Test Edition

Comprehensive ENGLISH

Book One

For Class XI

SINDH TEXTBOOK BOARD

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Preface

It is a matter of great pleasure that the Sindh Textbook Board has always been providing the students of Sindh with textbooks of quality standards since its inception. These books are being provided to the students on a regular basis to enable access to quality material by all students. Every effort is made to ensure that their publication and availability are managed quickly and efficiently to enable timely delivery across the Province.

The central ideology behind these textbooks is that they must contain knowledgeable, quality material to teach our students the skills that can help them compete in today's ever-changing and challenging world. The present global scenario demands that our new generation be well equipped with knowledge and skills that will help them survive and excel in the global society. Moreover, they must be cognizant of factors that contribute to a person being a strong citizen, and possessing attributes that are globally considered important, like appreciation of human rights, equality, and humanity.

It is important that students have an inquiring mind, capable of critical thinking, and possess problem-solving skills. Moreover, while they need strong communication skills in their native languages for communication with their country people, it is important that they have good communication skills in the English language. English is an international language, which can open doors to knowledge and communication at a global level, thereby providing them innumerable opportunities for progress and development. With all these skills and attributes, as future leaders, they will be able to lead the country to progress and prosper. The English textbook has taken all these aspects into consideration to enable students become model citizens of their country, and good global citizens.

With these objectives and intentions, the Sindh Textbook Board is introducing the Comprehensive English Book One for Class XI. This book has been written by well-experienced authors and reviewed by senior educationists, and the Provincial Curriculum has been followed while developing the textbook. Thus, the Sindh Textbook Board is hopeful that the teachers, students, and other stakeholders will benefit from this book.

Lastly, the Sindh Textbook Board would be happy to receive any concrete recommendations/ suggestions that can help further enhance the quality of the book. All such contributions will be incorporated in subsequent editions, after due consideration by educationists and experts.

Chairman
Sindh Textbook Board

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Unit 1 DEMOCRATIC CITIZENSHIP

What will I learn?

1.1 Reading Comprehension

- 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.
- Use while-reading strategies to apply critical thinking while exploring and interacting with the text.
- Locate an opinion.
- Make simple inferences using context of the text and prior knowledge.
- Deduce meaning of difficult/new words/phrases from context.
- Distinguish fact from opinion in news articles, editorials, articles supporting a position, etc.
- Explore viewpoints/ideas and issues.
- Comprehend/interpret text by applying critical thinking.

1.2 Writing

- Write an essay on a general topic: academic essay.
- Choose and use a variety of pre-writing strategies such as brainstorming, mind mapping, outlining, etc.

1.3 Oral Communication

- Introduce self and the topic of presentation.

1.4 Grammar

- Recognize and use colon to separate two phrases or independent clauses.
- Use verbs transitively and intransitively according to the context/situation.

1.1 READING COMPREHENSION

Pre-reading

1. What do you know about the Quaid-e-Azam Muhammad Ali Jinnah?
2. What was his main contribution?
3. What was his vision for Pakistan?
4. Share some famous quotes of the Quaid-e-Azam.



Reading Text

Quaid on 11th August, 1947

The Quaid-e-Azam Mohammad Ali Jinnah made Presidential address on 11th August, 1947 to the inaugural session of Pakistan's first Constituent Assembly that was one of the most consequential assertions in the history of South Asia. This historic speech testifies the Quaid's vision of Pakistan and, of course, it reminds about the teachings of the *last Holy Prophet* حضرت مُحَمَّدٌ رَّسُوْلُ اللهِ خَاتَمُ النَّبِيِّيْنَ صَلَّى اللهُ عَلَيْهِ وَعَلٰى آلِهٖ وَاَصْحَابِهٖ وَسَلَّمَ (Hazart Muhammad, the Messenger of Allah, the last of the Prophets, Peace be upon him and upon his family and companions) that: "All men are equal in the eyes of God." Here is an excerpt of his memorable speech.

Mr. President, Ladies and Gentlemen!

I cordially thank you, with the utmost sincerity, for the honour you have conferred upon me. I sincerely hope that with your support and your co-operation we shall make this Constituent Assembly an example

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

to the world. The Constituent Assembly has got two main functions to perform. The first is the very onerous and responsible task of framing our future constitution of Pakistan and the second of functioning as a full and complete sovereign body as the Federal Legislature of Pakistan. We have to do the best we can in adopting a provisional constitution for the Federal Legislature of Pakistan. You know really that not only we ourselves are wondering but, I think, the whole world is wondering at this unprecedented cyclonic revolution which has brought about the plan of creating two independent Sovereign Dominions in this sub-continent. This mighty sub-continent with all kinds of inhabitants has been brought under a plan which is titanic, unknown, unparalleled.

Dealing with our first function, the first and the foremost thing that I would like to emphasize is this — remember that you are now a sovereign legislative body and you have got all the powers. It, therefore, places on you the gravest responsibility as to how you should take your decisions. The first duty of a government is to maintain law and order so that the life, property and religious beliefs of its subjects are fully protected by the State.

The second thing that occurs to me is this: one of the biggest curses from which India is suffering is bribery and corruption. That really is a poison. We must put that down with an iron hand and I hope that you will take adequate measures as soon as it is possible for this Assembly to do so.

Black-marketing is another curse. Well, I know that black-marketers are frequently caught and punished. Now, you have to tackle this monster which today is a colossal crime against society in our distressed conditions. I think they ought to be very severely punished, because they undermine the entire system of control and regulation of food-stuffs and essential commodities, and cause wholesale starvation.

Do You Know?

- Word 'Pakistan' was coined by Chaudhry Rehmat Ali.
- Word 'Pakistan' was formed from letters of Indian & Asian territories.
- Word 'Pakistan' was first time used in a pamphlet "Now or Never".
- When 'Pakistan' got freedom, the last Viceroy was lord Mount batten.
- The first Governor General of Pakistan was Quaid-e-Azam.

The next thing that strikes me is a legacy which has been passed on to us. Along with many other things, good and bad, has arrived this great evil -- the evil of nepotism and jobbery. This evil must be crushed relentlessly. I want to make it quite clear that I shall never tolerate any kind of jobbery, nepotism or any influence directly or indirectly brought to bear upon me.

Now, if we want to make this great State of Pakistan happy and prosperous, we should wholly and solely concentrate on the well-being of the people, and especially of the masses and the poor. If you will work in co-operation, forgetting the past, burying the hatchet, you are bound to succeed. If you change your past and work together in a spirit that every one of you, no matter to what community, colour, caste or creed he/she belongs is first, second and last a citizen of this State with equal rights, privileges and obligations. We should begin to work in that spirit and in course of time all these angularities of the majority and minority communities.

No power can hold another nation in subjection. Therefore, we must learn a lesson from this. You are free; you are free to go to your temples, you are free to go to your mosques or to any other places of worship in this State of Pakistan. You may belong to any religion or caste or creed — that has nothing to do with the business of the State. We are starting in the days when there is no discrimination, no distinction between one community and another, no discrimination between one caste or creed and another. We are starting with this fundamental principle that we are all citizens and equal citizens of one State.

Ladies and Gentlemen, I do not wish to take up any more of your time and thank you again for the honour you have done to me. I shall always be guided by the principles of justice and fair-play without any political language, prejudice or ill-will. My guiding principle will be justice and complete impartiality, and I am sure that with your support and co-operation, I can look forward to Pakistan becoming one of the greatest Nations of the world.

Excerpt from: http: www.na.gov.pk/en/content.php?id=74

While-reading

Exercise 1

Work in pairs and deduce contextually the meaning of following words. After completing, share your work with your partner.

No	Word	Meaning
1	unprecedented	
2	sovereign	
3	monster	
4	starvation	
5	colossal	
6	nepotism	
7	onerous	
8	titanic	
9	gravest	
10	relentlessly	

Exercise 2

Work in pairs, read the following phrases and idioms which have been taken from the text. Match the phrases and idioms in Column A with corresponding meanings in Column B and write answers in Column C. After you have completed, compare your answers with your partner. First one has been done as an example.

No	Column A	No	Column B	Column C
1	put down	A	grant of something for	E
2	bring about	B	be certain to	
3	go through	C	to end fight to make peace	
4	conferred upon	D	to cause something to happen	
5	bound to	E	stop holding something	
6	with an iron hand	F	to deal or face great problem	
7	to tackle the monster	G	have an effect of something	
8	bring to bear	H	with full force	
9	to bury the hatchet	I	encourage to do an expected task	
10	to lead someone to	J	read or examine thoroughly	

Exercise 3

Read the statements and encircle the correct option.

i. The Quaid-e-Azam was speaking to the Constituent Assembly at_____.
   a) national level b) regional level
   c) global level d) provincial level

ii. The main function of the Constituent Assembly was to_____.
   a) make country as example b) honour assembly members
   c) make constitution d) practice constitution

iii. According to the Quaid-e-Azam, 'cyclonic revolution' meant a wave of_____.
   a) discrimination b) revolt
   c) elections d) legislation

iv. The main task of the Govt. according to the Quaid-e-Azam is to____.
   a) make constitution for provinces b) stop black marketing
   c) curb bribery d) make law and order

v. According to the Quaid-e-Azam, the poisonous thing is_____.
   a) corruption b) black-marketing
   c) nepotism d) law and order situation

vi. The colossal crime monster as stated in the text is_____.
   a) break the law b) black marketing
   c) favouritism d) bribery

vii. On 11 august 1947, Quaid-e Azam was speaking to_____.
   a) already function assembly b) first legislative body
   c) whole nation d) members of the provincial body

viii. The first legislative body was bestowed with_____.
   a) full powers b) limited powers
   c) only make legislative powers d) only powers to curb bribery

ix. The thing that was already prevailing in the continent after partition was_____.
   a) bribery b) foodstuff
   c) nepotism d) starvation

x. The guided principles of the Quaid-e-Azam Muhammad Ali Jinnah are_____.
   a) support & cooperation b) justice & fair play
   c) prejudice & honour d) angularities of majority & minority

Note for teacher: Explain difference between phrase and idiom clearly. Next, ask students to use dictionary if they need while doing exercise 1 & 2.When students complete Exercise 1, divide them in pairs and ask them to compare their answers with their partner. Next, elicit answers from the whole class and ask the students to check their work.

Post-reading

Exercise 4

Read the text and answer the following questions.

1. Why was the Quaid feeling honoured while addressing the first Constituent Assembly?
2. Which is the greatest curse according to the Quaid-e-Azam?
3. What was the Quaid's vision about religious freedom?
4. According to the Quaid-e-Azam, what lesson should we learn?
5. How for the key ideas of the Quaid's speech are applicable to the present scenario?
6. How can we make Pakistan prosperous in the light of the Quaid's vision?
7. "I shall always be guided by the principles of justice and fair play without any political language, prejudice and ill-will." Elaborate these words.

Exercise 5

The text of the Quaid's speech has some statements of facts and some of opinions. Work in pairs and read the following statements and write fact or opinion in the answer column. First one has been done as an example. After you have completed, share your work with your partner.

No.	Statement	Answer Column
1	The Quaid-e Azam was president of the first Constituent Assembly.	Fact
2	Hope that with your support we will make this Constituent Assembly as an example.	
3	The first duty of Government is to maintain law and order.	
4	All kinds of inhabitants are living in the sub-continent.	
5	Nepotism and jobbery are social evils.	
6	The mighty revolution that has taken place is unprecedented.	

Exercise6

Do you think some of the ideas in this historic speech are not included? Work individually and search out the missed points of above speech using various sources and share these with the class.

Note for teacher: Tell students that the text of the Quaid's speech has some statements of facts and some are of his own opinions which he expressed during speech. Moreover, explain to the students the difference between fact and opinion. Ask them to do the Exercise 5 in the light of these statements.
For Exercise 6, ask students to visit libraries, read reference books, discuss with historian or search out from internet, the missing points of speech and note down on the sheet of papers to tell and display before the class.

1.2 WRITING

Essay Writing

In the previous classes, you have learnt the paragraph writing. Now, we will look at longer pieces of writing which consist of several paragraphs that is an Essay. A longer composition, such as the essay, divides itself usually into a number of parts. Look at the following diagram to understand the parts of essay composition.

Introduction	• General statement on broad topic (Definition, situation, scenario) • Statement of central argument • Listing of main points to be covered
Body	**1. Paragraph** • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional) **2. Paragraph** • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional) **3. Paragraph** • Topic sentence • Explanation & evidence/supporting details • Concluding sentence (Optional)
Conclusion	• Restatement of the central argument • Summary of main points covered • Final statement

Pre-writing (Clustering or mind-mapping)

Clustering is a type of pre-writing that allows a writer to explore many ideas as soon as they occur to the writer. Like brainstorming or free associating, clustering allows the writer to begin without clear ideas.

To begin to cluster, choose a word that is central to the assignment. For example, look at the diagram given below. Now, if the writer is writing about his / her daily life, s/he chooses the topic "Daily Life" and writes it in the middle of the sheet of paper. S/he keeps writing in clusters as given below.

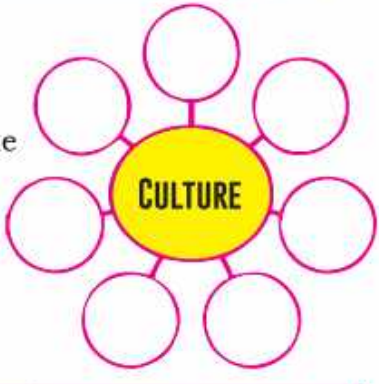


Exercise 1

Now, practice the clustering individually on the following topics and check your work in pairs.

a. Social Media

b. Culture



Note for teacher: Explain to students the process of writing and make them understand through sketch and practice. There are five stages or steps in the writing process. (1) Getting ideas: brainstorming, clustering & free writing (2) Making brief outline (3) Writing the first draft (4) Revising (5) Proofreading.

Sample Essay: 'Impact of Facebook on learning and teaching at higher secondary education'

Introduction	Facebook has become increasingly popular these days. There is a discussion on secondary education sector about the ways in which Facebook can be used in learning and teaching. The use of social networking sites within schools is of interest because of their potential for both positive and negative impact. Facebook has considerably facilitated the learner and the teacher world-wide.
Body paragraph 1	One of the key benefits of using Facebook in teaching and learning is its capacity for online community building. Facebook can connect students with peers and teachers, involving them in communities: a vital component of student success. For example; in Australia and Singapore, first year undergraduate students participated in virtual discussion which helped them to connect with their peers and reduced feelings of loneliness and isolation. Research shows that socializing and connecting to others is a crucial component of a satisfying tertiary experience. Thus, Facebook can provide a valuable mode of social interaction for students.
Body paragraph 2	Contrarily, the issue with Facebook concerns is safety and privacy. Although it is possible for Facebook users to control access to their own profiles and data yet Facebook does not make this an easy process, and a large proportion of students are unclear about how to do this effectively. The students are then vulnerable to online predators who may have an access to the contacts details, personal information, and photographs. The photographs and videos are a particular concern because of their potential to cause embarrassment and distress. Moreover, thestudents are also increasingly concerned about the marketing tools being deployed on Facebook and feel a loss of control over their personal data. Therefore, at secondary level teaching and learning, the students should be supported to learn how to protect their profiles and data, and use social networking sites safely.

Conclusion	To sum up, it can be said that using Facebook at a tertiary level has positive and negative aspects. Research has identified how Facebook can facilitate social interaction and rich collaboration between peers. Therefore, it has the potential to complement face-to-face modes of delivery. However, if Facebook is going to be effectively and safely used in tertiary teaching and learning, the students and the teachers need careful guidance.

Exercise 2

Work in pairs. Read the sample essay again and underline the topic sentence and concluding sentence in each paragraph of the essay. After completing this work, share it with your partner.

Exercise 3

Work in pairs. One of you should write an essay on any of the following topics. Remember to follow the above points and make an outline of the chosen topic. Follow the points discussed above for writing the essay. After writing the essay, exchange your essay with your partner and read each other's work to see whether the essay has been written according to rules/ structure.

1. Importance of Culture
2. Preservation of Heritage Sites
3. Proper Conservation of Water
4. Scope of English Language
5. Prosperity Lies in Peace

Note for teacher: Discuss with the class the key factors related to essay writing. Explain what goes in an introduction, a body and a concluding paragraph. Make sure that the students understand what they have to do in Exercise 3.

1.3 ORAL COMMUNICATION

Self-Introduction and the Topic of Presentation

Introducing the self and the topic of presentation is a skill that can easily be developed by following a few simple steps.

Here are some of the useful introductory phrases.

Greetings • Good morning/Good afternoon/ Good evening ..... • You're welcome here today..... • Good morning and a warm welcome to you all .....
Phrases to introduce oneself • My name is..... and I belong to Grade XI. • I'm (name)..... from grade XI • I'm (name) .....and I'm the .....(official designation)
Phrases to introduce the topic • I'm going to present about... • The subject of my presentation is... • Today, my topic is..... • It's my privilege to make a presentation on.....

Exercise 1

Work individually and prepare a presentation on the topics given below. Use above table to introduce yourself and the topic of presentation.

1. Gender Equality
2. Proper Use of Time
3. Healthy Life Style

Note for teacher: First, discuss the given table with the class and explain the points that should be kept in mind while introducing oneself and the topic of presentation. Next, ask students to present it in front of the whole class.

1.4 GRAMMAR

Use of Colon (Advance Usage)

Colon is used to draw attention to specific information that follows.

Uses

- **to introduce items in a long list**

Example:

I will bring for you: pop, chips, napkins, and plates.

- **to introduce a quotation**

Example:

Now, no expert agrees to: "Spare the rod; spoil the child."

- **to introduce an explanation or definition**

Example:

The dog and cat finally found something in common: enjoying a peaceful sleep in front of a warm fireplace.

Example:

The dog and cat finally found something in common: They both enjoy sleeping in front of a warm fireplace.

- **to highlight a situation, especially if it seems a bit dramatic.**

Example:

Running along the cliff, the hiker knew he had only one chance to escape from the charging beast: jump.

Exercise 1

Work in groups and punctuate the following sentences by inserting a colon where appropriate. After completing, share your work with other groups.

1. There is only one reason for this problem he never learned to drive properly.
2. My morning routine looks like this wake up, brush my teeth, and run to school.
3. We have set a house rule do your homework before watching television.

Note for teacher: Discuss various uses of colon in the class. Walk around to see if the students have understood what they need to understand.

4. My final answer still stands "No!"
5. I enjoy reading novels by Jane Austen they are among my favourites.
6. I gave you the spray bottles for one reason to clean the windows.
7. You will need the following ingredients milk, sugar, flour, and eggs.

Transitive and Intransitive Verbs

Transitive Verbs	**Transitive Verbs**
A transitive verb transfers an action to its object	An intransitive verb does not take an object because it does not transfer any action
For Example:  We played basketball. S V O In the above example, the verb ***played*** *transfers* action to its object-basketball. You can figure out the direct object by using this question format: "The subject did what?" or "The subject [verb] what?" For example, 'What did you eat?' or 'With whom did you play basketball?' By asking these questions, you are asking, 'who or what' receives the action of the verb.	**Intransitive Verbs:**  We *walked* S V In the above example, the verb does not have an object to receive the action.
Direct and Indirect Objects A transitive verb can take more than one object. **Example:** Deevan gave his sister (indirect object) a laptop (direct object).	***Note:*** *Some verbs are used both as transitive and intransitive*

Note for teacher: Let students know further about the verbs both transitive and intransitive.

Exercise 2

Work in pairs and determine if the italicized verb in each sentence is transitive or intransitive. After you have completed, share your work with your partner.

No.	Sentence	Transitive/ intransitive
1.	Sara *found* the purse.	
2.	I *lived* in Islamabad for a very brief period.	
3.	I *make* an excellent chicken curry.	
4.	Nabeel *heard* a lovely song in the morning.	
5.	The prosecution *proved* the defendant's guilt.	
6.	He *delivered* presentation.	
7.	I *worked* for ten hours yesterday.	
8.	She *advised* me to consult a doctor.	
9.	Let us *invite* your cousins as well.	
10.	I *waited* for an hour.	
11.	I *received* your letter in the morning.	
12.	I am going to *send* her some flowers.	
13.	He has *changed* a lot since he got married.	
14.	Suddenly the child *woke up.*	
15.	The loud noise *awoke* me.	

Exercise 3

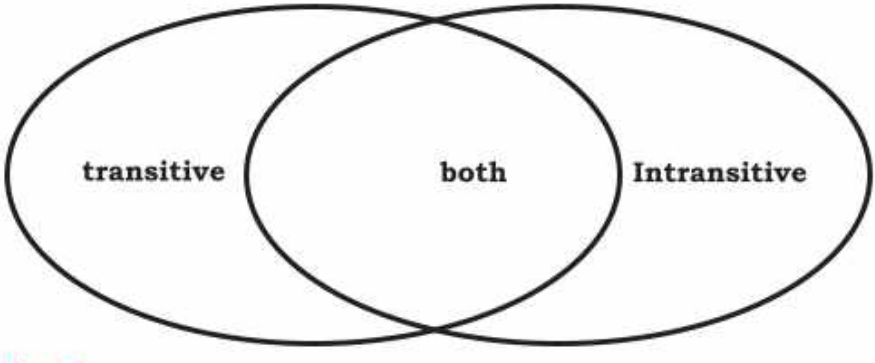
Work in pairs and make sentences of same transitive and intransitive verbs. After completing, compare your work with your partner. An example has been given below.

No.	Verb	Transitive	Intransitive
1.	Move	*Could you **move** your car please?*	*The trees were **moving** in the breeze.*
2.	Start		
3.	Change		

4.	Close		
5.	Open		
6.	Stop		
7.	Walk		
8.	Run		
9.	Live		
10.	Wash		

Exercise 4

Work individually. Brainstorm and make a list of the verbs in middle used in both transitive and intransitive in a Vann diagram other than list of verbs given in exercise3 & 5.



Exercise 5

In pairs, make sentences of any ten verbs given below with direct and indirect objects. After completing, share your work with your partner. An example has been done for you.

- My mother bought me a new dress. (direct object)
- My mother bought a new dress for me. (indirect object)

award offer send feed promise grant mail present lend post bake pour book prepare build knit reserve sing order provide

Unit 2 PRESERVATION OF NATURE

What will I learn?

2.1 Reading Comprehension

- 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.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - Locate an opinion.
  - Make simple inferences using context of the text and prior knowledge.
  - Distinguish between what is clearly stated and what is implied.
  - Deduce meaning of difficult/new words/phrases from context.
  - Comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
  - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - explore causes and consequences of a problem or an issue and propose various solutions.
  - evaluate the material read.

2.2 Writing

- Analyse to use in writing the features of an expository composition that shows a comparison and a contrast between things, events, situations, places, actions, ideas, or problems.

2.3 Oral Communication

- Share information and ideas.

2.4 Grammar

- Recognize and use semicolon in sentences.
- Identify errors with regular and irregular verbs in faulty texts.

2.1 READING COMPREHENSION

Pre-reading

1. Look at the pictures and compare and contrast them.
2. Guess the theme of the text you are going to study.





Reading Text

Once More to the Lake

One summer, along about 1904, my father rented a camp on a lake in Maine and took us all there for the month of August. Except some minor inconveniences, the vacation was a success and from then on none of us ever thought there was any place in the world like that lake in Maine. We returned summer after summer--always on August 1st for one month. A few weeks ago, this feeling got so strong. I bought myself a couple of fish hooks and a spinner and returned to the lake where we used to go, for a week's fishing and to revisit old place.

I took along my son, who had never had any fresh water up his nose and who had seen lily pads only from train windows. On the journey over to the lake, I began to wonder what it would be like. I wondered how time would have marred this unique, this beautiful spot -- the sheltered bay and streams, the hills that the sun set behind, the camps and the paths behind the camps. I was sure that the tarred road would have found it out and I wondered in what other ways it would be desolated. It is strange how much you can remember about places like

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

that once you allow your mind to return into the grooves which lead back. You remember one thing, and that suddenly reminds you of another thing. I guess I remembered clearest of all the early mornings, when the lake was cool and motionless, remembered how the bedroom smelled of the lumber it was made of and of the wet woods whose scent entered through the screen. The partitions in the camp were thin and did not extend clear to the top of the rooms, and as I was always the first up I would dress softly so as not to wake the others, and sneak out into the sweet outdoors and start out in the canoe, keeping close along the shore in the long shadows of the pines.

The lake had never been what you would call a wild lake. There were cottages sprinkled around the shores, and it was in farming although the shores of the lake were quite heavily wooded. Some of the cottages were owned by nearby farmers, and you would live at the shore and eat your meals at the farmhouse. That's what our family did.

I was right about the tar: it led to within half a mile of the shore. When I got back there, with my boy, and we settled into a camp near a farmhouse and into the kind of summertime, I had known, I could tell that it was going to be pretty much the same as it had been before. I began to sustain the illusion that he was I, and therefore, by simple transposition, that I was my father. This sensation persisted, kept cropping up all the time we were there. It was not an entirely new feeling, but in this setting it grew much stronger. I seemed to be living a dual existence. I would be in the middle of some simple act, I would be picking up a bait box or laying down a table fork, or I would be saying something; and suddenly, it would be not I but my father who was saying the words or making the gesture. It gave me a creepy sensation.

We went fishing the first morning. I felt the same damp moss covering the worms in the bait can, and saw the dragonfly alight on the tip of my rod as it hovered a few inches from the surface of the water. It was the arrival of this fly that convinced me beyond any doubt that everything was as it always had been, that the years were a mirage and there had been no years. The small waves were the same, chucking the rowboat under the chin as we fished at anchor, and the boat was the same boat, the

same colour green and the ribs broken in the same places, and under the floor-boards the same freshwater leavings and debris.

We caught two fish. When we got back for a swim before lunch, the lake was exactly where we had left it, the same number of inches from the dock, and there was only the merest suggestion of a breeze. This seemed an utterly enchanted sea, this lake you could leave to its own devices for a few hours and come back to, and find that it had not stirred, this constant and trustworthy body of water. A school of fish swam by, each fish with its small, individual shadow, doubling the attendance, so clear and sharp in the sunlight. Some of the other campers were in swimming, along the shore, one of them with a cake of soap, and the water felt thin and clear and insubstantial. There had been peace and goodness and jollity.

The only thing that was wrong now, really, was the sound of the place, an unfamiliar nervous sound of the outboard motors. This was the note that jarred, the one thing that would sometimes break the illusion and set the years moving. In those other summer times, all motors were inboard; and when they were at a little distance, the noise they made was a sedative, an ingredient of summer sleep. They were one-cylinder and two-cylinder engines, but they all made a sleepy sound across the lake. The one-lungers throbbed and fluttered, and the twin-cylinder ones purred and purred, and that was a quiet sound too. But now the campers all had outboards. In the daytime, in the hot mornings, these motors made a petulant, irritable sound; at night, in the still evening when the afterglow lit the water, they whined about one's ears like mosquitoes.

We had a good week at the camp. The sun shone endlessly, day after day. We would be tired at night and lie down in the accumulated heat of the little bedrooms after the long hot day and the breeze would stir almost imperceptibly outside and the smell of the swamp drift in through the rusty screens. Sleep would come easily and, in the morning, the red squirrel would be on the roof, tapping out his happy routine. I kept remembering everything, lying in bed in the mornings.

(E. B. White)

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B.

No.	Column A	Column B
1	marred	
2	tarred	
3	grooves	
4	sneak	
5	illusion	
6	creepy	
7	moss	
8	jollity	
9	sedative	
10	petulant	

Exercise 2

Read the statements and encircle the correct option.

1. The writer in the essay 'Once More to the Lake' is accompanied by his_____.

   a) brother b) son c) wife d) pet

2. In the beginning of 'Once More to the Lake', the writer characterizes himself as_____.

   a) lake-water man b) pond-water man

   c) salt-water man d) ordinary man

3. The writer has referred the word "placidity" in the context of_____.

   a) peacefulness b) calmness c) loneliness d) idleness

4. The _____were/was tapping on the roof of the camp of writer.

   a) mosquitoes b) swam c) squirrel d) mouse

5. The writer felt in the end of the essay_____.

a) the fear of storm b) the danger of life
c) happy d) the loneliness

6. _____caught two fish before lunch.

a) son b) father c) both son & father d) spinner

7. The writer revisited the lake with his son in _____season.

a) summer b) winter c) autumn d) spring

8. The writer's son has seen_____ while travelling by train.

a) weeds b) lily pads c) sheltered bay d) wet woods

9. The writer used to visit lake_____.

a) in New York b) in Maine
c) near his form house d) in his school

10. For _____, the writer used to go to the lake.

a) fishing b) seeing waves
c) enjoying cool water d) enjoying swimming

Exercise 3

The writer has described the things of the past which he saw on the lake. He has also presented the scenario of that lake after few years. Read the text individually. First, write the five things that writer observed and loved in the past. Then, write five changes that took place later on. After you have completed, share your work with your partner.

Past scene of lake	Later scene
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Note for teacher: Ask students to read the text again and do the Exercise 2 and 3. Tell them that dictionary can be used to find out contextual meaning of words.

Exercise 4

In this text, the writer has used similes and metaphors at many places. Now, work in groups. Analyse the text and write five examples of similes, and five examples of metaphors in respective columns. After you have completed, share your work with other groups.

No.	Similes	No.	Metaphors
1		1	
2		2	
3		3	
4		4	
5		5	

Post-reading

Exercise 5

Read the text and answer the following questions:

1. Why does writer take a vacation at this particular lake?
2. Which key concerns the writer has expressed in the text?
3. How has the lake changed since he was a boy?
4. What contrast does the writer make between the sea and the lake?
5. Why does writer repeatedly call the lake as 'wild lake'?
6. Why is the arriving at the lake less exciting now than in the past?
7. How are the boat motors different in the present situation?
8. The writer calls the lake as a 'holy spot'. How does he further develop this idea?
9. What kind of sensation persisted and grew in the mind of the writer?
10. What is the central idea of the text?

Exercise 6

Work individually and recollect your past impression of natural things of your city or village. Enlist these all and also write the changes that have taken place now. Share all these with the class.

Note for teacher: You may give other examples of similes and metaphor for better understanding. Learn about similes and metaphors in poetry section.

2.2 WRITING

Comparing and Contrasting Essay

Compare-contrast writing strengths writing skills by providing a simple structure that helps to organise information and develop ideas with greater clarity and precision. Look at the following format of comparing and contrasting a text.

Format of comparing and contrasting essay

Introduc-tion	• Draws attention • Explains what you are going to compare • Explanation of the text
Body	• Point-to-point comparison (Explain one point of comparison before moving on to the next. There should be a separate paragraph for each point.) • Each paragraph should have a set of topics • Add transition words (firstly, secondly, finally, also, etc.) • Add similes and metaphors
Conclusion	• Repeats the statement • New Information (Add relevant thoughts, feelings, or actions)

Some of the useful phrases for comparison and contrast

The following are some of the phrases that are used in comparison and contrast writing.

Comparison	Contrast
one similarity	one difference
another similarity	another difference
Both	conversely
Like	in contrast
Likewise	Unlike
Similarly	While
in a similar fashion	whereas

Exercise 1

Look at the compare-contrast essay given below and pay attention to its elements.

Topic	Basketball and Football
Introduction	Basketball and football are sports with many similarities and differences. Both sports are fun and each has many beneficial properties. Here are some of the similarities and differences between basketball and football.
Body	**Basketball and football are played with a round ball. Both offer many cardiovascular activities like running**. So, if anyone wants to get in shape, these are the sports she/he needs to play. A referee judges each match. If a player breaks the rules, he will be called upon to commit a fault. A football player receives a red or yellow card and a basketball player is called upon to commit a fault. **After all**, a score is kept in every game **similarly.** **Although** basketball and football are similar, are there yet any differences? **An athlete dribbles the ball in both sports, a basketball player uses his hands and a footballer uses his feet. Usually**, football is played outdoors on a large field and indoor but basketball on a wooden field. Basketball is played with 5 players and football has 11. **After all,** basketball has four quarters and football has two halves.
Conclusion	To sum up, **both** sports are fun and exciting to play. Each sports offers activity and competitiveness. They are also one of a kind. Both games are **like heart of** outdoor games.

Developing a ground

Similarities

Connectors

Differences

Metaphor

Note for teacher: Discuss phrases and words of comparison and contrast given above in the class. You can add more in them if you wish. Next, assist students in understanding the given sample and its elements.

Exercise 2

Work individually, and identify some elements of comparison and contrast in the given essay below.

One similarity between current and previous methods of communication relates to the form of communication. In the past, written forms such as letters were frequently used besides oral forms such as telephone calls. Similarly, people now-a-days use both of these forms.

However, there are clearly many differences in the way the people communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In the past, letters would take days to arrive at their destination.

Another significant difference is the range of communication methods. In the past, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there is a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences, lectures, and meetings via different software such as Skype, mobile phone apps, WeChat, and social media platforms.

In conclusion, methods of communication have greatly advanced over the past many years. While there are some similarities, such as the forms of communication, there are significant differences like the speed of communication and the range of communication tools available. There is no doubt that technology has greatly advanced and will surely continue progressing in future; besides, the advanced tools which we use today may one day also become outdated.

Exercise 3

Work with a partner and write compare-contrast essay on any one of the following. Once you and your partner have completed, exchange the work with each other. Read each other's work and provide critical feedback.

1. School Life v/s College Life.
2. Physical Games v/s Online Games.
3. Books v/s Mobile Phones

2.3 ORAL COMMUNICATION

Sharing Information and Ideas

Sharing information and ideas allows you to learn about and interact with the world around you. Sharing is a skill that can easily be developed by using following phrases in conversation.

Phrases to share exciting information or idea	• I have got a bit of news to tell you.... • I have got some great/ brilliant/ wonderful news for you ...
Phrases to respond to exciting information	• What a fantastic / good / brilliant / great / wonderful / splendid idea! • That sounds like great idea! • I'm glad to hear that! • Great! • Incredible! • Superb! • Sounds great! • Lucky you! • Oh, how wonderful!
Phrases to share bad news or information	• I'm afraid I've got some bad news..... • I'm very sorry to say this that..... • I regret to inform you that....
Responding to disturbing information	• I'm awfully sorry that... • I'm sorry to hear that.... • I'm sorry to hear such terrible news. • My goodness! • I can't believe it! • I know how you must be feeling. • That must be awful! • Oh, dear! • Too bad! • That's awful / a pity / unfortunate!

Exercise 1

Now, work in pairs and discuss orally the following conversation of Aakash and Dharti on **Nature**. Identify how the phrases of sharing information and ideas are used.

Aakash: Have you read today's newspaper, Dharti?

Dharti: No, I have not, why are you looking so tense?

Aakash: I'm afraid I've got some bad news that air pollution could ruin our nature completely.

Dharti: My goodness! Can you tell me in detail?

Aakash: Yeah, I can. You know air is the most important element of nature. We need safe and clean air to breathe.

Dharti: Yeah, I know that. What is the risk then?

Aakash: The air is getting polluted day by day and the nature and the environment are facing a threat.

Dharti: That's awful! How is the air getting polluted?

Aakash: Humans are polluting the air with leaving smoke of millions of vehicles, mills, factories and cutting down trees.

Dharti: Yeah, deforestation has been a huge problem nowadays. Some proper steps should be taken against it.

Aakash: Yes, cutting down trees is the worst thing that can ruin the air. You know tree leaves oxygen that we need to take breath. If we cut down trees then the air becomes imbalanced and it is risky for humans and animals.

Dharti: What can we do to save our nature?

Aakash: To do that, we all have to become aware and need to let people understand and know about all these things.

Dharti: What exactly we need to tell people?

Aakash: First of all, we should stop making any kind of pollution. Suppose; from now, stop using plastics and try to throw your dust in the dustbin and don't cut any kind of trees.

Dharti: Yeah, we need to do it first. That is true. People might love and be inspired by our work.

Aakash: I think so. We can use paper bags instead of plastic bags. That is very good for the environment.

Dharti: Sounds great! That could be a good effort to save our nature and keep the planet clean.

Aakash: So, let's do it from today.

Dharti: Of course. Thank you for sharing a valuable information.

Aakash: You are welcome. See you again.

Dharti: Bye.

Exercise 2

Work in groups of 2-3. Discuss one of the topics given below as assigned by the teacher. One of you should note all the discussed points. Make sure that every group member is participating in the discussion.

1. Examination Results
2. A Sensational Cricket Match
3. Loss of Job During Pandemic
4. Electricity shortage

Exercise 3

about topic in the class. Remember to use phrases given above.

Note for teacher: Divide the class into groups (2-3 students in each group). Distribute the topics amongst them. More than one group can be given same topic. Ask each group to discuss their topic and prepare an oral presentation.

2.4 GRAMMAR

Use of Semicolon

You probably have used semicolon in your write up work. Let us learn its proper use in the sentences.

Rule 1: To join two related complete thoughts without using a conjunction.

Example: The storm began just as the students were leaving; Maliha was glad she had taken her umbrella with her to the school.

Rule 2: To join the two independent clauses with the use of conjunctive adverb(transitional words or phrases)

Example: The storm began just as the students were leaving; consequently, Maliha was glad she had taken her umbrella with her to the school.

Exercise 1

Work in pairs and insert semicolons as needed in the following sentences. Once you have completed, compare it with your partner.

i. All the shops in our area used to be closed during the lockdown now they're open all day.

ii. The government has wiped out all encroachments consequently the roads outside the shopping malls have become wider.

iii. Because there was heavy fog in the morning the services at the airport were closed.

iv. Babar was not excited about his seventeenth birthday however his spirits improved when he opened his presents.

Note for teacher: Ask students that a comma follows the conjunctions. Conjunctive adverbs are: accordingly, furthermore, moreover, also, hence, thereafter, certainly, therefore etc.

Exercise 2

Work in pairs and fix the errors in the use of semicolon in the following paragraph. After completing, share your work with your partner.

A good student is the one who is punctual, regular, and hard working, moreover, he has to be obedient to the teachers and respectful to class fellows. Teachers have to play a large part, the parents are equally responsible for developing such qualities. It goes beyond doubt that a nation's destiny makes in class rooms, therefore, the co-ordination between the teachers and the parents is must so that the destiny makers should be led in right direction. The world is growing more competitive with the passage of time, and in this context, our present generation and the coming generations have to be jointly prepared by us.

Regular and Irregular Verbs

Regular Verbs

Regular verbs are the verbs which form their past and past participle forms by ending with 'd' or 'ed'.

Example:	
I **walked** to the store. I had **walked** to the store.	• "Walk" is in the simple past form. • "Walk" is now in the past participle form.

Irregular Verbs:

A verb which does not form its past verb by adding the usual –ed ending. The irregular verbs form different spellings in their past and past participle forms.

Examples	
• I **went** to the U.S. by plane. • My flight has **taken** six hours. • I **felt** happy when I arrived.	• Many verbs are irregular in English Language. The list of some is given below • An irregular verb does not take the *–ed* ending.

The most common irregular verbs list

Present	Past	Past participle	Present	Past	Past participle
Be	was/were	Been	know	knew	known
Bear	bore	Born	lead	led	led
Beat	beat	beaten	learn	learnt	learnt
Become	became	become	leave	left	left
Begin	began	Begun	lend	lent	lent
Bet	bet	Bet	let	let	let
Bite	bit	Bitten	lie	lay	lain
Blow	blew	Blown	lose	lost	lost
Break	broke	broken	make	made	made
Bring	brought	brought	mean	meant	meant
Build	built	Built	meet	met	met
Burn	burnt	Burnt	pay	paid	paid
Buy	bought	bought	put	put	put
Can	could	Could	read	read	read
Catch	caught	caught	ride	rode	ridden
Choose	chose	chosen	ring	rang	rung

Exercise 3

Work in pairs and read the following text. Spot errors of regular and irregular verbs where necessary in the article given below.

Robert Goddard was born in 1882. When he was a child, he become interested in firecrackers and thinked about the possibility of space travel. He later became a physics professor at a university. In his free time, he builded rockets and took them to the field, but didn't fly. When he went back to his university after his failed attempts, the other professors laugh at him. In 1920, Goddard wrote an article about rocket travel. He believed that one day it would be possible to go to the moon. When the New York Times sawed his article, it reported that Goddard had less knowledge about science than a high school student. Goddard want to prove that the New York Times was wrong. In 1926, he builded a ten-foot rocket, putted it into an open car, and drived to his aunt's nearby farm. He put the rocket in a field and light the fuse. Suddenly, the rocket went into the sky. It traveled at 60 miles per hour to an altitude of 41 feet. Then it felled into the field. The flight lasted 2½ seconds, but Goddard was happy about his achievement. Over the years, his rockets growed to 18 feet and flew to 9,000 feet in the air. No one maked fun of him after he become successful. When Goddard died in 1945, his work did not stop. Scientists continued to build bigger and better rockets. In 1969, when the American rocket Apollo 11 taked the first men to the moon, The New York Times wrote: *"The Times regrets the error."*

Exercise 4

Work individually, and fill in the blanks with an appropriate verb form of the verbs given in brackets.

Ajrak is a symbol of rich Sindhi culture and icon of love. It is _____ **(appreciate)** as such throughout Pakistan. It is a continuous cultural link through centuries back to Indus Valley Civilization. *Ajrak* has equal significance for the rich and poor.

The motif and patterns on Ajrak_____**(be)** traditionally _____**(produce)** by resist block printing with unique technique to create varied patterns and designs with different colours. The printers may use up to 30 blocks to complete a design. *Ajrak* is_____**(manufacture)** in various blends of deep crimson and other defused blue colours. The production of traditional *Ajrak* is a complex process comprising twenty one stages and _____**(complete)** almost in thirty days, by using only indigenous materials.

Cut to size cloth is_____ **(coil)** and _____**(wrap)** on a copper vat and then_____**(soak)** in *Eruca Sativa* seed oil for fifteen days. First printing of the white outline of the pattern by paste of lime and Acacia gum is_____**(do)**, followed by printing of the black areas by ferrous. The cloth is further printed by a paste of gum, wheat flour, clay, alum, molasses and a number of herbs and spices. This process _____**(protect)** the part of cloth to get imprinted and rest of areas turn crimson when _____ **(dip)** in the *alizarin* dye. After that, cloth is dipped in first cycle of *indigo* dye. In the next stage, water soaked fabric _____**(be)** dipped in *alizarin* in a copper vat to enrich the crimson to becomes deep in tone. Camel dung is_____**(use)** to remove excess tanning and make the white clear and brilliant. Alternate drenching and drying help to bleach the fabric and also _____ **(facilitate)** the maturing of the colours. The cloth is printed again with the mud-resist mixture and sprinkled with dry, sifted cow dung. About to complete, *Ajrak* then goes through another *indigo* dip before a final wash. The result is the precious and jewel-like *ajrak*.

Unit 3

MANAGING CHANGE

What will I learn?

3.1 Reading Comprehension

- Use pre-reading strategies to predict content of a text
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse how writer has used language and style.
- Know that themes are related to and set in different societies, cultures of different times.
- Explore viewpoints/ideas and issues.
- Comprehend/interpret text by applying critical thinking.

3.2 Writing

- Write an extended narrative incident.

3.3 Oral Communication

- Acknowledge others' contribution.

3.4 Grammar

- Spot and fix errors in faulty pronoun antecedent agreement at basic level (sentences).
- Use comma to mark a dependent word or word group that breaks the continuity of the sentence.

3.1 READING COMPREHENSION

Pre-reading

1. What makes you a happy person?
2. Do you think money can make a person happy?
3. Have you ever borrowed anything precious and lost?



Reading Text

The Necklace

Mathilde was a pretty, charming, middle-class girl. She was married to Loisel, a clerk, who worked in the Ministry of Education. Though born and married in a modest family, she always daydreamed about being rich. She was unhappy because she couldn't afford fine clothes and couldn't attend grand parties given and attended by the elite of the city. She always dreamt of owning a large collection of fancy clothes and expensive jewellery. But, of course, she couldn't afford them.

One evening, her husband handed her an invitation. Excited, she opened it and found an invitation to a grand party at the Ministerial Mansion.

She tossed it aside, saying, "What good is that to me?"

"I thought you'd be thrilled since you never had a chance to go out. Everybody wants to go, but few clerks can. The most important people will be there."

She gave him a sour look and cried, "What do you think I would wear?"

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

He hadn't thought about that. "Why, the dress you wear to the theatre. That looks quite nice."

He was surprised when she burst into tears. He gasped, "Why, what's the matter?" Using all her willpower, she stopped crying. "Oh, nothing. I don't have any party dress, so I can't go to that party."

He asked her, "How much would the right outfit cost?"

She thought it over for several seconds. She thought of her allowance and about how much her husband might give her.

Finally, she answered, "I'm not exactly sure. Maybe I could manage with four hundred francs."

He was saddened because he'd saved that much for a rifle and planned to go hunting with friends.

However, he said, "All right. I'll give you four hundred francs."

As the party neared, Mathilde seemed sad. She was upset although her outfit was ready. One evening her husband asked, "What's the matter?"

She answered, "I'm embarrassed not to have any jewellery." Her husband said, "Borrow some from your rich friend Mme. Forestier. You're good enough friends to do that."

She said, "Why didn't I think of that!"

The next day she went to her friend, who offered her a large jewellery box, and said, "Pick out something, my dear."

Mathilde found a diamond necklace. Her heart beat faster, and her hands shook when she picked it up. "Could I borrow this one?" she asked.

"Why, of course."

She hugged her friend and took with her the necklace.

Finally, the party night came. Mathilde was the centre of attention at the party. The prettiest one there; she was stylish, warm, smiling, and very happy. Everybody, including the minister, noticed her.

She danced joyfully and had a wonderful time there. Around four o'clock the Mathilde took a shabby cab and returned home with her husband.

Before she went to bed, she thought of giving herself the last look in the mirror with the jewellery and fancy dress. She noticed that the borrowed diamond necklace was gone! She cried out.

Her husband said, "What's wrong?"

Upset, she turned toward him. "I . . . I . . . I don't have my friend's necklace."

"That's impossible," he shouted. They searched everywhere in the apartment but found nothing. He retraced their steps, searching for hours.

Her husband came in around seven o'clock in the morning. He'd had no luck finding the necklace.

By the end of the week, they had given up all hope. Loisel was dejected and horrified. He said, "We must replace the necklace."

They found a necklace exactly like the first. It cost forty thousand francs, but they could get it for thirty-six.

Loisel had eighteen thousand francs he had inherited from his father. He borrowed the rest. He got a thousand francs from one, four hundred from another—a hundred here, sixty there. He borrowed the rest of the money from moneylenders on very high interest.

When Mathilde returned the necklace, her friend said coldly, "You should have returned it sooner. I might have needed it." Mme. Forestier didn't open the case.

Mathilde bravely faced being poor. That debt had to be paid, and she would pay it. She let her maid go, and she and her husband moved to a small and cheap apartment.

She cooked and did housework on her own. She scrubbed the laundry, took out the garbage, carried up water, and dressed like a peasant. She watched every coin she spent. She bargained for food with the fruit dealer, the grocer, and the butcher, and they insulted her.

Her husband worked evenings as a bookkeeper, and at night he copied documents for five sous a page.

This lasted for ten years.

Finally, all the debts and interest were paid.

Mathilde looked like an old woman now. Sometimes, she'd remember when she had been so beautiful and admired.

What if she hadn't lost the necklace? Who knows? How little there is between joy and misery!

Then one Sunday, she went for a walk. She saw a woman strolling with a child. It was Mme. Forestier. She still looked young and beautiful.

Mme. Loisel went toward her friend saying, "Hello, Jeanne." The other was surprised to be spoken to so familiarly. "But . . . madam . . . I don't recognize . . . You must be mistaken." "No, I'm Mathilde Loisel."

Her friend cried out, "Oh, my dear Mathilde! How you've changed!"

"Yes, I've had a hard time. And plenty of problems—and all because of you!"

"Of me . . . what do you mean?" Mme. Forestier asked.

"Do you remember the diamond necklace I borrowed?" Mathilde asked.

"Yes. What about it?" Mme. Forestier asked in surprise.

"I lost it," Mathilde said.

"But you returned it," Mme. Forestier said.

"I bought another just like it for thirty six thousand francs, and we have been paying for it for ten years. Well, it's over now, and I am glad," Mathilde said.

Mme. Forestier was surprised. "You bought a diamond necklace to replace mine!"

"Yes. You never noticed, then? They were quite alike." Mathilde smiled with pride and simple joy.

Mme. Forestier, quite overcome, clasped her by the hands. "Oh, my poor Mathilde. Mine was fake. At most, it was worth only five hundred francs!"

Based on the story by Guy de Maupassant

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner after you have completed.

No.	Column A	Column B
1	elite	
2	fancy	
3	thrilled	
4	embarrassed	
5	retrace	
6	horrified	
7	scrub	
8	shabby	
9	strolling	
10	clasp	

Exercise 2

Read the statements and encircle the correct option.

1. _____was working in education.
   a) Mathilide b) Loisel
   c) Mansion d) Forestier
2. Mathilde belonged to a/an_____ family.
   a) rich b) poor
   c) middle class d) elite
3. Losiel give Mathilde four hundred francs to_____.
   a) buy outfits b) go to theatre
   c) buy jewellery d) help her friend

4. Mathilde seemed happiest when she_____.
   a) received the invitation b) danced in the party
   c) bought a new dress d) borrowed the necklace

5. The main theme of 'The Necklace' is: _____.
   a) We suffer for our vanities b) It is unwise to borrow things
   c) Parties can lead to trouble
   d) Friends should be honest with each other

6. When she borrowed necklace, Mme. Loisel spent whole evening in_____.
   a) talking with her husband b) watching rich people
   c) wishing she had not come d) dancing with many men

7. In order to pay the necklace, M. Loisel does all of the following except_____.
   a) contribute his entire inheritance
   b) make deals with loan swindlers
   c) borrowing money from the bank
   d) paying his house loan

8. Throughout the story, Mme. Loisel values_____.
   a) love b) appearances
   c) knowledge d) wisdom

9. When Mathilde had to return the Necklace, she was looking as_____.
   a) rich b) proud
   c) peasant d) miser

10. Mathilde bought another Necklace for_____ francs.
    a) sixty b) fifty
    c) thirty six d) fifty six

Note for teacher: Ask students to read the text again and do the Exercise 1 & 2. You may use dictionary to find the contextual meaning of words.

Exercise 3

Work individually. Read the text again and mark (√) for true, and (X) for false against each statement given below.

No.	Statement	Answer
1	At first, Mathilde demanded a diamond necklace from her husband.	
2	Mathilde wept after returning from her friend's home.	
3	Poverty ruined Mathilde's life and looks.	
4	The story of 'The Necklace' tells about greed and hope.	
5	The idiom 'burst into tears' means weep intensely.	
6	Sous and francs are the words that indicate currency.	
7	After seven days, they decided to replace the diamond necklace.	
8	In the end of story, the same diamond necklace was returned.	

Post-reading

Exercise 4

Read the text and answer following questions:

1. Why did M. Loisel expect his wife to be pleased to receive the invitation?
2. What was Mme. Loisel's reaction on reading the invitation?
3. How was the life of Mme. Loisel before the loss of the necklace?
4. What efforts were made to find Mme. Forestier's necklace?
5. Describe in your own words how the Loisel's life changed after they had paid for the new necklace.
6. What was Mme. Forestier reaction when seeing Mme. Loisel before she figured out who she was?
7. How did Mr. and Mme. Loisel replace the necklace?
8. What was Mme. Forestier's reaction when the necklace was returned?
9. How did Mr. Loisel contribute to the cost of the new necklace?
10. How had Mme. Loisel's sacrifices been in vain?

Exercise 5

Work individually and describe the following characters in your own words in your notebook. Share your work with your partner after you have written.

Mathilde **Losiel** **Mme. Forestier**

Exercise 6

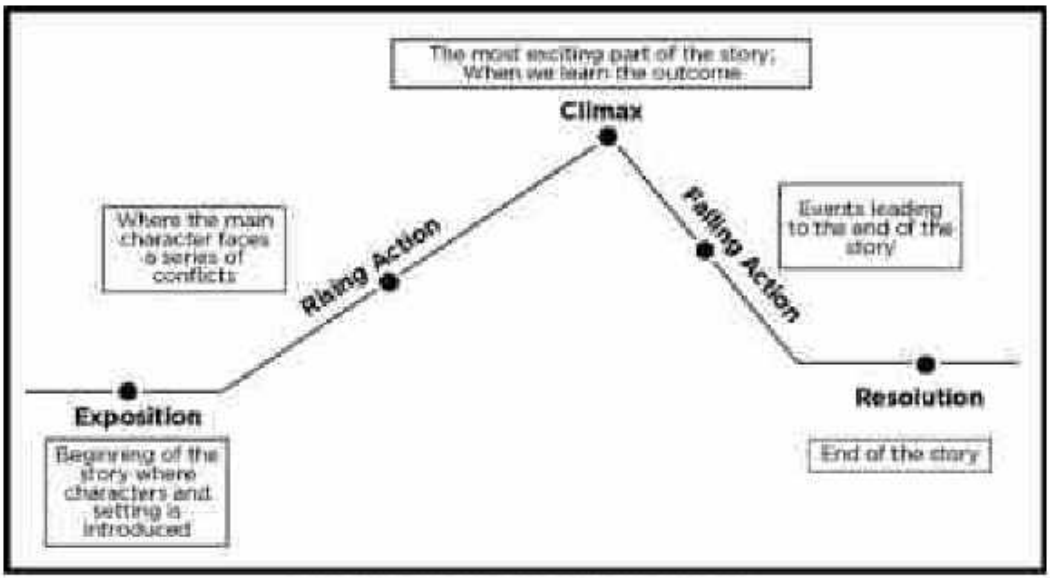
Work in groups and read the story, 'The Necklace'. Underline the key points and summarize it in your own words. After you have completed, share your work with other groups.

Exercise 7

Work individually and imagine yourself in the same situation like that of the story. What strategies would you adopt to get out of it. Mention only two strategies. After completing, share your work with the class.

Exercise 8

Work in pairs and analyse the story of 'The Necklace' according to the elements of story mentioned in the below diagram.



3.2 WRITING

Narrative Writing

You have already learnt about narrative writing in previous classes. Let us remind you that in narrating an incident, you tell a story, often from personal experience. This can be written to motivate, educate, or inspire. Narrative writing also contains many elements. Look at the following structure of a narrative writing.

Introduction	**The 'Hook'** Start your paper with a statement about your story that catches the reader's attention. **Set the Scene** Provide the information the reader will need to understand the story: who are the major characters? When and where is it taking place? Is it a story about something that happened to you, the writer, or is it fiction? **Thesis Statement** The thesis of a narrative essay plays a slightly different role than that of an argument or expository essay. A narrative thesis can begin the events of the story.
Body Paragraph	**'Show, Don't Tell'** Good story telling includes details and descriptions that help the reader understand what the writer experienced. **Supporting Evidence** In a personal narrative, your experience acts as the evidence that proves your thesis. The events of the story should demonstrate the lesson learned, or the significance of the event to you. **Passage of Times** Writing about the events of your experience, from beginning to end, is the most common and clear way to tell a story. Whether you choose to write chronologically or not, use transition words to clearly indicate to the reader what happened first, next, and last. **Transitions** In a narrative essay, a new paragraph marks a change in the action of a story, or a move from action to reflection. Paragraphs should connect to one another.
Conclusion	**The Moral of the Story** The conclusion of a narrative includes not only the closing action of the event but also some reflection or analysis of the significance of the event to the writer like what lesson you learnt and how that event affected your life.

Look at the following sample of a narrative writing which contains many elements. Some of them are illustrated in sample below.

Older Sister	
Setting a scene	"Hurry up you guys, you'll be late for school!" called Mom. We ran downstairs and ate our breakfast. When I got up to wash my bowl, mom said, "You know you need to be careful today when you're walking Sara to School. It's your job to make sure she gets there O.K." I thought to myself, I wonder why Mom is making such a big deal out of this. It's Sara's first day of Kindergarten, but I can do it. I wish Mom wouldn't treat me like such a baby. "Goodbye, Mom!" Sara yelled. She ran out of the door, and I went behind her. "Be careful!" my mom yelled. "I will!" I said back and I ran outside. Sara was skipping down the front walkway to the sidewalk. I grabbed Sara's hand. "Are you excited for your first day of school?" I asked, trying to sound like a grown-up. Sara smiled and said, "Yes." Meanwhile, my mom was staring at us from the window.
Thoughts Feelings and observation	"When will she stop treating me like a little kid?" I thought. "I'll show you the way," I said. I felt proud to be the older sister. We walked past beautiful garden and big, leafy trees. Suddenly, I heard a growl and saw a dog walking towards us. He was big and fierce-looking, with long sharp teeth. "GRRRR!!!" the dog growled. I didn't see its owner or anyone who could help us. My hand became sweaty and Sara stopped walking. "I'm scared Hina," she said. I didn't want her to be scared. I wanted to seem brave. "Everything will be okay," I said. "GRRRR!!!" The dog stepped closer and we could see it was the size of small horse-with red eyes and sharp teeth. "Be brave, be brave," I thought myself.
Climax Actions Spoken Words Impression of place and experience	I grabbed Sara's hand and shouted: "RUN!" We took off down the sidewalk as fast as we could. I could hear Sara breathing hard. I looked back, and I saw the dog coming behind us. "Come on," I said. I wanted to make Sara go even faster. I thought, "Please let us make it. Please let us make it." Then, we saw the bright red door of the school. "We made it!" I said to Sara, giving her a high-five. Then I said, "Let's not tell mom about this, okay? I think we'll go to school a different way tomorrow."

Note for teacher: Assist students in locating the elements of narrative incident. Next, you may draw the sample on the board for better clarity.

Exercise 2

Work individually and narrate a happy/ sad or surprising incident of your life in the light of elements given in the sample. After you have written, share your work with your class fellows.

Exercise 3

You have already read the story diagram in post-reading of the Unit 3.1. Now, work in pairs and analyse the sample story according to that diagram and write down its elements. After you have completed, share your work with your partner.

_____

_____

_____

_____

Exercise 4

Work individually and use pre-writing strategies to write an incident that changed you in a significant way. List the incidents and indicate how each changed you. After writing it, exchange it with your partner.

Exercise 5

Now, work in pairs and check the story of your partner written while doing Exercise 4. Make sure the story has all the elements and has followed the sample given on previous page.

Note for teacher: Make pairs in the class and ask them to see structure of narrative incident and carefully analyse the sample story before doing exercises. Moreover, once they complete the exercises, ask them to exchange their written work with each other so that they may check each other's work for proofreading, editing and for necessary corrections. Walk around to see if the students have understood what they need to do.

3.3 ORAL COMMUNICATION

Acknowledging Other's Contribution

Acknowledging other's work or contribution not only boosts their self-esteem but also makes them feel they matter to you. Acknowledging also shows how courteous and grateful you are to the people who are helpful to you.

The following are the ways to acknowledge:

Very strong appreciation	• I would like to express my deepest appreciation to..... • I'm deeply indebted to..... • This would not have been possible without your support and nurturing so I would like to extend my deepest appreciation and thanks to.....
Less strong, but very appreciative	• I'm also thankful to..... • I also wish to thank..... • I'm also grateful to..... • Special thanks to.....
Reason of the acknowledgement	• (name(s) of the person/group/people) played decisive role in..... • (name of the person) provided you with encouragement and patience throughout the duration of the presentation/project/work. • (name of the person) was instrumental in ..... for me

Discuss the dialogues of Qamar Shah, Mr. Asim Zaidi and Zainab acknowledging the other's contribution.

Sample: Qamar Shah and Zainab are the volunteer at the Community Library of their area. They both are acknowledging the contribution of Mr. Asim Zaidi who donated books.

Qamar Shah: Asalam-o-Alikum Mr.Zaidi. I hope you're doing well.

Mr.Zaidi: Walikum Asalam. I'm doing well.

Zainab Karim: The community library was in the dire need of some quality books which you have donated.

Qamar Shah: I agree with Zainab and this wouldnot be possible without your support. Therefore, on behalf of the community I would like to extend my deepest appreciation and gratitude to you.

Mr Zaidi: Thank you so much for such kind words. It's my duty and responsibility towards this community.

Zainab Karim: No doubt, your contribution is instrumental to promote learning and education.

Exercise 1

Work in group of three. Take turns and acknowledge orally the contribution of the following people for the community. Remember to use the phrases given in the table above.

Scenario 1

The forest officer of the area visits your college for further plantation drive.

Scenario 2

An event organized and managed by your college principal to develop awareness about the environmental cleanliness.

Exercise 2

Work in pairs. Acknowledge and appreciate the contribution of any one of the following philanthropists.

a. Dr. Adeeb Rizvi
b. Abdul Sattar Edhi
c. Any philanthropist of your community

Note for teacher: Tell students that for Exercise 1, they have to keep in consideration the given scenario 1 and 2 above.

3.4 GRAMMAR

Pronoun-Antecedent Agreement

A pronoun must agree with its antecedent in number, gender, and person. An antecedent is the noun or pronoun that a pronoun refers to or replaces.

A- Agreement in Number

Singular and Plural Subjects

If the antecedent is singular, use a singular pronoun. If it is plural, use a plural pronoun.

Examples

i. Because this **cupboard** is almost 200 years old, **it** is historically important.

ii. The **fittings** in this house_are noticeably different from **their** modern counterparts.

Compound Subjects

A plural pronoun is used to refer to nouns or pronouns joined by and.

Examples

i. The tiny **cupboard** and **dresser** still have **their** original hardware.

ii. **Sara and Sana** have their own outfits for the party tonight.

A pronoun that refers to nouns or pronouns joined by or or nor should agree with the noun or pronoun nearest to it.

Examples

i. Neither the **scientists** nor **the administration** neglected **its** duties.

ii. Neither **the administration** nor the **scientists** neglected **their** duties.

A pronoun that refers to a collective noun should be singular if the collective noun names a group acting as a unit.

Examples

i. The **audience** is lauding the performance.

(singular - The audience is acting as a single unit)

ii. The **family** that owns the house loaned its treasure to the library.

(singular - The family is acting as a single unit)

A pronoun that refers to a collective noun should be plural if the collective noun names the members or parts of a group acting individually.

Examples

i. The **class** has been waiting eagerly to see **its** new English teacher.

(singular - The class students are acting as single unit)

ii. The **family** wanted **their** friends to see the house.

(plural - The family members are acting individually)

Gender and Person

The **gender** of the pronoun–masculine (***he, his, him***), feminine (***she, her, hers***) or neuter (***it, its***) – must be the same as the gender of its antecedent. The **person** (***first, second, third***) of the pronoun also must agree with the person of its antecedent.

Examples

i. **You** would be proud to see **your** work appreciated by future generations.

ii. **We** will plan an excursion trip for the students to join **us.**

iii. **Any actress** would like **her** creation to last for hundreds of years.

iv. An **astronaut** conducts **his** or **her** experiments during the flight.

Exercise 1

Work in pairs and read the following paragraph. Look especially for errors in agreement between pronouns and their antecedents. When you find a pronoun error, cross out the incorrect pronoun and write the correct one above it. There will not be a mistake in every sentence. After you have completed, share your work with your partner.

(1) Kathy has always liked dollhouses, and she got an idea for a business from their hobby. **(2)** Now, she and her brothers make dollhouses for sale. **(3)** Neither she nor her brothers give all of her time to the business. **(4)** Still, the team makes all its spending money from their sales. **(5)** Kathy's elder brother assembles the pieces. **(6)** He chooses the plywood, cuts it to scale, and assembles the pieces. **(7)** Her younger brother, Max, paints the houses inside and out, giving it details like doors, windows, and shutters. **(8)** While Murray and Max do his jobs, Kathy buys miniature furniture. **(9)** Then she sews curtains, rugs, tablecloths, and bedspreads to make each house special. **(10)** From October until mid-December, the crew takes turns selling its products at craft sales.

Note for teacher: You can often avoid the awkward "he or she" construction by making both the pronoun and its antecedent plural. Notice that you may also need to change the verb to a plural form. *For example:* **Astronauts** conduct **their** experiments during the flight.

Work individually and encircle the pronoun that correctly completes each sentence. Also, underline the antecedent(s) of the pronoun. After you have completed, share your work with your class fellows.

i. Each of the boys on the team is wearing (his, their) new uniform.
ii. Many have expressed (his or her, their) support for our plan.
iii. Neither of the women has told me (her, their) opinion.
iv. When the team scored a touchdown, the crowd threw (its, their) hats in the air.
v. Neither Ali nor his sisters have bought a gift for (her, their) brother.
vi. Scuba divers are taught that (you, they) should check (your, their) equipment.
vii. Samar and Qavi will present (his, their) routine before the other gymnasts do.
viii. Not one hiker would set out without (his or her, their) compass.
ix. Yasmeen and her sisters shop for clothes here because (you, they) can find good bargains.
x. Anyone who wants a job should bring (his or her, their) application to me.

B. Pronoun-Antecedent Agreement of Indefinite Pronouns

When an indefinite pronoun is the antecedent of a personal pronoun, the personal pronoun must agree in number with the indefinite pronoun. This chart shows the number of some common indefinite pronouns.

Infinite Pronouns		
Always Singular	**Always Plural**	**Singular or Plural**
another each everything one	Both	all none
anybody either neither somebody	Few	any some
anyone everybody nobody someone	many	Most
Anything everyone no one	several	

Use a singular pronoun to refer to a singular indefinite pronoun. The phrase 'his or her' is considered a singular pronoun.

Each of the cars has **its** sponsor's namepainted on **it**. (singular)

Use a plural pronoun to refer to a plural indefinite pronoun.

Many of the cars are in **their** first race. (plural)

Some indefinite pronouns can be singular or plural. Use the meaning of the sentence to determine whether the indefinite pronoun is singular or plural.

Some of the equipment was still packed in **its** containers. (singular)

Some of the race teams were still looking for **their** equipment. (plural)

Exercise 3

Work in pairs and read the following text. Spot the errors of Pronoun-Antecedent Agreement. After you have completed, share your work with your partner.

One of the most popular sports in Sindh is Malkhro. This popular sport is played annually at the Urs of Lal Shahbaz Qalandar. The renowned Malakhro players participate in this traditional event to showcase his strength to pull down its opponent players. The match begins with both wrestlers tying a twisted cloth around the opponent's waist. Each one then holds onto the opponent's waist cloth and tries to throw them to the ground. Malakhro is one of the favorite sports among males in Sindh. Many of the players are professionals who earn its living by participating in this sport. Almost everybody in Pakistan has heard of this popular and traditional sports, even if they haven't seen it.

Punctuation: Use of Comma

You have already learnt about use of comma in your previous classes. Let us revise some of its rules.

Rule: Use commas to set off non-restrictive clauses.

Examples:

1. Muhammad Khan, ***whose show you like,*** will host a party next week. **(non-restrictive)**
2. Naveed, ***who spent the last three days fishing,*** is back on the job again. **(non-restrictive)**

Note for teacher: Tell students that use commas to enclose clauses not essential to the meaning of a sentence. These non-essential clauses are called non-restrictive which breaks the continuity of a sentence. Clauses which are essential are called restrictive. Non-restrictive clauses may begin with a relative pronoun (such as *who, whom, whose, that, which*). A relative pronoun refers to the noun or pronoun that precedes it.

Rule: Use a comma to set off appositives.

Examples:

1. My brother, ***an engineer,*** passed his exams with flying colours.
2. Allama Iqbal,**the poet of the East,** is famous for his poetry. **(appositive)**

Exercise 5

Insert commas wherever necessary in the following sentences.

1. Siddiq Mirza a lawyer may be appointed for governor.
2. If you ever need a ride a slower one please let me know.
3. The winner of the contest who arrived from the US last week will receive 1 million.
4. Kabir a writer and a poet is very obedient to his parents.
5. The captain ordered the troops to assemble the navy boat a large rowboat.
6. Oliver Twist which was Dicken's second novel is a classic.
7. The lamp which my friend gave me is beside my bed.
8. Mr. and Mrs. Kareem our neighbours for the past eight years are moving to the Turkey.

Exercise 6

Work individually and combine the following sentences using comma around a dependent word or a group of words. One example has been done for you.

Set 01:

a. *Gawadar coastline is the longest in the region.*
b. *Gawadar coastline is a national treasure.*

***Eg**: Gawadar coastline, a national treasure, is the longest in the region.*

Set 02:

a. Kobe makes millions of dollars a year.
b. Kobe is a basketball player.

Set 03:

a. A giant plane is launched in 1970.
b. A Boeing 474 is launched in 1970.

Set 04:

a. My brother's car is the envy of my friends.
b. My brother's car is sporty red convertible with bucket seats.

Set 05:

a. The head surgeon took her nephew on a hospital tour.
b. The head surgeon was an expert in organ transplant procedures.

Note for teacher: Tell students that an appositive is a noun or noun phrase that renames a nearby noun. Appositives offer non-essential information which only interrupts the continuity of a sentence. Non-restrictive appositives are set off with commas.

Unit 4 TECHNOLOGY SMART & TECH-SAVVY

What will I learn?

4.1 Reading Comprehension

- 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.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - locate an opinion.
  - make simple inferences using context of the text and prior knowledge.
  - distinguish between what is clearly stated and what is implied.
  - deduce meaning of difficult/new words/phrases from context.
  - comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
  - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - explore causes and consequences of a problem or an issue and propose various solutions.
  - evaluate the material read.

4.2 Writing

- Write Précis according to the Précis writing rules.

4.3 Oral Communication

- Present and explain one's point of view clearly.

4.4 Grammar

- Illustrate the use of prepositions of position, time, and movement and direction in texts.
- Use knowledge of roots and affixes (prefixes and suffixes) to determine the meaning of new words, and to form standard words.

4.1 READING COMPREHENSION

Pre-reading

1. What does this picture show? Think out a minute and write down the names of devices.
2. How has technology evolved over the period of time?
3. List down technologies recently discovered/invented.



Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

Technological Revolution

In this new global economy, technology is the major driving force of both economic growth and improved quality of life. It is now the "technological revolution" that is driving innovation and enabling billions of people to live better and safer lives. Technology is the key enabler of better education, health care, efficient environment, safer and secure communities and nations. Many advances in the technology depend on hardware innovations made possible by continued advancement in materials technology. Advancements in technologies have occurred throughout history—from Guttenberg's invention of moveable type to the telephone and mobile phone — making it easier and cheaper to develop, manipulate, organize, transmit, store, and act on. And with these breakthroughs, optimists heralded a new era. Many innovations arose after the World War II but information remained scarce and hard to use and transmit. The reason was that the processing of information relied on "atoms" to record or transmit information in analog form rather than the 'bits' (binary digits of '1s' for on and '0s' for off) used to record or transmit information in digital form. New generation Tele-pointers have offset pen and pencil and old models, while copier and printers recorded information on paper. Telephones translated voices into electric waves that could be played back on speakers. As the materials revolution brought with it a host of amazing new 'things': automobiles, planes, appliances, and telecom system, etc.

Technology & Disaster Risk Reduction

Presently technology can be used for an effective emergency response in time of accidents and natural disasters and creating public safety networks including cellular, wireless, satellite and existing analog television spectrum. Communities have used the Internet during an emergency to coordinate recovery efforts. Disasters forecasting and predictions, monitoring, risk assessment and damage are the open grounds for integrating technology and to respond and to manage natural phenomena such as hurricanes, wildfires, tsunamis, and landslides using satellite images, aerial photographs, and on-the-ground inspections. Progress in the technology has made possible over the past years to introduce significant changes in the integrated approach to the problems of natural disasters. Technology has helped to understand the mechanism of natural hazards of atmospherical, geological, hydrological, and biological origins and to analyse the transformation of these hazards into disasters.

Technology & Entertainment

For the adults, and youngest students, pre-schoolers, toddler's technology is interactive and engaging. Toys have integrated circuits in them to enable children to interact with them. It is technology that is introducing high-quality smart visuals, graphic apps, systems and devices in the mass market, gained such rapid and widespread adoption ever before. The benefits and promises of these ever time technologies are immense and central to improvements in our lives.

Technology & public safety

Technology has enabled a host of products to be safer. It is enabling vehicles to be safer by letting drivers know in real time of impending problems. It is enabling cars to be more energy efficient through new renewable energy like wind power and solar system. Telepresence is possible option to work in any extreme condition.

Technology in Education& Health

Technology is putting a variety of information at people's finger tips, whether they are students in providing course materials online through teleschool without leaving homes. People get information through telemedicine to help them better understand a medical condition. Flexible online classes give people access to education that would never have been possible before the Internet. Parents now use e-leaning via Internet to follow their child's school assignments and academic progress through Web portals and innovative applications. Companies use technology to save on workforce development costs. Games for children designed to double as learning tools have proliferated. Technology has helped improve medical care by making it easier for doctors to provide evidence-based medicine.

Technology & Commerce

Today, technological revolution is giving people a wide variety of choices, enabling them to get the kinds of products and services that fit their needs. Tele work and telemarketing have given people the chance to move beyond the limits. E-commerce lets people buy a vast array of goods and services that previously might have been difficult to find at local stores.

Technology during Epidemics and Pandemics

Epidemics, pandemics or other hazards have threatened the human race time and again. The outbreaks of these calamities left enormous burdens on our lives, economies, and societies at large. In such a scenario, technologies enable secure access to data, enterprise applications, virtual meetings and cloud conferencing. Smart cities could be made and equipped with some sorts of devices which include sensors, processors, wearables, electronics, software, actuators, vehicles, cell phones and computers. The remote sensing technology could monitor environmental changes and disease predictions. The satellite images, aerial photographs, and on-the-ground inspections, can be used to locate populations in dangerous or environmentally unstable places and determine how to respond after disaster strikes. Though technology cannot prevent the onset of the pandemics; however, it can help prevent the spread, educate, warn, and empower those on the ground to be aware of the situation, and noticeably lessen the impact.

Source:Adapted from "Digital Quality of Life" Understanding the Personal & Social Benefits of the Information Technology Revolution Robert D. Atkinson & Daniel D. Castro.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A	Column B
1	innovation	
2	optimists	
3	manipulate	
4	heralded	
5	hazards	
6	hurricanes	
7	proliferated	
8	impending	
9	calamities	
10	lessen	

Exercise 2

Read the text carefully. There are certain words that are related to word 'Tele' means 'far'. First, underline these words in the texts and then write description of these words. An example has been given for you.

Example: ***Tele+phone:*** **Telephone.**

A device used for speaking to distant places by means of electrical signals.

Exercise 3

Read the statements and encircle the correct option.

1. Digital revolution mainly depends on_____.
   a) physical nature b) improved life
   c) hardware innovations d) integrated Circuit
2. During World War-II, transmission of information was in_____ form:
   a) material b) analogue
   c) electric d) catalogue
3. _____ is the technological option to work in dangerous situation.
   a) Telephone b) Telecom
   c) Telepresence d) Television
4. It is technology that people get things better according to their____.
   a) market demand b) environment
   c) needs d) work
5. E-learning can only be possible through_____.
   a) portals b)internet
   c) smart adaptation d) innovative system
6. People get information through _____ to help them better understand a medical condition.
   a) internet b) integrated apps
   c) telemedicine d) visual images
7. Bits used to record or transmit information in _____ form.
   a) binary b) digital
   c) analogue d) logical

8. _____ is an example of hydrological disaster.

a) earthquake b) hurricane

c) floods d) wildfire

9. _____ technology assesses environmental changes and disease predictions.

a) remote sensing b) satellite

c) circuit d) visual images

10. A bulk of population at disaster risks may be located by_____.

a) telecom b) satellite images

c) actuators d) smart phones

Exercise 4

Work individually. Read the text again and mark (√) for true, and (X) for false against each statement given below.

No.	Statement	Answer
1	Use of technology can be harmful for our environment.	
2	First use of technology was related to waves.	
3	During World War II, the use of technology was not familiar.	
4	All tele devices may function with traditional type.	
5	An e-learning can only be possible without internet.	
6	People can also purchase and sell things via internet.	
7	Renewable things are those which cannot be utilized again.	
8	Telework and telepresence are the internet ways to work in hazardous situation.	

Post-reading

Exercise 5

Read the text and answer the following questions.

1. What do you mean by technological revolution?
2. Why did innovation information remain scare at the time of World War-II?
3. How is the technology boon for students?
4. What are the benefits of E-commerce in today's world?
5. How does technology work in environmentally risk areas?
6. How has technology greatly supported doctors & medical practitioners?
7. How does technology secure humans from calamities?
8. Some people have opinion that youngsters are not safe in the technological era? Give reasons for your agreement or disagreement.
9. Which technology innovation has impacted you profoundly and how?
10. How did technology contribute in keeping peoples' lives safe during the recent pandemic or disaster?

Exercise 6

Though use of technology has many advantages to ease living, it has some disadvantages too. Now, work in groups. First make outlines related to only disadvantages of technology, and then expand each outline in short paragraphs.

4.2 WRITING

Précis Writing

The word **Précis** is a French word which means a summary and *précis writing* means summarizing a lengthy passage in limited words without affecting the main idea or theme of the passage. The following steps will help you to make a standard précis.

Steps

1. Read the entire passage carefully to know the central idea.
2. Underline or highlight important points.
3. Irrelevant points should be excluded.
4. Use your own words in writing the précis.
5. Do not use idioms and phrases.
6. Check spellings and grammatical errors.
7. Length of précis should be one-third of the original passage.
8. Do not copy the same text.
9. Make a final draft.
10. Suggest an appropriate title.

Sample of Précis

Passage	Précis
Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. The more we learn about dolphins, the more we realize that their society is more complex than people previously imagined. **They look after other dolphins when they are ill, care for expecting mothers, and protect the weakest in the community, as we do.** Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing	**Title:** **Dolphins: the Compassionate Beings** Dolphins' friendliness has always excelled that of humanity. They are supposed to be more intelligent and helpful than mankind, but they lack behind due to physical weakness. Further, their benevolent character can be witnessed through communicative gestures in distress towards their community. Man's superiority is shown in killing those kind

words. **Could any of these mammals be more intelligent than man? Certainly, the most common argument in favour of man's superiority over them that we can kill them more easily than they can kill us is the least satisfactory.** On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.	creatures. The more man knows about them, the more he loves them.

Exercise 1

Work in pairs. Write the précis of the following paragraph and suggest a suitable title. Remember to use steps given above. After completing, share the précis with your partner.

Trees give shade for the benefit of others, and while they themselves stand in the sun and endure the heat, they produce the fruit of which others profit. The character of good human is like that of trees. Sandalwood, the more it is rubbed, the more scent does it yield. Sugarcane, the more it is peeled and cut up into pieces, the more juice does it produce. What matters whether other people praise them or not? What difference does it make whether they die at this moment or whether lives are prolonged? Happen what may, those who tread in the right path will not set foot in any other. Life itself is unprofitable to a human being who does not live for others. To live for the mere sake of living one's life is to live the life with no purpose.

Note for teacher: Explain each step of précis writing in the class. Next, divide the class in different pairs for completing Exercise 1. Walk around the class and assist students who need your help. Ask them to share your work with their partners so that they may check each other's work. Then, tell them to incorporate the suggestions of their partners.

4.3 ORAL COMMUNICATION

Presentation and Explanation of One's Point of View

Here are some possible ways to present and explain one's point of view clearly.

Some ways of expressing one's point of view	
• In my opinion...	• As far as I'm concerned...
• I think that...	• It is my impression that...
• I would say that...	• Speaking personally...
• I consider / find / believe / suppose that...	• My own / personal opinion on the subject is that...
• I have the feeling that...	• I am of the opinion that...

Exercise 1

Practise the following dialogue in groups of three. Three friends, Babar, Akmal and Zeeshan, were discussing about their future plan after completing intermediate. One dialogue has been left blank for each of the character. Each one should think of one more dialogue related to situation and say it; the others can agree or state another view point.

Babar: Medical is a nice field to join after intermediate.

Akmal: I think that engineering is a perfect one.

Zeeshan: I neither like medical nor engineering. Speaking personally, I would like to go for legal studies.

Babar: In my opinion, there are many diseases by which people get sick and die ultimately. Hence, we should opt for medical to help to recover poor and needy people.

Akmal: I agree with Babar. The service of humanity can only be possible by joining medical field.

Zeeshan: You are right Akmal. But, I am of the opinion that if we don't have legal consultants, the rights of people would be violated everywhere.

Exercise 2

Two dialogue activities should be presented in the class. The topics must be of any common interest like:

1. Personal Business and Employment
2. Manual Book Readings and Digital Readings

Note for teacher: Divide the students in groups of 3. Ask each one to take the role of one character. Tell them to first read the dialogue silently and to think of one dialogue that they would like to say. Then, they should role play by not reading the dialogue but speaking to each other and ask them to respect each other's point of view. Afterwards, ask some of the groups to come and speak their dialogues in front of the class.

4.4 GRAMMAR

Preposition

A preposition of time allows discussing a specific time period such as day, date, on the calendar, one of the days of the week, or the actual time something takes place. Such as *on, in, at, since, for, ago, before, to, past, to, from, till / until, by*

Example: My friend lives **at** Saddar **in** Karachi.

While the preposition of movement or direction shows movement from one place to another place. Such as *above, across, after, against, along, around, behind, below, beside, between, by, down, from, in front of, inside, into, near, next to, onto, out of, outside, over, past, round, through, to, towards, under, up*

Example: Shireen is coming **from** Japan.

Exercise 1

Work in pairs. Look at the picture below andillustrate the use of prepositions of place and time and fill in the blanks. After completing, share your work with your partner.

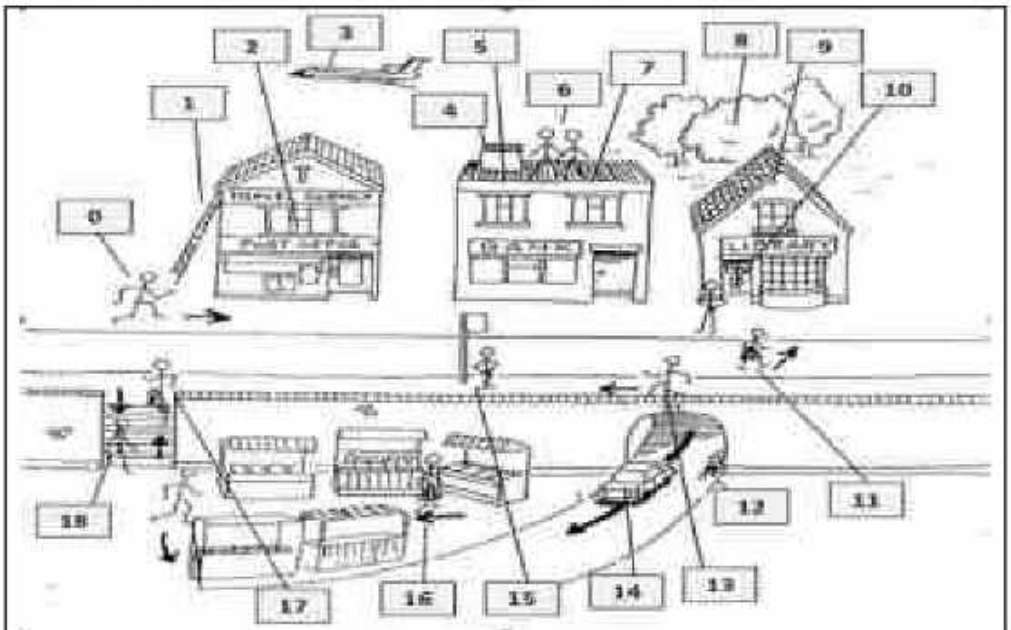


1. There is a doll _____ the sofa that was purchased_____Monday last.
2. There is a ball _____ the table. It will be taken to play_____half an hour.
3. There is a cat _____ the armchair.
4. There is an apple _____ the table.
5. There is a dog _____ the table.
6. There is an umbrella _____ the sofa.

7. There is a picture _____ the wall.
8. There is a vase ____ the table.
9. There a robot _____ the floor.
10. There is a car _____the armchair.
11. There is a lamp _____ the sofa and will be lit____10 pm.
12. There is a teddy _____ the armchair. It will go to sleep____11 pm.

Exercise 2

Work in pairs. Look at the picture below and illustrate the use of prepositions of place & movement and fill in the blanks. After completing, share your work with your partner.



0. He is walking _____ the post office _____ the bank.
1. The ladder is standing _____ the wall.
2. The post office is _____ the travel agency.
3. The aeroplane is flying _____ the town.
4. The bank is _____ the post office and the library.
5. My flat is _____ the bank.
6. They are standing _____ the building.
7. The flat is _____ the park.

8. The park is _____ the library.
9. The library is _____ the bank.
10. He is standing _____ the library.
11. She is walking _____ the road.
12. They are sitting _____ the bridge.
13. He is walking _____ the road.
14. He is driving _____ the bridge.
15. The bus stop is _____ the bank.
16. She is walking _____ the market.
17. She is walking _____ the stairs.
18. He is walking _____ the steps.

The table below describes some of the prepositions most commonly used with verbs: *for, to, about, with, of, in, at, on, and from.*

Verb + Preposition	**Usage**	**Example**
Verb + *for*	Often used to emphasize purpose or reason.	beg for ask for
Verb + *to*	Usually refers to direction (literal or metaphorical) or connections between people or things.	belong to travel to
Verb + *about*	When referring to things, events, or gerunds.	ask about write about
Verb + *with*	Usually point to connections and relationships between people or things.	agree with compare with
Verb + *in*	Tends to point out involvement or connections between people or things.	believe in result in
Verb + *at*	Used to indicate places, skills, and reactions.	arrive at look at
Verb + *on /of*	Used with a number of different verbs.	agree on comment on
Verb + *from*	Used to identify a point of origin or a connection or disconnection between people or things.	differ from suffer from

Prepositional verbs always take a *direct object* (either a *noun* or *gerund*) after the *preposition* and cannot be separated by it. For example:

i. "He **listens to** classical music every night." (Correct — the prepositional verb is not separated, and the object comes directly after the preposition.)

ii. "He **listens** classical music every night." (Incorrect — the verb *listens* requires a preposition to connect to its object, *classical music*.)

iii. "He **listens** classical music **to** every night." (Incorrect — *listens* and its preposition *to* cannot be separated by the object, *classical music*.)

Exercise 3

Now, work individually and fill in the gaps with the verbs followed by appropriate prepositions to complete the sentences given below. You can choose from the above given table.

i. Since Sara is arrogant, she never _____ her rude behaviour.

ii. The luggage _____ the man in black hat.

iii. She _____ the second chance to rectify her mistake.

iv. Last year, Moiz _____ Mirpur Khas and stayed at his home town for a month.

v. In today's session, he _____ the current situation of Pakistan.

vi. The committee _____Mr. Ali Miral, Mr. Zohair Anees, and Ms. Saima Huq.

vii. The nation _____ the inflation and poverty.

viii. The Prime Minister did not _____ his cabinet's opinions.

ix. When she participates in races, she only _____ the time.

x. Now, it is the time _____ as many companies as possible.

Prefix

A prefix is actually an *affix* which is placed before the *root* word. Adding it to the beginning of the *root* changes it into another word.

For example, when the *prefix* ***un*** is added to the word ***happy***, it creates the word ***unhappy***.

Here are few examples to demonstrate how placing a prefix before a root word develops a word with a new meaning, which is synthesis of the both words - prefix and root.

Prefix	meaning	root word	meaning of root word	compound word after synthesis	meaning of compound word
bi-	twice	Polar	taking extreme position	bipolar	maniac
		Function	activity, purpose	bifunction	having two functions
		Annual	yearly	biannual	twice in a year
de-	opposite of	Pose	assume a position	depose	Remove
		Tour	journey	detour	deviation from a course
		hydrate	give water	dehydrate	loose water
dia-	thoroughly	meter	a specific measure	diameter	width of a circle
		gnosis	knowledge	diagnosis	identification nature of illness
inter-	among, between	national	relating to nation	international	between nations
		mingle	mix	intermingle	Mixed
		Face	surface of a thing	interface	connecting two things
en, em	cause to	Joy	happy	enjoy	cause to be happy
		pathy	of feelings	empathy	sharing of feelings
		lighten	cheers, brighten	enlighten	to have light or be cheerful
Sub	under	marine	sea	submarine	
		standard	a benchmark	substandard	below a benchmark
		Text	written material		unwritten meaning

Some more examples of formation of words by synthesis of prefix and root word are also given in the following matrix:

dis-	Opposite	disapprove, disinfect, disbelieve.
fore-	Before	foreshadow, foregoing, forecast.
in-	into, not	invade, inaccurate, incapable.
im-	into, not	implant, imperfect, improvisation.
mis-	Wrongly	misjudge, miscalculate, mismatch.
semi-	Half	semicircle, semiformal, semicolon.
pre-	Before	pretext, prevent, pre-plan.
super-	Above	supersonic, superstar, superstore.
re-	again, back	revolutionary, reinforcement, rejoice.
non-	Not	nonsense, nonverbal, non-stick.
over-	too much	overload , overdose, overwhelming.
trans-	Across	transcend, transport, transfer.

Exercise 4

Now, work individually and fill in the blanks with the appropriate words in the box below. After you have completed, share your work with your partner.

forecast, disinfect, semiformal, nonverbal, biannual, rejoice, substandard

1. The cleaning staff _____ the area to avoid the spread of Corona Virus.
2. The problem is that he expected you to understand his _____ communication.
3. Her wedding was _____, so everyone just dressed neat and tidy.
4. Living conditions such as _____ housing have a major impact on health.

5. You have just _____ how quickly people would accept this information and how supportive they would be while learning to accept this "change."
6. The _____ dental and medical check-ups are offered if you take total coverage medical policy.
7. His victory was _____by the political analyst due to his commitment and promises with the nation.

Exercise 5

Work in pairs and identify the words which have prefixes in any news from a newspaper which is provided by the teacher. After completing, share your work with your partner.

Note for teacher: Explain the difference between prefix, root-word, and suffix by giving more examples. Moreover, divide students in different pairs. News or any information which has such stuff can be collected from a newspaper or a magazine. Then, distribute it randomly among the students. Ask them to underline prefixes, root-words, and suffixes, and share with their partners after completing Exercise 5.

Unit 5 CIVIC SENSE AND CIVIC ACTIVITIES

What will I learn?

5.1 Reading Comprehension

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post- reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse how writer has used language and style.
- Know that themes are related to and set in different societies, cultures of different times.
- Explore viewpoints/ideas and issues.
- Comprehend/interpret text by applying critical thinking.

5.2 Writing

- Analyse and compare various business letters, to write effective business letters in an extended social environment for various purposes (complaint, appreciation, request, asking for and providing information).

5.3 Oral Communication

- Use polite forms to negotiate and reach consensus.

5.4 Grammar

- Spot errors in the use of degrees of adjectives in writing.
- Revise and illustrate the use of all previously learnt modal verbs.

5.1 READING COMPREHENSION

Pre-reading

1. Look at the pictures and quickly describe different activities.





Reading Text

My Bank Account

When I go into a bank, I get frightened. The clerks frighten me; the desks frighten me; the sight of the money frightens me; everything frightens me. The moment I pass through the doors of a bank and attempt to do business there, I become an irresponsible fool.

I knew this before, but my salary had been raised to fifty dollars a month and I felt that the bank was the only place for it.

So, I walked unsteadily in and looked round at the clerks with fear. I had an idea that a person who was about to open an account must necessarily consult the manager.

I went up to a place marked 'Accountant'. The accountant was a tall, cool devil. The very sight of him frightened me. My voice sounded as if it came from the grave.

"Can I see the manager?" I said, and added solemnly, "alone." I don't know why I said "alone."

"Certainly," said the accountant, and brought him.

The manager was a calm, serious man. I held my fifty-six dollars, pressed together in a ball, in my pocket.

Note for teacher: Ask pre-reading question one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

"Are you the manager?" I said. God knows I didn't doubt it.

"Yes," he said.

"Can I see you?" I asked, "alone?" I didn't want to say "alone" again, but without this word the question seemed useless.

The manager looked at me with some anxiety. He felt that I had a terrible secret to tell.

"Come in here," he said, and led the way to a private room. He turned the key in the lock.

"We are safe from interruption here," he said. "Sit down."

We both sat down and looked at each other. I found no voice to speak.

"You are one of Pinkerton's detectives, I suppose," he said.

My mysterious manner had made him think that I was a detective. I knew what he was thinking, and it made me worse.

"No, not from Pinkerton's," I said, seeming to mean that I was from a rival agency.

"To tell the truth," I went on, as if someone had urged me to tell lies about it. "I am not a detective at all. I have come to open an account. I intend to keep all my money in this bank."

The manager looked relieved but still serious; he felt sure now that I was a very rich man, perhaps a son of Baron Roth's child.

"A large account, I suppose," he said.

"Fairly large," I whispered. "I intend to place in this bank the sum of fifty-six dollars now and fifty dollars a month regularly."

The manager got up and opened the door. He called to the accountant.

"Mr. Montgomery," he said, unkindly loud, "this gentleman is opening an account. He will place fifty-six dollars in it. Good morning."

I stood up.

A big iron door stood open at the side of the room.

"Good morning," I said, and walked into the safe.

"Come out," said the manager coldly, and showed me the other way.

I went up to the accountant's window and pushed the ball of money at him with a quick, sudden movement as if I were doing a sort of trick.

My face was terribly pale.

"Here," I said, "put it in my account." The sound of my voice seemed to mean,"Let us do this painful thing while we feel that we want to do it."

He took the money and gave it to another clerk.

He made me write the sum on a bit of paper and sign my name in a

book. I no longer knew what I was doing. The bank seemed to swim before my eyes.

"Is it in the account?" I asked in a hollow shaking voice.

"It is," said the accountant.

"Then I want to draw a cheque."

My idea was to draw out six dollars of it for present use. Someone gave me a cheque-book and someone else seemed to think that I was a man who owned millions of dollars, but was not feeling very well. I wrote something on the cheque and pushed it towards the clerk. He looked at it.

"What! Are you drawing it all out again?" he asked in surprise. Then I realized that I had written fifty-six dollars instead of six. I was too upset to reason now. I had a feeling that it was impossible to explain the thing. All the clerks had stopped writing to look at me.

Bold and careless in my misery, I made a decision.

"Yes, the whole thing."

"You wish to draw your money out of the bank?"

"Every cent of it."

"Are you not going to put any more in the account?" said the clerk, astonished.

"Never."

A foolish hope came to me that they might think someone had insulted me while I was writing the cheque and that I had changed my mind. I made a miserable attempt to look like a man with a fearfully quick temper.

The clerk prepared to pay the money.

"How will you have it?" he said.

"What?"

"How will you have it?"

"Oh!" I understood his meaning and answered without even trying to think "in fifty-dollar notes."

He gave me a fifty-dollar note.

"And the six?" he asked coldly.

"In six-dollar notes," I said.

He gave me six dollars and I rushed out.

As the big door swung behind me, I heard the sound of a roar of laughter that went up to the roof of the bank. Since then I use a bank no more. I keep my money in my pocket and my savings in silver dollars in a sock.

Stephen Leacock

While-reading

Exercise1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A	Column B
1	solemnly	
2	terrible	
3	detective	
4	mysterious	
5	whispered	
6	painful	
7	astonished	
8	hallow	
9	temper	
10	rival	

Exercise 2

Work in pairs. Match the following bank-related words of column A with their meanings given in column B and write answers in Column C. After you have completed, share your work with your partner.

No.	Column A		Column B	Column C
1	bank manager	A	one who maintain all written record	
2	accountant	B	to put money in the account	
3	clerk	C	dealings and exchanges	
4	cheque	D	a small book having checks to draw money	
5	transactions	E	one who maintains audits business accounts	
6	deposits	F	one who has control of all resources in the bank	
7	cheque book	G	a written order directing a bank to pay money	

Exercise 3

Read the statements and encircle the right option.

1. The writer visited the bank_____.
   a) frequently b) first time
   c) in a month d) yearly
2. The writer's salary was raised to_____ a month.
   a) sixty dollars b) fifty dollars
   c) thirty dollars d) fifty-six dollars
3. _____ presumed the writer to be a detective.
   a) clerk b) manager
   c) accountant d) rich man
4. The writer first met the _____ in the bank.
   a) accountant b) manager
   c) clerk d) security guard
5. The writer had_____ dollars at the time of opening the account.
   a) six b) fifty six
   c) fifty d) sixty
6. Mr. Montgomery was a/ an_____.
   a) manager b) accountant
   c) clerk d) detective
7. The _____ of the author made the manager think that he was a detective?
   a) mysterious manner b) simplicity
   c) harsh behaviour d) boldness
8. The author wrote fifty-six dollars instead of six dollars due to_____.
   a) fear b) haste
   c) anxiety d) madness
9. The text 'My Bank Account' is an example of_____ tale.
   a) detective b) humorous
   c) moral d) fictitious
10. After returning from the bank, the writer put his savings in_____.
    a) bank b) pocket
    c) silver box d) sock

Exercise 4

Work in pairs. Read the text again carefully and write the sequence of events of the story. After completing, share your work with your partner.

Firstly
Secondly
After That
Then
Later
Finally

Post-reading

Exercise 5

Read the text and answer the following questions.

1. What is effect upon the author of entering the bank to do business?
2. Why did the author decide to open an account?
3. What was the manager's reaction when the author told him that he would like to see him alone?
4. Why did the manager look relieved when he knew the purpose of the author's visit?
5. What is the equivalent of fifty American dollars in Pakistani currency?
6. What mistake did the author make when he wrote the cheque?
7. Explain the meaning of the clerk's question, "How will you have it?"
8. Why was there a roar of laughter when the author left the bank?
9. The author, Stephen Leacock, was a respected university teacher and a highly successful writer. Do you think this is a true story?
10. Why is it wiser to keep one's money in a bank than to hoard it in one's home?

Exercise 6

Work in groups. Fill in the required information in the given application form. Once you have filled in, exchange it with other groups.

Account Opening Form

Applicant/First account-holder: Please fill the columns with appropriate information.

Application is for: New account / Renewal account	
Name:	CNIC:
Father/Husband Name:	Nationality:
Surname:	City:
Town:	Province:
Country:	Mobil No.
Telephone No.	Email:
DoB:	Marital Status:
Professional Employment: Salaried employee / Student / Self-employed / Other _____	Gender:
Language spoken:	Name of the company/organization
Type of business/work	Office address
Purpose of Account: ○ Personal ○ Saving ○ Current ○ Investment	
Postal Address	
Permanent Address	
Signature of Applicant	Applicant witness No.1

Disclaimer:
The applicant(s) hereby declare(s) under his/her/their own full responsibility that the details provided in this application are true and correct to the best of my knowledge.

Exercise 7

There are many advantages of using Bank.Work in groups, first collect some points on the topic:Advantages of Using Bank.Then, present these opinionsin front of the class.

5.2 WRITING

Business Letter

Business letter is an important communication tool in professional settings. It is used when writing from one business organisation to another, or for correspondence between organisations and their customers, clients and other external parties. Here are some of the useful tips for writing a business letter.

Useful Tips:

- Simple and appropriate language should be used.
- Abbreviations and short forms must be avoided.
- Know who you are writing to.
- Use the right greetings.
- Be clear, concise and to the point.
- Use block format.
- Check for grammar and formatting.

Format and Sample of a Business letter	
Date	February 1, 20XX
Name and address	Shahryar, Customer Service Manager, Com. Electronics Pvt. Ltd. Qasimabad, Hyderabad.
Greeting	Dear Mr. Shahryar,
Opening paragraph	I hereby write to complain regarding the defect in the purchased laptop from your store. The system worked properly for one month but it has not been functioning properly for last three days. The system hangs multiple times and shuts down abruptly and requires to be restarted. Since the system is still in the warranty period, I wish to get it replaced at the earliest.
Concluding paragraph	I request you to look into this matter without any delay and provide a new working laptop of the same brand. I have enclosed a copy of the bill of purchase for your reference. Looking forward to your early response. Thanking you in anticipation.
Closing and signature	Yours truly, Gansham

Exercise 1

Work in pairs and write a letter to the National Book Foundation for provision of English Grammar books for your library. Follow the tips and format provided above. After completing, share your work with your partner.

Exercise 2

You went to a commercial bank for account opening. However, you are not satisfied with their services. Now, work individually and write a letter to the Manager of the bank complaining about the unprofessional behaviour of the staff. Follow the tips and the format provided above.

Note for teacher: Discuss writing business letter in the class. Explain the tips provided in the table above. You can add more if you wish to do so. Next, divide the class into various pairs before asking students to do Exercise 1. Ask them to use format given above. After they have completed, ask them to share their work with their partners for feedback.

5.3 ORAL COMMUNICATION

Polite Form to Negotiate and Reach Consensus

Negotiating politely and reaching on consensus are the core skills. For building such skills, here are some of the phrases that can be used in daily life.

<table>
<tr><th colspan="2">Useful Phrases</th></tr>
<tr><td>for making proposal
• I would like to propose that...
• Concerning your proposal, our basic position is...
• I've got several options...</td><td>for responding to proposals
• Now that you mentioned it...
• Maybe, it would be better to...
• Perhaps a better idea would be...
• I agree, but....</td></tr>
<tr><td>for making reasons
• One of the key reasons for this is...
• This is because...</td><td>for expressing agreement
• I agree with you on that point.
• You have a strong point there.
• I think that would be acceptable.</td></tr>
<tr><td>for expressing disagreement
• I'm afraid we have some reservations on that point...
• I can't quite agree with you on that.</td><td>for accepting the proposal
• I think we have reached an agreement here.
• This agreement is acceptable to us.</td></tr>
<tr><td colspan="2">to reach on the consensus
• Let's look at the points we agree on...
• Shall we try to sum up the main points of our discussion?
• This is where we currently stand after a long discussion.</td></tr>
</table>

Exercise 1

Work in groups of three and practise the following dialogue. You will have to practise the dialogue three times, each time taking the role of one another.

Bashir: I think we should arrange a farewell party for all our seniors.

Zamir: I agree, but we have so many seniors and we have collected limited amount of money.

Kashif: So what? Every year, students of Grade XI arrange a farewell party for their seniors.

Bashir: I would like to propose that we can invite all our seniors if we choose the limited menu.

Zamir: No. It's not only the limited menu. If we invite many seniors, we will need a big venue for which we will need a lot of money.

Kashif: A farewell party is arranged in honour and for having fun only. We should invite all the seniors.

Bashir: But, we should also be careful not to spend too much money.

Zamir: You have a strong point here. Let's make a list of all the participants including teachers. Then, we can decide how many people to invite and who to invite.

Kashif: I think that would be acceptable. Once we know for sure how many people we are inviting, we can then decide about venue and menu.

Exercise 2

After you have practised the above dialogue, work in same group of three and develop a dialogue on one of the following topics. You need to come to a consensus and then role play as above. Remember to use phrases given above.

1. Organising a college debate competition (discuss and agree on what will be done, when will the programme be, how long will it be, who will be invited as a chief guest, etc.)
2. Having a college trip (discuss and agree on where will you go, only students or teachers also, how much money will be required and what will be the share on each student, etc.)

Note for teacher: You can let students choose the topic or you can assign half the class one topic and half the class other. After students have written and practised their dialogue, ask some of them to come up in front of class and role play.

5. 4: GRAMMAR

Degrees of Adjective

Adjectives have three degrees: positive, comparative and superlative. One and two syllable adjective usually takes 'er' to form a comparative degree and 'est' to form a superlative degree (e.g. hard, harder, hardest and pretty, prettier, prettiest).

The adjectives with suffixes usually form a comparative degree with 'more' and a superlative degree with 'most' (e.g. beautiful, more beautiful, most beautiful and careless, more careless, most careless).

Adjective can have irregular degrees also (e.g. good, better, best).

Some Common Errors with Comparisons

1: Using the comparative instead of the superlative

- **INCORRECT:** He is the *happier* person I know.
- **CORRECT:** He is the *happiest* person I know.

- **INCORRECT:** She is the *more thoughtful* person in the town.
- **CORRECT:** She is the *most thoughtful* person in the town.

2: Doubling up comparisons or superlatives

- **INCORRECT:** His car is *more faster* than mine.
- **CORRECT:** His car is *faster* than mine.

- **INCORRECT:** His car is *the most fastest.*
- **CORRECT:** His car is *the fastest.*

3: Using empty comparisons (part of the comparison is missing)

- **INCORRECT:** The participants were more experienced.
- **CORRECT:** These participants are more experienced *than* the previous participants.

- **INCORRECT:** The line moved slower.
- **CORRECT:** The line moved slower *than* the line next to it.

4: Using ambiguous comparisons (the comparison has more than one possible meaning)

- **INCORRECT:** She likes pizza better than her husband.
  CORRECTED: She likes pizza better than her husband does.

- **INCORRECT:** Her suitcase is bigger than Saleem.
- **CORRECT:** Her suitcase is bigger than Saleem's.

5: Missing the article "the" in the superlative

- **INCORRECT:** Finishing quickly was least important task.
- **CORRECT:** Finishing quickly was *the* least important task.

- **INCORRECT:** The youngest girl was also littlest.
- **CORRECT:** The youngest girl was also *the* littlest.

Exercise 1

Each of the following sentences has an error in the use of comparative or superlative adjectives. Work individually and identify the error, and write corrected sentences in your notebook.

1. My bed is more big than my desk.
2. Zaheer can run fast than me.
3. You are most generous than my brother.
4. Of all our luggage, mine is the heavier.
5. The weather during the summer is the most hot than during the winter.
6. The Earth is closest to the moon than the sun.
7. You should always turn in your work because some points are best than no points.

Exercise 2

In the following sentences, some parts have been labelled A, B, C and D. Work in pairs and identify the part that contains an error. If there is no error in any part of the sentence, mark your answer as E. After you have completed, share your work with your partner.

1. Nadeem and Saleem are (A) comparatively weaker (B) in English as assessed by their (C) teacher. No Error (D) (E)
2. Someone says you are the richest (A). Are you really (B) the richest of allother friends (C)? No Error (D) (E)
3. No doubt, her score (A) in Chemistry is more good (B) than (C) that of her (D) brother. No Error (E)
4. Northern Areas are the most charming (A) of all (B) other areas (C) in (D) Pakistan. No Error (E)
5. Your friends say (A) that you are the most (B) smartest (C) member of the group (D). No Error (E)
6. The most (A) happiest (B) man on earth is the one (C) who is good to (D) everyone. No Error (E)
7. She is more (A) intelligent among (B) her (C) class fellows (D). No Error (E)
8. Javed Shaikh is more famous (A) than (B) any actor (C) of Pakistani films (D). No Error (E)
9. A most (A) hard working (B) student will be given (C) the first (D) prize. No Error (E)
10. Mr. Najeeb was the tallest (A) among (B) the four brothers (C) and the three sisters (D). No Error (E)

Exercise 3

Work individually and rectify the following sentences with proper use of degrees of adjectives, and write corrected sentences in your notebook.

i. Shahid's motivation to succeed in this program seems to be great than his sister.

ii. Either you will make serious study than your sister or risk failing the exam.

iii. A few students are found the more interested in mathematics in whole class.

iv. My travelling partner's journey was long than mine.

v. My income is little than that of my brother.

vi. Among all my colleagues, Mr. Altafis the more regular.

vii. Karachi is the more populous city in Pakistan.

viii. She is intelligent than her cousin so she has taken many marks.

ix. Azizia in Libya is the hot place in the world.

x. The Jupiter is the large planet in the solar system.

Exercise 4

Work in pairs and spot the errors in degree of adjective and rewrite the correct conversation in your notebook. Share your work with your partner after completing the exercise.

Mateen: My phone is working the worst ever! And it's **1.old than** all the other phones I see, too. I want **2. a latest** phone.

Laiba: Take a look at my phone. It was **3. more cheaper than** my last phone, and I'm much **4. happiest** with it. When I'm traveling, I listen to music more often than I do when I'm at home, so I wanted a phone with a **5. more big** memory card.

Mateen: Wow, it's much **6. nice than** mine! The screen is a lot **7.largest,** too. I want one like that!

Laiba: Yeah, you need a big screen, because you watch videos on your phone more frequently than I do.

Mateen: I need to check my emails, do you think a newer and a **8.good** version will help me out?

Laiba: Why not, Mateen. Since it has **9. more advanced** features among all new smart phones in the market, this mobile phone will not only help you to receive and send emails but also you can download different applications.

Mateen: Thank you Laiba for helping me out to buy this **10. the most new** version of the mobile phone.

Note for teacher: Before doing exercises 1-4, explain them how comparative and superlative degrees of adjectives are formed, by discussing the rules given above.

Modal Verbs

Modal verbs are used to express mood and attitude of the speaker and convey the ideas about possibility, probability, necessity, obligation, advisability, and permission. The table below describes in detail about modal verbs.

Type	Modal Verbs	Examples
Ability	Can	David can speak three languages.
	Could	He could speak fluent French when he was 5.
Permission	Can	Can I sit in that chair please?
	Could	Could I open the window?
	May	May I borrow your dictionary?
Advice	Should	You should visit your dentist at least twice a year. You should try to lose weight.
Obligation	Must	I must memorize all of these rules about tenses.
	Have to	You have to take off your shoes before you get into the prayer room.
Possibility	Might, May	It looks nice, but it might be very expensive.
	Could, Can	Ahmer may be coming to see us tomorrow.

Exercise 5

Work in pairs and make at least five sentences of each model verb according to its nature. After you have completed, share your sentences with your partner.

Exercise 6

Use appropriate modal verbs from the box given below and fill in the following conversation. An example has been done for you

may, must, shouldn't, would, should, could, mustn't

Two colleagues, Sara and Zoya, are at a lunch meeting. They are waiting for their co-worker, Noor, who is late.

*"We **must** wait for Noor before we start," says Zoya. "Isn't she here yet?"*

"No, she _____ be on her way," replies Sara.

"Yes, she said she left the office 30 minutes ago," says Zoya. "She _____ be about to arrive."

"Traffic _____ be bad during this hour of time, because it usually doesn't take too long to reach here," Sara says.

Sara looks at her watch. "She _____ feel bad about being late since I know her so well," Sara says. "I know she hates to be kept waiting, so she doesn't like to do it to other people."

"Well, that's alright! We _____ be impatient, don't you think?" Zoya smiles.

"Remember her rule: the one who is late _____ buy lunch!"

"Oh! She is here, after a long wait," says Sara. "Sorry my friends, I'm late because of heavy traffic," justifies Noor.

Noor looks at the menu card quickly. "What _____ we order?" asks Noor. "I think we _____ take some light meals since we all are on diet," says Zoya . "Well, I agree with Zoya," says Sara. "_____ we order a large serving of salad with steamed chicken," asks Noor. "But, I _____ rather prefer to take a bowl of humus since its very healthy and scrumptious," adds Zoya.

Well, girls we _____ waste time, now its' already late, we _____ place an order," yells Sara.

Exercise 7

Insert proper modal verbs in the following blanks.

1. When Sara was five, she _____ read and write.
2. I _____ get up early today. Because it is Sunday.
3. Birds _____ fly but lions _____.
4. This bag is too heavy for you. _____ I help you?
5. I _____ wear school uniform at my school.
6. You _____ smoke here. It is forbidden.
7. _____ you turn on the lights, please?
8. I _____ help my mother with the housework. She is tired.
9. If you go to bed late, you _____ be late for the school.
10. You _____ do your homework if you want to go out.

Note for teacher: Before doing exercises 5-7, explain to them the modal verbs in details by discussing the table given above.

Unit 6 RESPECTING SELF & OTHERS

What will I learn?

6.1 Reading Comprehension

- 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.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - Locate an opinion.
  - Make simple inferences using context of the text and prior knowledge.
  - Distinguish between what is clearly stated and what is implied.
  - Deduce meaning of difficult/new words/phrases from context.
  - Comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
  - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - explore causes and consequences of a problem or an issue and propose various solutions.
  - evaluate the material read.

6.2 Writing

- Proofread and edit own and peers' work for errors of usage and style.

6.3 Oral Communication

- Present with clarity the main point or subject of the presentation.
- Support the topic or subject with effective factual information.
- Structure ideas and arguments in a coherent and logical manner.

6.4 Grammar

- Use varying positions of adverbs in sentences according to their kinds and importance.

6.1 READING COMPREHENSION

Pre-reading

1. Think of an event occurred in your life that has positively impacted you and share it with the class.
2. According to you, what is required to succeed in the life?



Reading Text

Self-Reliance

To believe your own thought, to believe that what is true for you in your private heart is true for all men, — that is genius. Speak your latent conviction, and it shall be the universal sense; for always the inmost becomes the outmost. A man should learn to detect and watch that the ray of light which flashes across his mind from within, more than the lustre of the spheres of bards and sages. Yet he dismisses without notice his thought, because it is his. In every work of genius, we recognize our own rejected thoughts; they come back to us with a certain alienated majesty. Great works of art have no more affecting lesson for us than this. They teach us to abide by our spontaneous impression with good-humoured inflexibility then most when the whole cry of voices is on the other side. Otherwise, tomorrow a stranger will say with masterly good sense precisely what we have thought and felt all the time, and we shall be forced to take with shame our own opinion from another.

Note for teacher: Draw a diagram on the board and write 'To succeed in life' in the centre. Ask students to say quickly one motivational word that comes in your mind. Take a quick round of responses from the students. Then, ask them to read the text silently.

There is a time in every man's education when he arrives at the conviction that envy is ignorance; that imitation is suicide; that he must take himself for better, for worse, as his portion; that though the wide universe is full of good, nothing of substance can come to him but through his toil bestowed on that plot of ground which is given to him to till. The power which resides in him is new in nature, and none but he knows what he can do, nor does he know until he has tried. A man is relieved and happy when he has put his heart into his work and done his best; but what he has said or done otherwise, shall give him no peace.

Trust thyself: every heart vibrates to that iron string. Accept the place the divine providence has found for you, the society of your contemporaries, the connection of events. Great men have always done so, and confided themselves childlike to the genius of their age, betraying their perception that the absolutely trustworthy was seated at their heart, working through their hands, predominating in all their being.

What I must do is all that concerns me, not what the people think. This rule, equally arduous in actual and in intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder, because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.

Insist on yourself; never imitate. Your own gift you can present every moment with the full force of a whole life's cultivation; but the borrowed talent of another, you have only temporary and incomplete possession. No man yet knows what it is until that person has exhibited it. Where is the master who could have taught Shakespeare? Where is the master who could have instructed Franklin, or Washington, or Bacon, or Newton? Every great man is a unique. Shakespeare will never be made by the study of Shakespeare. Do that which is assigned to you, and you cannot hope too much or dare too much. Abide in the simple and noble regions of thy life, obey your heart, and you shall reproduce your own creative world again.

Society never advances. It recedes as fast on one side as it gains on the other. It undergoes continual changes; it is barbarous, it is civilized, it is religious, it is rich, it is scientific; but this change is not for better. For everything that is given, something is taken. Society acquires new arts, and loses old instincts. What a contrast between the

well-clad, reading, writing, thinking civilized, with a watch, a pencil, and a bill of exchange in his pocket, and the naked savage, whose property is a club, a spear, a mat, and an undivided portion of shed to sleep under! But compare the health of the two men, and you shall see that the civilized man has lost his aboriginal strength. If the traveller tells us truly, strike the savage with a broad axe, and in a day or two the flesh shall unite and heal as if you struck the blow into soft pitch, and the same blow shall send the civilized man to his grave.

The civilized man has built a coach, but has lost the use of his feet. He is supported on crutches, but lacks so much support of muscle. He has a fine modern watch, but he fails of the skill to tell the hour by the sun. An almanac he has, and so being sure of the information when he wants it, the man in the street does not know a star in the sky. The solstice he does not observe; the equinox he knows as little; and the whole bright calendar of the year is without a dial in his mind. His note-books impair his memory.

Nothing can bring you peace but yourself. Nothing can bring you peace but the triumph of principles.

Excerpt from Essay of Ralph Waldo Emerson

While-reading

Exercise1

Work in pairs. Find at least ten new words from the text and write their meaning contextually. After you have completed, share your work with your partner.

No.	Word	Contextual meaning
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Exercise 2

Work individually and write the antonyms of the following words. After completing, share your work with your class fellows.

No.	Word	Antonym
1	arduous	
2	Barbarous	
3	betray	
4	solitude	
5	noble	
6	Aboriginal	
7	civilized	
8	Temporary	
9	Ignorance	
10	Recedes	

Exercise 3

Read the statements and encircle the correct option.

1. In every work of genius, we recognize our own rejected _____.
   a) ideas b) thoughts
   c) concepts d) motives
2. According to the author, envy is _____.
   a) bliss b) evil
   c) suicide d) ignorance
3. Insist on yourself; never _____.
   a) imitate b) indicate
   c) initiate d) imply
4. According to the author, it is _____ in the world to live after the world's opinion.
   a) important b) unimportant
   c) easy d) difficult
5. Society undergoes _____ changes.
   a) continuous b) continual
   c) collective d) creative

6. 6. Every great man is _____.
   a) simple b) unique
   c) rare d) common
7. Society acquires new arts, and loses old _____.
   a) ways b) methods
   c) instincts d) approaches
8. Civilized man has lost his _____strength.
   a) aboriginal b) original
   c) real d) physical
9. The civilized man has lost the use of his feet because he has built _____.
   a) car b) coach
   c) crutches d) castle
10. A solstice is a _____.
   a) position of moon b) position of sun
   c) time of the day d) period of year

Exercise 4

Work individually. Read the text again and mark (√) for true, and (X) for false against each statement given below.

No.	Statement	Answer
1	In Self-Reliance, he urges people to trust themselves.	
2	According to the author, the greatest obstacle to trust yourself is society.	
3	The author exhorts human beings to strive for absolute consistency.	
4	We should abide by our own thoughts and opinions.	
5	Great man always remains in solitude for perfection.	
6	Society always undergoes constant changes from better to worse and vice versa.	
7	Every man is responsible to make for himself and his own.	

Exercise 5

In 'Self-Reliance' Ralph Waldo Emerson distinguishes between internal and external causes of behaviour. Work in groups. Read the text again and re-write the two internal causes and two external causes of behaviour and note these behaviours in your notebook. Compare the written responses with another group.

Post-reading

Exercise 6

Read the text and answer the following questions.

1. What makes a man great according to the author?
2. Why is self-reliance important for one's development?
3. What is mark of genius according to the author?
4. What happens when a person doesn't value one's own qualities?
5. Why does the author emphasize on developing one's own individuality?
6. How can a person be happy according to the author?
7. "What I must do is all that concerns me, not what the people think." Do you agree to this statement? Give reasons for your agreement or disagreement.
8. What kind of changes does a society undergo according to the author?
9. How do you relate the message of essay to your life?
10. Write a brief summary of the arguments presented in the text?

Exercise 7

Work in groups. Read the whole text and pick any five ideas that you like the most. Share your work with other groups and check each other's work.

1. _____
2. _____
3. _____
4. _____
5. _____

Note for teacher: Divide the class into different groups. Ask each group to share the work with each other so that they may give feedback to each other.

6.2 WRITING

Editing

Editing is a part of the re-drafting process and entails checking the tone, structure and content of your written work to ensure that it has a logical and coherent flow and expresses ideas clearly and correctly. After you have written a complete draft of your written work, you need to review. Editing focuses on sentence-level concerns: things like grammar, punctuation, sentence clarity, spelling, and citation.

Exercise1

Look at the following passages. First one is draft passage and the other is edited passage. Now, work in pairs and compare the draft and the edited passage and note down the difference. After you have completed, exchange your work with your partner.

Draft Passage	Edited Passage
did you no that bats are mammals. we no they are mammals just lik us becaus they are warm blooded they are the only mammals that no how to fly bats are Nocturnal which means thay sleep during the day and are awak at nite?	Did you know that bats are mammals? We know they are mammals just like us because they are warm-blooded. They are the only mammals that know how to fly. Bats are nocturnal which means they sleep during the day and are awake at night.
Draft Passage	**Edited Passage**
Do you know wear the longest rode on Earth can be found. The Pan-American Highway begins in alaska. It passes through Canada the United States and Mexico. Than it continues down the west coast of South America all the way to Chile. Altogether, the highway passes through 12 countrys. It passes through jungles and mountains the road is about 16,000 miles long. At this time, only one 54-miles stretch of the road remains to be completed	Do you know where the longest road on Earth can be found? The Pan-American Highway begins in Alaska. It passes through Canada, the United States and Mexico. Then it continues down the west coast of South America all the way to Chile. Altogether, the highway passes through 12 countries. It passes through jungles and mountains. The road is about 16,000 miles long. At this time, only one 54-mile stretch of the road remains to be completed.

Tips for Effective Editing in Writing

Effective writing looks concise, correct and to the point. More importantly, it is clear and transparent. Here are some effective tips for editing:

a) Write clear sentences.
b) Avoid using jargon.
c) Avoid unnecessary use of passive voice.
d) Use vivid nouns and verbs.
e) Avoid unnecessary abbreviations or contractions.
f) Avoid dangling participles and split infinitives.
g) Avoid "wordy" sentences or sentences of excessive length.
h) Avoid colloquialisms or slang. .
i) Avoid being repetitive in your use of words & expression of ideas.
j) Avoid excessive use of semicolons and commas.
k) Check for all grammatical, punctuation and spelling mistakes.

Exercise 2

Work in pair and find the incorrect words in the passage and correct them. After completing, exchange your work with your partner. Remember to use above tips while doing this exercise.

Passage	Incorrect	Correct
It is true that a natural disaster was a natural process and we cannot stop it, but through making certain preparations, we can reduce the magnitude of the loss to life or property. First of all, we would reduce global warming which is the root cause from all the problems. We should also have insurance policies such that we have sufficient money to rebuilt our lives after any such disaster.		

Exercise 3

There is an error in each of the following sentences. Work in pairs. Write the correct word in the space provided. After you have completed, share your work with your partner.

No.	Sentence	S.No.	Incorrect	Correct
1	Exploring space mean to study	e.g	Mean	means
2	space to the sake of knowledge	a		
3	in the largest interest of mankind.	b		
4	Exploiting space mean using space	c		
5	for commercial use. There aims	d		
6	are quite diffence. The former one	e		
7	is to enhance knowledge but to satisfy	f		
8	curiosity while the later is	g		
9	to making money.	h		
10	It is truth that his parents are the most humble to him.	i		

Note for teacher: Ask students that unlike large-scale revisions, editing ensures that a paper is stylistically elegant, grammatically correct, and formatted according to accepted disciplinary conventions.

6.3 ORAL COMMUNICATION

Presentation Skills

Presentation skills are one of the essential skills required for students in educational institutions. The main purpose of emphasising presentation skills in educational institutions is to help develop professionalism in the learning environment. Here are some of the phrases used in preparation of presentations.

1. Greetings • Good morning/Good afternoon/ Good evening ..... • Good morning and a warm welcome to you all	**2. Introduce One's self** • I am ..... from grade XI. • I'm....., your class fellow. • Let a minute to introduce myself. • Let me start by telling you a little about my group members.
3. Introduce the topic • I'm going to present about... • The subject of my presentation is... • Today's my topic is..... • It's my privilege to present on.....	**4. Organisation** • My presentation will be in (three parts). • In the first part... • Then, in the second part... • Finally, I'll go on to talk about...
5. Introduce the beginning • Now, let's move to/turn to the first part of my presentation which is about... • So, first... • To begin with... • Let's move to (the next part which is)... • So, now we come to the next point, which is... • Now, I want to describe... • Let's turn to the next issue...	**6. Introduce the supporting points with examples** • Further ,..... For instance • Moreover, ... For example, • In addition to this ,.....like, • Such as..... • Similarly.....
7. Summarizing the topic • To sum up... • To conclude... • I'd like to end by emphasizing the main points. • That's all (I want to say for now) on... • Alright, I've explained how...	**8. Thanking the Audience** • I'd like to thank you for taking time out to listen to my presentation. • Thank you for listening / your attention. / Many thanks for paying attention.

Note for teacher: Discuss the given table with the class and explain that this format should be kept in mind while preparing and giving a presentation.

Exercise 1

Work in groups of three. Follow the above guidelines and prepare a presentation on one of the following topics. You will then have to give a group presentation in front of the class.

1. The Importance of Female Education
2. Services of Dr. Ruth Pfau for Humanity
3. Three places in Sindh that students should visit

Make sure that you follow these steps:

- ✓ Do the brainstorming
- ✓ Select the main points you wish to present
- ✓ Decide supporting points you will use to explain your main point.
- ✓ Choose the details that may help you in explaining your points (examples, facts and figures, quotations, etc.)
- ✓ Follow the table above for preparation of your presentation.
- ✓ Check to see if you have used language correctly.
- ✓ Ask someone for help who can guide you.

After you have prepared presentation, decide unanimously who will present which part. If you have time, practise giving the presentation so that you know how and when one student will follow another.

Exercise 2

Work individually. Select topic of your choice and prepare a presentation.

Note for teacher: Make sure that all students have understood what they are supposed to do. Tell them that they have to give a group presentation, which means that all of them have to speak. Next, ask them to do Exercise 3. Then, ask students to come up and present.

6.4 GRAMMAR

Positioning Adverbs

Kinds of Adverb					
Manner	**Frequency**	**Degree**	**Time**	**Place**	**Relative**
angrily, cautiously, nicely, slowly, skilfully, precisely	sometimes, usually, never, always, rarely	very, extremely, too, quite, greatly, hardly, highly, much, more, most	tonight, soon, later, now, forever, still, yet, early, late,	here, there, everywhere, nowhere, somewhere, anywhere, in, out, inside,	When, where why

Exercise 1

Work individually and make at least three sentences of each kind of adverb. After you have made the sentences, share your work with your class fellows.

Exercise 2

Read the following sentences. Work in pairs and identify an adverb and locate its position in each of the sentence using table given below. An example has been done for you.

1. *Suddenly, I felt afraid.*
2. Yesterday, detectives arrested a man and a woman in connection with the murder.
3. Apples always taste best when you pick them straight off the tree.
4. They have completely forgotten about our appointment.
5. Why do you always have to eat so fast?
6. They ate dinner quietly.

An example has been done for you:

Adverb	Position (beginning ,middle , end)
1. *Suddenly*	*Beginning*
2.	
3.	
4.	
5.	
6.	

Look at the following table. See how different types ofadverbs go in different positions.

Place	Time	Frequency (indefinite)	Complete-ness	Manner
usually end	usually end or beginning to emphasize	usually middle	middle / usually follow all auxiliary verbs	usually end / adj + ly: middle if adverb isn't the main focus
anywhere around away downstairs everywhere **here** in London inside outside somewhere **there** to bed underground upstairs --- *Here* and *there* often begin clauses	daily every week in June last year lately now recently soon then today tomorrow weekly yesterday yet --- middle: already just still	always ever ***frequently*** hardly ever however never ***normally*** not often ***occasionally*** ***often*** rarely regularly seldom ***sometimes*** ***usually*** --- ***Italic adverb:*** can go in front or end position --- *Always* & *never* can begin imperative clauses.	almost completely hardly kind of more or less nearly partly practically properly quite rather scarcely sort of	angrily badly beautifully carefully elegantly emotionally fast gently happily hard lightly loudly nicely noisily quickly quietly sadly slowly so softly straight suddenly terribly well

Exercise 3

Work in pairs and identify the position of adverb used in the following sentences. Write the position of adverb against each sentence. After completing, share your work with your partner.

No.	Sentence	Position of Adverb
1	She always goes to bed early.	
2	We never watch TV.	
3	Zakia and Zulifqar often go to the cinema.	
4	Abdullah meets Noman once a week.	
5	I sometimes eat fast food.	
6	They hardly ever cook at home.	
7	He studies English every night.	
8	You normally drink coffee.	
9	I rarely go to the park.	
10	They go to a restaurant from time to time.	

Exercise 4

Work individually and answer the following questions using frequency expressions in the answer column. After completing, share your work with your partner.

No.	Questions	Answer
1	How often do you eat fruit?	
2	How often do you meet your friends?	
3	How often do you do exercise?	
4	How often do you use the computer?	
5	How often do you go away?	

Exercise 5

Work in pairs. Rewrite the following sentences by putting the frequency adverbs and expressions in the right place. Share your work with your partner when it is completed.

1. Rashid is late for school. (never)

_____

2. My brother doesn't write letters to his friends. (usually)

_____

We go on holidays. (twice a year)

_____

4. Asghar wears a tie. (sometimes)

_____

5. I eat fish. (once a week)

_____

6. Do the children watch TV? (often)

_____

7. My father is very busy. (always)

_____

8. Naeem tidies his room. (never)

_____

9. My brother and I go fishing. (every week)

_____

10. My mother goes shopping on Saturdays. (always)

_____

11. Do you get up late at the weekend? (usually)

_____

12. I drink tea. (every morning)

_____

13. Shazia rides her motorbike to work. (sometimes)

_____

14. I exercise in the afternoons. (often)

_____

15. Does Shahid have lunch at home? (usually)

_____

Exercise 6

Work in pairs and fill in the blanks below with the best adverbs of frequency given in the box. You can use one word more than one time. After you have completed, share your work with your partner.

always	almost always	usually	often	never
sometimes	seldom	rarely	hardly ever	

1. My brother is never sad. He's _____ happy.
2. I was late for work only one time last year. I'm _____ late.
3. Mary failed only one test in high school. She _____ passed her tests.
4. I always remember to do my homework. I _____ forget to do it.
5. Steven seldom goes to a cinema. He _____ sees movies.
6. Judy saw a doctor for the first time in three years. She _____ gets sick.
7. I get up at five o'clock seven days a week. I _____ get up early.
8. It's always hot and sunny where I live. That's why I _____ see snow.
9. A: Do you ever drink coffee? B: Yes, but only _____, not often - just a few times a week.
10. My sister almost never eats burgers and fries. She _____ eats healthy foods.

Unit 7 SELF - GROOMING

What will I learn?

7.1 Reading Comprehension

- 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.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - Locate an opinion.
  - Make simple inferences using context of the text and prior knowledge.
  - Distinguish between what is clearly stated and what is implied.
  - Deduce meaning of difficult/new words/phrases from context.
  - Comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
  - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - explore causes and consequences of a problem or an issue and propose various solutions.
  - evaluate the material read.

7.2 Writing

- Write a formal email using the correct convention, style of expression, and tone.

7.3 Oral Communication

- Self-evaluate the effectiveness of own presentation with respect to the following aspects:
  - delivery of the main points.
  - sufficient factual information to support the main points.
  - interaction with the audience.

7.4 Grammar

- Construct simple, compound and complex sentences incorporating all previously learnt grammatical aspects for effective writing (essays, assignments, letters).

7.1 READING COMPREHENSION

Pre-reading

1. Why do you attend school, college or institution?
2. Why is it essential to receive an education?
3. How can you shortly describe an illiterate?
4. Do you know why he/ she did not receive an education?
5. What are the issues that may prevent a child from receiving an education?
6. Guess which text you are going to read?

Reading Text

Background: This is a narrative by Booker T. Washington about his struggle to get an education. In this narrative, Booker uses a number of literary devices to bring out his message in a clear manner. In this narration, he identifies the challenges he had to face in order to save enough money to travel to Virginia.

Struggle for an Education
(By Booker T. Washington)

One day, while at work in the coal-mine, I happened to overhear two miners talking about a great school for coloured people somewhere in Virginia. This was the first time that I had ever heard anything about any kind of school or college that was more pretentious than the little coloured school in our town. I heard one telling the other that not only was the school established for the members of my race, but the opportunities were provided by which poor - but worthy students - could work out all or a part of the cost of board, and at the same time be taught some trade or industry. I resolved at once to go to that school, although I had no idea where it was, or how many miles away, or how I was going to reach it. I remembered only that I was on fire constantly with one ambition, and that was to go to Hampton. While at work here, I heard of a vacant position in the household of General Lewis Ruffner, the owner of the salt-furnace and coal-mine. Mother

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

applied to her for the vacant position. I was hired at a salary of $5 per month. I soon began to learn that first of all, she wanted everything kept clean about her, that she wanted things done promptly and systematically, and that at the bottom of everything she wanted absolute honesty and frankness. Nothing must be slipshod and every door, every fence, must be kept in repair. The lessons that I learned in the home of Mrs. Ruffner were as valuable to me as any education I have ever gotten anywhere since. In the fall of 1872, I determined to make an effort to go. The small amount of money that I had earned had been consumed by my stepfather and the remainder of the family, with the exception of a very few dollars, and so I had very little with which to buy clothes and pay my travelling expenses. Finally the great day came, and I started for Hampton.

The distance from Malden to Hampton is about five hundred miles. I had not been away from home many hours before it became painfully clear that I did not have enough money to pay my fare to Hampton. By walking, begging rides both in wagons and in cars; in some way after a number of days, I reached the city of Richmond, Virginia, about eighty-two miles from Hampton. When I reached there, tired, hungry and dirty, it was late in the night. I had never been in a large city, and this rather added to my misery. When I reached Richmond I was completely out of money. I had not a single acquaintance in the place, and being unused to city ways, I did not know where to go. Just about the time when I reached extreme physical exhaustion, I came upon a portion of a street where the broad sidewalk was considerably elevated. I waited for a few minutes till I was sure that no passers-by could see me, and then crept under the sidewalk and lay for the night upon the ground, with my satchel of clothing for a pillow.

Nearly all night, I could hear the tramp of feet over my head. The next morning I noticed that I was near a large ship. I went at once to the vessel and asked the captain to permit me to help unload the vessel in order to get money for food. The captain, a white man, who seemed to be kind-hearted, consented. I worked long enough to earn money for my breakfast, and it seems to me, as I remember it now, to have been

about the best breakfast that I have ever eaten. My work pleased the captain so well that he told me if I desired I could continue working for a small amount per day. This I was very glad to do. I continued to sleep under the same sidewalk that gave me shelter the first night I was in Richmond. Many years after that, the coloured citizens of Richmond very kindly tendered me a reception which was not far from the spot where had I slept the first night I spent in that city. I thanked the captain of the vessel for his kindness, and started again. Without any unusual occurrence I reached Hampton with a surplus of exactly fifty cents with which to begin my education. I presented myself before the head teacher for assignment to a class. Having been so long without proper food, a bath and change of clothing, I did not, of course, make a very favourable impression upon her. For some time she neither refused to admit me, nor did she decide in my favour and I continued to linger about her. After some hours had passed, the head teacher said to me: "The adjoining recitation-room needs sweeping. Take the broom and sweep it." I swept the recitation room three times, then I got a dusting cloth, and I dusted it four times. All the woodwork around the walls, every bench, table, and desk, I went over four times with my dusting cloth. Besides, every piece of furniture had been moved and every closet and corner in the room had been thoroughly cleaned. I had the feeling that in a large measure my future depended upon the impression I made upon the teacher in the cleaning of that room. When I was through I reported to the head teacher. She was a "Yankee" woman who knew just where to look for dirt. She went into the room and inspected the floor and closets; then she took her handkerchief and rubbed it on the woodwork about the walls and over the table and benches. When she was unable to find one bit of dirt on the floor or a particle of dust on any of the furniture, she quietly remarked, "I guess you will do to enter this institution. "I was one of the happiest-souls on earth. The sweeping of that room was my college examination. I have passed several examinations since then, but I have always felt that this was the best one I ever passed.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share your work with your partner once you have done the exercise.

No.	Column A	Column B
1	pretentious	
2	furnace	
3	frankness	
4	slipshod	
5	exhaustion	
6	elevated	
7	satchel	
8	tramp	
9	linger	
10	Yankee	

Exercise2

Read the statements and encircle the correct options.

1. _____were discussing about school during work.
   a) Coloured people b) Miners
   c) Brooker d) Lewis
2. The school was providing_____.
   a) proper education b)education and skills
   c) physical training d) costs
3. _____type of students were studying in the school of Virginia.
   a) Poor b) Wealthy
   c) Workers d) All types of students
4. At _____ salary did the writer work at the house of General Lewis Ruffner.
   a) one dollar per day b) 5 dollar per month
   c) fifty dollar per month d) fifty cent per month

5. _____city was eighty-two miles away from Hampton.
   a) Maldon b) Richmond
   c) Washington d) Virginia
6. The writer spent first night of travel of Hampton at_____.
   a) large city b) step-father's house
   c) sidewalk near the port d) in the school
7. Writer _____ to get money for breakfast.
   a) swept the room b) loaded the vessels
   c) made the pillow d) worked in industry
8. _____ helped the writer in getting reception.
   a) Lewis b) Step father
   c) Captain d) Head teacher
9. _____ was the Head teacher's impression of writer after cleaning the room.
   a) Good b) Bad
   c) Lazy d) Unusual
10. The writer accepted the cleaning of recitation room because he wanted to_____.
    a) took it as challenge. b) impress the Head.
    c) get admission. d) get proper food.

Exercise 3

Below are given some places where the boy went or worked. Work in pairs. Think of the main event that took place there and write them in the order given in the story. Share your work with your partner after you have completed.

Name of Place	Main event	Order in the story
Hampton		
General Lewis Ruffner's house		
Coal mine		
City of Richmond		
Malden		

Exercise 4

Work individually and match the statements of Column A with Column B and write the answers in Column C. After you have done, share your work with your class fellows.

No	Column A	No	Column B	Column C
1	The writer first worked	A	she heard during the work	
2	The school where he first studied	B	and slept all night smoothly	
3	Mother applied for vacant position which	C	said recitation room need cleanliness	
4	First, Mr. Lewis Ruffner wanted things promptly	D	in coal mine as worker.	
5	No passer-by could be seen	E	refused to enter the institution	
6	When I appeared for assignment the Head teacher	F	was also teaching some trade or industry	
7	She neither admitted nor	G	before I could took it before	
8	I took best breakfast	H	at the bottom absolutely honesty and frankness	

Post-reading

Exercise 5

Below are some of the action statements of the story 'Struggle for Education'. Work in groups, write the cause or reason before each action statement. After completing, share your work with other groups.

No.	Action statement	Reason/ cause
1	Coal miners were taking one of the school as great because_____	
2	The writer came out from anxiety to go Hampton because_____	
3	The writer had few clothes and expense because_____	

4	The Writer begged in wagons and cars because_____	
5	The writer spent night at the side walk because_____	
6	The Capitan desired for working continuously because_____	
7	The impression of boy to head teacher was not suitable because_____	
8	The Head teacher rubbed the woodwork because_____	
9	The boy took hard work in the vessels because_____	
10	The Head teacher guessed that the boy would enter the institution because_____	

Exercise 6

Read the text and answer the following questions.

1. Why was the boy inspired to go to Hampton?
2. What did he learn during work?
3. What happened to the money he had earned at Mrs. Ruffner's house?
4. What did he do in Richmond in order to reach to Hampton city?
5. Why did the boy thank the captain of the ship?
6. Why did the writer not make a favourable impression on the head teacher?
7. What did he have to go through in order to get admission at the Hampton Institute?
8. Write down the central theme of the above read text in your own Sentences?

Exercise 7

Work individually. Write a short journey of your education to reach your institution in your own words and read out before the class the next day.

Exercise 8

Your school/ college is going to organize a speech competition on the topic 'To empower women with education is to empower the Nation' to commemorate world-woman-education day. Work individually and prepare a speech on the above topic and deliver before the class.

7.2 WRITING

Formal email

You have already learnt about email writing in your previous classes. Now, let us learn about writing a formal email. Read the given sample of formal email and notice following points.

i. Both, you and the person to whom you send an email have respective email addresses.
ii. At the top of an email window, there are sections: To, cc, bcc, and subject.
iii. Write email address of the person to whom you are writing an email in the column 'To'.
iv. Write email address of the person to whom you wish to send a copy of that email in the column 'cc'.
v. Write email address of the person to whom you wish to send a blind carbon copy of that email in the column 'bcc'.
vi. The subject line is the first piece of information. It must be specific and concise.

Tips for writing formal email

Section of Email	Some of the words that can be used in writing
Salutation	• Dear Mr./Mrs./Ms. • Dear Sir/Madam (if you know the recipient).
Purpose of Writing	1) I am writing with regard to... 2) I am writing in connection with... 3) I am writing in reference to... 4) I am writing to let you know... • I am writing in response to... • I am writing in reply to... • I am writing to thank you for... (if you need to thank the recipient)
Body	This section explains the message of the email. The text should be divided into short paragraphs.
Closing & Signature	The most common ways to end a formal email are: • Respectfully, • Yours sincerely, • Yours faithfully, X.Y.Z (Your Name) Regards

Exercise 1

Work in pairs and analyse the following sample formal email. Identify the sections of email and the formal tone used in the email. After completing, share your work with your partner for feedback.

To: principal@abc.edu.pk
CC: inchargestudentsaffairs@abc.edu.pk
BCC: classteacher.gradeXI@abc.edu.pk
Subject: Request for calling the meeting of teachers.
Dear Madam, I'm writing this email requesting you to call the teachers' meeting. As the final exams are to be held the next month, the students will certainly need the support and help of their teachers. In this regard, teachers may provide a review plan for the revision of courses so that students may perform well in the exams. Such review plan will require your approval. Therefore, it is humbly requested that a meeting of teachers may be called upon to review the plan of teaching and learning process keeping in view the ensuing exams of HSC-I. I hope you will manage a time slot from your busy schedule to make it convenient on your part. Yours Sincerely, X.Y.Z, Grade-XI.

Exercise 2

Now, work individually and write a formal email to anyone of the following. Follow the steps mentioned above. After you have written, exchange your email with your partner.

You can take help from the table given above to select the words you need.

1. The principal of school/ college asking him/her to grant permission for an educational visit to University of Sindh, Jamshoro.
2. A news channel to produce some motivational TV programmes on education.

Note for teacher: While students are doing their work, walk around to ensure that they have understood what needs to be done and that they are following all the steps. At the end, you may ask some students to read out their emails to the whole class.

7.3 ORAL COMMUNICATION

Effective Presentation

People are required to make a presentation at one time or another. The ability to deliver effective presentation is a core skill that can be developed by following aspects of an effective delivery of presentation.

Aspect	
Delivery	• Stressing main points • Repeating the main points • Using gestures
Content	• Main idea • Supporting detail (facts, evidences, statistics, etc.) • Conclusion
Interaction with audience	• Knowing your audience • Maintain eye contact • Keeping pace • Polite tone • Transition of ideas

Exercise 1

Now, work in pairs and prepare a presentation on anyone of the following topics. Remember to follow aspects of an effective delivery of presentation given in the table.

1. Importance of Education in our Society
2. Struggles of Famous Personalities in Acquiring Education

Note for teacher: Explain each aspect of effective presentation in the class. You may also add more aspects if you wish. Next, ask students that evaluate your presentations in terms of above aspects while rehearsing for presentation.

7.4 GRAMMAR

Types of Sentence by Structure

Sentences are of three kinds according to their structure. Look at the following table to learn about types of sentences by structure.

	Simple Sentences	Compound sentences	Complex sentences
Definition	It contains a Subject and a Verb, and it expresses a complete thought.	A compound sentence consists of two main clauses of equal importance, joined together with a conjunction.	A complex sentence consists of one dependent clause and one or more independent clauses.
Examples	• The boys went to the park. • We like mangoes.	• The boys went to the park but they did not go to the zoo. • We like mangoes and we like rice.	• Because the boys went to the park, they did not go to the park. • The boys did not go to the park because they went to the park.

Note for teacher: Tell students that predicate is a part of the sentences which begins with the verb. The verbs in the predicate parts are finite verbs as they show a tense. Give them basic knowledge regarding clause that:

1. independent clause (IC) can stand on its own and be a simple sentence.
2. dependent clause (DC) is also a sentence but it cannot stand on its own.
3. subordinate clause (SC) modifies an independent clause.

Exercise 1

Work in pairs and identify the types of following sentences by structure. After completing, share your work with your partner.

No.	Sentence	Type
1	I had a beautiful plant by my window but it died since I forgot to water it regularly.	
2	With lightning speed, the pilot turned the plane and saved the passengers.	
3	My favourite novel, which I have read many a times, depicts an epic battle between good and evil.	
4	To Sameer, nothing in the world could compare to the delicious bread that his grandmother prepared for him.	
5	I'll be waiting for you in the lobby so, please, come down when you're ready.	
6	The student finished his test well before the end of the exam; nonetheless, he was exhausted and didn't feel like editing his work.	
7	I read the book that you gifted me.	

Exercise 2

Work in pairs and convert following sentences into compound sentences. After you have completed, share your work with your partner.

No.	Sentences	Compound
1	He could not win a scholarship due to his carelessness.	
2	Feeling satisfied with his work, the Principal offered a permanent job.	
3	The sun having risen, the fog disappeared.	
4	You must run very fast to win the race.	
5	She lost the match. She claims for the win.	

Note for teacher: Assist students to revise phrases and clauses and their types. Next, walk around the class while the students are doing exercises. Encourage them to ask you if they have not understood what to do.

Exercise 3

Work individually and convert following sentences into complex sentences. After you have completed, share your work with your class fellows.

No.	Sentences	Complex
1	He rested in a chair near the wall.	
2	This industry is not likely to flourish, it will be closed.	
3	Going through the book, he came upon a fine story.	
4	Entrust me with the work and it will be done efficiently.	
5	It is my opinion. The room needs to be painted.	

Exercise 4

You have learnt about various types of sentence structure. Work individually. Read the following paragraph and identify the sentence structure.

My philosophy of education is derived from my personal experiences. I have been an educator for 4 years, and I have learned a lot from more experienced teachers in my district. I also work mainly with students from a low socioeconomic background; my background was quite different. I will discuss how all of these elements, along with scholarly texts, have impacted my educational philosophy.

Exercise 5

The following paragraph has a number of complex sentences. Read the paragraph and add a subordinating conjunction or a relative pronoun to connect the clauses. Read the words given in the box at the bottom of paragraph before you start. You could cross them off as you use them. An example has been done for you.

Example:

Ramez, **who** was nearly dry, looked out to sea. **Where** the waves splashed around the lighthouse, he saw a small boat, **which** was bobbing up and down in the water.

Ramez was nearly dry, looked out to sea. _____ the waves splashed around the lighthouse, he saw a small boat, _____ was bobbing up and down in the water. Someone had left it there _____ he went for a swim. Ramez felt worried, _____ he nudged Junaid, _____ back was turned. 'I haven't seen anyone get into that boat _____ we got here,' he said to Junaid. 'Do you think _____ someone is in trouble?' 'Look!' Junaid pointed to the rocks _____ a man was splashing in the water and waving. '_____ I'm mistaken, he needs help!' _____ they had seen someone in danger, the boys knew what to do. Junaid rang the coastguards, _____ he knew they would send help. Ramez ran down to the rocks and threw a rubber ring to the man in the water. _____ the man couldn't get out of the sea, the rubber ring would help him stay afloat. The boys watched _____ the coastguard helicopter flew in to help. Junaid smiled with relief. '_____ you go Ramez, you always find an adventure!'

after, although, as, but, because, even, how, if, now, once, since, so, than, unless where, when, whenever, where, wherever, while that, which, who, whose, where, when

Note for teacher: Assist students to revise subordinating conjunctions.

Unit 8 PLACES OF HISTORICAL/CULTURAL IMPORTANCE

What will I learn?

8.1 Reading Comprehension

- 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.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - extract main idea and supporting detail.
  - make simple inferences using context of the text and prior knowledge.
  - distinguish between what is clearly stated and what is implied.
  - deduce meaning of difficult new words/phrases from context.
  - comprehend/interpret text by applying critical thinking.
- Generate questions to understand text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.

8.2 Writing

- Write a report (formal and informal).

8.3 Oral Communication

- Evaluate and comment orally on the following aspects of their peers' presentation:
  - clear and cohesive main idea.
  - effective speaking style.
  - appropriate body language, dress, and posture.
  - appropriate interaction with the audience.

8.4 Grammar

- Illustrate the use of direct and indirect speech incorporating accurate punctuation, quotation marks and tenses.
- Deduce the meaning of unfamiliar/new words from the context using contextual clues and use them in new contexts.

8.1 READING COMPREHENSION

Pre-reading

1. Which country you would like to visit and why?
2. Have you ever heard about the 'City of Lions'?



Reading Text

A Voyage to the City of Lions

Singapore is only at six hours' journey from Port Klang of Malaysia. At night, we anchored in Singapore. From our ship, the lights of Singapore's streets and high-rise buildings were shimmering as if decorated for a wedding. All the other vessels of various countries were anchored there too. Their reflections in the water provided a wonderful view, and it seemed as if each vessel were a small island. From a geographical perspective, Singapore is located at a maritime crossroad where almost every ship sailing to or from the Pacific to the Indian Ocean or the South China Sea anchors here. It's a free port as well as a major centre of fuel for ships. She seemed like an earthen lamp, surrounded by moths. Singapore's jetty was quite large. Small motorboats were moving in the water like taxis to get people to and from the ship to port. As soon as any such taxi came near, it was hailed, and the fare was haggled.

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.





Singapore is a small island country. The largest inland river is only nine miles long, which floods in the sea. The river was filled with huge boats and barges. Cargo was loaded into trucks, which arrived at the river, from where it was sent to ships through barges. These barges did not have any engines. When four to five barges were loaded, a large motorboat pulled them to ships. From afar, they looked like camel caravans. The island of Singapore is not far from Malaysia. It has the same relation as the Island of Monora has with Karachi. As we have Kiamari, so is the Malaysian city of Johor, which lies just a quarter of a mile away from Singapore. There is a bridge that connects Johor with Singapore. Just cross the bridge, and you can jump from one country to another. There is a causeway as well as a railway track along the bridge.

Singapore is a country of many religions and nations. Among its population are Muslims, Buddhists, Hindus, Christians, and Sikhs. Various languages are widely spoken, but there are four national languages: English, Malay, Chinese, and Tamil. Signboards appear in those languages so do programs on TV and radio. Masjid Sultan is the biggest and the most beautiful mosque in Singapore. There is a sizable Muslim population in the city.

Singapore is known in the world as one of the prosperous and wealthiest countries in the area. People might mistake it for a large country with abundant agricultural products or minerals. But,

Singapore is a small island, which is just like a dot on the world map. The area of the whole country is only two hundred and twenty-five square miles. Eighty percent of the population lives in just twenty-eight square miles of land around the port. Like Japan, she imports every raw material and most of the food products. However, like Japan, she is wise in matters of money and wealth. Much of her income depends on the arrival of tourists, trade, and ships from overseas. Tourists and traders from all over the world come here for business, shopping, and leisure.

Singapore is a shoppers' paradise where one can buy almost everything at cheaper rates than even the country of its origin. Tourists stay in big hotels but eat meals in small restaurants to enjoy the cuisine of the East and the West. Most of Singaporean workforce depends on the outsiders in different ways. Comfortable and spacious public buses ply on roads to ease traffic on the roads. Even, wealthy people and high officials often travel in these buses instead of their own cars. Many of these buses are air-conditioned, but the fare is quite low.

Near the port is the Change Alley. You may find every currency of the world being exchanged and traded in this narrow and dark market. After exchanging money, we decided to go for a visit to the city. The largest market in Singapore was Raffles Pulse, which was very close to the port. All the shops there were large and multi-story. Different types of items were sold on each site. Walking into the big shops with a small pocket was putting one in the inferiority complex. But, there was no bar to window shopping. Bargaining was common in Singapore as in Hong Kong, Malaysia, and nearly all Asian countries. One of the markets here is 'Arab Street,' known throughout Singapore for reasonable prices.

Although the rain falls almost incessantly, Singapore is very clean. One can see the cleanliness, greenery, and rows of flowers next to each house. Singapore is recognized as the 'Mr. Clean' of the world. The spirit of cleanliness is present in everyone, from children to elders. The

Japanese saying that 'keep your house and the front of the street clean so you see the whole city clean' is practiced here in letter and spirit by the people. Besides, the government is also strict in the matter of cleanliness. Large fines are imposed on small transgressions: fifty dollars on spitting, and huge penalties or even jail terms for littering on roads. Garbage bins are placed in every nook and corner. There is minimal noise and air pollution. Laws are strict, and the police force is honest.

After visiting worth seeing sights in the city of Singapore, we decided to visit the countryside. We boarded the bus that would take us to Changi Village, which lay at the island's end. We left the city's hustle and bustle and passed through the beautiful and serene atmosphere of the countryside. There was greenery everywhere. A coastline also ran along the road. There were orchards of pineapple and forests of the rubber tree. As our bus made a brief stop on the ways, half a dozen girls got into the bus and tried to sell us pineapples. The top of the pineapple was cut open, and the flesh of the fruit was sliced. Each of us bought one or two pineapples and enjoyed the fruit.

The word Singapore means 'City of Lion'. One can find the marble statues of lions everywhere. Singapore is a fusion of the East and the West. One finds modern buildings and lifestyles coexisting with the traditional way of life. Government spends twenty-five percent of its income on education. Citizens are encouraged to get education, and there is enough provision in schools to accommodate every child of the country. Besides providing them quality education, students are encouraged to participate in debates, speeches, and sports. We visited one such speech competition, and we were quite impressed with the students' talent and confidence.

From Travelogue of Altaf Shaikh translated by Professor Manoj Kumar.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A	Column B
1	shimmering	
2	anchored	
3	moth	
4	haggle	
5	hail	
6	causeway	
7	incessantly	
8	transgression	
9	serene	
10	vessel	
11	docked	
12	crew	

Exercise 2

Work in groups. Read the text and find out the following information mentioned in the text and note down.

Name of Cities _____

Name of Communities _____

Products _____

Transport Resources _____

Educational Activities _____

Famous Places _____

Exercise 3

Read the statements and encircle the correct option.

1. Singapore is located in_____.
   a) South Asia b) Africa
   c) Central Asia d) Europe
2. _____ is not a national language of Singapore.
   a) English b) French
   c) Chinese d) Malay
3. _____the population of Singapore is living far away from the port.
   a) 20% b) 30%
   c) 50% d) 80%
4. One of the largest markets in Singapore is_____.
   a) Change alley b) Changi
   c) Raffles pulse d) Barges
5. Singapore is called Mr. Clean because of_____.
   a) rows of flowers b) greenery
   c) cleanliness d) seeing sights
6. _____street of Singapore is reasonable for purchase.
   a) Arab b) Club
   c) Amoy d) Bugis
7. _____ city is one mile away from Singapore.
   a) Kiamari b) Johar
   c) Jatty d) Raffles pulse
8. The land of Singapore consist of _____ area.
   a) 225 square miles b) 2025 square miles
   c) 200 square miles d) 2005square miles
9. In Singapore, we can find every currency of the world in_____.
   a) Change Valley b) Raffle Pulse
   c) Mr. Clean d) Arab Street
10. Which one is common in Singapore markets?
    a) fixed prices b) bargaining
    c) free discounts d) Govt. subsidy

Post-reading

Exercise 4

Read the text and answer the following questions.

1. What is the geographical location of Singapore city?
2. What are barged and how are these operated?
3. How is Singapore connected to Malaysia?
4. Describe briefly the significance of Singapore port?
5. What are reasons for prosperity of Singapore in spite of very little area?
6. How is Singapore one of the attractive areas for tourists?
7. How does Singapore keep itself clean?
8. Describe any four interesting aspects of Singapore.
9. Why is Singapore called the fusion of the East and the West?
10. Describe briefly the education in Singapore.

Exercise 5

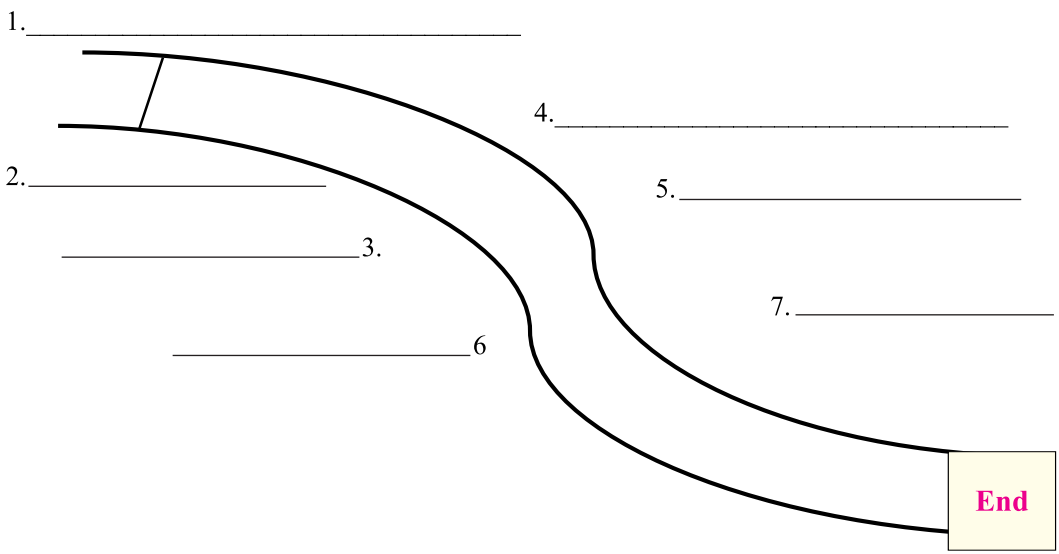
Work individually and read the given idioms and phrasal expressions in the text. Write their meanings and use them in your own sentences. After you have completed, share your work with your class fellows.

No.	Idiom/Phrasal Expression	Meaning	Sentence
1	narrow and dark		
2	every nook and corner		
3	hustle and bustles		
4	fusion of the East and the West		
5	dot on the map		
6	earthen lamp surrounded by moths		
7	in letter and spirit		
8	shopper's paradise		

Exercise 6

Work in pairs and read the text again. Write the names of places that the writer has mentioned and what did he see there? After you have completed, share your work with your partner.

Start



8.2 WRITING

Report Writing

A report is a highly structured written document. Normally, a report is based on your reading and some form of practical work such as an investigation, survey, experiment or review of practice. Reports generally draw conclusions based on findings and may suggest a course of action or areas of further research.

Reports generally aim to:

1. set out the issue and explain why the activity was undertaken.
2. describe what was done and how it was done.
3. present findings, conclusions, and any recommendations.

There are two types of report, i.e. formal report and informal report. The characteristics of both reports are given below.

Head	Informal Report	Formal Report
Length	Short in length	Long in length
Nature	Deals with routine matters	Deals with major complex problems
Format	Written in letter format	Written in manuscript (narrative style) format
Style	First and second person style is used	Third person style is used
Writing	Deductive writing style	Draws conclusion and recommendation
Formality	Do not require extended planning and uses varieties of formats	It needs proper planning
Coherence	As informal reports are short so the need for coherence is lessened	As the formal reports are lengthy, so all the parts of the report needs to be in coherence
Use of supplement	A short report does not need any added document as it deals with the routine matters	As this reports deals with special parts so it needs extra documents and supplements to make the report valid and authentic

Note for teacher: Emphasise the importance of report writing in daily life. Next, explain to students the defining characteristics of each report. Make sure that all the students have understood the difference between an informal report and a formal report.

Guidelines for writing an informal report

- Provide a suitable title/heading.
- Write the name of the reporter.
- Mention the place, date, time and other relevant facts about the event.
- Include information collected from the people around or affected by the event.
- Write in past tense.
- Write in reported speech and use passive form of expression.
- Develop ideas (causes, reasons, consequences, opinions) logically.
- Write briefly in an informal manner.
- Present your ideas and impressions to make the report interesting.

Exercise 1

Work individually and write an informal report on 'Celebration of Independence Day on 14th August at your college. Follow the guidelines given above. Once you have completed, edit your work for correct spellings, grammar, and punctuations.

Next, exchange your report with your partner. Read each other's work and give useful feedback. Make changes in your report after your receive feedback if needed.

Note for teacher: After the students have read the above guidelines, have a whole class discussion. Show them a sample of any informal report, so that all the students understand how an informal report is to be written.

Guidelines for Writing a Formal Report

1. Title page	It must include the subject of the report, who the report is for, who the report is by and the date of submission.
2. Abstract	An Abstract is usually 100 to 200 words and should include the following: • Why the report has been written (*i.e.* what question or problem is it addressing?) • How the study was undertaken • What the man findings were • What the significance of the findings is.
3. Table of Contents	The Table of Contents should be on a separate page. It helps the reader to find specific information and indicates how the information has been organised and what topics are covered. The table of contents should also include a list of figures and a list of tables if any are used in the report.
4.Introduction	The Introduction has three main components. 1. The Background which describes events leading up to the existing situation like what projects have been done previously, and why this project or study is necessary. 2. The Purpose which defines what the project or study is to achieve like who authorised it and the specific terms of reference. 3. The Scope which outlines any limitations imposed on the project such as cost, time, etc.
5. Body	The Body varies according to the type of report. Basically, it answers the Wh-questions. In an investigative report, it would consist of all the information required to convince the reader that the conclusions and recommendations are valid/reliable. This information must be presented in a systematic way.

6. Conclusion	The Conclusion should be as brief as possible. Findings should be presented in descending order of importance and should not suggest action. Conclusions should be free from speculation (i.e. ideas for which you have presented no evidence), have no new thoughts or references introduced and contain no further discussion of points raised.

Exercise 2

Work individually and write a formal report on the facilities provided by the college administration. The facilities need to be divided into academic (access to library, computer lab, auditorium, etc.) health and hygiene (clean washroom, availability of water, proper food at college canteen etc.) And co-curricular (playground, sports material, gymnasium etc.)

Follow the guidelines given above. After you have completed, edit your work for correct spellings, grammar, and punctuations.

Next, exchange your report with your partner. Read each other's work and give useful feedback. Make changes in your report after your receive feedback if needed.

Note for teacher: After the students have read the above guidelines, have a whole class discussion. Show them a sample of any informal report, so that all the students understand how a formal report is to be written.

8.3 ORAL COMMUNICATION

Evaluation of Presentation

Evaluating presentation is equally important as it will identify areas for improvement and allow you to prepare professionally for the next presentation.

Oral presentations are evaluated for originality and creativity, organization of content, knowledge of material and overall presentation. Following are some of the elements used in evaluation of any presentation.

Evaluative Elements of a Presentation:

Evaluative Elements	Explanation
Clarity	• The topic must be put forward clearly with its purpose.
Style	• Clear and concise language. • Accuracy and fluency. • Confidence.
Cohesion	• Use of cohesive markers for connectivity.
Sufficiency	• Sufficient details and evidences.
Appearance	• Formal and appropriate dress. • Hair and nail cleaned.
Body Language / facial Expressions	• Less gestures. • Pleasant smile throughout the presentation. • Eye contacts.

Exercise 1

Now, work individually and prepare a presentation on any of the following topics. Follow the evaluative elements of delivering presentation as it will be evaluated.

i. Tourism and its Impacts
ii. Natural Beauty of Pakistan
iii. Tolerance
iv. Any other topic of your choice

Note for teacher: Explain each element of presentation evaluation and discuss in the class. Make sure that every student has understood. Next, you may incorporate the elements of a presentation in your own presentation and present in front of the students.

Exercise 2

Evaluate the presentations of your class fellows. Use following form to evaluate the presentations.

Items	Excellent	Good	Fair	Satisfac-tory	Unsatis-factory
Clear and cohesive main idea					
Consistent organization of ideas					
Sufficient supporting details					
Effective communicatio n style					
Appropriate dress and body language					
Appropriate interaction with audience and eye contact					

Note for teacher: Define rubric for comments after presentation is delivered and give feedback. Moreover, tell them to use a pencil for evaluating each presentation.

8.4 GRAMMAR

Direct and Indirect Speech

You have already learnt about Direct and Indirect Speech in your previous classes. Now, Direct and Indirect Speech is taken to a more advanced level.

Exercise1

A conversation between Raza and Ali is given below in direct speech. Orally discuss the conversation in the class.

Raza: What are you doing here, Ali? I haven't seen you since June.
Ali: I've just come back from my holiday in Turkey.
Raza: Did you enjoy it?
Ali: I love Turkey. And the Turkish people were so friendly and hospitable.
Raza: Did you visit Istanbul?
Ali: It was my first trip. I can show you some pictures. Are you doing anything tomorrow?
Raza: I must arrange a couple of things. But I am free tonight.
Ali: You might come to my place. What time shall we meet?
Raza: I'll be there at eight. Is it all right?
Ali: Fine.

Exercise 2

Now, work in pairs and fill in the following blanks after applying rules of narration. After completing, exchange your work with your class fellows.

i. Raza **asked** Ali _____. He said _____ since June.
ii. Ali **explained** that _____ back from holiday in Turkey.
iii. Raza **wondered** if _____ it.
iv. Ali **told** him that he _____ Turkey and that the Turkish people_____ so friendly.
v. Raza wanted to know _____ to Turkey.
vi. Ali **said** that it _____ first trip and that he_____ some pictures.
vii. And then he further **questioned** him if he _____
viii. Raza elucidated that he _____ a couple of things.
ix. But he added that he _____ free at night.
x. Ali **suggested** that he _____ place and asked him what time _____.
xi. Raza **confirmed** that he_____ there at eight.

Exceptional Rules of Narration

There is no change in verb tenses in indirect speech when:

- The reporting verb is in the Presenter Future tense.
- If the reported sentence deals with a fact or general truth.
- The verb of reported sentence is in the unreal past (the second or the third conditional).
- Had better, could, would, used to, should, might, ought to and must remain unchanged.

Exercise 3

Work in pairs and change the direct speech of following sentences into indirect speech. Use the words given below. After you have completed, share your work with your partner.

exclaimed with sorrow	advised	exclaimed	with joy
warned	requested	wished	exclaimed with disgust
ordered		exclaimed with wonder	allowed

1. The poor man said to me, 'Please help me.'

   .....

2. Rida said, 'Ah! My cat is dead.'

   .....

3. The teacher said to the students, 'Respect elders.'

   .....

4. He said to the customer, 'Come in, please.'

   .....

5. She said, 'Ugh! It's very hot today.'

   .....

6. The policeman said to the prisoner, 'Do not fight in the prison.'

   .....

7. He said to me, 'Don`t stay here anymore.'

.....

8. Eman said, 'What a beautiful house it is!'

.....

9. Ghazala said, 'Hurrah! I have passed ultimately.'

.....

10. They said to me, 'Eid Mubarak.'

.....

Exercise 4

Work in pair and insert punctuations where required. After completing, share it with your partner. An example has been done.

"What country do you come from," said Bilal.

1. How long have you been here said Kinza
2. Are you working as well as studying asked Persia
3. Have you got a work permit Bilal wanted to know
4. What are you going to study asked Anny
5. Have you enrolled for more than one class inquired Jamil
6. Do you want to buy any second-hand books said Bilal
7. Have you seen the library asked Anny
8. Do you play rugby said Jamil
9. Will you have time to play regularly he said
10. Did you play for your school team said Bilal Are you interested in acting asked Anny

Exercise5

Now, work individually. After inserting the appropriate punctuations in Exercise5, convert them into indirect speech.

Vocabulary

Exercise 1

Work in pairs and encircle the option of the best meaning for the underlined word as it is used in context. Use thesaurus for your help. After you have completed, share your work with your partner.

a) My brother said, "I just freed myself from a very **loquacious** neighbour."

a. pretentious b. grouchy
c. talkative d. worried

b) There is no doubt that the idea of living in such a **benign** climate was appealing.

a. tropical b. not malignant
c. kind d. favourable

c) It is difficult to imagine a **surfeit** of talent in one individual.

a. excess b. variety
c. superiority d. lack

d) There is a large demand all over the United States for plants **indigenous** to the desert.

a. native b. necessary
c. foreign d. alien

e) Increase in racial attacks on immigrants is the result of **xenophobia**.

a. honesty b. fear of foreigners
c. kindliness d. stubbornness

Exercise 2

Work individually and use the bold words in Exercise 7, in your own sentences. Write the sentences in your notebook. After you have completed, exchange the work with your class fellows.

Note for teacher: For thesaurus, ask students to refer Unit 9.4 of this book. Additionally, assist students to learn how to identify contextual clues to guess the meanings of the unfamiliar words in texts.

Exercise 3

Work in pairs and use the contextual clues given in the sentences with an appropriate word. Use the required words from the box given below in sentences. You can use one word twice. After completing, share your work with your partner.

cordially	conferred	onerous	unprecedented	cyclonic
revolution	sovereign	dominions	inhabitants	titanic
pronouncement	colossal	grievous	undermine	starvation

1. His successor, Mustafa Pasha, continued the work and cooperated _____ with the English officials.
2. Two years later, the same prize was _____ on him without competition.
3. From 20 to 30 animals perished of _____ diseases caused by insufficient food.
4. The University of the Punjab _____ upon him the honorary degree of PhD.
5. Cleaning your coffee pot is not an/a _____ chore.
6. However, during the late 1950s a dramatic and _____increase in public concern for the environment occurred.
7. After the _____ in Russia, western Turkestan became a member of the Federation of Soviet Republics.
8. The latest government _____ stipulated that a "Line in the Sand" had been drawn at Orakpur.
9. Some of the figures are of _____ size; one, for instance, is 57 ft.
10. A heavy backpack is destined to _____ your travelling pleasure.
11. Ramiz offered a hand to Sana and she accepted it _____.
12. When he hides his face, trouble becomes more _____.

Unit 9 CHOOSING CAREER

What will I learn?

9.1 Reading Comprehension

- 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.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - locate an opinion.
  - make simple inferences using context of the text and prior knowledge.
  - distinguish between what is clearly stated and what is implied.
  - deduce meaning of difficult/new words/phrases from context.
  - comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
  - give a personal opinion and justify stance related to viewpoints/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - explore causes and consequences of a problem or an issue and propose various solutions.
  - evaluate the material read.

9.2 Writing

- Comprehend various job advertisements to write in response, an effective job application, a resume' and a covering letter.

9.3 Oral Communication

- Pre-empt the questions for a job interview and prepare appropriate responses.
- Follow the appropriate conventions of dress and appearance.
- Follow the etiquettes of interviews: knock before entering, wish the panel, sit only when asked, thank and sit, wait for the interviewer(s) to signal the start.

9.4 Grammar

- Construct conditional sentences in paragraphs.
- Use square brackets in different contexts.
- Use a thesaurus to locate the synonyms closest to the meaning of the given word in the context and use them in their own writing and speech.

9.1 READING COMPREHENSION

Pre-reading



1. What comes to your mind after seeing the above pictures?
2. List down the occupations according to the above picture.
3. Which of these professions you would like to have for your career?

Reading Text

Choosing Career

What do you want to be? This question must have taken you to a world of fantasies. As a child, you must have imagined yourself as a pilot soaring in the sky, a doctor striving to save humanity, a detective solving a crime. Later in your life, you may have wanted to emulate those who inspire you, for instance, a famous actor, a genius scientist, or a brilliant sportsperson. However, now, the answer to this question is not an idealistic or speculative musing but a vital issue to ponder on. It is time to choose a career where, you think, lies your future growth, the realization of your aspiration, fulfilment of your personality, and most importantly- the prospects of your productivity, satisfaction, and happiness.

Before embarking on a journey to choose a career, it is essential to understand the difference between a job and a career. Though jobs and careers are considered synonymous and interchangeable, there is a subtle difference between the two. A career is not merely a job; there is much more to it. A job is the work one does to earn money. It may be full-time to make a living or part-time to support a student during the academic term. It is a short-term strategy and does not necessarily require a professional degree or future planning. On the other hand, a career is a long-term journey based on one's passions, future growth, and personal advancement. For a career, one needs a certain level of education, a professional degree, or, at least, a definite skill set.

The first thing you should do while choosing a career is to make sure it interests you - something which brings you satisfaction and

Note for teacher: Ask all pre-reading questions one by one. Take a quick round of responses from the students. Then, ask them to read the text silently.

happiness. You will be more successful, fulfilled, and productive if you are enthusiastic about your chosen path. If you feel you are passionate about science or fashion designing or literature or astronomy or business, then opt for it without caring what others choose. Many students choose a particular field based on prevailing social trends, the insistence of family, peer pressure, or lack of information about other choices, not because of their genuine interest in that field. Ultimately, after some time, they find no motivation to continue. In the long run, this lack of motivation leads to dissatisfaction and negative emotional experience. Every field offers potential growth, success, and satisfaction if you excel in it by putting your heart and soul into it.

Your personality type and your values also determine the choice of career. Everyone has certain personal values which mould his or her preferences. For some, it is independence, and for others, it is recognition or leadership. Some wish to help humanity, and others desire intellectual, scientific, or artistic achievements. Your career decision should correspond and complement your values, suiting and matching your personality type. For example, an extroverted person finds a social, customer-oriented workplace more appealing. In contrast, an introverted person may be more at ease in a career that requires less social interaction and more independent analytical tasks. Engineering may be a good field for someone who likes to do practical work in the field.

The next step in your pursuit to choose your career is to identify your strengths and weaknesses. It is essential to know if you possess the required skills to pursue your preferred career. For example, you may like computer science and want to make a career in it, but the study of computational algorithms necessitates solid and logical skills. Similarly, good knowledge of accounting is needed if you aspire to be a chartered accountant. Likewise, if you are interested in the visual arts, you should be creative and artistic - attributes that can be displayed through your work. You may choose a career only when you are sure that you possess the required skill or you will be able to master the needed skills. There are many aptitude tests available online that can help you to reach a suitable decision. Make sure that your abilities and interests are compatible with your intended career path.

Sometimes, we have a very idealistic and unattainable perception of our dream career. Therefore, it is always helpful to talk to someone who has experience in the career you want to pursue. By consulting a veteran of the field, you may gain valuable insight into the particular field's expectations, procedures, difficulties, and rewards. For instance, if you are interested in pursuing a career in academia, then it would be appropriate to approach your teacher to guide you towards your intended path. He or she may be able to tell you about the institutions, processes, and some helpful tips to achieve your goal. Talk to an army officer or visit a recruitment centre to know more about life in the forces and the demanding selection criteria if you dream of joining the military. If possible, attend career counselling seminars or seek the help of a professional career counsellor. He or she may not only be able to help you to choose your career but may also guide you through the admission process with suggestions for suitable institutions, methods to obtain scholarships or inform you of the eligibility criteria of financial aid if need be.

Most of the careers require a university degree and an extensive period of studying or training. It is always wise to know about the admission criteria of various institutions that offer such degrees. Nowadays, almost every university has a functional website where detailed admission-related information is available. Most of the universities conduct their entrance test, but some also accept the SAT score. Visit the websites of different universities to familiarize yourself with the format and content of the test. For example, if you want to be a doctor, you should know the test format for admission to medical universities. It is advisable to prepare for the test subjects before taking them. Visit libraries or search on the internet for the books and relevant material for preparation. Take mock tests offered by many websites to identify priority areas you need to work upon. Finding your dream career is not merely a wish, but it requires hard work, commitment, and the right attitude.

However, sometimes, despite our genuine efforts, we are unable to achieve our goals. It is also necessary to remain realistic about other potential opportunities and have a backup plan. This does not mean

giving up on your dreams. Instead, it simply means to have a serious retrospection, and if required, redesign your goals. It also means reviewing your strategy and making an effort with new vigour, more experienced, and first-hand insight. Life is a sea of opportunities; explore these opportunities until you find the one that suits you.

Every individual has an untapped and undiscovered talent; each one of you has the potential to grow. You only have to identify the field or career where you can successfully optimize your true potential. Not everyone is destined for the same career or the same path. There are roads less travelled by, a thousand different paths to choose from. Have faith in yourself, have a clear vision of your future, put yourself through an honest assessment, and strive with the help of an unwavering dedication towards your work. If you have all these things, then the world is yours to seize, and all the people are waiting for you to shine.

While-reading

Exercise 1

Work in pairs and deduce the meaning of words given in column A and write their contextual meaning in column B. Share with your partner once you have completed.

No.	Column A	Column B
1	speculative	
2	peers	
3	interchangeable	
4	embarking	
5	prevailing	
6	extroverted	
7	introverted	
8	aptitude	
9	veteran	
10	retrospection	

Exercise 2

Read the statements and encircle the right option.

1. Job is a _____ term strategy.
   a) long b) short
   c) medium d) none of these
2. Many students choose a particular field because of_____.
   a) prevailing social trends b) insistence of family
   c) peer pressure d) all of these
3. An introverted person requires _____ interaction.
   a) much b) less
   c) no d) constant
4. Engineering may be a good field for someone who likes to do _____ work.
   a) practical b) theoretical
   c) analytical d) creative
5. Study of computer science requires _____ skills.
   a) accounting b) chemistry
   c) logical d) imagination
6. Choosing career requires_____.
   a) interest b) personality
   c) skills d) all of these
7. Professional career counsellor may _____.
   a) give you a job b) decide your career
   c) guide you d) give you scholarship
8. SAT stands for_____.
   a) Scholastic Assessment Test b) School Aptitude Test
   c) Scholarship Achievement Test d) Selection & Admission Test
9. To get information about admission one should_____.
   a) ask other students b) visit university websites
   c) read books d) consult parents
10. If you don't succeed you should_____.
    a) give up b) try with same method
    c) rethink strategy d) sit idle

Post-reading

Exercise 3

Here are some exciting careers. Work in pairs and match the profession with the description. After you have completed, share your work with your partner.

No.	Column A: Profession		Column B: Description	Column C: Answer
1	Actuary	a	cures sick animals	
2	Astronaut	b	studies environment	
3	Veterinarian	c	makes computer software	
4	Chef	d	corrects texts of films	
5	Ecologist	e	calculates insurance risks and premiums	
6	Ornithologist	f	studies fossils	
7	Programmer	g	makes medicines	
8	Editor	h	studies birds	
9	Palaeontologist	i	cooks food	
10	Pharmacist	j	travels in a spacecraft	

Exercise 4

Read the text and answer following questions.

1. What are the differences between a job and a career?
2. Why should you choose a career that interests you?
3. What causes de-motivation in career?
4. What are the examples of personal values given in the text?
5. What is the difference between an extroverted person and an introverted person?
6. What are the core skills required for a charted accountant and a visual artist?
7. What is an aptitude test? How does it help in choosing a career?
8. Why is it necessary to consult a veteran of the field before choosing a career?
9. How can a professional career counsellor help you?
10. Why is it wiser to have a backup plan?

Exercise 5

Work individually and match the personality type with their corresponding description. After you have completed, share your work with your class fellows.

No.	Personality type	Description
1	Realistic	likes to lead and influence other people.
2	Investigative	likes to organize things and check details.
3	Artistic	likes to create new things and express their ideas.
4	Social	likes to work with their bodies and do practical.
5	Enterprising	likes to work with ideas and problems.
6	Conventional	likes to work with and help other people.

Exercise 6

The following steps shall help you to identify the best career for you. Work individually on the following steps and choose a career for yourself. After you have completed, share your work with your class fellows.

a. Make a list of your career-related interests and values.
b. Write down your natural skills and abilities.
c. Consider your personality type and career-related values.
d. Make a preliminary career decision and create a plan of action.

Note for teacher: Before asking students to do Exercise 6, discuss the steps provided above in the class. After they have done, ask some of the students to come up and share their future plans with the class. Walk around and make sure the students are doing the exercise as per instructions.

9.2 WRITING

a. Understanding Job Advertisement

A job advertisement is an announcement of an open job position. The main goal of a job advertisement is to inform potential job candidates about a new opening and attract them to apply. It is written in an engaging tone and it contains information not only about the job position, but also about the organisation and the benefits it offers.

Look at the following structure of any job advertisement.

- Job Title
- Job Location
- Duties and responsibilities
- Job Requirements
- Company and benefits
- Applying instructions



Exercise 1

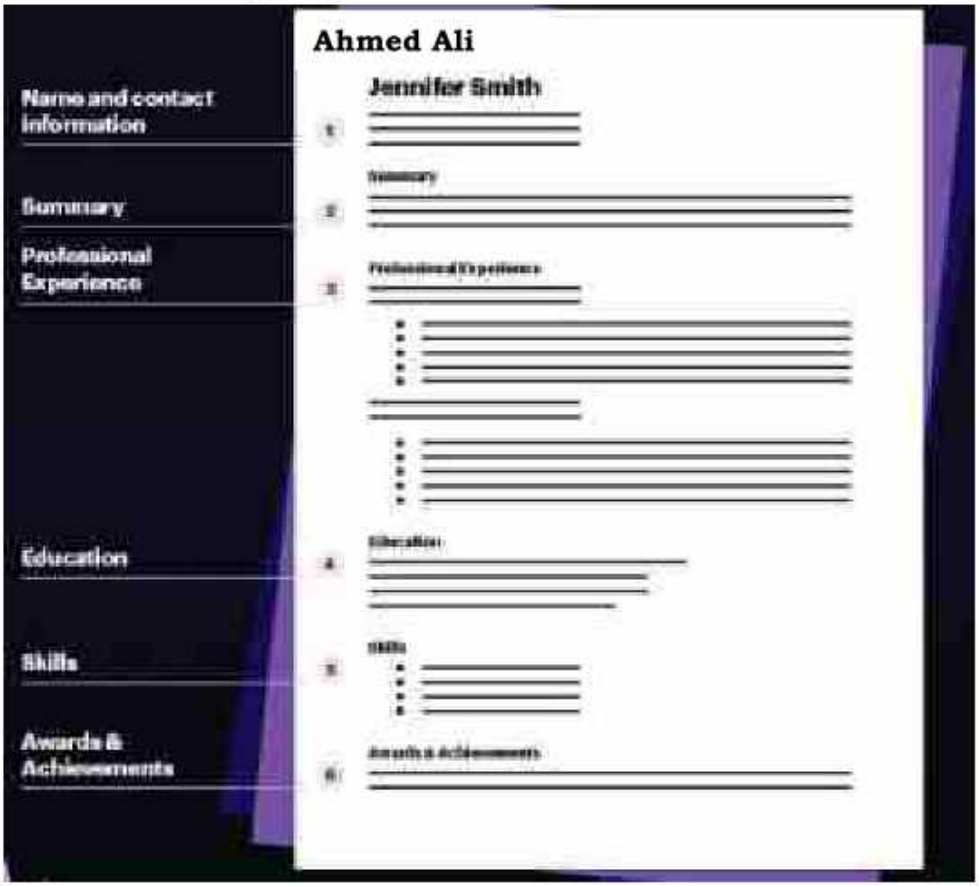
Look at the advertisement and identify its components.

Note for teacher: Explain students that every job advertisement has above parts. Next, explain each part of the advertisement to the class. In addition, show various job advertisement in the class for better clarity.

b. Resume

A resume is a summary of skills, education, and experiences. A resume is one of the most important pieces of writing. A solid resume is the key that will open the door to good jobs.

Look at the following template of resume.



Tips for resume writing

a) mention your personal details and contact information
b) use a resume summary or objective
c) list your work experience and achievements
d) mention your skills
e) (optional) include additional resume sections - languages, hobbies, etc.
f) tailor your information for the job ad.
g) proofread your resume

Exercise 1

Now, work individually and write your own resume keeping in view the given sample and tips for writing resume. After completing, compare your resume with your partner.

c. Covering Letter

A covering letter is a one-page document that you submit as part of your job application (alongside your Resume or Curriculum Vitae). The purpose of covering letter is to introduce you and briefly summarize your professional background.

Here are few tips and structure of a covering letter

1. Contact Details

- Postal Address
- Email address
- Tel. No.
- Date on which the letter was written

2. Heading

- Address specific person/
- Department Information

3. Greetings

- Dear Sir/ Madam

4.Introduction

- At present, I am studying at.....or
- At present, I am working for.....
- For the last five year, I have been working in the position of.....
- My current job title is.....

5. Reason For Writing

- I am writing in response to an advertisement which was published in.....dated.....
- I am writing to apply for position of.....

6. Education And Previous Experience

- My education includes a degree from.....University/ College.
- I have been studying (Subject) for last four years.
- I have experience in.....and have worked at.....for the last.....years.

7. What makes you ideal for the position?

- I am an ambitious person who is keen to learn new skills.
- I believe I am the best choice for this position as I have a lot of experience in my previous role.
- I feel that I am the most suitable candidate for this job because of my ambition to make a change.
- I am excited to have the opportunity to be able to work with a reputable organisation like yours.

8. Closing Statement

- Thank you for taking the time to read through my C.V/ Resume
- Please contact me at any time you should you wish to arrange a meeting/ interview.
- Please do not hesitate to contact me for further information.
- I appreciate your consideration and look forward to hear from you.

9. Sign Off

- Yours sincerely,
- XXXX

926 West Berry Street
Fort Wayne, IN 46802
July 13, 2004

Dr. Gail Smith
Director of Human Resources
Fort Wayne Community Schools
123 Clinton Street
Fort Wayne, IN 46802

Dear Dr. Smith:

I am writing to express my interest in the fourth grade instructional position that is currently available in the Fort Wayne Community School System. I learned of the opening through a notice posted on JobZone, IPFW's job database. I am confident that my academic background and curriculum development skills would be successfully utilized in this teaching position.

I have just completed my Bachelor of Science degree in Elementary Education and have successfully completed Praxis I and Praxis II. During my student teaching experience, I developed and initiated a three-week curriculum sequence on animal species and earth resources. This collaborative unit involved working with three other third grade teachers within my team, and culminated in a field trip to the Indianapolis Zoo Animal Research Unit.

In my work with the third grade classes, I stressed critical thinking and the incorporation of mathematical and science units into the course. The student response was very encouraging, as we had a 100% passing rate for this section. In addition, our team met state curricula guidelines and received numerous positive comments from students' families regarding the class material. Both my cooperating teacher and my supervisor from the teacher preparation program complimented me on my enthusiastic classroom presentations.

Please consider this resume and the completed application form as an expression of my sincere interest in pursuing any fourth grade vacancies that may arise in your district.

I am confident that as a teacher in your school system, I can create a productive learning environment that is student-centered. I welcome the opportunity to discuss with you in person my ideas and qualifications. If you have any questions or would like to arrange an interview with me, I may be reached at (260) 483-1499 or smith@ipfw.edu. Thank you for your consideration.

Sincerely,

Susan Smith

Enclosure

Exercise 2

Now, work individually and write your own covering letter keeping in view the above tips for writing covering letter. After completing it, compare your resume with your partner.

Note for teacher: Guide students in writing an effective resume in the class before doing Exercise 1. Next, give students enough practice of writing resume following above sample and tips.
Assist students in writing a covering letter in the class before doing Exercise 2. Next, give students enough practice of covering letter following above tips. Assist them who need your help.

9.3 ORAL COMMUNICATION

Job Interview

In the workforce, job interviews are conducted in order for an organisation to select the right candidate for a job.A job interview is a selection process used by organisations to help determine whether a candidate has the necessary knowledge, skills, and abilities to do the job.

Etiquettes required for an interview

Dress code	• Formal dress (ethically and regionally appropriate) for women. • Shoes must be polished.
Grooming/ Appearance	• Wear mild fragrance. • Trimmed and cleaned hair and nails.
Things to carry	• At least two copies of your CV/Resume. • Pen and paper. • Your academic documents if required.
Behaviour	• Knock the door before entering. • Greet the panel. • Sit only when asked and thank the panel and sit before the panel. • Wait for the interviewer(s) to the start. • Maintain eye contact. • Talk politely. • Don't talk too fast or too slow. • Sit straight, and look attentive. • Answer as honestly as you can.

Exercise 1

Work in pairs and practice the following dialogues. First, one of you should take the role of the interviewer and the other that of interviewee. Then, reverse the roles and practice again.

Interviewer: Tell me briefly about yourself?

Interviewee: I have spent the last six years developing my skills as a customer service manager for OGDCL, where I have won

several performance awards and been promoted twice. I love managing teams and solving customer problems and am looking for a new role that will challenge me.

Interviewer: What are your strengths?

Interviewee: I am highly motivated, enthusiastic and work well in team. I also handle pressure smartly which is the key factor of my achievements.

Interviewer: Why are you interested in this position?

Interviewee: I have always admired your company's products. I was really impressed with the recent interview of your CEO where he shared his vision of collaborative company culture. The job responsibilities also emphasize communication skills and leadership which are of my greatest strengths. I really feel that it is the role and organization in which I could excel.

Interviewer: Why are you leaving your current job?

Interviewee: I have already mentioned that I am zealous and keen to abreast myself. Also, I will also seek various opportunities here to learn and grow.

Interviewer: Why should we hire you?

Interviewee: Honestly, with all my great communication and leadership skills, I will prove myself a benefit and an asset to your reputable company.

Exercise 2:

Situation: You have received a call letter for appearing in the job interview. You need to prepare for it. You have to grab this opportunity.

Now, work in pairs and play role as an interviewee and interviewer. You can use some of the interview etiquettes/tips given in the box above.

Exercise 3

Work in pairs. Assign the role of an interviewer and an interviewee and present the mock job interview in front of the class.

Note for teacher: Divide the students in pairs for Exercise 1 and 2. Walk around to ensure that all the students are participating in the Exercise. Guide and assist students needing support.

Exercise 4

Look at the list of the questions given below which are commonly asked in interviews. Work in groups of three and write down the possible responses of the given questions. After completing, share your work with other groups.

1. Tell me a little about yourself.
2. What is special about you?
3. Why do you want to work here?
4. What interests you about this job?
5. Why are you leaving your current job?
6. What are your strengths?
7. What are your goals for the future?
8. Where do you see yourself in five years?
9. Why should we hire you?
10. What is your salary range expectation?

Exercise 5

You have already studied about the job advertisement in this Unit (9.2). Now, imagine you are called for the job interview. Work in pairs. Devise your own questions and responses accordingly and practise them.

Teacher's Note: Divide students in pairs and ask them to practise mock interview using etiquettes of interview given above. Walk around to ensure that all students are engaged in the activities.

9.4 GRAMMAR

a. Conditional Sentences Type-II

You have already learnt about conditional sentences type-I in your previous classes. Now, let us learn about conditional sentences type-II. Conditional sentences type-II is a structure used for talking about unreal situations in the present or in the future. In these sentences, the time is **now or any time**, and the situation is **unreal**. They are **not** based on **fact**, and they refer to an **unlikely or hypothetical condition** and its **probable result.** The use of the past tense after **'if'** indicates **unreality.** For example: If the weather **wasn't** so bad, we **would go** to the park.

The structure of conditional sentences type-II can be formed by the following way:

If Clause	Main Clause
If + simple past tense	S+ could/ would/ might+V (I)+O
If this thing happened	that thing would happen
If it rained,	you would get wet
Example: If it rained, you would get wet	

Note: The sentence can begin with an 'if' clause or a main clause. If the sentence begins with an 'if clause', put a comma between the 'if' clause and the main clause.

- **If** + *past tense* (,) *present unreal conditional (would/ could/ might)*

Example:

- **If** I went to Paris, I would see the Eiffel Tower.

OR

- I would see the Eiffel Tower if I went to Paris.

Note: In 'If Clauses Type 2', we usually use 'were' which is past form of 'to be' instead of 'was' although the pronoun is 'I, he, she or it'.

Examples:

- **If** I were you, I wouldn't marry with him.
- **If** she were ill, she couldn't attend the meeting.
- **If** it weren't snowy, I would go out.

Exercise 1

The following paragraph is on 'Unsustainable Environment'. Work in group of three. Each group is required to write a paragraph proposing solutions to this issue. After completing, exchange your paragraphs to the other group.

> Fish is one of the Pakistan's favourite foods. In Pakistan, the average person eats 36 pounds (16 kg) of fish every year. But many kinds of fish in the River are disappearing because people and poachers catch too many of them. Environmentalists say that 90 percent of the biggest fish are gone now from the River Indus. If we catch too many big fish now, there won't be any baby fish in the future. Our way of fishing now is not sustainable -- it can't continue for a long time without hurting the environment.

Exercise 2

i. Now, read the paragraphs and identify the type of sentence structure your class fellows have used.
ii. Identify the situation from the following option in which the responses were used.

a. impossible condition in the past and its impossible result in the past
b. unlikely and hypothetical situation with probable result
c. possible condition with possible result

Exercise 3

Write short paragraphs on the following topics by following the pattern of conditional type-II structures.

- If you were chairman of the Union Council of your area....
- If you were elected the Prime Minister of Pakistan...
- If you were the Principal of your college....

Note for teacher: Make sure that the students understand clearly that conditional sentences have two clauses. One clause has 'if' and the other clause usually has 'would'. One clause tells us what will happen and the other clause tells us the result of the first action, *i.e.* what is second thing that will happen if the first one happens.

Punctuation: Square Brackets

The square brackets are used to modify another person's words which were not originally said by him. This modification is made mostly by an editor.

Examples:

The Officer inquired: "Where and when did it [*the robbery*] take place?"

The witness answered: The robbery took place at a bank [*The Reserved Bank*] yesterday.

Here are some rules of using square brackets.

- [sic] is used to spot any grammar mistake made by the original writer.

Example:

The mister believed that his statement was appropriate and did not undermine the moral [sic] of the party workers.

- Brackets with ellipsis [...] the three dots can be used to show text omitted from a quotation

Example:

Mrs. Nishat Khan is the only genius [...] with an IQ 60.

Exercise 4

Now, work in pairs and use the square brackets where required in the following paragraph. After completing, compare it with your partner.

"He Kasona was born in 1971. At that time, Namibia a poor country has many problems. The country was at war 1966 to 1990. Because of the fighting, many indigenous the Namibians had rifles which caused a problem poaching. During that time, poachers killed many wild animals black rhinos for their horns for their valuable body parts. To make things even worse around 1980 a terrible drought killed life people, livestock, and wildlife. By 1995, there were only few wild animals lions and cheetahs left in the Kunene region in the northwest of the country"

Note for teacher: Divide students in pairs and make them practise the use of square brackets by doing exercises. Next, assist and guide them while doing above exercises.

Vocabulary

c. Thesaurus

A thesaurus is a book that lists words grouped together according to similarity of meanings or synonyms and sometimes antonyms - opposite in meaning - without explaining their meanings or usage. A thesaurus may list words alphabetically or conceptually.

Example:

The different synonyms of word 'Modest' have been taken from thesaurus. Look at the following table and observe the different synonyms of word 'Modest' have been used in various contexts.

Use of Synonyms Closest to the Meaning of the Given Context			
Original Word	**Synonyms**	**Contextual Meaning**	**Use in Sentence**
Modest	-	relatively moderate, limited, or small of an amount, rate, or level	Though born and married in a modest (moderate or ordinary or ordinary) family, she always daydreamed about being rich.
-	Moderate		We walked at a moderate pace, however, travelled a long distance by the evening.
-	Ordinary		His artwork depicts the life of an ordinary people
-	Humble		Only few politicians in world come from a humble, unprivileged background.

Exercise 5

Work individually. Use a thesaurus to find the synonyms closest to the meaning of the given words below. Use them in your own sentences separately. Follow the example given above.

Original Word	Synonyms	Contextual Meaning	Use in Sentence
Afford	-		
-			
-			
-			
Fine	-		
-			
-			
-			

Unit 10 PRACTICING POSITIVE WORK ETHICS

What will I learn?

10.1 Reading Comprehension

- 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.
- Read silently and apply critical thinking to interact with the text, using intensive reading strategies (while-reading) to:
  - Make simple inferences using context of the text and prior knowledge.
  - Distinguish between what is clearly stated and what is implied.
  - Deduce meaning of difficult new words/phrases from context.
  - Comprehend/interpret text by applying critical thinking.
- Respond orally and in writing to the text to:
  - give a personal opinion and justify stance related to view-points/ ideas and issues in the text read.
  - relate what is read to his or her own feelings and experiences.
  - evaluate the material read.

10.2 Writing

- Proofread and edit own and peers' work for errors of usage and style.

10.3 Oral Communication

- Listen attentively and respond accordingly.

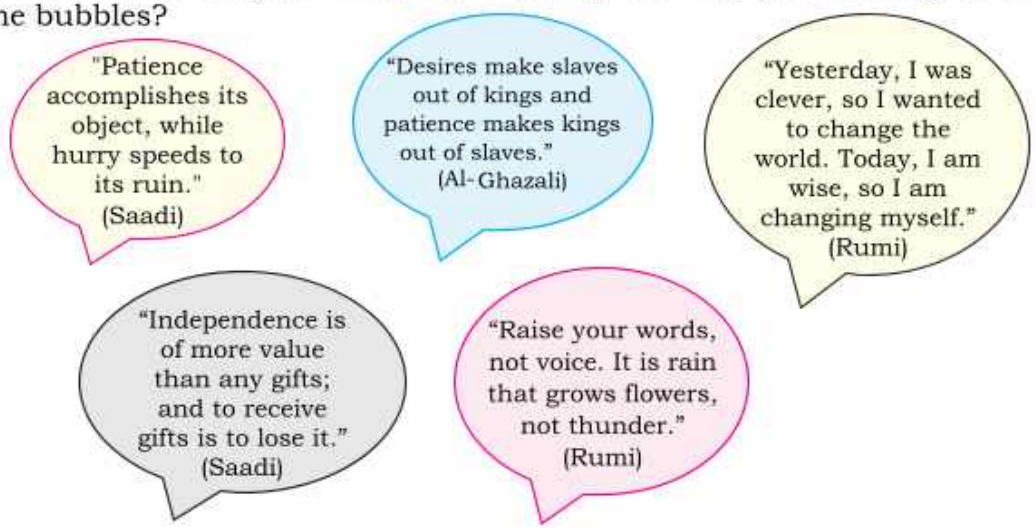
10.4 Grammar

- Illustrate the use of both active and passive voices in various writing tasks (letter, report, descriptive essay).
- Use correct vocabulary in speech and writing, and use correct spelling in writing.

10.1 READING COMPREHENSION

Pre-reading

1. What comes in your mind after reading following quotations given in the bubbles?



Reading texts

Pearls of Wisdom

(Shaikh Saadi)

(Text-I)

There were two brothers, one of them in the service of the sultan and the other gaining his livelihood by the effort of his arm. The wealthy man once asked his destitute brother why he did not serve the sultan in order to be delivered from the hardship of labouring. He replied, 'why labourest thou not to be delivered from the baseness of service because wise men have said that it is better to eat barley bread and to sit than to gird oneself with a golden belt and to stand in service?'

To leaven mortar of quicklime with the hand
Is better than to hold them on the breast before the Amir.
My precious life was spent in considering what I am to eat in summer and wear in winter.
O' ignoble belly, be satisfied with one bread
Rather than to bend the back in service.

Note for Teacher: Ask the students to write individually. If any student did not write anything, ask him/her to remain calm and listen to others. Tell following quotes to the students and ask them to guess the topic of lesson. Also, encourage students to form quotes from previous lesson.

(Text-II)

A king was in the same boat with a slave who had never before been at sea and experienced the inconvenience of a vessel. He began to cry and to tremble to such a degree that he could not be pacified by kindness, so that at last the king became displeased as the matter could not be remedied. In that boat, there happened to be a wise man, who said, 'with thy permission, I shall quiet him.' The king replied, 'it will be a great favour.' The wise man ordered the slave to be thrown into the water so that he swallowed some of it, whereon he was caught and pulled by his hair to the boat, to the stern of which he clung with both his hands. Then, he sat down in a corner and became quiet. This appeared strange to the king who knew nothing what wisdom there was in the proceeding and asked for it. The wise man replied, 'before he had tasted the calamity of being drowned, he knew not the safety of the boat; thus also a man does not appreciate the value of immunity from a misfortune, until it has befallen him.'

(Text-III)

I noticed an Arab of the desert sitting in a company of jewellers at Basrah and narrating stories to them. He said, 'I had once lost my road in the desert and consumed all my provisions. I considered that I must perish when I suddenly caught sight of a bag. I shall never forget the joy and ecstasy I felt on thinking they might be parched grain and foid nor the bitterness and despair when I discovered them to be pearls.'

In a dry desert and among moving sand,
It is the same to a thirsty man whether he has pearls or shells in his mouth.
When a man has no provisions and his
strength is exhausted,
It matters not whether his girdle is adorned
with pearls or potsherds.

(Text-IV)

A sage, instructing students, said to them "Learn a skill because property and riches of the world are not to be relied upon; also silver and gold are an occasion of danger because either a thief may steal them at once or the owner spend them gradually; but a profession is a living fountain and permanent wealth; and although a professional man may lose riches, it does not matter because a profession is itself wealth and wherever he goes he will enjoy respect and sit in high places, whereas he who has no skill will glean crumbs and see hardships.

(Text-V)

I heard a wise man saying that no one has ever made a confession of his own folly except he who begins speaking, whilst another has not yet finished his talk.

Words have a head, O shrewd man, and a tail. Do not insert thy words between words of others. The possessor of deliberation, intelligence and shrewdness does not say a word till he sees silence.

Maxims

Property is for the comfort of life, not for the accumulation of wealth. A sage, having been asked who is lucky and who is not, replied, "he is lucky who has eaten and sowed but he is unlucky who has died and not enjoyed."

It is contrary to what is proper, and against the opinion of to partake of medicine by guess and to go after a caravan without seeing the road. The Imam Muhammad Ghazali, upon whom be the mercy of Allah, having been asked in what manner he had attained such a degree of knowledge, replied, 'by not being ashamed to ask about things I did not know.'

A weak man trying to show his prowess off against a strong one only aids his foe to encompass his own destruction.

Even after falling into mud, a jewel retains its costliness, and dust. Although, it may rise into the sky, is as contemptible as before. Capacity without education is deplorable and education without capacity is thrown away.

Drop upon drop collected will make a river. Rivers upon rivers collected will make a sea. Little and little together will become much. The granary is but grain upon grain.

Confide not to a friend every secret thou possess. How know you that he will not some time become thy foe? Inflict not every injury you can upon an enemy because it is possible that one day he may become thy friend.

While-reading

Exercise 1

Work in pairs and find out the words from the text and match with their corresponding descriptions. After you have completed, share your work with your partner.

No.	Description	Words
1	extremely poor and lacking the means to provide for oneself	
2	shaking slightly in a way that once cannot control	
3	bringing or restoring to a state of peace or tranquillity	
4	happening especially as if by fate	
5	stimulating drug that can cause illusions	
6	decorated or beautified, as by ornaments	
7	the quality of having or showing good powers of judgement	
8	becoming involved with or take part in something	
9	skill or expertise in a particular activity or field	
10	repository for grain, especially after it has been threshed	

Exercise 2

Work individually. Read each text and suggest the appropriate title by writing before each text number. After you have completed, share your work with your class fellows.

NO.	Text No.	Suggested title
1	Text-I	
2	Text-II	
3	Text-III	
4	Text-IV	
5	Text-V	

Exercise 3

Read the statements and encircle the correct option.

1. The second brother was living by_____.
   a) serving sultan b) doing Govt. service
   c) doing labour d) selling belts
2. _____ said that it is better to eat barley than to gird with golden belts.
   a) elder brother b) sultan
   c) wealthy man d) servant
3. "To gird with golden belts", this phrase indicates to live _____.
   a) hard life b) healthy life
   c) wealthy life d) slavery life
4. The_____ was fearful during travel in the vessel.
   a) king b) sultan
   c) slave d) Wiseman
5. The slave was thrown in the sea to _____.
   a) catch fish b) gain experience
   c) go drowning d) save boat
6. The Arab became happy after _____.
   a) finding bag b) gaining grain
   c) finding water d) seeing pearls
7. The sage gave advice to his student that_____.
   a) property can be made b) silver and gold are necessary
   c) riches can be relied d) profession is wealth
8. "Little drops make an ocean." This proverb is appropriately depicted in_____.
   a) Text-I b) Text-III
   c) Maxim-V d) Maxim-III
9. A group of people travelling together is called as_____.
   a) sages b) caravan
   c) crew d) shrewd men
10. _____may be the suitable message of text-II.
    a) 'Self-done is well done,' b) 'Brave deeds need no show,'
    c) 'Small wit great boast,' d) 'Silent water run deep,'

Post-reading

Exercise 4

Read the texts and answers the following questions.

1. What did the wealthy man ask the poor brother and what was his reply?
2. Why could the slave not be pacified even though he was in the same boat with the king?
3. What did the wise man do to make the slave realize about the security of boat?
4. What kind of virtue the sage wanted to teach to his students?
5. How does the professional man earn respect according to the sage?
6. Who is lucky and unlucky according to the maxim?
7. Confide not to a friend every secret thou possess. How know you that he will not some time become thy foe? How far do you agree and why?
8. Identify the maxim which reflects the value of real thing never fades or shatters.
9. What kind of suggestion did Imam Ghazali give to the people?
10. Which tale from the above texts do you like the most? And why?

Exercise 5

Work in pairs and write the concise central theme against each text. After you have completed, share your work with your partner.

No.	Text	Central Theme
1	Text-I	
2	Text-II	
3	Text-III	
4	Text-IV	
5	Text-V	

Note for teacher: Ask students to go back and read the texts again before doing Exercise 5. After they have done, tell them to exchange their work with each other after writing short paragraphs.

10.2 WRITING

Proofreading (Finishing Touch)

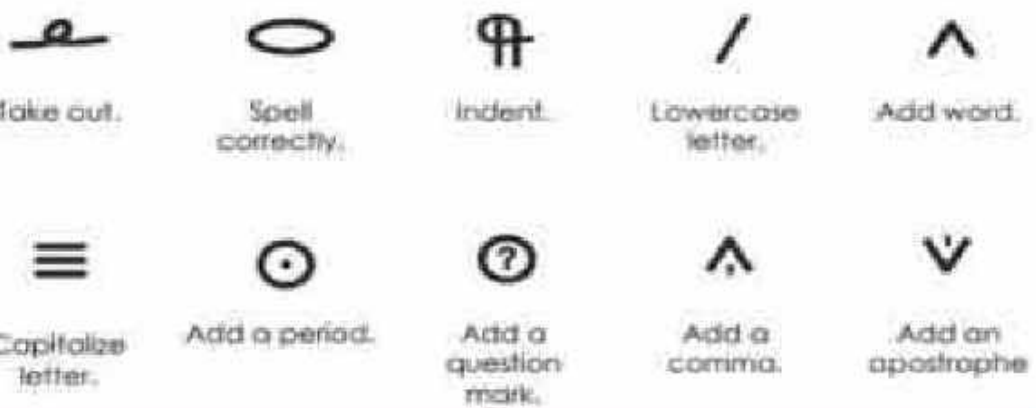
It is known as the very last step in writing process. The proofreading involves identifying and correcting the typographical mistakes in sentence structure, capitalization, spelling, grammar, punctuation, style, and formatting. Proofreading is the fundamental part of the revision process and its main objective is to ensure that the written document is perfect in terms of vocabulary and grammar.

Why is proofreading done?

Proofreading is very important because it is the last chance to find and fix errors before a document is presented to readers. Moreover, the proofreading eliminates mistakes in grammar, punctuation, capitalization, spelling, and formatting. It allows us to communicate our message accurately and effectively.

Proofreading Tips and Symbols

- Use a printed out paper for proofreading.
- Read the paper loudly.
- Read paper slowly line by line and word by word.
- Look for one type of error at a time.
- Circle punctuation marks.



Note for teacher: Briefly, explain the symbols of proofreading before class. Walk around to see if the students have understood the correct use of symbols.

Exercise 1

Write at least two sentences about each of the following topics in your notebook. Then, exchange your notebooks with your classmates to proofread. After you have completed, exchange your notebook with any of your class mates. Read each other's work and give feedback. Make changes in your work if needed.

Write what you say about.....

1. Getting education is _____
2. Your reaction to the food in college canteen_____
3. Elders must be respected because_____
4. Early to bed, early to rise, makes man healthy, wealthy and wise_____
5. Never, never, never give up_____

Exercise2

Work individually and proofread the following letter by following the key tips provided above. After you have completed, compare your proofreading work with your partner.

with the invention of the personal computer and the Internet, a new age in communications begins. now people could communicate fastest and more easily than ever before. Writting, editing, and storing information became quick and easy. It was no longest necessary to write draft after draft when changes could be made so easily using a word Processor program. Messages, could now be sended in no time to anywhere in the world, without addressing envelopes or licking stamps. Century most early, around the year 1450 a similar revolution in communications had occurred in the Germany. This happened when iohannes gutenberg invented the printing press. he was not the first person to use printing to copy a peace of writing. printing was already being invented in the China, where they used clay to print oriental characters. Small items, such as posters and flyers, were already being printed in Europe too, using the woodblock method of printing. Books and other largest works were still being copied by hand. At this time, books were usually produced only in latin, and only the most educated people read them. Gutenbergs printing press was about to change all of this.

Note for teacher: After the students have completed and compared with their partner, get exercise solved on the blackboard.

10.3 ORAL COMMUNICATION

Listen Carefully and Respond Accordingly

Listening carefully and responding accordingly is one of the most important skills. You can respond accurately only when you listen attentively. In this way, you can improve your communication skills. Conversations are active, not passive. A conversation between people cannot occur without a response. Hence, active listening requires careful responses which are made possible with comprehending properly. An active response should show that you understand what the other person has said and have paid attention to their words.

Tips for listening attentively	Tips for responding accordingly
1. Pay attention. 2. Show that you're listening. 3. Provide feedback. 4. Defer judgment. 5. Respond appropriately.	1. Be candid, open and honest in your response. 2. Assert your opinions respectfully. 3. Treat the other person in a way that you think they would want to be treated.

Exercise 1

Look at the following sets of conversations and identify active listener and the one who responds properly.

Set A

Ahmed: I'm just really stressed about work at the moment.

Kinza: Me too, you wouldn't believe what one of my co-workers did yesterday.

Ahmed: And it's hard for me to pay enough attention to the kids when I have this much on my plate and just want to relax when I get home.

Kinza: Seriously, what she did was ridiculous.

Ahmed: What did she do?

Set B

Ahmed: I'm just really stressed about work at the moment.

Kinza: Why is it more stressful than usual right now?

Ahmed: Well, one of the people in my team is on holiday for a couple of weeks and I keep getting landed with their usual responsibilities.

Kinza: Have you spoken to your boss about that? You shouldn't be doing someone else's job as well as your own.

Exercise 2

Now, work in groups of two and discuss the following topics keeping above tips in the mind.

Turn by turn, each student should make a simple statement about the following. One of the others should respond accurately to each other.

1. Two students discussing each other on pros and cons of the social media.
2. Two friends asking each other's opinion about equality of all before law.

Note for teacher: Divide the class in groups of two and ask them to use tips in their practice at least three times by each student. Make sure that they use correct pronunciation and intonation. You can ask some students to role play their dialogues in front of class.

10. 4 : GRAMMAR

a. Active Voice and Passive Voice

You have already learnt in detail about active voice and passive voice in your previous classes. Let us revise some of its rules.

Active Voice	Passive Voice
When an action performed by the subject is expressed by the verb, it is known as an active voice. Active voice is used when more straightforward relation and clarity is required between the subject and the verb. **For example:** Hens lay eggs. Birds build nests	When the action expressed by the verb is received by the subject, it is known as passive voice. Passive voice is used when the doer of the action is not known and the focus of the sentence is on the action and not the subject. **For example:** Eggs are laid by hens. Nests are built by birds.

Active and Passive Voice Rules for Conversion of Sentence

Below are the active-passive voice rules to follow for changing an active sentence into a passive voice.

Tense or Modal + Base	Active Voice	Passive Voice
Simple Present	beat / beats	am/is/are beaten
Past	beat	was /were beaten
Future	shall/will beat	shall /will be beaten
Continuous		
Present	am/is/are beating	am/is/are being beaten
Past	was/were beating	was/were being beaten
Future	shall/will be beating	Not applicable
Perfect		
Present	have/has beaten	have/has been beaten
Past	had beaten	had been beaten
Future	shall/will have beaten	shall/will have been beaten
Perfect Continuous		
Present		
Past	Not applicable	Not applicable
Future		
Can/may/must, etc + base	can/may/must, etc beat	can/may/must, etc be beaten.

Note: With conversion of Active Voice sentence into Passive Voice sentence, the pronoun used in the sentence also changes in the following manner.

Active Voice Noun	Passive Voice Noun
I	Me
We	Us
He	Him
She	Her
They	Them
You	You
It	It

Exercise 1

Given below is a sample of brief synopsis of a research report. It is written in active voice. Work in pairs and change the following from active voice into passive voice. After you have completed, share your work with your partner.

In this research, I administered a research survey. I created a compelling sample of 100 scientists. I invited them to participate in the survey by sending them an invite through emails. I received e-mail addresses from different research centres of the country.

Exercise 2

Given below is a sample of newspaper report. It is written in passive voice. Work individually and change the following from passive voice into active voice. Then, write the same in your notebook.

A bus has been stolen from outside the school. The thief was seen by some children. The bus is being searched by the police now. Children's descriptions will be used by them to catch the thief.

Note for teacher: Revise the previously learnt rules of active and passive voice.

Exercise 3

Work in pairs and change the voice of the following sentences. Rewrite the sentences in your notebook and share your work with your partner.

1. Don't touch the naked wire.
2. There is nothing to say.
3. He has to purchase a car.
4. One should listen to one's conscience.
5. I like the people to respect me.
6. Turn him out.
7. Someone killed the criminal.
8. It is time to switch off T.V.
9. I am to take tea.
10. Please bring me a glass of water.
11. Let her write a poem.
12. Did you tell a lie?
13. Why did you help her?
14. The judge enquired in to the case.
15. She made me sing.

Vocabulary and Spelling

Exercise4

Work in pairs and use words given below to complete the following text. After you have completed, share your work with your partner.

resembles, wilderness, purpose , findings, valley, strangest, construction , political, pending, inhabitants, mystery, unclear, archaeologists, believed , vastness, located

The historic Rani Kot Fort is a_____. It was built on mountains of the Khirthar Ranges of Sindh. It is _____about 28 kilometres from the Sann Gate from Jamshoro City. It is _____to be the largest fort in the world having walls nearly 35 kilometres long. The age of the fort is_____, however, _____predict that the magnificent structure was built sometime in the 9th-century. Visually, its walls are truly a roller coaster ride, sometimes going as high as three thousand feet above sea level while other times instantly sliding down towards the ground.

Archaeologists want to ensure Rani Kot Fort gets the recognition it deserves. Its _____resembles the Great Wall of China which is why it is often referred to as "The Great Wall of Sindh." Since 1993, it is has been on the tentative list to be designated a UNESCO World Heritage Site. Its status is still_____. Many agree that it is the most fascinating place in Sindh.

The surrounding walls of Rani Kot Fort are made from gypsum and lime cut sandstone.

To give you an idea of the _____of Rani Kot Fort, it is so large that there is enough space in it for building hundreds of other forts.

It has been determined that Rani Kot Fort was built for the _____of defence and to house many_____. The rulers of different times lived here and it was the center of _____activities where many ancient leaders of Sindh gathered. Artefacts uncovered at Rani Kot tell a fascinating story of its inhabitants and a rich history that spans thousands of years. Some of the _____include archaic coins, terracotta of the Indus Civilization, an engraved sign of a swastika, a leaf of the papal tree (sacred fig);evidence of a peacock, sunflower, and lotus flower; remains of Zoroastrians and Buddhists, and arrows of different kinds.

The entire fort is surrounded by hills that form a small _____through which a stream passes. Its name is taken from this stream; "Rani" meaning Stream.

The Rani Kot Fort _____no other fort in the world. Its unusual size, lost history, strategically useless position, uninhabited area, and unexplored features make the fort one of the _____places in the world. One would require a time machine to solve its mystery. Its unusual size and location in the absolute _____doesn't make sense, at least in the present times.

Exercise 5

Work in pairs and correct the spelling mistakes in the paragraph below. After you have completed, share your work with your partner.

Food directly afects your phyzical and emottional health. If you eat none-nutricious gunk food and do note pay attenttion to your diete, than you pay the prise of poor healdh or became severly overwieght. If you eat good food and conttrol wat you eat, your chancess of bieng healdhy are much bettre. The palace to bigin a healdhy livestyle is in your choisec of food, dat is in your deit. I beleive, a deit is a plain for eating. A well-ballenced deit perovides all of the anergy you ned to keepe acttive thruoghuot the day. It also gives you the nutreints you ned for grouth and repear, hellping you to saty strrong and healdhy and help to perevent deit-relatad illnes, such as some cansers.

Exercise 6

Work individually. In each of the groups of words below, one word may be misspelt or no words may be misspelled. If a word is misspelled, write it correctly to the right of each group. If none of the words in the group is misspelled, write "none."

1. fuzzes, laundrys, sufficient	
2. turkeys, trophies, arrival, armies	
3. acrage, analysis, dosage	
4. acompaniment,played, interviewed	
5. privilege, excelling, eighth	
6. adolescence, contemporary, ninty	
7. athletic, conscious, mathmatics	
8. performence, fiery, recede	
9. leisure, familiar, proffessor	
10. undoubtly, experience, succeed	
11. seize, acceptance, grammer	
12. pleasant, slyly, watches	
13. accidentally,embarass, intelligence	
14. prejudice, preferred, lieutenant	
15. payed, characteristic, intelligence, attendant	
16. sergeant, noticable, deceit	
17. particuler, arbitrarily, attorneys	
18. neither, acknowledge, goverment	
19. permmit, referring, foreign	
20. halves, accross,	
21. subtle, judgement, ancient	
22. said, envirement, interest	
23. realize, alleys, acheive	
24. preference, convenient, releif	
25. awkward,considerably, neccessasry	

Section-B: Poetry

INTRODUCTION: ELEMENTS OF POETRY

What will I learn?

- Comprehend the use of literary features/techniques of poetry.
- Analyse to use in their writing the features of an expository composition showing comparison and contrast between things, events, situations, places, action, idea or a problem: use of effective metaphors and similes.
- Utilize appropriate informational print and electronic sources to collect information.

Pre-reading

1. Recite any of your favourite poems in Sindhi, Urdu or English.

What is poetry?

Poetry is a verbal or written expression of feelings and ideas in an imaginative style with distinctive rhythm, rhyme, and meter. These all work together with the sounds, meanings, and associations of the words themselves to produce one significant effect. Understanding or appreciating poetry requires some acquaintance with the basic elements of poetry.

ELEMENTS OF POETRY

Terms	Description
Line	Poetry contains lines. The length of a line may be measured in two ways: the number of syllables in it or the number of stresses. **Example:** Thus in the winter stands the lonely tree. (This verse has ten syllables or five meters.)
Foot	The foot is a formative measuring unit in poetry that is made up of stressed and unstressed syllables. The combination of feet creates meter in poetry. Later, these meters join for the composition of a complete poem.
Meter	Meter functions as a means of imposing a specific number of syllables in a line of poetry. It consists of the number of syllables and the pattern of emphasis on those syllables. The most widely used meter in English poetry is iambic pentameter that is a line or verse with five metrical feet, each consisting of one short (or unstressed) syllable followed by one long (or stressed) syllable. **Example:** Close bosom-friend of the maturing sun; -- Keats
Stanza	Stanza is the division of a poem in a certain number of lines having the same meter, rhyme, and a unifying idea or image. Stanza is identified with a number of lines it contains. Thus, a couplet has two lines, a tercet has three lines, a quatrain has four lines, a quintain has five, a sestet has six lines, a septet has seven, and an octave has eight lines. **Example:** How happy is he born or taught, That serveth not another's will; Whose armour is his honest thought, And simple truth his highest skill.
Rhyme	It is the same sound at the end of poetic lines.

Rhyming pattern	A convenient way of setting out a pattern of rhymes is to write for (a) the first rhyme, (b) for the second, (c) for the third, and so on. **Example**: The people along the sand. (a) All turn and look one way. (b) They turn their back on the land. (a) They look at the sea all day. (b)
Free verse	Free verse is a poem that doesn't rhyme and doesn't have a regular rhythm or meter.

Forms and Genres of Poetry

Poetry can be broadly divided into three types: lyrical, narrative, and descriptive. Further, poetry can be classified into forms and genres based on structure, content, and style. Here are some important forms and genres of poetry.

Forms/ Genres	Description
Lyric	A lyric poem is a short but highly musical verse that conveys powerful feelings. It has rhyme, meter, or other literary devices.
Sonnet	The word 'sonnet' means little song. A sonnet is a 14-line lyrical poem divided into two stanzas: an octave and a sestet. The sonnet's three main types are the Italian, the English and the Spenserian.
Elegy	Elegy is a lyrical poem expressing sorrow over the death of a loved one.
Ode	Ode is also a kind of lyrical poem usually written in the form of an address commonly glorifying an event or individual.
Ballad	A ballad is a narrative poem that tells a story, usually in four-line stanzas called quatrains.
Epic	Epic is a long narrative poem that tells the heroic exploits of a legendary hero.

Poetic Devices and Figures of Speech

Poets use poetic devices and figures of speech in order to enhance the meaning or mood of a poem. Here are some essential poetic devices and figures of speech.

Poetic Devices/ Figures of Speech	Description
Simile	A simile is a direct comparison between two unlike things, usually with the words like or as. **Example:** The muscles on his brawny arms are strong as iron bands.
Metaphor	Metaphor is an implied comparison between two relatively unlike things without like or as. **Example:** The road was a ribbon of moonlight.
Personification	Personification gives the qualities of a human to an animal, an object, or an idea. **Example:** a brave handsome tree fell with a creaking rending cry
Hyperbole	It is an exaggerated statement used to heighten the effect. **Example:** She's said so on several million occasions
Alliteration	Alliteration is the repeated consonant sounds at the beginning of words. **Example:** Wide-eyed and wondering while we wait for others to waken.
Onomatopoeia	It is the use of words that mimic sounds. **Example:** Crackle!

Oxymoron	It is the contradictory words used together signifying two different but exact ideas. **Examples:** He is the wisest fool of them all.
Irony	It is a situation that means quite opposite to what is apparently said. **Example:** A post on Facebook complaining how useless Facebook is.
Symbol	A symbol is an object that represents something else rather than itself. **Example:** Ah Sun-flower, weary of time, Who countest the steps of the sun; -- William Blake
Imagery	Imagery is the use of words to create an image or images in the reader's mind based on five senses. **Examples:** I wandered lonely as a cloud That floats on high o'er vales and hills. --- Wordsworth

Exercise 1

Answer the following questions. Write down your answers in your notebook, and share it with your class fellows once you have completed.

1. What is meant by rhyme in poetry?
2. What is meter in poetry?
3. What are different kinds of stanza?
4. What is a sonnet?
5. What is function of the poetic devices?

Exercise 2

Work in pairs. See the picture below and read the poem of William Wordsworth very carefully and answer the questions. Each pair should write down their answers in their notebooks. After you have completed this exercise, exchange your work with other pairs.



Earth has not anything to show more fair:
Dull would he be of soul who could pass by
A sight so touching in its majesty:
This City now doth, like a garment, wear
The beauty of the morning; silent, bare,
Ships, towers, domes, theatres, and temples lie
Open unto the fields, and to the sky;
All bright and glittering in the smokeless air.

Never did sun more beautifully steep
In his first splendour, valley, rock, or hill;
Ne'er saw I, never felt, a calm so deep!
The river glideth at his own sweet will:
Dear God! the very houses seem asleep;
And all that mighty heart is lying still!

1. What type of poem is it? Explain and justify your answer.
2. How many stanzas are there and what are they called?
3. Write down the rhyming scheme of the poem?

Exercise 3

Work individually. Read the elements of poetry and find out which of the following statements are correct and incorrect. For correct statements, put a tick (√); and for incorrect ones, put a cross (X). After completing, compare your answers with your partner.

No	Statement	Correct/ Incorrect
1	Two lines which rhyme at the end are called a couplet.	
2	There is no convenient way of setting out a pattern of rhymes.	
3	Imagery is the use of figurative language to represent objects, actions, and ideas.	
4	Usually a sonnet is comprised of 14 lines having certain rhyming scheme.	
5	Ballad is expressed for sorrow, grief or death.	
6	A metaphor states explicitly that one thing is like another.	

Exercise 4

Work in pairs. Read the following examples of various figures of speech and write the name of corresponding figures of speech against each. Once you have completed, share it with your partner.

No	Example	Figure of Speech
1	To enter in the thoughts of desperate men.	
2	They speak like saints and act like devils.	
3	How could he be a king, a soldier and a peon?	
4	How high, his highness holds his haughty head.	
5	What avail me, all my Kingdoms?	
6	Hasten slowly.	
7	Not that I loved Caesar less, but that I loved Rome more.	
8	Life is a dream.	
9	She was as proud as a peacock.	
10	More haste, less speed.	

Exercise 5

Work individually. Read the following sentences and convert them as directed in the brackets against each. You can add new words in these sentences while converting these. Share your work with your class fellows once you have completed.

1) He is as sober as a judge. (metaphor)
2) She was a tower of strength in their trouble. (simile)
3) Necessity knows no law. (oxymoron)
4) He is the wisest fool of them all. (personification)
5) The professor's ideas are as old as the hills. (irony)
6) The fire station burned down last night. (hyperbole)

Exercise 6

Most of the figures of speech are very common in our daily use. Work in pairs and collect as many other common examples of above-mentioned figures of speech in Exercise 4. Once you have done, display them in front of the class by writing on the charts.

POEM 1 THE CHARACTER OF A HAPPY LIFE

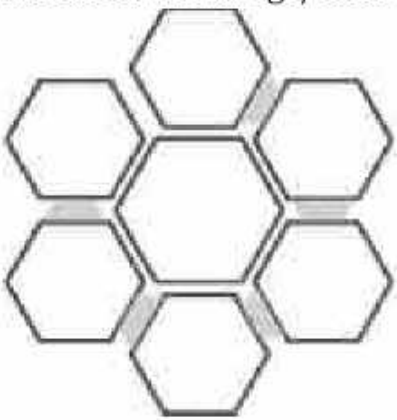
What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Comprehend the use of literary features/techniques of poetry.
- Analyse the context and contents of a poem.
- Express spontaneous personal response to the poem.
- Identify facts/opinions in the given literary text.
- Express personnel responses to the given literary text through creativity and imagination.
- State the lessons/understanding learned from the given text.
- Identify the character/poem/situation that inspired you and state the reason.

POEM 1 THE CHARACTER OF A HAPPY LIFE

Pre-reading

1. What is happiness according to you?
2. Write briefly in the boxes the things/ideas that make you happy.



The Character of a Happy Life

Sir Henry Wotton

How happy is he born or taught
That serveth not another's will;
Whose armour is his honest thought
And simple truth his utmost skill!

Whose passions not his masters are,
Whose soul is still prepared for death,
Untied unto the world by care
Of public fame, or private breath:

Who envies none that chance doth raise,
Nor vice: who never understood
How deepest wounds are given by praise;
Nor rules of state, but rules of good;

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon one by one in group to recite the poem aloud with intonation and appropriate gestures.

Who hath his life from rumours freed;
Whose conscience is his strong retreat;
Whose state can neither flatterers feed,
Nor ruin make oppressors great;

Who God doth late and early pray
More of His grace than gifts to lend;
And entertains the harmless day
With a religious book or friend;

This man is freed from servile bands
Of hope to rise, or fear to fall:
Lord of himself, though not of lands,
And having nothing, yet hath all.

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner after you have completed.

No	Column A		Column B	Column C
1	passion	A	unverified or doubtful information	
2	armour	B	move back	
3	rumours	C	jealous	
4	conscience	D	a metallic covering to protect from attack	
5	retreat	E	moral sense of right and wrong	
6	servile bands	F	destruction	
7	envy	G	slavish bonds	
8	ruin	H	strong emotions	

Exercise 2

Work in pairs and read the above poem again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share it with your partner. The Stanza-1 is paraphrased for you as an example.

In the first stanza of the poem 'The Character of a Happy Life', Sir Henry Wotton says that a happy man does not rely on others. He does not work according to others' will. He is neither a slave nor needs any weapon to protect himself. His honesty is his only weapon. He believes in simple truth of life. This simple truth is his reliable skill.

Exercise 3

Read the poem again and encircle the right option.

1. The strong retreat for a happy man is his_____.
   a. heart b. thoughts
   c. mind d. conscience
2. According to the poet, a happy man cares much about_____.
   a. worldly needs b. material uplift
   c. character d. finance
3. A happy man's armour is his_____ thought.
   a. clever b. honest
   c. deep d. lofty
4. A happy man's days are_____.
   a. joyful b. carefree
   c. harmless d. playful
5. _____ is the utmost skill of an honest man.
   a. truth b. honesty
   c. simplicity d. wisdom
6. A happy man does not serve another's_____.
   a. order b. direction
   c. wish d. will
7. A happy man's soul is always prepared for_____.
   a. exam b. fight
   c. quarrel d. death
8. According to the poet, the deepest wounds are always given by_____.
   a. back-biting b. praise
   c. trust d. friendship

Exercise 4

Work in pairs and pick out the line(s) from 'The Character of a Happy Life' in which the poet has identified each of the following characteristics of a happy man. Write their corresponding character against each quality in the table given below. Once you have completed, compare your work with your partner.

No	Characteristics	Qualities
1		Independence
2		Honesty
3		Truthfulness
4		Ambition
5		Self-control
6		Envy
7		No greed
8		Piety

Exercise 5

Read the poem again and answer the following questions.

1. What does the poet mean when he says that a happy man does not serve another's will?
2. Explain briefly, how Sir Henry Wotton's happy man is 'having nothing yet hath all'.
3. What a happy man is taught from his very birth?
4. Write the central idea of the poem 'The Character of a Happy Life'.
5. Write the rhyming scheme of the poem.
6. What are the sources of happiness other than those mentioned in the poem?

Exercise 6

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Exercise 7

Work in pairs and give a critical appreciation of the poem based on the following aspects. After you have written, compare your work with your partner.

1. Poetic Diction 2.Theme 3. Structure
3. Language 5. Message

Exercise 8

Work in groups of three. Compose your own poem on the theme of happiness using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. After your group has composed the poem, exchange it with other groups.

Exercise 9

Work individually and explain the following stanzas. Write down your work in the notebook and share it with your class fellows after you have completed**.**

Stanzas	Lines
1	How happy.....utmost skill!
2	Whose passions ..... or private breath:
3	Who envies none .....but rules of good;
4	Who hath his life .....make oppressors great;
5	Who God doth late..... book or friend;
6	This man is freed..... yet hath all.

POEM 2 DON`T QUIT

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Identify the character/poem/situation that inspired you and state the reason.
- Make connections between one's own life and the characters, events, motives and causes displayed in literature.
- Recognize recurring themes and the existence of universal human emotions across literary works.
- Express students' personal response to the overall effect of the given literary text.
- Interpret the literary themes with real life situations, social and cultural norms.

POEM 2 DON`T QUIT

Pre-reading

1. Read about the following famous personalities who turned their failures into success.
2. What comes to your mind after reading them?

Famous Failures

	Abraham Lincoln failed in business three times and failed campaigning seven times prior to becoming the President of the United States.
	Albert Einstein was expelled from school and his teachers described him as "mentally slow" but he became a great scientist.
	J.K. Rowling's novel "Harry Potter" was rejected by 12 publishing houses before it became the world's number one best-selling book.

Don't Quit

By Edgar A. Guest

When things go wrong, as they sometimes will,
When the road you're trudging seems all uphill,
When the funds are low and debts are high,
And you want to smile but have to sigh,
When care is pressing you down a bit,
Rest, if you must, but don't you quit. 6

Life is queer with its twists and turns,
As every one of us sometimes learns,
And many a failure turns about,
When he might have won had he stuck it out;
Don't give up though the pace seems slow-
You might succeed with another blow. 12

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon them one by one in group to recite the poem aloud with intonation and appropriate gestures.

POEM 2 DON`T QUIT

Often the goal is nearer than,
It seems to a faint and faltering man,
Often the struggler has given up,
When he might have captured the victor's cup.
And he learned too late when the night slipped down,
How close he was to the golden crown.

Success is failure turned inside out-
The silver tint of clouds of doubt,
And you never can tell how close you are,
It may be near when it seems so far,
So stick to the fight when you're hardest hit-
It's when things seem worst that you mustn't quit.

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner after you have completed.

No	Column A		Column B	Column C
1	trudge	a	strange	
2	quit	b	speed	
3	queer	c	a long deep breath	
4	pace	d	to walk slowly	
5	twist	e	to stop	
6	stuck	f	caught	
7	tint	g	an unexpected change	
8	sigh	h	shade	

Exercise 2

Read the poem again and encircle the right option.

1. The figure of speech in 'The silver tint of the cloud of doubt' is_____

   a. personification b. metaphor

   c. onomatopoeia d. simile

2. 'When things seem worst', we should_____.

   a. run away b. take some other way

   c. stop moving ahead d. stick to them

3. "You might succeed with another blow", means you_____.

   a. give the blow b. receive the blow

   c. continue struggle d. withdraw the struggle

4. The struggler learns too late that he_____.

   a. was unable to struggle b. was close to his victory

   c. should have taken rest d. should have quit

5. The moral of the poem is that we should_____.

   a. face challenges of life b. enjoy success

   c. run away from the hardships of life d. only think positively

6. 'So stick to the fight when you're_____'

   a. hardest hit b. betrayed

   c. unhappy d. unlucky

7. The phrase 'golden crown' means_____.

   a. wealth b. power

   c. victory d. throne

8. In the first stanza of the poem, the word 'sigh' symbolizes_____.

   a. happiness b. regret

   c. courage d. pain

Exercise 3

Work in pairs and read the above poem again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share it with your partner.

Exercise 4

Read the poem again and answer the following questions.

1. What is the poet's message in the first stanza?
2. Which lines of the poem do you like the most and why?
3. Write the central idea of the poem.
4. Find similes, metaphors and alliterations in the poem.
5. Discuss how the poem helps the reader to be optimistic in every situation.
6. What effect does the poem create on the reader?
7. What is the message of the poem?
8. Why does the poet term life 'queer with twists and turns'?
9. What is the benefit of not quitting as suggested in the poem?

Exercise 5

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Exercise 6

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner.

1. Poetic Diction 2.Theme 3. Structure
4. Language 5. Message

Exercise 7

Work individually and explain the following stanzas. Write down your work in the notebook and share it with your class fellows.

Stanzas	Lines
1	When things go wrong ..... but don't you quit.
2	Life is queer ..... with another blow.
3	Often the goal ..... to the golden crown.
4	Success is failure .....that you mustn't quit.

Exercise 8

Work in groups of three. Compose your own poem on the theme of 'Don't Give Up', using elements of poetry based on three stanzas. Each member of the group should compose 1 stanza. After your group has composed the poem, exchange it with other groups.

POEM 3 OZYMANDIAS

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse the context and content of a poem.
- Recognize recurring themes and the existence of universal human emotions across literary works.
- Analyse how writer has used language and style.
- State the lessons/understanding learned from the given text.



Ozymandias was a Greek name for the Egyptian pharaoh Ramesses II, famous for the number of architectural structures which he got constructed. Shelly wrote the poem Ozymandias which describes a broken statue of Ramesses II, lying forgotten in the desert.

POEM 3 OZYMANDIAS

Pre-reading

1. Read the following quote and guess the theme of the poem:

"Graveyards are full of the people who thought themselves indispensable"

Ozymandias

Percy Bysshe Shelley

I met a traveller from an antique land,
Who said— "Two vast and trunkless legs of stone
Stand in the desert. Near them, on the sand
Half sunk, a shattered visage lies, whose frown,
And wrinkled lip, and sneer of cold command
Tell that its sculptor well those passions read,
Which yet survive, stamped on these lifeless things
The hand that mocked them, and the heart that fed;

And on the pedestal, these words appear:
My name is Ozymandias, King of Kings;
Look on my Works, ye Mighty, and despair!
Nothing beside remains. Round the decay
Of that Colossal Wreck, boundless and bare,
The lone and level sands stretch far away."-

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each of the member of group to recite the poem aloud with intonation and appropriate gestures.

POEM 3 OZYMANDIAS

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner after you have completed.

No	Column A		Column B	Column C
1	frown	a	the parts left over	
2	visage	b	an artist who makes sculpture	
3	sculptor	c	huge	
4	mock	d	a displeasing or concentrating face	
5	pedestal	e	make fun of	
6	colossal	f	the base of sculpture	
7	remains	g	a human or animal face	

Exercise 2

Read the poem again and encircle the correct option.

1. 'Ozymandias' is a poem depicting that the life is_____.
   a. beautiful b. transient c. attractive d. alluring
2. The poet met a traveller from_____.
   a. an ancient land b. aboard
   c. a neighbouring country d. a desert
3. The traveller told the poet that he had seen_____ in the desert.
   a. a statue b. a sculptor c. an oasis d. a snake
4. The words on the base of statue tell us that the king Ozymandias was a_____ king.
   a. kind b. humble c. proud d. cruel
5. The message of the poem for all powerful authority and glory is____.
   a. 'sands stretch far away' b. 'frown and wrinkled lips'
   c. 'nothing remains' d. 'stamped on these lifeless things'
6. In the poem 'Ozymandias', the condition of the statue is _____.
   a. good b. bad c. excellent d. marvellous
7. 'My name is Ozymandias – King of Kings;' is _____ literary device.
   a. Simile b. Irony c. Personification d. Metaphor
8. One of the following lines does NOT make use of alliteration in the poem.
   a. The lone and level sands stretch far away
   b. I met a traveller from an antique land
   c. Nothing beside remains. Round the decay
   d. Half sunk, a shattered visage lies, whose frown

Exercise 3

Work in pairs and read the above poem again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share your with your partner.

Exercise 4

Read the poem again and answer the following questions.

1. What did the traveller see in the desert and whom he told about it?
2. How can you say that the sculptor was a great artist?
3. What was written on the pedestal of the statue of Ozymandias?
4. What is the meaning of the phrase in the poem "the heart that fed"?
5. What is ironic about the fate of Ozymandias?
6. What is the message of the poem?
7. How does this poem relate to your life?
8. The proud Ozymandias lies forgotten in the desert. Comment.

Exercise 5

Work in pairs and give a critical appreciation of the poem based on the following aspects. Compare your work with your partner after you have done it.

1. Poetic Diction
2. Theme
3. Structure
4. Language
5. Message

Exercise 6

'Every rise has a fall.' Work in pairs and discuss it in the light of the poem.

Exercise 7

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows.

Line No.	Lines
1-8	I met a traveller ..... and the heart that fed;
9-14	And on the pedestal ..... stretch far away.

Exercise 8

Work in groups of three. Compose your own poem on the theme of 'all power is temporary, no matter how proud a person is". Make sure that you are using the elements of poetry. Each member of group should compose 1 stanza. After your group has composed the poem, exchange it with other groups.

POEM 4 GOOD TIMBER

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Listen to and read a given poem with intonation to comprehend the use of sound in poetry; rhyme and rhythm; rise and fall, syllable stress/unstress.
- Make connections between one's own life and the characters, events, motives and causes displayed in literature.
- Recognize recurring themes and the existence of universal human emotions across literary works.
- Analyse the context and contents of a poem.
- Express personnel responses to the given literary text through creativity and imagination.
- State the lessons/understanding learned from the given text.



POEM 4 GOOD TIMBER

Pre-reading

1. "The stronger the wind, the stronger the tree".
   Read the line and guess the theme of the poem.

Good Timber

By Douglas Malloch

The tree that never had to fight
For sun and sky and air and light,
But stood out in the open plain
And always got its share of rain,
Never became a forest king
But lived and died a scrubby thing.

The man who never had to toil
To gain and farm his patch of soil,
Who never had to win his share
Of sun and sky and light and air,
Never became a manly man
But lived and died as he began.

Good timber does not grow with ease,
The stronger wind, the stronger trees,
The further sky, the greater length
The more the storm, the more the strength,
By sun and cold, by rain and snow
In trees and men good timbers grow.

Where thickest lies the forest growth
We find the patriarchs of both,
And they hold counsel with the stars
Whose broken branches show the scars,
Of many winds and much of strife
This is the common law of life.

Note for teachers: Elicit response to pre-reading question and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of group to recite the poem aloud with intonation and appropriate gestures.

POEM 4 GOOD TIMBER

Exercise 1

Work in pairs and find out the meaning of the following words by using dictionary. Read the poem carefully and write the contextual meaning against each word. After completing, share your work with your partner.

No	Word	Contextual meaning
1	timber	
2	scrubby	
3	toil	
4	patriarchs	
5	counsel	
6	scars	

Exercise 2

Read the poem again and encircle the right option.

1. The poem explains to us that good qualities always develop in_____.
   a. hardships b. ease
   c. idleness d. illness
2. "Never became a forest king" means never_____.
   a. became a lion b. acquired a prominent position
   c. possessed courage to fight d. enjoyed life
3. "But lived and died as he began" points out towards _____ human being.
   a. a courageous b. an effortless
   c. a wealthy d. a successful
4. In the poem 'Good Timber', the poet discusses themes of_____.
   a. nature, wealth and defeat b. power, relationship and hope
   c. nature, struggle and fulfilment d. nature, nurture and chaos
5. The poem teaches us that the people reach their true potential by overcoming_____.
   a. feelings b. enemies c. desires d. adversities
6. "But lived and died a scrubby thing" means lived a/an_____ life.
   a. unimportant b. high status
   c. useful d. comfortable
7. 'By sun and cold, by rain and snow' is_____ literary device.
   a. Metaphor b. Oxymoron c. Alliteration d. Simile
8. "Broken branches" in last stanza is the example of_____.
   a. simile b. metaphor c. hyperbole d. none of them

Exercise 3

Read the poem again and answer the following questions.

1. What is the significance of the title of the poem?
2. What happens to the people who work hard?
3. How can one achieve one's true potential in life according to the poem?
4. Why does the poet suggest people to be like good timber?
5. Which poetic devices are used in the poem?
6. Write central idea of the poem.
7. How does this poem relate to your life?

Exercise 4

Work individually and identify the poetic devices in the poem. Make a list of them and use them in your sentences. Share your work with your class fellows once you have completed.

Exercise 5

Work in pairs and give a critical appreciation of the poem based on the following aspects. Once you have written, compare your work with your partner.

1. Poetic Diction 2. Theme 3. Structure 4. Language
5. Message

Exercise 6

Work in groups of three. Compose your own poem on the theme of 'When life gives you lemons, make lemonade', using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups.

Exercise 7

'Life grows when a person comes out of comfort zone.' Elaborate this statement in the light of the poem 'The Good Timber'. Note down your points in the notebook and share it with your class fellows.

Exercise 8

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows once you have completed.

Line No.	Lines
1-6	The tree that .....a scrubby thing.
7-12	The man who .....died as he began.
13-18	Good timber does not..... good timbers grow.
19-24	Where thickest lies.....common law of life.

POEM 5 LUCY GRAY

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post-reading strategies to critically evaluate the text and to give a personal opinion.
- Analyse the context and contents of a poem.
- Express personnel responses to the given literary text through creativity and imagination.
- Identify the problem in given text and provide solution.



POEM 5 LUCY GRAY

Pre-reading

1. Look at the picture and express what you observe in it.
2. How can you describe an obedient child?
3. How much are your parents attached to you?
4. Does anyone among you know any story related to a child?
5. What do you know about William Wordsworth?

Lucy Gray

William Wordsworth

Oft I had heard of Lucy Gray:
And, when I crossed the wild,
I chanced to see at break of day
The solitary child.

No mate, no comrade Lucy knew;
She dwelt on a wide moor,
--The sweetest thing that ever grew
Beside a human door!

You yet may spy the fawn at play,
The hare upon the green;
But the sweet face of Lucy Gray
Will never more be seen.

"To-night will be a stormy night--
You to the town must go;
And take a lantern, Child, to light
Your mother through the snow."

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of the group to recite the poem aloud with intonation and appropriate gestures.

"That, Father! will I gladly do:
'Tis scarcely afternoon--
The minster-clock has just struck two,
And yonder is the moon!"

At this the Father raised his hook,
And snapped a faggot-band;
He plied his work;--and Lucy took
The lantern in her hand.

Not blither is the mountain roe:
With many a wanton stroke
Her feet disperse the powdery snow,
That rises up like smoke.

The storm came on before its time:
She wandered up and down;
And many a hill did Lucy climb:
But never reached the town.

The wretched parents all that night
Went shouting far and wide;
But there was neither sound nor sight
To serve them for a guide.

At day-break on a hill they stood
That overlooked the moor;
And thence they saw the bridge of wood,
A furlong from their door.

They wept--and, turning homeward, cried,
"In heaven we all shall meet;"
--When in the snow the mother spied
The print of Lucy's feet.

Then downwards from the steep hill's edge
They tracked the footmarks small;
And through the broken hawthorn hedge,
And by the long stone-wall;

And then an open field they crossed:
The marks were still the same;
They tracked them on, nor ever lost;
And to the bridge they came.

They followed from the snowy bank
Those footmarks, one by one,
Into the middle of the plank;
And further there were none!

--Yet some maintain that to this day
She is a living child;
That you may see sweet Lucy Gray
Upon the lonesome wild.

O'er rough and smooth she trips along,
And never looks behind;
And sings a solitary song
That whistles in the wind.

Exercise 1

Work in pairs and find out the meaning of the following words by using dictionary. Read the poem carefully and write the contextual meaning against each word. After completing, share your work with your partner.

No.	Words	Contextual Meaning
1	solitary	
2	wretched	
3	comrade	
4	wanton	
5	tripping	

Exercise 2

Read the poem again and encircle the correct option.

1. The poet chanced to see Lucy_____.
   a. at the break of day b. in the evening
   c. in the afternoon d. at night
2. Lucy's father asked Lucy to go to the town with a lantern to bring her_____.
   a. aunt b. sister
   c. brother d. mother
3. Lucy replied to her father that she would_____ go to the town to take back her mother.
   a. gladly b. sadly
   c. unwillingly d. probably
4. Lucy couldn't reach the town because_____.
   a. it was late b. she didn't get any conveyance
   c. her mother reached home d. she lost her way in storm
5. The wooden bridge was at distance of_____ from Lucy's home.
   a. a mile b. a furlong c. a kilometre d. a few feet
6. Lucy's parents became certain of her death when they saw _____.
   a. her foot prints b. her body
   c. her lantern d. her shoes
7. Some people still believe that Lucy can be seen _____.
   a. in mountains b. in wind c. in town d. on bridge
8. People believe Lucy can be seen doing these activities except _____.
   a. looking straight b. singing songs
   c. moving rapidly d. talking to people

Exercise 3

Read the poem again and answer the following questions.

1. Where did Lucy live and what kind of child she was?
2. Where did Lucy's father send her and why?
3. What did Lucy mean when she said 'yonder is the moon'?
4. Why did Lucy take lantern with her?
5. Do you think that the tragedy would have been prevented if Lucy's father himself had gone down the town?
6. What happened to Lucy while she was going to the town?
7. What efforts did Lucy's parents make in finding her?
8. What led the Lucy's parents to the bridge?
9. What do people still maintain about Lucy Gray and why?

Exercise 4

Work in pairs and give a critical appreciation of the poem based on the following aspects. Once you have written, compare your work with your partner.

1. Poetic Diction
2. Theme
3. Structure
4. Language
5. Message

Exercise 5

How should elders guide their children to save themselves from some forcible dangers? Work in pairs and discuss about it.

Exercise 6

Work individually and explain with reference to the context the following stanzas. Write down your work in the notebook and share it with your class fellows after you have completed.

Line No.	Lines
1	Oft I had heard .....the solitary child.
2	No mate, no comrade Lucy..... Beside a human door!
3	You yet may spy..... will never more be seen.
4	"To-night will be .....through the snow."
5	"That, father, will I gladly..... yonder is the moon."
6	At this the father..... lantern in her hand.
7	Not blither is the mountain..... rises up like smoke.
8	The storm came on.....reached the town.
9	The wretched parents.....serve them for a guide.
10	At daybreak on.....furlong from their door.
11	They wept-and, turning.....of Lucy's feet.
12	Then downwards ..... long stone-wall:
13	And then an open .....they came.

Exercise 7

Work in groups of three. Compose your own poem on the theme of 'self-awareness' using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups.

POEM 6 THE ABBOT OF CANTERBURY

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post- reading strategies to critically evaluate the text and to give a personal opinion.
- Role-play to perform different characters given in literary text.
- Know that the purpose of literature is to entertain, inform and persuade the reader/audience in diverse ways.
- Understand to make connections between one's own life and the characters, events, motives and causes displayed in literature.
- Comprehend the use of literary features/techniques of poetry (rhyme, rhythm, alliteration).
- Analyse the context and contents of a poem.

POEM 6 THE ABBOT OF CANTERBURY

Pre-reading

"That a fool he may learn a wise man wit."
Predict the theme of the poem after reading the line.

The Abbot of Canterbury

An ancient story I'll tell you anon
Of a notable prince that was called King John;
And he ruled England with main and with might,
For he did great wrong and maintained little right.

And I'll tell you a story, a story so merry,
Concerning the Abbot of Canterbury;
How for his housekeeping, and high renown
They rode post for him to fair London town.

An hundred men, the king did hear say,
The abbot kept in his house every day;
And fifty gold chains, without any doubt,
In velvet coats waited the abbot about.

'How now, father abbot? I hear it of thee,
Thou keepest a far better house than me;
And for thy housekeeping and high renown,
I fear thou work'st treason against my crown.'

'My liege', quoth the abbot, 'I would it were known
I never spend nothing but what is my own;
And I trust your grace will do me no dere
For spending of my own true-gotten gear.'

Note for teachers: Elicit response to pre-reading question and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of group to recite the poem aloud with intonation and appropriate gestures.

'Yes, yes, father abbot, thy fault it is high,
And now for the same thou needest must die;
For except thou canst answer my questions three;
Thy head shall be smitten from thy body.

'And first,' quoth the king 'when I'm in this stead,
With my crown of gold so fair on my head,
Among all my liege-men so noble of birth,
Thou must tell me to one penny what I am worth.

'Secondly, tell me, without any doubt
How soon I may ride the whole world about,
And at the third question thou must not shrink,
But tell me here truly what I do think.'

'O, these are hard questions for my shallow wit.
Nor I cannot answer your grace as yet;
But if you will give me but three weeks' space,
I'll do my endeavour to answer your grace.'

'Now three weeks' space to thee will I give,
And that is the longest time thou hast to live;
For if thou dost not answer my questions three,
Thy lands and thy living are forfeit to me.

Away rode the abbot all sad at that word,
And he rode to Cambridge and Oxenford;
But never a doctor there was so wise,
That could with his learning an answer devise.

Then home rode the abbot of comfort so cold,
And he met his shepherd a-going to folds;
How now my lord abbot, you are welcome home;
What news do you bring us from good King John?

'Sad news, sad news, shepherd, I must give;
That I have but three days more to live;
For if I do not answer him questions three,
My head will be smitten from my body.'

'The first is to tell him there in that stead,
With his crown of gold so fair on his head,
Among all his liege-men so noble of birth,
To within one penny of what he is worth.'
'The second, to tell him, without any doubt,
How soon he may ride this whole world about;
And at the third question I must not shrink,
To tell him there truly what he does think.'

'Now cheer up, sir abbot! Did you never hear yet,
That a fool he may learn a wise man wit?
Lend me horse, and serving-men and your apparel,
And I'll ride to London to answer your quarrel.'

'Nay, frown not, if it hath been told upto me,
I am like your lordship as ever may be;
And if you will but lend me your gown,
There is none shall know us at fair London town.

'Now horses and serving-men thou shalt have,
With sumptuous array most gallant and brave,
With crozier and mitre, and rochet, and cope,
Fit to appear, 'fore our father the Pope.'

'Now welcome, sir abbot" the king did say,
'Tis well thou'rt come back to keep thy day;
For and if thou canst answer my questions three,
Thy life and thy living both saved shall be.'

'And first, when thou seest me here in this stead,
With my crown of gold so fair on my head,
Among all my liege-men so noble of birth,
Tell me to one penny what I am worth.'

'For thirty pence our Saviour was sold
Among the false Jews, as I have been told;
And twenty-nine is the worth of thee,
For I think thou'rt one penny worse than He.'

The king he laughed, and swore by Saint Bittel;
'I did not think I had been worth so little!
Now secondly tell me without any doubt,
How soon I may ride this whole world about.'

'You must rise with the sun and ride with the same,
Until the next morning he riseth again,
And then your face need not make any doubt,
But in twenty-four hours you ride it about.'

The king he laughed, and swore by Saint John;
'I did not think it could be done so soon!
Now from the third question thou must not shrink,
But tell me here truly what I do think.'

'Yes, that shall I do, and make your grace merry;
You think I'm the abbot of Canterbury;
But I'm his poor shepherd, as plain you may see.
That am come to beg pardon for him and for me.'

The king he laughed, and swore by the mass,
'I'll make thee lord abbot this day in his place!'
"Now nay, my liege, be not in such speed,
For alack! I can neither write nor read."

'Four nobles a week, then, I will give thee,
For this merry jest thou hast show unto me;
And tell the old abbot, when thou comest home,
Thou hast brought him a pardon from good King John.'

POEM 6 THE ABBOT OF CANTERBURY

Exercise 1

Column A has words from the poem; underline these words in the poem. Column B has the contextual meanings of these words, but they are jumbled up. Work in pairs. Try and match the appropriate meaning of each word, and write your answer in column C. Share your work with your partner once you have completed.

No	Column A		Column B	Column C
1	ancient	A	soon	
2	merry	B	noblemen	
3	anon	C	plan	
4	renown	D	forgiveness	
5	fold	E	joke	
6	gallant	F	primitive	
7	jest	G	brave	
8	pardon	H	happy	
9	liegemen	I	enclosure	
10	devise	J	fame	

Exercise 2

Read the poem again and encircle the right option.

1. The ballad 'The Abbot of Canterbury' is narrated in_____person.
   a. first b. second
   c. third d. first and third
2. The poet says to the reader that he is going to tell a_____story.
   a. sad b. funny
   c. terrible d. folk
3. King John was jealous of Abbot's housekeeping and high_____.
   a. character b. respect
   c. business d. renown

4. King John feared that the Abbot was working against his_____.
   a. people b. policies
   c. crown d. ministers
5. King John told the Abbot if he did not answer his three questions he would be _____.
   a. beheaded b. poisoned
   c. banished d. fined
6. After listening to the King's questions, the Abbot rode to_____ universities.
   a. Oxford and California b. Oxford and Canterbury
   c. Oxford and Campbell d. Oxford and Cambridge
7. The Abbot requested the King to give him_____ weeks space.
   a. three b. four
   c. five d. six
8. While going back to his home town, the Abbot met a_____.
   a. farmer b. friend
   c. neighbour d. shepherd
9. The shepherd demanded Abbot's_____ to answer King's questions
   a. lands b. house
   c. horse and dress d. wealth

Exercise 3

Work in pairs and read the lines given below carefully. Write down the number of the stanza against each statement in which the given information appears.

No	Statement	Stanza
1	Abbot is a very rich person.	
2	Abbot seems satisfied in the court.	
3	Questions are very difficult to answer.	
4	Abbot tries to find out the answers.	
5	Abbot is sure to have his punishment.	
6	The king rewards the shepherd.	

Exercise 4

Read the poem again and answer the following questions.

1. What was the dispute between the King and the Abbot?
2. What efforts did the Abbot make in order to save himself?
3. What were the questions that the King asked?
4. What was the shepherd's answer to the first question of the King?
5. What was the shepherd's answer to the second question of the King?
6. What was the shepherd's answer to the third question of the King?
7. How did the king express his emotions after being answered his all questions?
8. Why did the shepherd not accept king's offer?
9. How was the Abbot benefited by his shepherd's bold answers?
10. What is the main idea of this ballad?

Exercise 5

Discuss the poem 'The Abbot of Canterbury' as a ballad? Note down your answer in the notebook. Once you have written, compare it with your partner.

Exercise 6

'The Abbot of Canterbury' is an interesting poem that urges the readers not to judge the people and their wisdom on the ground of their appearance and profession.

Work in groups of three. Compose your own poem on the similar theme, using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. After your group has composed the poem, share it with other groups.

Exercise 7

Work in groups of three to enact the given story by playing different roles. Each group should rehearsal at least two times in the class.

Exercise 8

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows after you have completed.

Line No.	Lines
1-4	An ancient story .....maintained little right.
5-8	And I'll tell you a story.....fair London town.
9-12	An hundred men.....waited the abbot about.
13-16	'How now, father abbot? .....against my crown.'
17-20	'My liege', quoth the abbot.....true-gotten gear.'
21-24	'Yes, yes, father abbot.....smitten from thy body.
25-28	'And first,' quoth the king .....penny what I am worth.
29-32	'Secondly, tell me, ...what I do think.'
33-36	'O, these are hard questions.....answer your grace.'
37-40	'Now three weeks' space to .....forfeit to me.
41-44	Away rode the abbot .....an answer devise.
45-48	Then downwards ..... long stone-wall:
49-52	And then an open .....they came.
53-56	'The first is to tell him there .....he is worth.'
57-60	'The second, to tell him, ...he does think.'
61-64	'Now cheer up, sir abbot! .....answer your quarrel.'
65-68	'Nay, frown not, if it hath .....fair London town.
69-72	'Now horses and serving-men.....our father the Pope.'
73-76	'Now welcome, sir abbot" .....saved shall be.'
77-80	'And first, when thou seest.....what I am worth.'
81-84	'For thirty pence our Saviour.....penny worse than He.'
85-88	The king he laughed, and .....whole world about.'
89-92	'You must rise with the sun ..... you ride it about.'
93-96	The king he laughed, and swore..... what I do think.'
97-100	'Yes, that shall I do, and ....pardon for him and for me.'
101-104	The king he laughed, ... write nor read."
105-108	'Four nobles a week, then, ...from good King John.'

POEM 7 SELECTION FROM SUR KHAHORI

What will I learn?

- Use pre-reading strategies to predict content of a text.
- Use while-reading strategies to apply critical thinking, while exploring and interacting with the text.
- Use post- reading strategies to critically evaluate the text and to give a personal opinion.
- Understand to make connections between one's own life. and the characters, events, motives and causes displayed in literature.
- Express personnel responses to the given literary text through creativity and imagination.
- Engage in a variety of written assignment paying attention to expressive and effective language.
-

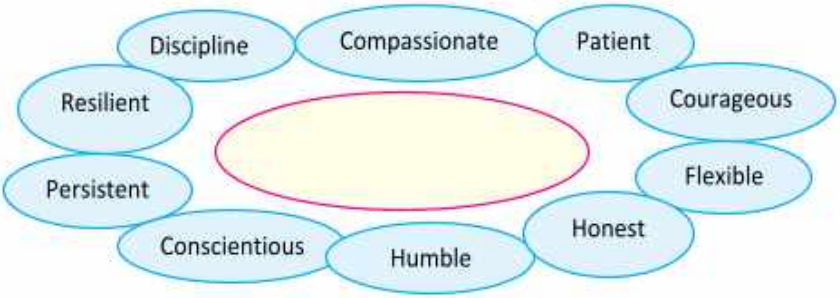


Khahori means wandering ascetics or those who search. This Sur contains the verses on the wandering life of ascetics who symbolise search of reality by following spiritual path to have glimpses of the reality.

POEM 7 SELECTION FROM SUR KHAHORI

Pre-reading

1. Read the words given in the diagram and guess the theme of the poem.
2. Write the theme in the centre of the diagram.



Selection from Sur Khahori

(Shah Abdul Latif Bhitai)

Mother! I saw those, who have Beloved seen,
One must stay a night with those who with God have been,
Their recognition becomes a raft in this ocean of the world.

Khahoris prepared early to depart,
Searching in the rocks, reduced to bones they are,
Giving much trouble to their bodies, they sought their goal.

Their faces are dry, on their feet are slippers old and torn,
They traversed that land, where even the knowing ones are lost,
Their secretive ones, talk secrets of that far off land.

Where not a trace of birds is seen, fire is lit,
Who save a group of ascetics can kindle it?

Those who went to jungle were not misled,
Those on high way were way-laid,
Those who gave up both the worlds, were from ignorance saved.

True seekers still exist,
Known only to those who are for spiritual realms,
Having found them, they have built their nests close to them.

Translated by Professor Amina Khamisani

Note for teachers: Elicit response to pre-reading questions and accept all the responses. Make sure that all students participate. Next, ask the students to listen and follow the lines as you read the poem aloud. After that, divide the students in groups and randomly call upon each member of group to recite the poem aloud with intonation and appropriate gestures.

POEM 7 SELECTION FROM SUR KHAHORI

Exercise 1

Work in pairs and find out the meaning of the following words by using dictionary. Read the poem carefully and write the contextual meaning against each word. After completing, share your work with your partner.

No.	Words	Contextual Meaning
1	traversed	
2	ascetics	
3	ridge	
4	desolation	
5	grieving	
6	highland	
7	rambling	
8	flicker	

Exercise 2

Read the poem again and encircle the correct option.

1. *Khahoris* trouble their bodies to attain their_____.
   a. goal b. class
   c. earnings d. destination
2. *Khahoris* face severe_____ while achieving their goals.
   a. criticism b. conditions
   c. hardships d. all of them
3. Khahoris never take their_____ when they have goals.
   a. property b. care
   c. followers d. none
4. "Khahoris' faces are dry, on their feet are slippers old and torn" shows the_____.
   a. struggle b. emotion
   c. hardships d. pleasure
5. Khahoris recognition is like _____.
   a. caravan in desert b. raft in ocean
   c. guide in mountains d. safety in jingle

6. Khahoris can be found even where there is no trace of:
   a. human beings b. animals
   c. birds d. cattle
7. In fourth stanza, the word 'save' is used in sense of _____.
   a. safety b. preservation
   c. together d. except
8. True seekers can only be known to those who are for _____.
   a. jungle dwelling b. deserted abodes
   c. mountain peaks d. spiritual realm

Exercise 3

Work in pairs and read the above selection again. Comprehend it thoroughly and paraphrase it in simple words. After you have completed, share with your partner.

Exercise 4

Read the selection again and answer the following questions.

1. How is *Khahori's* character depicted by the poet?
2. How do the *Khahoris* experience sleep?
3. Where and why do *Khahoris* spend their days and nights?
4. What does the poet want to say when he says "Where not a trace of birds is seen, fire is lit"?
5. What reward does a *Khahori* get after his hard work?
6. Sur Khahori is the narration of Khahoris' struggle. Elaborate.
7. Which poetic devices have been used in this poetry? Write with the examples.
8. How do you express your emotions on the struggle of your friend or a family member?

Exercise 5

Work in groups of three. Compose your own poem on the theme of Search of Reality, using elements of poetry based on three stanzas. Each member of group should compose 1 stanza. Once your group has composed the poem, exchange it with other groups.

Exercise 6

Work individually and write the central idea of the lines of Sur Khahori in your notebook. Once you have completed, exchange your work with your class fellows.

Exercise 7

Work in pairs and give a critical appreciation of the lines based on the following aspects. Once you have written, compare your work with your partner.

1. Poetic Diction
2. Theme
3. Structure
4. Language
5. Message

Exercise 8

Work individually and identify the poetic devices in the selection. Make a list of them and use them in your sentences. Share your work with your class fellows after you have completed.

Exercise 9

Work individually and explain the following lines. Write down your work in the notebook and share it with your class fellows once you have completed.

Line No.	Lines
1-3	Mother! I saw those, ...raft in this ocean of the world.
4-6	Khahoris prepared .....they sought their goal.
7-9	Their faces are dry.....talk secrets of that far off land.
10-11	Where not a trace .....ascetics can kindle it?
12-14	Those who went to jungle .....ignorance saved.
15-17	True seekers still .....built their nests close to them.

SECTION-C: Play

What will I learn?

- Use post-reading strategies to critically evaluate the text and give a personal opinion.
- Observe that writers portray these universal emotions through their preferred genre and according to their socio- cultural context.
- Critically analyse literary texts.
- Analyse how writer has used language and style.
- Interpret the literary themes with real life situations, social and cultural norms.
- Express personnel responses to the given literary text through creativity and imagination.
- Analyse the given play with respect to various elements.
- Express their personal response to the overall effect of the given literary text.
- Know the elements of drama (plot characters, theme, setting, dialogue).
- Know that the purpose of literature is to entertain, inform and persuade the reader/audience in diverse ways.
- Make connections between one's own life and the characters, events, motives and causes displayed in literature.
- Recognize recurring themes and the existence of universal human emotions across literary works.

Introduction

Play can be defined as a literary work meant for theatrical performance through a particular medium, i.e. stage, screen, or radio. Drama and play are considered the same.

A play is divided into different acts for a better narration of the story and effective structure. Each act is further divided into a number of scenes with different characters and settings.

A play has mainly these elements:

- a plot - an arrangement of incidents of the story
- characters - people, or other beings, around which the story revolves
- dialogue - the conversation between the characters
- setting - time and place where a story is set

At the crux of the play are conflict and resolution. The play's structure follows the trajectory of introduction, the rise of action, climax, fall of action, and conclusion. There are various types of plays such as tragedy, comedy, tragicomedy, melodrama, science fiction, etc.

About 'A Visit to a Small Planet'

Gore Vidal's 'A Visit to a Small Planet' is a science-fiction comedy. It follows the exploits of Kreton, an alien from a distant and technologically more advanced planet, who observes Earth as his hobby. He intends to see the Civil War during 1861; but mistakenly, he lands nearly a century later in Manassas, Virginia. Nevertheless, he decides to stay and starts his own war to have a little fun.

Though the play was written in 1957, it is still relevant. The story and characters are simple. Vidal originally wrote this play as a television script. After its success, he reworked it for the stage. Later, a movie was also made on it. Here only the first act of the play is given with few changes for better performance.

A VISIT TO A SMALL PLANET

Characters in the Play

1. Kreton
2. Roger Spelding
3. Ellen Spelding
4. Mrs. Spelding
5. John Randolph
6. General Powers
7. Aide

SCENE I

(The room is comfortably balanced between the expensively decorated and homely. ROGER SPELDING is concluding his TV broadcast. He is a middle-aged, unctuous, and resonant. His wife, bored and vague, knits passively while he talks at his desk. Two technicians are on hand, operating the equipment. His daughter, ELLEN, a lively girl of twenty, fidgets as she listens.)

SPELDING: *(Into microphone)* ... And so, according to General Powers ... who should know if anyone does ... the flying object which has given rise to so much earth's orbit. It is not, as many believe, a secret weapon of this country. Nor is it a spaceship as certain lunatic elements have suggested. General Powers has assured me that it is highly doubtful there is any form of life on other planets capable of building a spaceship. "If any travelling is to be done in space, we will do it first." And those are his exact words....which winds up another week of news. *(Crosses to pose with wife and daughter).* This is Roger Spelding, saying good night to Mother and Father America, from my old homestead in Silver Glen, Maryland, close to the warm pulse beat of the nation.

TECHNICIAN: Good show tonight, Mr. Spelding.

SPELDING: Thank you.

TECHNICIAN: Yes sir, you were right on time.

(Spelding nods wearily, his mechanical smile and heartiness suddenly gone.)

MRS. SPELDING: Very nice, dear. Very nice.

TECHNICIAN: See you next week, Mr. Spelding.

SPELDING: Thank you boys.

(Technicians go.)

SPELDING: Did you like the broadcast, Ellen?

ELLEN: Of course I did, Daddy.

SPELDING: Then what did I say?

ELLEN: Oh, that's not fair.

SPELDING: It's not very flattering when one's own daughter won't listen to what one says while millions of people...

ELLEN: I always listen, Daddy, you know that.

MRS. SPELDING: We love your broadcasts, dear. I don't know what we'd do without them.

SPELDING: Starve.

ELLEN: I wonder what's keeping John?

SPELDING: Certainly not work.

ELLEN: Oh, Daddy, stop it! John works very hard and you know it.

MRS. SPELDING: Yes, he's a perfectly nice boy, Roger. I like him.

SPELDING: I know. I know: He has every virtue except the most important one: he has no get-up-and-go.

ELLEN: Precisely. He doesn't want to get up and he doesn't want to go because he's already where he wants to be on his own farm which is exactly where I'm going to be when we're married.

SPELDING: More thankless than a serpent's tooth is an ungrateful child.

ELLEN: I don't think that's right. Isn't it "More deadly ...?"

SPELDING: Whatever the exact quotation is, I stand by the sentiment.

MRS. SPELDING: Please don't quarrel. It always gives me a headache.

SPELDING: I never quarrel. I merely reason, in my simple way, with Miss Know-it-all here.

ELLEN: Oh, Daddy! Next you'll tell me I should marry for money.

SPELDING: There is nothing wrong with marrying a wealthy man. The horror of it has always eluded me. However, my only wish is that you marry someone hard-working ambitious, a man who'll make his mark in the world. Not a boy who plans to sit on a farm all his life, growing peanuts.

ELLEN: English walnuts.

SPELDING: Will you stop correcting me?

ELLEN: But, Daddy, John grows walnuts...

(John enters, breathlessly.)

JOHN: Come out! Quick! It's coming this way. It's going to land right here!

SPELDING: What's going to land?

JOHN: The spaceship. Look!

SPELDING: Apparently you didn't hear my broadcast. The flying object in question is a meteor not a spaceship.

(John has gone out with Ellen. Spelding and Mrs. Spelding follows.)

MRS. SPELDING: Oh, my! Look! Something is falling! Roger, you don't think it's going to hit the house, do you?

SPELDING: The odds against being hit by a falling object that size are, I should say, roughly, ten million to one.

JOHN: Ten million to one or not it's going to land right here, and it's not falling.

SPELDING: I'm sure it's a meteor.

MRS. SPELDING: Shouldn't we go down to the cellar?

SPELDING: If it's not a meteor, it's an optical illusion ... mass hysteria.

ELLEN: Daddy, it's a real spaceship. I'm sure it is.

SPELDING: Or maybe a weather balloon. Yes, that's what it is. General Powers said only yesterday...

JOHN: It's landing!

SPELDING: I'm going to call the police ... the Army! *(Bolts inside.)*

ELLEN: Oh look how it shines!

JOHN: Here it comes!

MRS. SPELDING: Right in my rose garden!

ELLEN: May be it's a balloon.

JOHN: No, it's a spaceship and right in your own backyard.

ELLEN: What makes it shine so?

JOHN: I don't know but I'm going to find out.

(Runs off towards the light.)

ELLEN: Oh, Darling, don't! John, please! John, John come back!

(Spelding wide-eyed returns.)

MRS. SPELDING: Roger, it's landed right in my rose garden.

SPELDING: I got General Powers. He's coming over. He said they've been watching this thing. They ... they don't know what it is.

ELLEN: You mean it's nothing of ours?

SPELDING: They believe it ... *(Swallows hard)* ... it's from outer space.

ELLEN: And John's down there! Daddy, get a gun or something.

SPELDING: Perhaps we'd better leave the house until the army gets here.

ELLEN: We can't leave John.

SPELDING: I can. *(Peers near-sightedly)* Why, it's not much larger than a car. I'm sure it's some kind of meteor.

ELLEN: Meteors are blazing hot.

SPELDING: This is a cold one....

ELLEN: It's opening .... The whole side's opening! *(Shouts)* John! Come back! Quick ...

MRS. SPELDING: Why, there's a man getting out of it! *(Sighs)* I feel much better already. I'm sure if we ask him, he'll move that thing for us. Roger, you ask him.

SPELDING: *(Ominously)* If it's really a man!

ELLEN: John's shaking hands with him. *(Calls)* John darling, come on up here ...

MRS. SPELDING: And bring your friend ...

SPELDING: There's something wrong with the way that creature looks ... if it is a man and not a ... not a monster.

MRS. SPELDING: He looks perfectly nice to me.

(John and the visitor appear. The visitor is in his forties, a mild, pleasant-looking man with side-whiskers and dressed in the fashion of 1860. He pauses when he sees the three people, in silence, for a moment. They stare back at him, equally interested.

VISITOR: I seem to've made a mistake. I am sorry. I'd better go back and start over again.

SPELDING: My dear sir, you've only just arrived. Come in, come in. I don't need to tell you what a pleasure this is ... Mister ... Mister...

VISITOR: Kreton ... This *is* the wrong costume, isn't it?

SPELDING: Wrong for what?

KRETON: For the country, and the time.

SPELDING: Well, it's a trifle old-fashioned.

MRS. SPELDING: But really awfully handsome.

KRETON: Thank you.

MRS. SPELDING: *(to husband.)* Ask him about moving that thing off my rose bed.

(Spelding leads them all into living room.)

SPELDING: Come on in and sit down. You must be tired after your trip.

KRETON: Yes, I am a little *(Looks around delightedly)* Oh, it's better than I'd hoped!

SPELDING: Better? What's better?

KRETON: The house ... That's what you call it? Or is this an apartment?

SPELDING: This is a house in the State of Maryland, U.S.A.

KRETON: In the late 20th Century! To think this is really the 20th Century. I must sit down a moment and collect myself. The real thing!

(He sits down.)

ELLEN: You ... You're not an American, are you?

KRETON: What a nice thought! No, I'm not.

JOHN: You sound more English.

KRETON: Do I? Is my accent very bad?

JOHN: No, it's quite good.

SPELDING: Where are you from, Mr. Kreton?

KRETON: *(Evasively)* Another place.

SPELDING: On this Earth, of course!

KRETON: No, not on this planet.

ELLEN: Are you from Mars?

KRETON: Oh dear no, not Mars. There's nobody on Mars ... at least no one I know.

ELLEN: I'm sure you're teasing us and this is all some kind of publicity stunt.

KRETON: No, I really am from another place.

SPELDING: I don't suppose you'd consent to my interviewing you on television?

KRETON: I don't think your authorities will like that. They are terribly upset as it is.

SPELDING: How do you know?

KRETON: Well, I ... pick up things. For instance, I know that in a few minutes a number of people from your army will be here to question me and they ... like you ... are torn by doubt.

SPELDING: How extraordinary!

ELLEN: Why did you come here?

KRETON: Simply a visit to your small planet. I've been studying it for years. In fact, one might say, you people are my hobby. Especially, this period of your development.

JOHN: Are you the first person from your ... your planet to travel in space like this?

KRETON: Oh my no! Everyone travels who wants to. It's just that no one wants to visit you. I can't think, why. I always have. You'd be surprised what a thorough study I've made. *(Recites)* The planet, Earth, is divided into five continents with a number of large islands. It is mostly water. There is one moon. Civilization is only just beginning....

SPELDING: Just beginning! My dear sir, we have had....

KRETON: *(Blandly)* You are only in the initial stages, the most fascinating stages as far as I'm concerned ... I do hope I don't sound patronizing.

ELLEN: Well, we are very proud.

KRETON: I know and that's one of your most endearing primitive traits. Oh, I can't believe I'm here at last! *(General Powers, a vigorous product of the National Guard, and his Aide enter.)*

POWERS: All right folks. The place is surrounded by troops. Where is the monster?

KRETON: I, my dear General, am the monster.

POWERS: What are you dressed up for, a fancy-dress party?

KRETON: I'd hoped to be in the costume of the period. As you see I am about a hundred years too late.

POWERS: Roger, who is this joker?

SPELDING: This is Mr. Kreton ... General Powers. Mr. Kreton arrived in that thing outside. He is from another planet.

POWERS: I don't believe it.

ELLEN: It's true. We saw him get out of the flying saucer.

POWERS: *(To Aide)* Captain, go down and look at the ship. But be careful. Don't touch anything. And don't let anybody else near it. *(Aide goes)* So you're from another planet.

KRETON: Yes. My, that's a very smart uniform but I prefer the ones made of metal, the ones you used to wear, you know: with the feathers on top.

POWERS: That was five hundred years ago ... Are you sure you're not from the Earth?

KRETON: Yes

POWERS: Well, I'm not. You've got some pretty tall explaining to do.

KRETON: Anything to oblige.

POWERS: All right, which planet?

KRETON: None that you have ever heard of.

POWERS: Where is it?

KRETON: You wouldn't know.

POWERS: This solar system?

KRETON: No.

POWERS: Another system?

KRETON: Yes.

POWERS: Look, Buster, I don't want to play games: I just want to know where you're from. The law requires it.

KRETON: It's possible that I could explain it to a mathematician but I'm afraid I couldn't explain it to you, not for another five hundred years and by then of course you'd be dead because you people do die, don't you?

POWERS: What?

KRETON: Poor fragile butterflies, such brief little moments in the sun.... You see we don't die.

POWERS: You'll die all right if it turns out you're a spy or a hostile alien.

KRETON: I'm sure you wouldn't be so cruel.

(Aide returns; he looks disturbed.

POWERS: What did you find?

AIDE: I'm not sure, General.

POWERS: *(Heavily)* Then do your best to describe what the object is like.

AIDE: Well, it's elliptical, with a fourteen foot diameter. And it's made of an unknown metal which shines and inside there isn't anything.

POWERS: Isn't anything?

AIDE: There's nothing inside the ship: No instruments, no food, nothing.

POWERS: *(To Kreton)* What did you do with your instrument board?

KRETON: With my what? Oh, I don't have one.

POWERS: How does the thing travel?

KRETON: I don't know.

POWERS: You don't know. Now look, Mister, you're in pretty serious trouble. I suggest you do a bit of cooperating. You claim you travelled here from outer space in a machine with no instruments....

KRETON: Well, these cars are rather common in my world and I suppose, once upon a time, I must've known the theory on which they operate but I've long since forgotten. After all, General, we're not mechanics, you and I.

POWERS: Roger, do you mind if we use your study?

SPELDING: Not at all. Not at all, General.

POWERS: Mr. Kreton and 1 are going to have a chat. *(To Aide)* Put in a call to the Chief of Staff.

AIDE: Yes, General.

(Spelding rises, leads Kreton and Powers into next room)

SPELDING: This way, gentlemen.

(At the door Spelding speaks in a low voice to Powers)

I hope I'll be the one to get the story first, Tom.

POWERS: There isn't any story. Complete censorship. I'm sorry but this house is under martial law. I've a hunch we're in trouble. *(He shuts the door Spelding turns and re-joins his family).*

ELLEN: I think he's wonderful whoever he is.

MRS. SPELDING: I wonder how much damage he did to my rose garden....

JOHN: It's sure hard to believe he's really from outer space. No instruments, no nothing ... boy, they must be advanced scientifically.

MRS. SPELDING: Is he spending the night, dear?

SPELDING: What?

MRS. SPELDING: Is he spending the night?

SPELDING: Oh yes, yes, I suppose he will be.

MRS. SPELDING: Then, I'd better go make up the bedroom. He seems perfectly nice to me. I like hiswhiskers. They're so very ... comforting. Like Grandfather Spelding's.

(She goes.)

SPELDING: *(Bitterly)* I know this story will leak out before I can interview him. I just know it.

ELLEN: What does it mean, we're under martial law?

SPELDING: It means we have to do what General Powers tells us to do.

(He goes to the window as a soldier passes by) See?

JOHN: I wish I'd taken a closer look at that ship when I had the chance.

ELLEN: Perhaps he'll give us a ride in it.

JOHN: Travelling in space! Just like those stories. You know: intergalactic drive stuff.

SPELDING: If he's not an impostor.

ELLEN: I have a feeling he isn't.

JOHN: Well, I better call the family and tell them I'm all right.

(He crosses to telephone by the door which leads into the hall.)

AIDE: I'm sorry, sir, but you can't use the phone.

SPELDING: He certainly can. This is my house....

AIDE: *(Mechanically)*This house is a military reservation until the crisis is over: Order General Powers. I'm sorry.

JOHN: How am I to call home to say where I am?

AIDE: Only General Powers can help you. You're also forbidden to leave this house without permission.

SPELDING: You can't do this!

AIDE: I'm afraid, sir, we've done it.

ELLEN: Isn't it exciting!

SCENE II

A handsomely furnished study, many books and a globe of the world. Kreton sits down compliably beside the globe which he twirls thoughtfully. The door opens and Powers enters.)

POWERS: Are you deliberately trying to confuse me?

KRETON: Not deliberately, no.

POWERS: We have gone over and over this for two hours now and all that you've told me is that you're from another planet in another solar system....

KRETON: In another dimension. I think that's the word you use.

POWERS: In another dimension and you have come here as a tourist.

KRETON: Up to a point, yes. What did you expect?

POWERS: It is my job to guard the security of this country.

KRETON: I'm sure that must be very interesting work.

POWERS: For all I know, you are a spy, sent here by an alien race to study us, preparatory to invasion.

KRETON: Oh, none of my people would dream of invading you.

POWERS: How do I know that's true?

KRETON: You don't, so I suggest you believe me. I should also warn you: I can tell what's inside.

POWERS: What's inside?

KRETON: What's inside your mind?

POWERS: You're a mind reader?

KRETON: I don't really read it. I hear it.

POWERS: What am I thinking?

KRETON: That I am either a lunatic from the earth or a spy from another world.

POWERS: Correct. But then you could've guessed that. *(Frowns)* What am I thinking now?

KRETON: You're making a picture. Three silver stars. You're pinning them on your shoulder, instead of the two stars you now wear.

POWERS: *(Startled)* That's right. I was thinking of my promotion.

KRETON: If there's anything I can do to hurry it along, just let me know.

POWERS: You can. Tell me why you're here.

KRETON: Well, we don't travel much, my people. We used to but since we see everything through special monitors and re-creators, there is no particular need to travel. However, I am a hobbyist. I love to gad about.

POWERS: *(Taking notes)* Are you the first to visit us?

KRETON: Oh, no! We started visiting you long before there were people on the planet. However, we are seldom noticed on our trips. I'm sorry to say I slipped up, coming in the way I did ... but then this visit was all rather impromptu. *(Laughs)* I am a creature of impulse, I fear.....

(Aide looks in.)

AIDE: Chief of Staff on the telephone, General.

POWERS: *(Picks up phone).* Hello! Yes, sir. Powers speaking. I'm talking to him now. No, sir. No, sir. No, we can't determine what method of power was used. He won't talk. Yes, sir. I'll hold him here. I've put the house under martial law ... belongs to a friend of mine, Roger Spelding, the TV commentator. Roger Spelding, the TV ... What? Oh, no, I'm sure he won't say anything. Who ... oh, yes, sir. Yes, I realize the importance of it. Yes, I will. Good-bye. *(Hangs up)* The President of the United States wants to know all about you.

KRETON: How nice of him! And I want to know all about him. But I do wish you'd let me rest a bit first. Your language is still not familiar to me. I had to learn them all, quite exhausting.

POWERS: You speak all our languages?

KRETON: Yes, all of them. But then it's easier than you might think since I can see what's inside.

POWERS: Speaking of what's inside, we're going to take your ship apart.

KRETON: Oh, I wish you wouldn't.

POWERS: Security demands it.

KRETON: In that case my security demands you leave it alone.

POWERS: You plan to stop us?

KRETON: I already have ... Listen.

(Far-off shouting. Aide rushes into the study.)

AIDE: Something's happened to the ship, General. The door's shut and there's some kind of wall all around it, an invisible wall. We can't get near it.

KRETON: I hope there was no one inside.

POWERS: *(To Kreton)* How did you do that?

KRETON: I couldn't begin to explain. Now if you don't mind, I think we should go in and see our hosts.

(He rises, goes into living room. Powers and Aide look at each other.)

POWERS: Don't let him out ofyour sight.

(Powers picks up phone.)

SCENE III

(Same living room as in Scene I. Kreton is with John and Ellen.)

KRETON: I don't mind curiosity but I really can't permit them to wreck my poor ship.

ELLEN: What do you plan to do, now you're here?

KRETON: Oh, keep busy. I have a project or two ... *(Sighs)*I can't believe you're real.

JOHN: Then, we're all in the same boat.

KRETON: Boat? Oh, yes! Well, I should have come ages ago but I ... I couldn't get away until yesterday.

JOHN: Yesterday? It only took you a day to get here?

KRETON: One of my days, not yours. But then you don't know about time yet.

JOHN: Oh, you mean relativity.

KRETON: No, it's much more involved than that. You won't know about time until ... now let me see if I remember ... no, I don't, but it's about two thousand years.

JOHN: What do we do between now and then?

KRETON: You simply go on the way you are, living your exciting primitive lives ... you have no idea how much fun you're having now.

ELLEN: I hope you'll stay with us while you're here.

KRETON: That's very nice of you. Perhaps I will. Though I'm sure you'll get tired ofhaving a visitor under foot all the time.

ELLEN: Certainly not. And Daddy will be deliriously happy. He can interview you by the hour.

JOHN: What's it like in outer space?

KRETON: Dull.

ELLEN: I should think it would be divine!

(Powers enters.)

KRETON: No, General, it won't work.

POWERS: What won't work?

KRETON: Trying to blow up my little force field. You'll just plough up Mrs. Spelding's garden.

(Powers snarls and goes into study)

ELLEN: Can you tell what we're all thinking?

KRETON: Yes. As a matter of fact, it makes me a bit giddy. Your minds are not at all like ours. You see we control our thoughts while you ... well, it's extraordinary the things you think about!

ELLEN: Oh, how awful you can tell everything we think?

KRETON: Everything! It's one of the reasons I'm here, to intoxicate myself with your primitive minds ... with the wonderful rawness of your emotions! You have no idea how it excites me! You simply seethe with unlikely emotions.

ELLEN: I've never felt so sordid.

JOHN: From now on I'm going to think about agriculture.

SPELDING: *(Entering)*You would.

ELLEN: Daddy!

KRETON: No, no. You must go right on thinking about Ellen. Such wonderfully purple thoughts!

SPELDING: Now see here, Powers, you're carrying this martial law thing too far...

POWERS: Unfortunately, until I have received word from Washington as to the final disposition of this problem, you must obey my orders: no telephone calls, no communication with the outside.

SPELDING: This is unsupportable.

KRETON: Poor Mr. Spelding! If you like, I shall go. That would solve everything, wouldn't it?

POWERS: You're not going anywhere, Mr. Kreton, until I've had my instructions.

KRETON: I sincerely doubt if you could stop me. However, I put it up to Mr. Spelding. Shall I go?

SPELDING: Yes! *(Powers gestures a warning)* Do stay, I mean, we want you to get a good impression of us ...

KRETON: And of course you still want to be the first journalist to interview me. Fair enough. All right, I'll stay on for a while.

POWERS: Thank you.

KRETON: Don't mention it.

SPELDING: General, may I ask our guest a few questions?

POWERS: Go right ahead, Roger. I hope you'll do better than I did.

SPELDING: Since you read our minds, you probably already know what our fears are.

KRETON: I do, yes.

SPELDING: We are afraid that you represent a hostile race.

KRETON: And I have assured General Powers that my people are not remotely hostile. Except for me, no one is interested in this planet's present stage.

SPELDING: Does this mean you might be interested in a later stage?

KRETON: I'm not permitted to discuss your future. Of course my friends think me perverse to be interested in a primitive society but there's no accounting for tastes, is there? You are my hobby. I love you. And that's all there is to it.

POWERS: So you're just here to look around ... sort of going native.

KRETON: What a nice expression! That's it exactly. I am going native.

POWERS: *(Grimly)* Well, it is my view that you have been sent here by another civilization for the express purpose of reconnoitring prior to invasion.

KRETON: That would be your view! The wonderfully primitive assumption that all strangers are hostile. You're almost too good to be true, General.

POWERS: You deny your people intend to make trouble for us?

KRETON: I deny it.

POWERS: Then, are they interested in establishing communication with us? Trade? That kind of thing?

KRETON: We have always had communication with you. As for trade, well, we do not trade ... that is something peculiar only to your social level. *(Quickly)* Which I'm not criticizing! As you know, I approve of everything you do.

POWERS: I give up.

SPELDING: You have no interest then in ... Well, trying to dominate the earth.

KRETON: Oh, yes!

POWERS: I thought you just said your people weren't interested in us.

KRETON: They're not, but I am.

POWERS: You!

KRETON: Me ... I mean I. You see I've come here to take charge.

POWERS: Of the United States?

KRETON: No, of the whole world. I'm sure you'll be much happier and it will be great fun for me. You'll get used to it in no time.

POWERS: This is ridiculous. How can one man take over the world?

KRETON: *(Gaily)* Wait and see!

POWERS: *(To Aide)* Grab him!

(*Powers and Aide rush Kreton but within a foot of him, they stop, stunned.)*

KRETON: You can't touch me. That's part of the game. *(He yawns)* Now, if you don't mind, I shall go up to my room for a little lie-down.

SPELDING: I'll show you the way.

KRETON: That's all right. I know the way. *(Touches his brow)* Such savage thoughts! My head is vibrating like a drum. I feel quite giddy, all of you thinking away. *(He starts to the door; he pauses beside Mrs. Spelding)* No, it's not a dream, dear lady. I shall be here in the morning when you wake up. And now good night, dear, wicked children.... *(He goes out)*

CURTAIN

Exercise 1

Work in pairs and scan the text to write the synonym of the following words contextually. Use them in sentences. After completing, share your work with your partner.

No	Word	Contextual meaning	Sentence
1.	impromptu		
2.	lunatic		
3.	blazing		
4.	giddy		
5.	reconnoitring		
6.	disposition		
7.	primitive		
8.	seethe		
9.	unctuous		
10.	fidgets		
11.	sordid		
12.	resonant		

Exercise 2

Read the statements and encircle the correct option.

1. The play takes place in a small suburb in_____.
   a. Maryland b. Washington
   c. Virginia d. Indiana
2. Spelding _____ flying object in space.
   a. accepts b. denies
   c. doubts d. confirms
3. Spelding criticizes John for growing_____.
   a. cabbage b. walnuts
   c. corn d. peanuts
4. Kreton appears to be in his _____.
   a. twenties b. thirties
   c. forties d. fifties

Note for teacher: When students complete Exercise 1, make pairs and ask them to compare their answers with their partner. Next, elicit answers from the whole class and ask the students to check their work.

5. The impression of Kreton on seeing the inside of the house was_____.
   a. disgusted b. delighted
   c. callous d. sorrowful
6. The spaceship landed in Mrs. Spelding's_____.
   a. rose garden b. petunia bed
   c. greenhouse d. vegetable garden
7. Kreton said that the earthmen were his_____.
   a. hobby b. ruination
   c. hope d. models
8. Kreton mistakenly thought that he had come to earth in the_____.
   a. 18th century b. 19th century
   c. 20th century d.21st century
9. The first person who arrived to investigate the spaceship was
   a. Powers b. Laurent
   c. President of the United States d. neighbour
10. Kreton said people on his planet did not_____.
    a. did not fight b. did not speak
    c. did not die d. did not love
11. Kreton's space ship was of_____ shape.
    a. elliptical b. oval
    c. circular d. triangular
12. John could not use the telephone because _____.
    a. Kreton had cut communication
    b. Speldings did not have any
    c. Powers declared martial law
    d. Spelding wouldn't give him permission
13. General Powers was thinking about_____.
    a. his promotion b. security of the country
    c. arrest of Kreton d. murder of the visitor

14. According to Kareton, civilization is just_____.
    a. at the ending b. at the beginning
    c. full bloom d. creeping
15. The elements of science fiction in this passage are most pronounced in_____.
    a. Kreton's supernatural abilities
    b. reactions to Kreton
    c. Kreton belongs to another breed of human
    d. hobbies of Kreton
16. Kreton placed an invisible wall around his spaceship because_____.
    a. the army told him to.
    b. the army was going to take it apart.
    c. the earth's atmosphere was damaging it.
    d. his own people had suggested it.
17. Powers accused Kreton of coming to earth_____.
    a. 100 years too soon
    b. to spread a mysterious disease
    c. to discover some natural resources
    d. to reconnoitre before an invasion
18. Kreton said John's thoughts about Ellen were_____.
    a. black b. red
    c. purple d. yellow
19. Kreton considers human civilization_____.
    a. modern b. primitive
    c. conservative d. rational
20. Kreton intends to take charge of_____.
    a. rose garden b. Spelding's house
    c. USA d. world

Exercise 3

Work in pairs. Skim through the text. First, write the name of respective character who said the following dialogues in Column B, and write the context of the dialogues in which character had said that particular dialogue in Column C. First one has been done as an example. After completing, share your work with your partner.

Column A (Dialogue)	Column B (character)	Column C In the Context of
Fair enough. All right, I'll stay on for a while.	Kreton	This statement or dialogue is said to Spelding when Spelding instructed him to stay because of General Power's interview.
He has no get-up-and-go.		
I am a hobbyist. I love to gad about.		
But I prefer the ones made of metal, the ones you used to wear, you know: with the feathers on top.		
Poor fragile butterflies, such brief little moments in the sun ...		
I like his whiskers. They're so very ... comforting.		

Exercise 4

Work individually and make a list of the elements of science fiction you find in the play. After you have done, compare your list with your class fellows.

Exercise 5

Work in pairs and arrange the scrambled events in the order of their occurrence in the play by giving the number. After you have completed, share your work with your partner.

No	Events	Order
1.	Kreton arrives on the earth.	
2.	General Powers comes with his Aide.	
3.	Kreton reads the mind of General Powers.	
4.	General Powers orders to grab Kreton.	
5.	John spots a spaceship.	
6.	Kreton announces to take over the world.	
7.	Spelding makes a broadcast and denies any spaceship landing on earth.	
8.	Aide stops Spelding from making a call.	
9.	Kreton reads the minds of John and Ellen.	
10.	General Powers and Kreton have a conversation in the study.	

Exercise 6

Read the text and answer the following questions.

1. What is ironic about Spelding's broadcast at the beginning of the play?
2. Why is Spelding unhappy about the relationship between Ellan and John?
3. Why did Kreton want to visit earth?
4. How is Kreton able to communicate with the people on earth?
5. Describe the reaction of different characters to Kreton's visit?
6. Why is General Powers paranoid about Kreton's visit?
7. What restrictions are imposed on Selding's family?
8. What extraordinary powers does Kreton possess, and how does he exhibit these powers?
9. Why does Spelding want Kreton to stay?
10. Why did Kreton's friends consider him pervasive?
11. How does Kreton reveal that he does not have any favourable view of earthlings?
12. How does Kreton foil General Power's attempts to confine him?

13. Who is Aide? What is his role in the play?
14. How did Aide describe Kreton's spaceship?
15. Describe the main comic incidents of the play?
16. How is media depicted in the play?
17. The play is a satire on American society. Discuss.
18. How does the playwright expose the inferiority of the present race to that of the future?
19. Describe the arrival of the flying saucer in your own words.
20. How much advanced is the civilization of Kreton than of the Earth?
21. Why can the people of earth not compete with people of Kreton?
22. What type of life do you foresee in the year 5000?
23. What are the literary elements used in "Visit to a Small Planet," and how they enhance the story?
24. Who is your favourite character in this play and why?

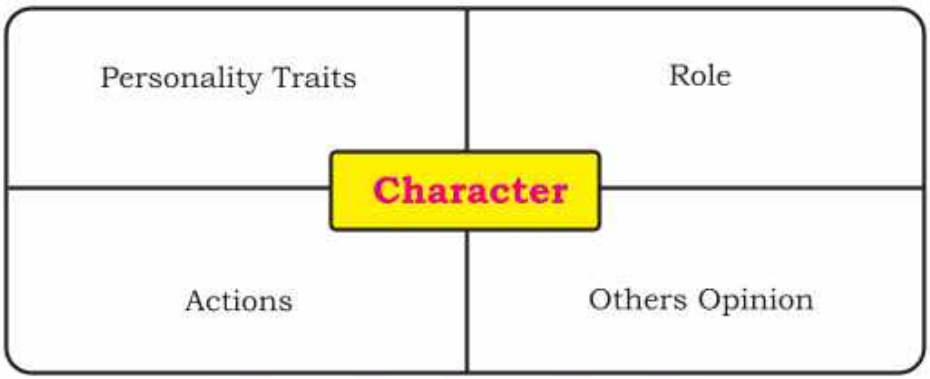
Exercise 7

Suppose an alien visits the Earth from another planet. Work in pairs and prepare a list of your questions that you would ask the alien. Next, prepare the alien's answers. After you have completed, share your work with your class fellows.

Exercise 8

Work individually and sketch the following characters with the help of below given mind map. Once you have completed, share your work with your class fellows.

a. Mr. Spelding b. Mrs. Spelding c. Ellen
d. John e. General Powers f. Kreton



Exercise 9

Work in pairs and compare and contrast between 'life on earth and on Kreton's planet'. After you have done, share your work with your partner.

Exercise 10

Work in pairs and summarise the play in your words. After you have summarised, exchange the work with each other.

Exercise 11

Work in pairs. Read the play again and identify the elements (i.e. plot, character, dialogue, and setting). After you have identified, write their examples from the text in the table given below.

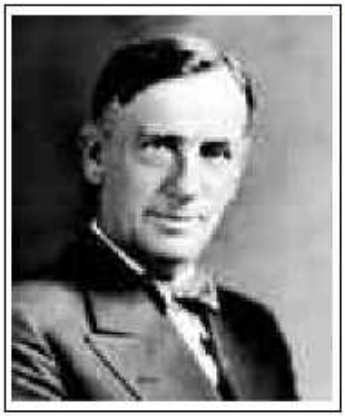
Plot	
Character	
Dialogue	
Setting	

BIOGRAPHIES



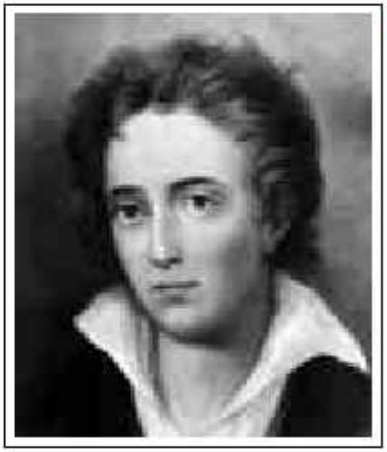
Sir Henry Wotton

Sir Henry Wotton (1568–1639) was an English author, poet, diplomat and politician. He studied at Oxford where he met John Donne who later became a close friend. In 1595, Wotton became secretary to the Earl of Essex, collecting foreign intelligence. He became the ambassador to the court of Venice, and in later years, provost of Eton College. Whilst on a visit to Augsburg in 1604, he wrote a definition of an Ambassador which is now one of his most famous phrases; "An Ambassador is an honest man, sent to lie abroad for the good of his country." Although his works are small in number, they are known for having great poise and polish and his enthusiasm for classical architecture and proportion can be seen to have a large influence on his poetry.



Edgar Albert Guest

Edgar Albert Guest (1881 –1959) was born in Birmingham, England but was educated in United States as his family moved there. Owing to his themes and language used in his works, he became known as the People's Poet. His poems often had an inspirational and optimistic view of everyday life. His poetry was read the most during the first half of the 20th century. His first book, 'A Heap O' Livin' became a best-seller. It was followed by similar collections of his optimistic rhymes, Just Folks (1918), Rhythms of Childhood (1924), Life's Highway (1933), and Living the Years (1949).



Percy Bysshe Shelley

Percy Bysshe Shelley (1792-1822) was born in Sussex and educated at Eton and University College, Oxford. He was a close friend of Byron and a generous admirer of Keats, whose death moved him to write the great elegy, Adonais. His notable works include Prometheus Unbound, the Cenci, Lines Written Among the Euganean Hills, Ode to the West Wind, The Cloud and many others. His greatest passages have a pure and intense lyrical quality that demands his recognition as a major poet. Like so many English poets, he loved the sea, a love which cost his life for he was drowned when sailing a small boat of Spezzia.



Douglas Malloch

Douglas Malloch (1877 –1938) was an American poet, short-story writer and an associate editor of American Lumberman, a trade paper in Chicago. He was born in Muskegon, Michigan which was surrounded by forests, logging camps, and lumber yards. This rural setting became the inspiration for his poetry and made him famous as a "Lumberman's poet." He is remembered for writing his master pieces, *i.e.* "Round River Drive" and "Be the Best of Whatever You Are". He was commissioned to write the Michigan State Song.



The Abbot of Canterbury

The poem "The Abbot of Canterbury" is a ballad of unknown poet telling an ancient story. The ballad is a poem or a song narrating a story in short stanzas. Traditional ballads are typically of unknown authorship, having been passed on orally from one generation to other.

King John of England had a reputation of confiscating property from the clergy. This poem tells how King John, covetous of the Abbot of Canterbury's hospitality and popularity, compels him on pain of death to answer three impossible questions. Fortunately, the Abbot's shepherd appears in disguise to substitute in his place, and answers the questions cleverly in riddle fashion .After which, the greedy king rewards the shepherd and spares the Abbot's life.



Shah Abdul Latif Bhittai

Shah Abdul Latif Bhittai (1689-1752) was born at a village near Halla Haveli of present District Matiari, Sindh. His father Syed Habib was one of the prominent figures in the area. Shah Abdul Latif was a pious person and had nothing to do with worldly luxuries. He spent his whole life in worship and austerities. His poetry's collection "Shah Jo Risalo" is the poetry of love, kindness, brotherhood, peace and love of motherland. Shah Jo Risalo consists of 30 chapters and each chapter is called 'Surr'. The poetry of Shah Latif portrays nature and its signs in a generally clear and enthusiastic way. The impact of his great work on Sindhi literature is so incredible which intoxicated all the writers after his time.



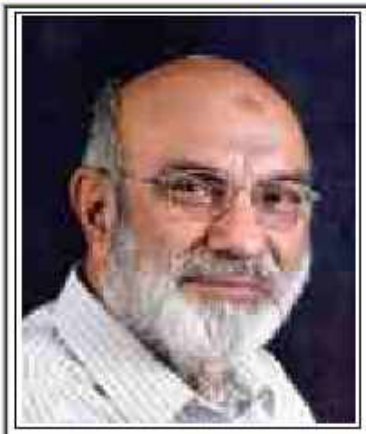
William Wordsworth

William Wordsworth (1770-1850) was born in the Lake District England, and educated at Hawkshead Grammar School and St. John's College, Cambridge. After leaving Cambridge, he spent a year in France and was passionately in sympathy with the revolutionaries. In 1793, he published 'Descriptive Sketches' and 'An Evening Walk'. These works show his life-long love of natural beauty. He published Lyrical Ballads in 1798, which contained some of the poems of his friend Coleridge, but was made up otherwise, of poems by Wordsworth. The volume forms one of the great landmarks in the history of English poetry. Wordsworth, as a poet and critic, introduced a new conception of poetic style, insisting that the plain language of common speech was a fit medium for the poet. Again, he insisted that the ordinary events in humble lives were fit subject matter, when viewed by the poetic imagination. A new poetic vision which found a revelation of God in the beauties of nature came into English poetry.



Amina Khamisani

Amina Khamisani (1919-2007) was a renowned educationist and writer. She did her M.A English from University of Sindh and Diploma in English Literature from Oxford University, UK. She served as a faculty member of English Department, University of Sindh. Her remarkable work is the translation of Shah Jo Risalo in English.



Altaf Shaikh

Altaf Shaikh is a travelogue writer. He was born on 14th November, 1944 at New Hala, Matiari District Sindh. After completing his early education at Cadet College, Petaro, he acquired a degree in Marine Engineering. Then, he did M.Sc. in Maritime Safety Administration and joined Pakistan National Shipping corporation. He has a unique writing style and has no match in writing travelogues in Sindhi. His more than forty travelogues have been published among which '*Around The World* and *A Journey to Thailand*'is very famous.



Maupassant

Henri René Albert Guy de Maupassant (1850 – 1893) was a 19th-century French author. He is remembered as a master of the short story. His stories are characterized by economy of style and efficient structure. Many are set during the Franco-Prussian War of the 1870s, describing the futility of. He wrote 300 short stories, six novels, three travel books, and one volume of verse. His first published story, "Boule de Suif" is often considered his masterpiece. His stories are second only to Shakespeare in their inspiration of movie adaptations. Several of Maupassant's short stories, including "La Peur" and "The Necklace", were adapted as episodes of the television series.



Saadi

Abu-Muhammad Muslih al-Din bin Abdullah Shirazi (1210- 1292), better known by his pen name *Saadi* was a major Persian poet and prose writer of the medieval period. He is famous for the quality of his writings and for the depth of his social and moral thoughts. Saadi is widely recognized as one of the greatest poets of the classical literary tradition, earning him the nickname "The

Master of Speech" among Persian scholars. He has been quoted in the Western traditions as well. His books, Gulistan and Bustan, are equally recognized around the world. Bostan has been ranked as one of the 100 greatest books of all times by *The Guardian*.



E. B. White

Elwyn Brooks White (1899 – 1985) was an American writer. He was the author of several highly popular books for children, including Stuart Little (1945), Charlotte's Web (1952), and The Trumpet of the Swan (1970). In addition, he was a writer and contributing editor to The New Yorker magazine, and also a co-author of the English language style guide. The Elements of Style. E. B. White published his first article in The New Yorker in 1925. Then, he joined the staff in 1927 and continued to contribute for almost six decades. In the late 1930s, White turned his hand to children's fiction. His first children's book, Stuart Little, was published in 1945, and Charlotte's Web followed in 1952.



Ralph Waldo Emerson

Ralph Waldo Emerson (1803-1882) was an American essayist, lecturer, poet and philosopher. Emerson wrote most of his important essays as lectures first and then revised them for the printing. His first two collections of essays, Essays: First Series (1841) and Essays: Second Series (1844), represent the core of his thinking. They include the well-known essays "Self-Reliance", "The Over-Soul", "Circles", "The Poet", and "Experience." His philosophy is everlasting because it arose from a desire to make things new, to seize life freshly, experience it first hand and use it to build beyond the old. His work has greatly influenced thinkers, writers and poets that followed him.