Read the unit and discuss every paragraph with the students in order to get their opinions about the importance of youth's participation in drug prevention programmes.
- For writing practice, divide the class into groups of five to ten students and ask them to select a topic. Write an essay on the given topic by brainstorming the ideas, making a mind map and outlining the ideas in a logical sequence. Then every student should exchange his / her essay with his / her peer in order to rectify the mistakes in their essays.
- Ask the students to prepare a class presentation on importance of sports and present it in the class.
- Explain roots, suffixes and prefixes with the help of examples and tell the students to make new words from the given prefixes and suffixes.

Unit 13

- Explain the theme of the extract from the novel "Hatchet" that how Brain Robeson survives in the forest after his plane crashes. What kind of difficulties he faces in the forest? How he learns to burn fire in the forest? Discuss all these points with the students in order to clear the main theme of the story.
- Explain curriculum vitae and how to write a good and impressive curriculum vitae. Ask the students to make their curriculum vitae and share with the class.
- Explain context to understand the meaning of unfamiliar words used in the text by giving different examples.
- It is a difficult task to appear in an interview. In order to prepare the

students for appearing in any interview, explain the given eight points for the students. Divide the class into groups of five to ten students. Ask them to make a questionnaire and take interview of each other in front of the class. In this way, the confidence of the students will be built.

Unit 14

- Explain the theme of the poem "If" that the poet advises his son about the qualities of a good man. The qualities which make a man successful in this life are courage, hope and determination.
- Ask the students to write a narrative incident of their life, which they cannot forget.
- Tell the students to read the poem and discuss the theme of the poem. Then write down its theme in your own words.
- Explain the usages of comma with the help of different examples and ask the students to use comma in the given sentences wherever necessary.

Unit 15

- Explain the theme of the play "And Now Miguel" that it is the story of a twelve-year-old Miguel Chavez, who wishes in his heart to go with the men of his family on a long and hard sheep drive to the Sangre de Cristo Mountains. He tries different acts to look like a man but his father does not allow him to go to the mountain. He prays and finally his prayer is answered, but with a disturbing and dangerous exchange, that his brother has to go away to get army training and Miguel will replace him on the journey to the mountains.
- Ask the pre-reading questions from the students and discuss their answers in the class.
- Divide the class into groups of five to ten students and assign them the task of preparing a research report on "Country Life". Guide the students to brain storm, make an outline and draft the research report. Then proof

read it and re-draft it.

- Explain the rules of direct and indirect speech like rules of changing tenses, changes of pronouns, changes of here and now words, changes of all types of sentences.

Unit 16

- Discuss the theme of the poem "It couldn't be Done". The poet is talking that there are some people in the world who discourage the people by saying that a task is impossible, no one has ever done it. But there are also some people who look at the task with a positive mind set and confidence. They see something that isn't impossible, but no one has accomplished. They have faith in themselves that they could succeed.
- Explain the steps of writing a persuasive essay and ask the students to write an essay on "Education is the key to success". When they write their essays, they should proof read each other's essays in order to improve their writing.
- Divide the class into groups of five to ten students and assign them the task to prepare a group presentation on "Measures to Control Pollution in your area". Guide them to use internet for getting information.
- Explain the usages of semicolon with the help of different examples and ask the students to write two sentences of each usage of semicolon.

Unit 17

- Discuss about the great movement which Martin Luther King Jr. brought in America. Martin Luther King, Jr. was a social activist and Baptist minister who played a key role in the American civil rights movement from the mid-1950s until his assassination in 1968. King sought equality and human rights for African Americans, the economically disadvantaged and all victims of injustice through peaceful protest. He was the driving force behind watershed events such as the Montgomery Bus Boycott and the

1963 March on Washington, which helped bring about such landmark legislation as the Civil Rights Act and the Voting Rights Act. King was awarded the Nobel Peace Prize in 1964 and is remembered each year on Martin Luther King, Jr. Day, a U.S. federal holiday since 1986.

- Ask the students to write a research report on "Measures to be taken after Emergency", Earthquake, flood etc.
- Discuss active and passive voice with the help of different examples. Then explain the rules of changing active voice into passive voice given in the book. Ask the students to change the given sentences into passive voice. Observe whether the students have understood the rules of changing active voice into passive voice or not.