

Based on National Curriculum of Pakistan 2022-23

Model Textbook of

English

Grade

11

National Curriculum Council

Ministry of Federal Education and Professional Training



National Book Foundation

as

Federal Textbook Board

Islamabad

Government Approval
Approved by the National Curriculum Council (NCC), Ministry of Federal Education and Professional Training, Islamabad
vide letter No. F.No.1-1 (2024)-NCC/DEA/Dir/English, Dated: 04th March 2024

© 2024 National Book Foundation (NBF) as Federal Textbook Board

All rights to this publication are strictly reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means—electronic, mechanical, photocopying, recording, or otherwise—without the prior express written consent of the publisher. Unauthorized use, duplication, or distribution is strictly prohibited and may result in legal action.

A Model Textbook of English for Grade 11
based on Pakistan National Curriculum (NCP) 2022-23

Authors

Ruhi Zaka (Managing Author)
Amber Kashif, Sadia Malik, Iffat Nazeer, Shazia Shakeel (Co-Authors)

Contributors/Collaborators

Inam Ullah Jan, Shahazad Ahmad, Zulfiqar Ahmed (Designers)

Supervision of Curriculum and Review Process

Dr. Mariam Chughtai
Director, National Curriculum Council (NCC)
Ministry of Federal Education and Professional Training, Government of Pakistan, Islamabad

Internal Review Committee Members

Robina Shaheen, Fazaia Teacher Training Institute Islamabad, Nosheen Zafar, Fazaia Teacher Training Institute Islamabad
Mamoona Ikhtlaq, Naval Education Headquarter Islamabad, Ayesha Khalid, Naval Education Headquarter Islamabad
Khalil Ur Rehman, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt
Arfa Batool, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt
Sofia Altaf, Army Public Schools & Colleges System Rawalpindi, Muhammad Yousaf Khan, Fazaia Schools And Collages
Umar Farooq, Federal Directorate Of Education, Saima Hafeez

National Review Committee Members

Safdar Hussain, Punjab Curriculum & Textbook Board
Mr. Ajeeb Ahmed Noonari, Government of Sindh, School Education & Literacy Department
Mr. Fareed Ahmed, School Edu Department, Balochistan
Mr. Anis-ur- Rehman, School Edu Department Balochistan, Dr. Lubna Shaheen, School Edu Department Balochistan
Inamullah Khan, Directorate Of Curriculum And Teacher Education Khyber Pakhtunkhwa Abbottabad,
Inamullah Haq Hashmi, Azad Government Of Jammu & Kashmir Directorate Of Curriculum Research & Development
Ms. Arfa Batool, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt
Abdul Wahab, Khalil Ur Rehman, Federal Government Educational Institutions (FGEI) (C/G) Regional Office Chaklala / Cantt

Desk Officer

Shazia Abbasi, National Curriculum Council (NCC)

NBF Textbooks Development Supervision

Murad Ali Mohmand
Managing Director, National Book Foundation (NBF)

In-Charge, NBF Textbooks Development

Mansoor Ahmad, Assistant Director

Printed in Pakistan

First Edition - First Impression: March 2024 | Pages: 220 | Quantity: 34000
First Edition - Second Impression: May 2024 | Pages: 220 | Quantity: 85000
First Edition - Third Impression: October 2024 | Pages: 220 | Quantity: 15000

Price: PKR 380/-, Code: STE-691, ISBN: 978-969-37-1603-0

Printer: Iqra Publisher & Printers, Peshawar

TEST
EDITION

For details on additional publications from the National Book Foundation, please visit our website at www.nbf.org.pk
You can also reach us by phone at 051 9261125 or via email at books@nbf.org.pk
For feedback or corrections, kindly send your comments to 'nbf textbooks@gmail.com' and 'textbooks@snc.gov.pk'

Note

All illustrations, artwork, and images in this book are intended solely for educational
and promotional purposes, benefiting the public interest.

Preface

Model Text Book of Grade 11: An Introduction to the structure and purposes.

This textbook is developed in accordance with **National Curriculum of Pakistan IX-XII (NCP) 2022-23**. This text book is aimed to provide students of elementary grades with a wide range of activities to help them achieve students learning objectives of their appropriate age/grade. The book provides the students with a range of fiction and non-fiction texts which are acquired from both authentic sources as well as exclusively produced for this age group of Pakistan students. The selection/development of contents of books has been purposely carried out in the context of multilingual communities where English is treated as second or third language.

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

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

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

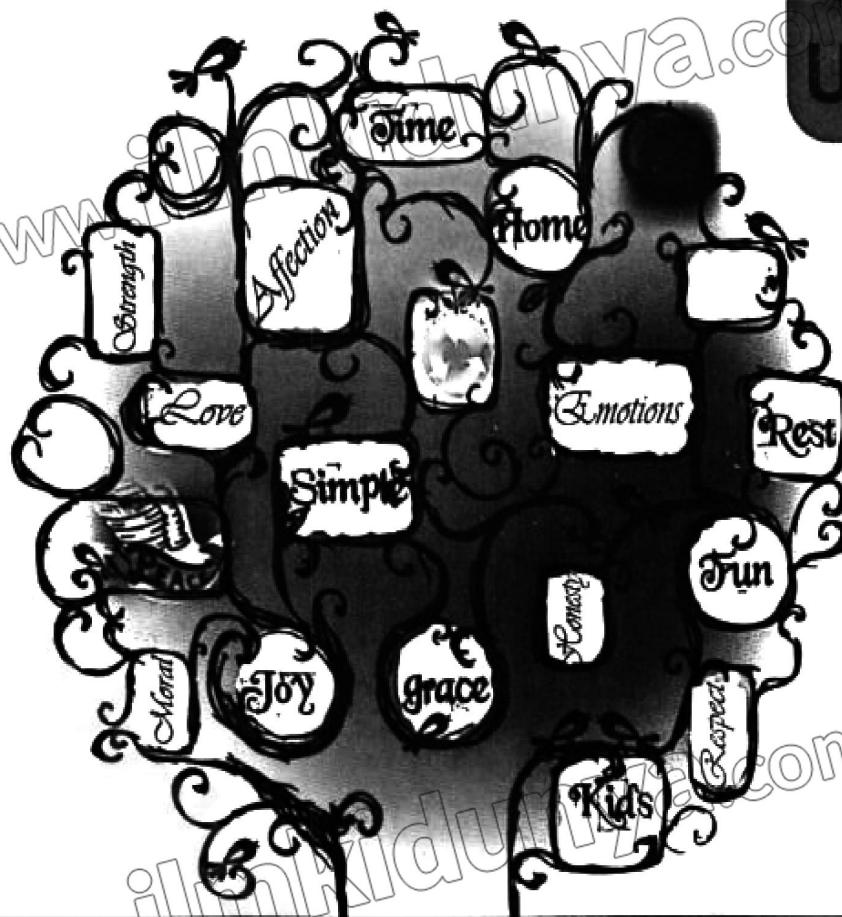
The targets of all planned activities can be achieved fully with an active support of teacher. Evidently all such activities shall require diligent effort of teacher to guide the students in appropriate manner as well as to provide them with continuous support. Activities requiring searching for additional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

Dr. Raja Mazhar Hameed
Managing Director

Contents

| S. No. | Units | Theme | Sub-Theme |
|--------|--|----------------------------------|---|
| 1 | Family Values In Pakistan | Communication & Collaboration | <ul style="list-style-type: none"> Teamwork Decision Making |
| 2 | Shooting Stars Hal Borland (Non-Fiction) | Innovation & Creativity | <ul style="list-style-type: none"> Creativity in Science |
| 3 | The Wind (Poem) Robert Louis Stevenson | Nature | <ul style="list-style-type: none"> Nature |
| 4 | Butterflies (Short story) Roger Dean Kiser | Soft Skills | <ul style="list-style-type: none"> Narrative |
| 5 | Clean water and Sanitation | SDG-Millennium Development Goals | <ul style="list-style-type: none"> Clean water & sanitation |
| 6 | The Darkling Thrush (Poem) Thomas Hardy | Literature & Poetry | <ul style="list-style-type: none"> Nature |
| 7 | World Heritage Sites in Pakistan | Travel & Tourism | <ul style="list-style-type: none"> GIS Application Smart & Sustainable Environment Matters |
| 8 | Social Media: A Blessing or a Curse? | Digital Media | <ul style="list-style-type: none"> MOOC Impact on culture & Economy |
| 9 | Sunshine After Rain (Poem) Brenda Winders | Drug Education | <ul style="list-style-type: none"> Drug Education in Schools Refusal Skills |
| 10 | The Small Woman: Alan Burgess (a biography) | Soft Skills SDGs | <ul style="list-style-type: none"> Teamwork Decision Making War & Peace |
| 11 | The Three Questions Leo Tolstoy | Literature and Fiction | <ul style="list-style-type: none"> Human Relationships Philosophical fiction Ethical lesson in a fictional framework |
| 12 | Break Break Break (Poem) Lord Alfred Tennyson | Lyric Poetry | <ul style="list-style-type: none"> Expression of human loss Transience of human life juxtaposed with permanence of time and sea |
| 13 | Blow, Blow, Thou (Poem) William Shakespeare | Lyric Poetry | <ul style="list-style-type: none"> Harshness of life compared with the bitterness of the West Wind Reflective, melancholic poetry |
| 14 | Choice of a Profession | Entrepreneurship SDGs | <ul style="list-style-type: none"> Role in a Society Decent work & Economic Growth |
| 15 | The Ninny Anton Chekhov | Soft Skills | <ul style="list-style-type: none"> Speaking up for yourself Stress Management Decision Making |
| 16 | Fourteen (One-Act Play) Alice Gerstenberg | Literature and Drama | <ul style="list-style-type: none"> Impact of societal structures on individual identity and the human experience The resilience of the human spirit and the importance of individual expression |
| 17 | The Last Leaf (Short Story) O. Henry | Literature and Fiction | <ul style="list-style-type: none"> Hope and Determination The Unpredictability of Life Reflection on the human condition, the power of art, and the strength of hope in the face of adversity |
| 18 | The Necklace (Short story) Guy de Maupassant | Literature and Fiction | <ul style="list-style-type: none"> The economic disparity between working class and upper class Fate and Circumstance The pursuit of superficial goals and the consequences of pride and deception |

| | Reading and critical thinking | Oral Communication | Vocabulary and Grammar | Creative writing | Page# |
|--|---|---|---|---|-------|
| | Glossary Comprehension Questions Analytical Thinking | Topic Sentence and Supporting details | Vocabulary building Dictionary usage, Types of sentences, Phrasal verbs | Writing a paragraph with the help of mind map, Recognizing family values of Pakistani families and to write a few sentences on the topic | 6 |
| | Glossary Comprehension Questions | Acronyms Information about NASA (Presentation's preparation) | Silent Letters, Dictionary skills, Phrasal verbs, Parts of speech, (Nouns and kinds of nouns) | Narrative writing using transitional devices | 15 |
| | Glossary, Comprehension Questions, Figures of Speech Analytical thinking, Rhyme Scheme | Intonation pattern, Reciting the poems, Attentive listening and emphasizing on pronunciation | Transitional devices Choose the correct option Phrasal verbs | Poem's summary Paraphrasing the poem Formal letter (types of formal letter writing) | 25 |
| | Glossary, Comprehension Questions Summarizing Fiction and Non-Fiction Elements of story | Information collection Conflict resolution in panel discussion | Modal verbs Kinds of verbs Idioms and proverbs | Descriptive essay writing Proof reading techniques | 40 |
| | Glossary, Comprehension Questions Patterns of organization on a paragraph | Extended discussion | Verbs, Kinds of verbs Connotation and Denotation Phrasal verbs | Précis Writing Writing mechanics Email Writing, (Format) | 55 |
| | Glossary, Comprehension Questions Intonation Pattern, Elements of Poetry | Active Listening Skills | Idioms and Proverbs Prepositional Phrase Identification of Phrases | Points to understand a poem Poem's theme identification Paraphrasing the poem Summarize the poem | 70 |
| | Glossary Comprehension Questions | Geographical Information System and Tourism | Idioms and Proverbs Pronoun (Types of pronoun) Punctuation | Informative /explanatory texts to examine and convey complex ideas, concepts and information | 81 |
| | Glossary Comprehension Questions | Group discussion Presentation | Clauses (Types of clauses) Adjectives (Types of clauses) Punctuation, Phrasal verbs | Write and critique (self/final) draft after complex editing and proof reading Paragraphs developing the main idea of the essay/piece of writing and topic sentence | 91 |
| | Glossary Comprehension Questions | Group discussion | Adverbs (Types of adverbs) Pronoun Antecedent Collective nouns, Punctuation | Summarizing the poem Writing an essay with the help of mind map | 102 |
| | Glossary Comprehension Questions | SDG stands for what? Reading and collection about SDG through chart | Cataphoric reference Anaphoric reference Prepositions Punctuation | Letter of complaint Paragraph writing on the contributions of Bilquees Edhi | 114 |
| | Glossary Comprehension Questions | Group discussion | Modal Verbs, Conjunctions (Types of conjunctions) Punctuation, Phrasal verbs | Paragraph writing Story writing using modal verbs in sentences Book report and book review | 125 |
| | Glossary Comprehension Questions | Group Discussion Poem recitation with intonation | Interjection (Types of interjection) Identification of interjections | Theme of the poem, Summarizing the poem Figurative Language, Punctuation Phrasal verbs | 141 |
| | Glossary Comprehension Questions | Poem recitation with intonation Group Discussion | Figures of Speech Metaphor, Alliteration, Assonance, Enjambment Punctuation, Phrasal Verbs | Summarizing the poem Analysis of poet's perspective | 151 |
| | Glossary Comprehension Questions | Reading with stress syllables Exchange of stories Practice of the rise and fall of the tone (Pitch) | Participles, Gerunds Past Participle, Past Perfect Punctuation, Antonyms Phrasal verbs | Verb tense consistency, Mind map Resume Writing, Cover Letter for Job | 158 |
| | Glossary Comprehension Questions Choose the best answer | Group Discussion | Gerunds, Punctuation Antonyms Phrasal verbs | Agreement/ disagreement for the theme of the story Theme of the story, Mind map, Activity | 172 |
| | Glossary Comprehension Questions | Dialogue delivery following intonation patterns | Tenses Simple Present, Present continuous Present Perfect, Present Perfect Continuous Phrasal Verbs | Views about the play in own sentences Causes of conflicts Misplaced Modifiers | 180 |
| | Glossary Comprehension Questions | Discussion about feelings with class mates | Past tense Simple Past, Past continuous Past Perfect, Past Perfect Continuous Phrasal Verbs | Summary of the story | 195 |
| | Glossary Comprehension Questions | Scene Display Pair Representation of the last scene of the story | Future tense Simple future, Future continuous Future Perfect, Future Perfect Continuous Punctuation, Antonyms, Phrasal Verbs | Literary Devices and their identification Views about the story | 206 |



FAMILY VALUES IN PAKISTAN

After completing this lesson, students will be able to:

- respond to texts for different purposes (including arguments and discussions)
- respond to questions on a range of communicative skills
- engage in extended discussions and take into account other speaker's viewpoints and presenting one's own with clarity
- use pre-reading and while reading strategies to analyze and explore different layers of meaning within text
- identify sentence patterns and structure for grade specific genres
- give an informal personal and analytical response to a text and provide some supporting textual reference
- read to analyze descriptive/argumentative, persuasive essays
- construct sentences using the sentence patterns and structures learnt in earlier classes
- identify and use phrasal verbs in sentences
- demonstrate understanding of figurative language, word relationships
- write informative/explanatory texts to examine and convey complete ideas, concepts and clearly
- use precise words and phrases, telling details, and sensory language to to convey a vivid picture of the experiences, events, settings and/or characters

Pre-Reading

- What is the concept of a family?
- Identify some family values.

In Pakistan, family is a “bond of relationships”, which strengthens the relationships of a family. Family members love and respect each other without any expectations.

The tenets of Islam further strengthens this bond. The existing family ties, based on selflessness, are well watered by the injunctions of Islam. According to Islam, we must look after our parents, especially in their old age, when they are gone perish minded. It can be said that universal teachings of our religion are the essential part of our family values.

While-reading

Why is family taken as a “bond of relationship”?

People in Pakistan mostly follow the joint family system and live their lives with their parents. They give much respect to their customs and traditions and pay due attention to family values. The value of a strong family system has played an important role in influencing an individual's way of living, social role, choice of profession and decision-making. A strong family unit creates a safe, positive and supportive place for all members to thrive in. They are able to utilize resources and live together in a fairly healthy manner.

Each member of a Pakistani family has respect for the elder family members. The grandparents form a central beacon in a traditional Pakistani family. They are treated with reverence and hold an authoritative place. They work together with other elder family members to solve problems and pass their skills and experiences to the next generation. They are good “role models” and are looked upon as the primary source of guidance. Accordingly, they are provided with care and support from their family members.

The male members of the family are generally considered to be the guardians of the family and play a significant role for the well-being of their family. The major decisions, in the family, are taken by them and their words go unquestioned. Their dream is to support their family members and work for their social and financial well-being. When all the male members work together and contribute equally to the family, the financial burden is minimized and the elements of jealousy and evil also remain under control. The family members are able to prosper and thrive together.

In joint family units all the family members live together and share joys and sorrows with each other. The elders, in the family, set the tone by reaching out to their friends and community and teach their children the importance of doing the same. All the female members of the family handle jointly the household responsibilities and support each other in the household chores. As children spend most of their time under their custody, the entire grooming of children is also done by them. Women consider their family as their entire world and jointly fulfill their family needs and wants.

While-reading

Who is the guardian of a family?

At the same time, the families in Pakistan never fail to look at children in the family as "gifts from Allah (ﷻ)." All the elder family members are responsible for teaching the children the basic beliefs of religion. Family values, customs and traditions are also transferred to children by their elders and they are also taught to respect and honour their elders. The children watch their parents taking care of their grandparents and also make well-thought-out decisions over the years. This role guides the children to be supportive and good decision-makers. Among the children of strong families, the moral and emotional problems are lesser. They tend to go on to have strong, healthy families of their own, having learned examples from their elders.

While-reading

How do children make well-thought-out decisions?

Our family values look to us dreamlike and we thank Allah (ﷻ), for we are tied into a cohesive whole of the family system. Sometimes, poverty and other problems happen to overshadow some of our family units, but, with the role of the state and education of the people, we can easily avert these dangers. Nevertheless, such bitter phenomena are rarely found.

Tersely, in Pakistan, people absorb the traditional and cultural family values and they demonstrate respect and regard to their elders. People's main objective is "living together, growing together and surviving together". Here, giving physical and emotional support is quite usual in a joint family system. This leads to a happy, healthy and prospering family which benefits the society as a whole. It is said that one good family builds a good community, then all good communities build a good society and at the end all good societies jointly make a successful nation.

Post-reading

What is the main objective of Pakistani people while living together?

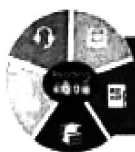




Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| Words | Meanings | Synonyms |
|---------------|---|-------------------|
| thrive | to grow or develop well | flourish, prosper |
| beacon | a lighthouse or other signal for guidance | |
| reverence | deep respect | |
| perish minded | a person with spoiled mind | |
| utilize | to make use of | |
| authoritative | authentic, accurate | |
| significant | important, powerful | |
| thrive | develop, flourish | |
| cohesive | united, working together | |
| bewitching | united, connected | |
| avert | to turn away, to turn aside | |
| phenomena | fact, happening | |
| demonstrate | to show clearly | |
| prospering | doing well, flourishing | |



Reading and Critical Thinking

a. Answer these questions

1. Discuss the characteristics of family as a 'bond of relationships'.
2. Explain the way elderly family members are given respect by others in Pakistani society?
3. The joint family system help the children to grow with positivity. Give reasons.
4. Describe the way children are brought-up and nursed in the traditional Pakistani family?
5. Describe how the physical and emotional support is a strength in a joint family system.
6. Who can play positive role to keep the family values in Pakistan intact and how?
7. Analyze the text carefully and identify the theme of the unit.

b) Choose the correct option:

- i. Family values, customs and traditions are transferred to children by
 - a) extended family b) their elders c) their close friends
- ii. The central beacon in a Pakistani traditional family is created by
 - a) aunts and uncles b) cousins c) grandparents
- iii. The tenets of Islam further -----this bond
 - a) weakens b) threatens c) strengthens d) finishes
- iv. Universal teachings of our religion are the -----part of our family values
 - a) negligible b) essential c) moderate d) minimal
- v. Our family values look to us:
 - a) an eye-wash b) unimportant c) dreamlike d) disappointing

**Oral Communication****Activity**

- Share the happiest moment of your life with your grandparents and your class fellows.
- Acknowledge the role of your grandparents in the life of your parents and also yours.
- Form groups in the class. Exchange views about the concept of happy family life living with grand parents.
- Give enough time to each group to present the viewpoint.
- After exchanging viewpoints, make a chart of the main key points, highlighted in the class discussion.

Topic Sentence and Supporting Details

| | |
|--------------------|---|
| Topic sentence: | The real beauty of any nation lies within its traditions, values, and culture. |
| Supporting Details | In Pakistan, a family is not merely a group of people who are together just by nature, here family is a "bond of relationships" in which people are joined to each other with emotional ties, where every relation makes the other relation complete, where family members love and respect each other without any expectations and where elders are regarded with dignity and honor. |

- Read the passage carefully and mark topic sentences and supporting details from fourth and sixth paragraphs.
- What is the difference between 'customs' and 'traditions'?
- How would you explain 'needs' and 'whims' in context with the text?

Extensive Reading

It is a great truth that the degree of happiness may vary according to the degree of virtue; and consequently, the life which is most virtuous is most happy. Every degree of virtue has a proportionate degree of happiness accompanying it. If we expect too much from life, we cannot be happy. It is only by giving to life what we can best afford, that we can lead a joyous life. Life is not self-aggrandizement. A self-seeker and selfish man can never do any good to others. It is only by realizing that the needs and desires of others are important and should be addressed. Let us share the sufferings of others if we want to keep away from sorrow.

Quest of happiness is a noble pursuit and it is worth striving, no matter how far we succeed. The question arises whether human failure to achieve perfect felicity does not have an injurious effect on character, it is not so; but on the contrary the difficulties and sufferings that we undergo in our life, are really blessings in disguise, which help in developing our character. Character, in fact is conquest of the lower self by the upper self in us. Once the character building is done, success and happiness is in easy reach. We must keep in mind that happiness is a condition of the mind. It does not depend on something external. It springs from within. Contentment is the first condition of happiness. A happy and congenial life is a source of immeasurable joy and contentment. In such a surrounding, one can find love, trust, and mutual respect from those around. Family members share each other's triumphs and tribulations, creating a supportive environment where each person feels valued and understood. Communication flows openly, fostering a sense of unity and understanding. In a happy family, laughter and shared moments of joy are frequent occurrences, making every day a celebration of togetherness. This kind of harmonious atmosphere does not only add to the well-being of individual family members but also strengthens the family's resilience in facing life's challenges.

(The Book of Virtues by William J. Bennett)



Vocabulary and Grammar

a. Identify correct spellings of the words by looking them up in a dictionary.

| | | | |
|------------------|-------------------------|------------------|---------------------|
| Pursue Peruse | Traditions treditons | Marely Marily | Social Socail |
| Beacon Beakon | Honour oonor | Erode aerode | Prosper Procepar |

Sentence: A sentence is a set of words that is complete in itself, typically containing a subject and predicate, conveying a statement, question, exclamation, or command, and consisting of a main clause and sometimes one or more subordinate clauses. (Oxford Dictionary).

Kinds of sentences:

Declarative Sentences

A declarative sentence is the most basic type of sentence. Its purpose is to relay information, and it is punctuated with a period. For example

The boy walked home.

I love honey.

Interrogative Sentences

Interrogative sentences interrogate, or ask questions. These are direct questions, and they are punctuated with a question mark. For example:

Why does the sun shine?

Whose dog is that?

Will you go to Lahore?

Exclamatory Sentences

Exclamatory sentences are like declarative sentences. They make a statement instead of asking a question, but their main purpose is to express strong emotion. They have an exclamation point instead of a period. For example:

I said I wanted tacos instead of pizza!

How well he sings!

Wow, he just won a gold medal!

Imperative Sentences

Imperative sentences do not simply state a fact but rather tell someone to do something. These can be in the form of friendly advice, basic instructions or more forceful commands. For example:

Please shut the door to keep out the bugs.

Turn left at the bridge.

Stop bothering me!

Optative Sentences

Optative sentences express a prayer, wish, curse, etc. For example:

May Allah bless us all.

May you become successful in life.

Long live Pakistan.

Activity: Make one sentence each according to the types given above.

b) Write two sentences of each type given in information box.

Declarative Sentences _____

Interrogative Sentences _____

Exclamatory Sentences _____

Imperative Sentences _____

Phrasal Verbs

a) Phrasal verbs: A verb combined with an adverb or a preposition or sometimes both, to give a new meaning is called phrasal verb.

Examples: left over, break out, see off

i) Fill in the blanks with the correct phrasal verbs in the following sentences.

Please-----your shoes before entering the house.

- take up
- take off
- take over

ii) The storm forced us to -----our camping trip.

- call off
- call out
- call up

iii) I need to -----on my math homework before I can go out.

- catch on
- catch up
- catch out

iv) We need to -----with a plan to address this issue.

- come up with
- come over with it
- come around with

b) Use the following phrasal verbs in sentences.

ask for _____

aim at _____

back up _____

believe in _____

blow away _____

blow up _____

c) Punctuate the given lines.

at the same time, the families in pakistan never fail to look at the children in the family as gifts from allah

d) Give antonyms of the following words.

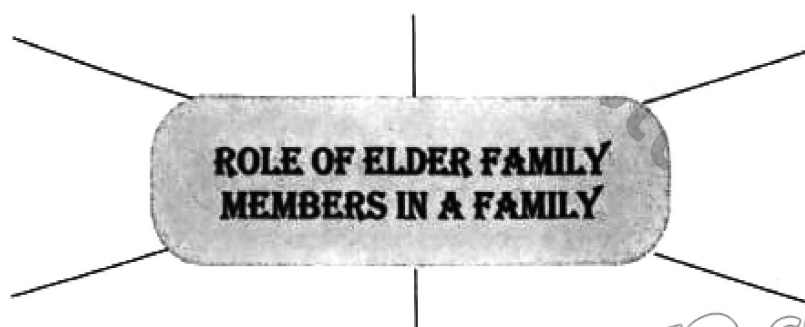
join _____ complete _____ respect _____

strong _____ positive _____ deep _____



Writing

- a. Develop a mind map on the importance and role of elderly family members in a family.



- b- Write a paragraph about 'A Pakistani Wedding Ceremony' giving full information, observation and preparation of the whole function.

- c- Explain in a paragraphs how are the marriage formalities carried on in a Pakistani family.

Teacher's Point



- Teacher may help the students in giving the concept of extended narrative incident writing.
- In classroom discussions, a variety of linguistic exponents may be used, such as inquires, persuasion, arguments, comparisons, evaluations in a wide range of context throughout the oral communication skills practice session.

SHOOTING STARS

Hal Borland (Non-Fiction)

After completing this lesson, students will be able to:

- use pre-reading and while-reading strategies to analyze and explore different layers of meaning read and use inference and deduction to recognize implicit meaning
- read to analyze descriptive /argumentative, persuasive essays
- extract salient points and develop a mind map to write informational text to understand about meteors
- respond to questions on a range of communicative purposes search for more relevant information concerning the unit
- consult general reference materials; dictionary, thesaurus for precise meaning/information
- use punctuation marks correctly
- understand and use noun and its kinds
- interpret the use of transitional devices in writing
- write informative texts to convey complex ideas, concepts of the content

Pre-Reading

- What do you know about a galaxy??
- How many planets are there in universe?

Most clear, dark nights you can see a shooting star, as we call it, if you keep looking. Those shooting stars are meteors. They are points of light that suddenly appear in the sky, like distant stars, race across the darkness, usually towards the horizon, and disappear.

For a long time, nobody knew what a meteor was but finally those who studied stars and the sky decided that a meteor was a piece of a comet that exploded long ago. Those pieces are still wandering about the universe in huge, looping paths that follow the original comet's orbit. There are uncounted pieces of such comets out there in the depths of space. Periodically clusters of them come close to the earth's orbit, or path around the sun. Most meteors are small, probably only a few inches in diameter, but when they enter the earth's atmosphere the friction makes them white-hot. Then they look big as stars streaking across the darkness.

There are half a dozen meteor showers each year. Each is named after the constellation from which it appears to come. The biggest of all, the Perseids, named for the constellation of Perseus, occurs on the 10th, 11th, and 12th of August. The next largest, the Leonidas, named for the constellation of Leo, comes on the nights of November 14, 15, and 16. Another, the Andromedids, which is not quite so big, comes from November 17 to 23. There are other meteor showers in December, January, April, May, and July, but none of them is as big as those in August and November.

While-reading

What are shooting stars?

Most people watching meteors will be satisfied if they see ten or twenty in an hour of watching. On special occasions, however, the meteors seem to come in droves. The most remarkable meteor shower I ever heard of was seen by a distinguished astronomer, Professor Denison Olmstead, of New Haven, Connecticut, on the night of November 12, 1833. He was watching the Leonidas, which seem to come from directly overhead and race downward toward the horizon in all directions. He reported that meteors fell "like flakes of snow." He estimated that he saw 240,000 meteors in nine hours that night. He also revealed that they ranged in size from mere streaks of light to "globes of the moon's diameter." If he had not been a notable astronomer whose accuracy was beyond question, such statements would seem ridiculous. But there is no reason to doubt what he reported. He had seen one of the most unusual meteor showers ever reported. What he watched should be called a meteor storm rather than a mere shower.

I once watched the August Perseids with an astronomer on a hilltop in an open

country, and in two hours we counted almost a thousand meteors. That was the most I ever saw at one time. After that I tried watching for meteors in November and the most, I ever saw in November was about one hundred meteors in two hours of watching.

While-reading

Who is an astronomer?

The amazing thing about these meteor showers is that they come year after year. Professor Olmstead saw all those Leonidas in November of 1833, but if you watch for meteors this year you almost certainly will see them on the same nights that he saw them. They will come next year, the year after that, and for countless years more. Your grandfather saw them, and your grandchildren will see them if they look for them.

Occasionally, a meteor reaches the earth. Then it is called a meteorite and it is valued as a sample of the vast mystery of the deep space in the sky. Scientists examine it, try to guess what it was to begin with, where it comes from and what it is like out there. Nobody ever learned very much from the meteorites except that they often contain a great deal of nickel and iron.

Only a few large meteorites have struck the earth. The largest we know about, fell in Arizona (U. S. A.) many centuries ago and made what is now called Meteor Crater, a hole about a mile across and 600 feet deep. Some Indian legends of the Southwest tell of a big fire that fell from the sky and ate a huge hole in the earth, so this big meteorite may have fallen since man first arrived in America, perhaps twenty-five thousand years ago.

Other big meteorites have fallen, in ancient times, in Texas (U. S. A.), Argentina, northern Siberia, South-West Africa, and in Greenland. A meteorite weighing more than thirty-six tons was found in Greenland and now can be seen in the Hayden Planetarium in New York City. Millions of meteors have flashed across the night sky, but only a few large meteorites have ever reached the earth. Never in all the centuries of written history has there been a report of anyone being struck by a meteorite.

Post-reading

Have all the meteorites reached the earth?



Hal Borland (1900-1978), born in Sterling, Nebraska, was a naturalist, a person who studies animals and plants. He worked as a reporter for the *Denver Post* and the *Brooklyn Times*. He was also a writer of documentary film scripts, radio scripts, and other non-fiction. The National Audubon Society honored him by creating the Hal Borland Trail in Connecticut. Borland's essay "Shooting Stars" blends his fascination with nature and his ability to report facts in a clear, captivating manner.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| Words | Meanings | Synonyms |
|---------------|---|--------------------------|
| horizon | the line that forms the apparent boundary between the earth and the sky | range of vision, skyline |
| friction | the rubbing of the surface of one body against another | |
| droves | large numbers; crowds | |
| meteors | falling stars | |
| comets | meteors | |
| periodically | annually, regularly | |
| constellation | system, variety, method | |
| revealed | opened, inform | |
| ridiculous | fantastic, funny | |
| perseids | any group of meteors that appears annually around August | |
| mystery | riddle | |



Reading and Critical Thinking

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

1. Define meteors?
2. When do the biggest meteor showers occur?
3. Describe the most unusual meteor shower ever reported.
4. Give the reason of attributing so much value to meteorites.
5. Explain the effect of the largest meteorite that fell to earth?
6. Why do you think scientists collect meteorites? What is it about meteors that stirs the imagination?
7. Describe the difference between a scientific explanation and an explanation offered by a legend or myth?
8. Can scientists learn something from legends or myths?

b) Fill in the blanks with the correct option:

- i. There are _____ meteor showers each year.
a) two dozen b) one dozed c) half dozen
- ii. There are points of light that suddenly _____ in the sky.
a) disappear b) appear c) become hazy
- iii. A meteor reaches the earth _____.
a) frequently b) occasionally c) randomly
- iv. One can see a shooting star in _____.
a) dark nights b) while raining c) cloudy weather
- v. The most remarkable meteor was seen by a distinguished _____.
a) astrologer b) astronomer c) scientist
- vi. The largest meteor fell in _____.
a) Venezuela b) Arizona c) Atlantic Ocean



Oral Communication

Acronyms are words which are made up of the initial letters of a group of words. The initial letters make a new word, which can be pronounced.

Sometimes the initials alone do not make a word which can be pronounced, so another letter is taken from one or more of the words in the group.

SUPARCO is an example of such a word. It stands for Pakistan Space and Upper Atmosphere Research Commission.

Acronyms should not be confused with abbreviations in which each initial letter is pronounced separately.

The following are abbreviations:

P-O-W (Prisoner of War)

Q-A-P (Old Age Pensioner)

Activity

What do the following abbreviations stand for?

U.K W.H.O

What do the following acronyms stand for?

NASA RADAR LASER

Activity

- Search any incident about falling of shooting stars and share with the class.
- Divide the class into small groups.
- Instruct each group to prepare a presentation about shooting stars(meteors) using the information they gathered. Each presentation should include.
- Definition of meteors.
- Origin of meteors.
- The science behind the bright streak of light.
- Information about a famous meteor shower (the perseids).
- Images, diagrams (if they can arrange).



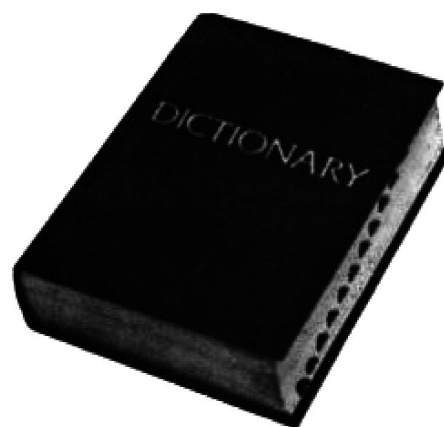
Vocabulary and Grammar

Silent Letters: A letter is silent if it is not produced. Examples include "p" in psychiatry, the "w" in write, the "m" in mnemonic, the "h" in vehicle in more.

Dictionary

It is a book explaining usually in alphabetical order, words of a language, or giving their equivalent, reference book of words and topics of subjects arranged in alphabetical order.

Most people think that dictionary has only one function to describe one words' meaning, but the dictionary has more functions.



1. Usage of words, meanings, pronunciation, parts of speech, synonyms/antonyms

Use of Dictionary

- To lookup the meaning of an English word
- To find the English translation of a word in your language
- To check the spelling of a word
- To check the plural of a noun in past tens of a verb
- To find out other grammatical information about a word
- To find the synonym and antonym of a word
- To check the part of speech of a word
- To find out how to say a word
- To find examples of the use of a word in natural language

Phonetic symbols

The phonetic symbols used in a dictionary can be viewed in Advanced Learner's Dictionary of Current English (6th edition);

Abbreviations and notations used: -

Abbreviations used:

| | | | | | |
|-----|---|-----------------|----|---|------------------------|
| Adj | = | adjective | v | = | verb |
| Adv | = | adverb | n | = | noun |
| Pp | = | past participle | us | = | American pronunciation |

- Find the given words in a dictionary and also write which part of speech they belong to?

welfare, potential, intimate, argue, ethnicity, diverse,

- Punctuate the given lines

he was watching the leonids which seem to come from directly overhead and race downward toward the horizon in all directions he reported that meteors fell like flakes of snow

Use the following phrasal verbs in sentences.

get along _____

cross out _____

see to _____

break down _____

look after _____

Parts of Speech

The parts of speech explain how a word is used in a sentence. There are eight main parts of speech (also known as word classes): nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections.

Noun: A noun is a word that refers to a thing (book), a person (Betty Crocker), an animal (cat), a place (karachi), a quality (softness), an idea (justice), or an action (walking). It's usually a single word, but not always: cake, shoes, school bus are all nouns.

Kinds of Nouns

1. Proper Nouns.

Proper Nouns are used to refer to specific persons, places, or things. They always start with a capital letter. These nouns also refer to the names of the days of week and months, and also various names of organization, institution, religion, etc. Which are proper and specific. For Example:

Quaid-e-Azam Muhammad Ali Jinnah

Pakistan

Mount Everest

2. Common Nouns

Proper nouns refer to general, unspecific person, place or thing. For example:

boys

girls

chairs

3. Compound Nouns

A compound noun is a noun which contains two or more words which join together to make a single noun is called a compound noun. It can be written together, they can be hyphenated such as "Mother-in-law" or separate words such as "Post office".

For example

milkman

lunchtime

firefighter

4. Collective Nouns

A Collective noun is a noun which refers to a group of people or group of something in a specific manner or unit. Collective nouns can be either singular or plural, For example:

family

audience

fleet of ships

5. Concrete Nouns

A concrete noun is a noun that can be touched, smelled, seen, felt, or tasted.

Concrete nouns can be countable or uncountable, common nouns, proper nouns, or collective nouns can be concrete noun. For example:

plate

ice

book

6. Abstract noun is a noun denoting an idea, quality or state rather than a concrete object.

For Example:

truth

danger

happiness

Forming Abstract Nouns with Suffixes

Abstract nouns are frequently formed with the addition of suffixes.

Examples:

determined-----adjective

determination-----abstract noun with suffix-----tion

Examples of making abstract nouns with the suffixes are given below:

-----ness-----sadness, happiness

-----ism-----nationalism, sufism

-----ship-----relationship, leadership

-----ment-----punishment, excitement

-----tion-----exhaustion, friction

-----ity-----extremity, longevity

What is the difference among proper, concrete and abstract nouns? Give three examples of each.

- Write three examples for these following parts of speech .

Proper Noun _____

Common Noun _____

Compound Noun _____

Collective Noun _____

Concrete Noun _____

Abstract Noun _____

**Writing**

Transition words are like 'and', 'but', 'so' and 'because'. They show your reader the relationship between phrases, sentences, or even paragraphs. When they are used, they make it easier for the readers to understand how thoughts and ideas are connected. For example: equally important, again, finally, moreover, besides and secondly.

- Write a paragraph on the "Benefits of Exploration of Universe". It should have transitional devices in it.

Teacher's Point

- Help students in writing a paragraph with a use of transitional devices.

The Wind (Poem)

Robert Louis Stevenson

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts.
- ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?)
- evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views.
- demonstrate attentive listening skills while working in groups and taking turns to speak with standard pronunciation.
- summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.
- demonstrate knowledge and application of parts of speech in oral and written communication in varying
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poem
- write formal letters and emails to people in extended academic (professional) environments for various purposes

Pre-Reading

- Do you enjoy wind?
- How many types of wind do we feel? Name them.

Reading

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass-
O wind, a-blowing all day long,
O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid.
I felt you push, I heard you call,
I could not see yourself at all-
O wind, a-blowing all day long,
O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
O wind, a-blowing all day long,
O wind, that sings so loud a song!

Post-reading

Discuss your ideas what you have imagined after recitation of the poem.

While-reading

Who is talking to the wind in this poem?

About the Poet

Robert Louis Stevenson known as Robert Louis Balfour Stevenson was born November 13, 1850, Edinburgh, Scotland and died on December 3, 1894 at Vailima, Samoa. He was a Scottish essayist, poet, and author of fiction and travel books. His writing was skillfully a blend of adventure, suspense, and psychological depth, making him a master of the 19th-century adventure novel. "Treasure Island" introduced iconic characters like Long John Silver and captivated readers with its pirate lore. "Dr. Jekyll and Mr. Hyde" delved into human duality, exploring the moral consequences of scientific experimentation. Stevenson's work is influential, with adaptations and interpretations in various media. His poetry collection "A Child's Garden of Verses" also describes its nostalgic portrayal of childhood. Robert Louis Stevenson's storytelling prowess and exploration of complex themes ensure his place among the great writers of his time, appealing to readers of all generations.

[www.https://en.wikipedia.org/wiki/Robert_Louis_Stevenson](https://en.wikipedia.org/wiki/Robert_Louis_Stevenson)



Theme

The central theme of this poem describes the power of the winds. It deals with the sounds of the windy nights. It describes the characteristics of the wind which could be heard but couldn't be seen.

Summary

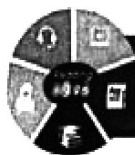
In Robert Louis Stevenson's poem "The Wind," the speaker discusses the power and enigma of nature's invisible force, the wind. Throughout the poem, the wind is personified as a dynamic and unpredictable entity. The speaker observes how the wind affects the world—tossing kites, rustling grass, and creating sounds that mimic singing. Despite witnessing these effects, the speaker is actually unable to see the wind itself. The poem captures a sense of childlike wonder and curiosity, reminiscent of observing the mysteries of the natural world in childhood. Stevenson's verse reflects the transient and ever-changing aspects of life and emphasizes the enduring fascination with the forces of nature.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

| Words | Meanings | Synonyms |
|----------------|---|-------------|
| toss | to throw or propel something into the air. | fling, sway |
| kites | objects flown in the sky, often made of paper and attached to strings. | |
| ladies' skirts | cultural and historical context. It refers to the idea that the wind can rustle the grass in a way that resembles the movement of women's skirts. | |
| invisibility | a playful coinage by the poet, combining "a" (meaning "in a state of") and "nebulous" (meaning hazy or unclear) to describe the wind. | |
| a-bebulous | A large cemetery, especially one of elaborate construction belonging to an ancient city | |
| imbrifacient | seems to suggest something that produces rain or moisture. | |



Reading and Critical Thinking

a) Answer these questions.

1. No one can see the wind. Discuss how can we feel its presence?
2. What does blow all the day?
3. What does "you" refer to in the poem?
4. Discuss the main idea of the poem "The Wind" by Robert Louis Stevenson.
5. Analyze the meaning of the lines "Are you a beast of field and tree/ Or just a stronger child than me"?
6. Explore the meaning of "I saw you toss the kites on high"
7. What does the wind symbolize in the poem? Also evaluate its spiritual meaning.
8. Argue the metaphorical representation of "The Wind"?

b) Choose the best answer.

i. The central theme of this poem describes :

- | | |
|---------------------------|-----------------|
| a) the power of the winds | b) spirituality |
| c) mystery | d) emotions |

ii. The poet of this poem is:

- | | |
|-----------------------|---------------------------|
| a) William Wordsworth | b) Robert Louis Stevenson |
| c) John Keats | d) William Blake |

iii. The wind is personified as a:

- | | |
|-------------------------------------|-----------------------------------|
| a) dynamic and unpredictable entity | b) never-changing aspects of life |
| c) hardships of life | |

c) Figures of speech

Figures of speech such as metaphors, similes, and personification go beyond the literal meanings of the words to give readers new insights. On the other hand, alliterations, imageries are figurative devices that appeal to the senses of the readers.

a) Simile

A simile is a figure of speech in which two essentially dissimilar objects or concepts are expressly compared with one another through the use of "like" or "as." It creates an explicit comparison between two things that are different enough from each other.

For example:

- Strong as an ox
- Sweet as sugar
- raining like cats and dogs

b) Metaphor

A metaphor is a comparison between two unlike things. It creates implicit comparisons without the express use of "like" or "as." It asserts that two things are identical in comparison rather than similar or using specific images or concepts to state abstract truths. For example:

- Time is money.
- There is a weight on my shoulder.
- Laughter is the best medicine.

c) Personification

Personification is a figure of speech in which a thing - an idea or an animal - is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings. For example:

- The sky weeps.
- The wind is whispering outside.
- My heart danced when i won the contest.

d) Apostrophe

In the context of literature and poetry, an "apostrophe" is a figure of speech in which a speaker addresses an absent or non-human entity as if it were a person. This rhetorical device allows the speaker to convey deep emotions, thoughts, or ideas by directly speaking to something that cannot respond in the way a human would. Apostrophes are often used to add dramatic or emotional impact to a work of literature. For example:

- William Wordsworth's "Lines Composed a Few Miles Above Tintern Abbey"
- John Milton's "Paradise Lost"

e) Alliteration

Alliteration is a literary device or stylistic technique in which a series of words in a sentence or phrase have the same beginning consonant sound. This repetition of

initial consonant sounds can add emphasis, rhythm, and musicality to a piece of writing. It is often used for poetic effect or to create memorable and pleasing language patterns. For example:

- Peter Piper picked a peck of pickled peppers.
- She sells seashells by the seashore.

f) Anaphora

It is repetition of a word or expression at the beginning of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect. For example:

- Martin Luther King Jr.'s "I Have a Dream" speech:
- "I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident..."
- In this famous speech, King uses the phrase "I have a dream" to begin several sentences, reinforcing the central theme of hope and aspiration.
- Charles Dickens's "A Tale of Two Cities":

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..."

Dickens employs anaphora to set the tone and contrast the dualities of the novel's setting.

g) Refrain

A refrain is a repeated line, phrase, or group of lines in a poem, song, or piece of literature. It serves several purposes in literature and music. For example:

- In the song "Hey Jude" by The Beatles, the line "Hey Jude, don't make it bad" is a refrain that is repeated throughout the song.
- In William Blake's poem "The Tyger," the refrain "Tyger Tyger, burning bright" is repeated at the beginning and end of each stanza, emphasizing the awe and mystery of the tiger.

g) Symbolism

Symbolism refers to the use of representational imagery: the writer employs an image with a deeper, non-literal meaning, for the purpose of conveying complex ideas. In literature, symbolism is the use of a concrete image to represent an abstract idea. For example, the heart is often employed as a symbol of love. For example:

- An olive branch is used to symbolize a truce. ...
- Black is the symbol of death. ...
- The dove is used to symbolize peace. ...

g) Hyperbole

Hyperbole is a figure of speech that involves the use of exaggeration for emphasis or effect. It is a rhetorical device where statements are intentionally exaggerated to emphasize a point or to create a particular effect, often for humorous or dramatic impact. Hyperbole should not be taken literally; it's an exaggeration that is not meant to be interpreted as a factual statement. For example:

- "I've told you a million times to clean your room."
- "This suitcase weighs a ton!"

g) Imagery

Imagery, in a literary or poetic sense, is the author's use of description and vivid language, deepening the reader's understanding of the work, by appealing to the senses. Imagery: Elements of a poem that invoke any of the five senses to create a set of mental images. Specifically, using vivid or figurative language to represent ideas, objects, or actions. Imagery is the use of figurative language to represent the objects, ideas, and actions in such a way that they appeal to the physical senses. Imagery makes the use of Figurative imagery uses descriptive language that means something different than or goes beyond the literal definition of the words, often through exaggeration, comparison, or symbolism. (like similes, metaphors, and personification) to appeal to all of your senses. When imagery is written well, the reader can see, hear, taste, touch, and feel the text. For Example:

- His words felt like a dagger in my heart.
- My head is pounding like a drum.
- The kitten's fur is milky.

h) Irony

Irony is a situation that subverts a reader's expectations. For example:

- Our brain gives us knowledge, but we have so little knowledge about the brain."
- Saying "Oh great" as a response to a negative situation.

i) Antithesis

It is a literary technique that places opposite things or ideas next to one another in order to draw out their contrast. For example:

- "It was the best of times, it was the worst of times . . ." —Charles Dickens, *A Tale of Two Cities*

i) Onomatopoeia

Onomatopoeia is a word that sounds like what it means. For example:

- Buzz-The bee buzzed in my ear.
- Boom-The boom of the fireworks scared the baby.
- Meow-The cat meowed for some milk.

Task: Identify the figures of speech in the poem "The Wind".

Analyzing Poetry: 10 Steps

1. Research the background. → 2. Read the poem aloud.
3. Analyze the title. → 4. Define the meter.
5. Break the structure down. → 6. Determine the poetic form.
7. Analyze the imagery. → 8. Consider the tone & mood.
9. Visualize the setting. → 10. Determine the theme.

Meter is the basic rhythmic structure of a line within a work of poetry. Meter consists of two components:

- The number of syllables
- A pattern of emphasis on those syllables

A line of poetry can be broken into “feet,” which are individual units within a line of poetry. A foot of poetry has a specific number of syllables and a specific pattern of emphasis.

Rhyme

When we talk about a rhyme, we are referring to the repetition of a final syllable in different words, most often at the ends of lines at certain intervals. Any given poem may fit a rhyme scheme: a rhyme scheme describes the pattern of rhyming sounds within a poem.

For example :

Shakespeare's famous Sonnet 18

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate.

Rough winds do shake the darling buds of May,

And summer's lease hath all too short a date.

A

B

A

B

If you look at the final words in each line, you may notice that lines 1 and 3 rhyme perfectly - 'day' and May'. The other pair of words in lines 2 and 4 - 'temperate' and 'date'- on the other hand, do not appear to rhyme at all.

Task: Discuss the rhyme Scheme of the poem “The Wind”.



Oral Communication

Activity

Intonation Pattern

- Intonation, in phonetics, the melodic pattern of an utterance. In intonation, stress and rhythm are involved. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation.
- Recite the poem "The Wind" following intonation pattern.
- Demonstrate attentive listening' skills while listening both poems in groups and summarize the salient points of each poem and then take turns to speak about your views with standard pronunciation.



Vocabulary and Grammar

Transitional Device

The transitional devices are the words that show the flow of ideas to help the readers along through the text.

| TRANSITION WORDS IN ENGLISH | | | |
|--|---|--|---|
| Emphasis Undoubtedly Unquestionably Obviously Particularly / In particular Especially Clearly Importantly Absolutely Definitely Without a doubt Indeed It should be noted | Addition Along with Apart from this Moreover Furthermore Also Too As well as that Besides In addition Not only...but also In addition to this Additionally / an additional | Contrast Unlike Nevertheless On the other hand Nonetheless Despite / In spite of In contrast (to) Contrary to Whereas Alternatively Conversely Even so Differing from | Order Following At this time Previously First/ firstly Second/ secondly Third/ thirdly Finally Subsequently Above all Before Last but not least First and foremost |
| Result As a consequence (of) As a result Thus Hence Consequently For this reason Due to Therefore | Illustration Such as In this case For example For instance To clarify Including Namely Proof of this To demonstrate | Comparison Similarly Equally Likewise Just as Just like Compare to Same as Correspondingly In the same way | Summary Briefly In short In conclusion To summarise Altogether To sum up In summary To conclude |
| Reason Because of With this in mind In fact In order to Due to | Condition If In that case In case Unless | Concession Admittedly All the same Up to a point Even so In spite of Although/Even though Even if However | Generalisation As a rule For the most part In general/ Generally On the whole Overall In most cases |

Activity

a) Underline the correct transition word in the following sentences.

1. (Because, Before) it was raining, I didn't walk my dog this evening.
2. I love chocolate, (although, so) I eat chocolate candy whenever I can.
3. The test was really hard. (Therefore, Then), only five students passed it.
4. First, you have to answer the questions. (Next, So), you hand in your paper.
5. Bilal needs to go to bed early. (Although, Otherwise), he will be late for school.
6. You will see a big tree; (further on, however) you will see a fork in the road.
7. He really loves reading. (Despite, In fact), he reads almost all the time.
8. That would not be smart. (Despite, In other words), that would be idiotic.
9. (Over, Among) the trees of the forest, the deer ran gracefully.
10. You are always late. (On the other hand, Like), you can be trusted.

Phrasal Verbs

b. Use the following phrasal verbs in sentences.

- call back _____
- call off _____
- calm down _____
- care for _____
- check in _____
- check out _____



Writing

- Discuss the main idea or theme of the poem "The Wind".
- Summarize the poem "The Wind". Use of transitional devices will enhance the beauty of your work.
- Recall the paraphrasing skills and paraphrase the second and third stanza of the poem "The Wind". Also use transitional devices to make it more effective.

Formal Letter

Formal Letters, refer to as commercial enterprise Letters or professional Letters, which are written in a strict and precise layout. Formal letters can be written for some of reasons which include,

- To express your issues at the same time as operating in a professional setup
- To provide reliable facts across your workspace
- To order items, to use for employment, and so forth.
- To the Editor of a newspaper addressing the problems confronted by using diverse groups of human beings in distinct areas, and so forth.

Structure of a formal Letter

Formal letters are concerned on their structure of the letter adjustments relying on the type of letter. Each sentence should be nicely noted out and laid down in a manner that the message you need to convey should be particular and clean to the reader.

Types of Formal Letters

There are different types of formal letters, as discussed, and they can generally be labeled under the following terms:

Teacher's Point



- Encourage students to identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Encourage students to apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary.
- Ask them to summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks.

- Business Letters
- Application
- Letters to Newspapers

Business Letters

Business letters should be clear and to the point. There is no room for any kind of stories in a business letter. Before you start to write a business letter, there are a few things you should keep in mind.

- Use simple and everyday language to convey the message clearly instead of using flamboyant and overemphatic vocabulary.
- Avoid using abbreviations.
- The modes of address vary according to the type of letter and the receiver.
- When replying to a business letter, always quote the date of the letter you are responding to and its reference numbers (if any).

Formal/Business letters include letters from an employer to the employees and vice versa, letters to order and replace goods, letters of serious concern to an officer of higher rank, letters of complaint, etc.

Applications

Applications usually consist of letters applying for employment. Before and after you write a letter of application, make sure you check for the following:

- Always start with a short introduction stating whether the applicant is writing in response to a reference from an advertisement found online or in the newspaper.
- Provide the employer with a genuine expression of the applicant's earnestness in taking up the job in the respective company.
- Also, furnish references so that the employer can gather an idea of the kind of employee you would be.

Letters to Newspapers

Always address these letters to 'The Editor' and end with 'Yours faithfully'. Letters to the Editor are letters that express concerns that should be addressed to the higher authorities. These letters should be professional and authentic.

Writing a Formal Letter - Parts of a Formal Letter

When writing a formal letter, always be respectful and conscious of your language, no

matter what the subject of the letter might be. To write a formal letter, there are some points to be remembered.

- Always start with the sender's address
- This is followed by the date.
- The receiver's address comes next. The receiver can be the name of the firm or the one who represents the firm.
- The subject of the letter is very important. It is a statement of the purpose of the letter. It should be written in a single line.
- The salutation can be Dear Sir/Ma'am. If it is a person you know well, you can address them by their name, 'Dear Sara khan'.
- The body of the letter can be written in 3 paragraphs.
- The first paragraph should be aimed at introducing yourself and stating the purpose of your letter.
- The second paragraph should furnish all the information about the matter.
- The third paragraph can be a concluding paragraph where you lay out your expectations regarding the matter.
- To close the letter, you can use a complimentary closing like 'Yours faithfully', 'Yours sincerely' etc.
- Unlike informal letters, the signature should include your name (in block letters) and designation below your signature.



How to write a formal letter?

Teacher's Point



- Encourage them to write formal letters and emails to people in extended academic (professional) environments for various purposes.
- Ask them to write in application or a letter to newspaper editor for practice.
- They can use transitional devices to enhance the effectiveness of their letter.

Letter to the Editor about a road that needs repair

Ali Ahmed
House#23-B, St#6
F-10/2, Islamabad 44000

8th September, 2023

The Editor
The News
Islamabad.



Subject: Repair of the road in Rawalpindi

Sir,

I would like to bring to your notice that the people in and around Rawalpindi have been facing difficulties in travelling back and forth because of the bad condition of the roads there. We have appealed to the Municipality, but there has not been any response on the issue so far.

As our appeals to their office have had no effect, we believe that perhaps a mention in the media would be of great help. Since the beginning of the last month, the roads in Rawalpindi have been almost impassable. The surface is badly broken up by the heavy rains, and on a dark night, it is positively dangerous for vehicles to pass that way. Moreover, there are heaps of road metal on both sides of the road, which leave very little room in the middle. The residents of the area have been inconvenienced in this way for weeks.

The situation is becoming worse. There have been multiple accidents happening due to this condition. I request you to highlight the seriousness of the matter in your newspaper so that the road may be properly repaired without further delay.
Thanking You

Yours sincerely,

Ali Ahmed

Write a letter to newspaper editor and highlight the issue of street crimes in your city.



BUTTERFLIES

(Short story)

(Roger Dean Kiser)

After completing this lesson, students will be able to:

- analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- provide an objective summary of a range of texts including fiction, non-fiction and other types of text add new words in glossary
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Evaluate stages of plot development in a fictional text.(exposition, setting, climax, character development, resolution)
- speak confidently and fluently in a wide range of contexts. For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.).
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience.
- write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.

Pre-Reading

- Do you know what an 'orphanage' is?
- How can people show love and care to orphans?

Reading

There was a time in my life when beauty meant something special to me. I guess that would have been when I was about six or seven years old, just several weeks or maybe a month before the orphanage turned me into an old man.

I would get up every morning at the orphanage, make my bed just like the little soldier that I had become. Then I would get into one of the two straight lines and march to breakfast with the other twenty or thirty boys who also lived in my dormitory.

After breakfast one Saturday morning I returned to the dormitory and saw the house master chasing the beautiful monarch butterflies that lived by the hundreds in the azalea bushes strewn around the orphanage.

While-reading

Why was the house master chasing the butterflies?

I carefully watched as he caught these beautiful creatures, one after the other, and then took them from the net and then stuck straight pins through their head and wings, pinning them onto a heavy cardboard sheet.

How cruel it was to kill something of such beauty. I had walked many times out into the bushes, all by myself, just so the butterflies could land on my head, face and hands so I could look at them up close.

When the telephone rang the house parent laid the large cardboard paper down on the back cement step and went inside to answer the phone. I walked up the cardboard and looked at the butterfly who he had just pinned to the large paper. It was still moving about so I reached down and touched it on the wing



causing one of the pins to fall out. It started flying around and around trying to get away but it was still pinned by the one wing with the other straight pin. Finally its wing broke off and the butterfly fell to the ground and just quivered.

I picked up the torn wing and the butterfly and I spat on its wing and tried to get it to stick back on so it could fly away and be free before the house parent came back. But it would not stay on him.



The next thing I knew the house parent came walking back out of the back door by the garbage room and started yelling at me. I told him that I did not do anything but he did not believe me. He picked up the cardboard paper and started hitting me on the top of the head. There were all kinds of butterfly pieces going everywhere. He threw the cardboard down on the ground and told me to pick it up and put it in the garbage inside the back room of the dormitory and then he left.

I sat there in the dirt, by that big old tree, for the longest time trying to fit all the butterfly pieces back together so I could bury them whole, but it was too hard to do. So I prayed for them and then I put them in an old torn up shoe box and buried them in the bottom of the fort that I had built in the ground, out by the large bamboos, near the blackberry bushes.

Every year when the butterflies would return to the orphanage and try to land on me I would try and shoo them away because they did not know that the orphanage was a bad place to live and a very bad place to die.

Post-reading

Why did the writer shoo the butterflies away in the next season?

About the writer :

Roger Dean Kiser was born in Haywood, California. As a toddler, Kiser was abandoned by his parents and grandparents; he lived in an orphanage in Jacksonville, Florida. He attended school in Jacksonville but only finished up through his sixth-grade year. Kiser dropped out of seventh grade two weeks into the school year. Despite this, he later attended nursing school and worked as both an EMT and LPN in Georgia, then as a medic in the U.S. Army for three years. After working as a nurse for many years, Kiser shifted his work and became an ammunition inspector in California before moving back to Georgia.



Kiser's work is inspired by his life in Jacksonville and the abuse he suffered in both the Children's Home Society Orphanage and the Florida Industrial School for Boys at Marianna. He started writing because the sorrow and pain he felt due to the abuse he suffered as a child was still such a major part of his life. Writing was difficult because Kiser only had a sixth-grade education, but his storytelling ability shone through. Kiser has written over 900 short stories during his career, many of which have been published in various Chicken Soup for the Soul volumes. He has said his favorite of his own stories is "A'D' Minus," while the hardest to write was "The Horrors in the White House."

[www.https://study.com/learn/lesson/roger-dean-kiser-biography-works.html](https://study.com/learn/lesson/roger-dean-kiser-biography-works.html)

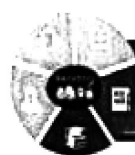
Theme: This story is about Kiser as a boy in his orphanage that there were butterflies there. This story is about the world through a child's eyes and how beautiful things look when you are a kid. Everything is clearer and prettier and everything means more. One thing that means more when you are a kid is beauty. He is traumatized by some experiences he has lived inside the orphanage (no love, living like a little soldier). His only happiness is spending time with the butterflies. He does not like the way his house parent acts.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

| Words | Meanings | Synonyms |
|-----------|--|----------|
| bamboo | cane | |
| dormitory | a bedroom for number of people in an institution | |
| fort | castle | |
| monarch | king, queen, emperor | |
| orphanage | where orphans are looked after | |
| quivered | shake or vibrate slightly | |
| strewn | scatter, sprinkle, cover | |
| azalea | flowering shrub. | |



Reading and Critical Thinking

a) Answer these questions.

1. Discuss the theme of the story in your own words.
2. At what age, did the writer go to an orphanage?
3. How did the orphanage turn him into an old man?
4. Why was the house parent chasing the beautiful butterflies?
5. Describe his feelings on catching butterflies.
6. What happened when the house parent went to attend the call?
7. Why was the writer putting butterfly pieces back together?



b) Choose the best answer.

- i. The writer was _____ years old when he entered in the orphanage:
a) six or seven years old b) three to four years old c) eight to nine years old

- ii. The orphanage turned him into a/an :
 a) serious man b) young man c) old man
- iii. The orphanage was a _____ place to live and a very bad place to die.
 a) bad b) cold c) dirty
- iv. The writer _____ the butterflies away in the next season.
 a) shoo b) sent c) passed

c) Objective summary of a range of texts including fiction, non-fiction

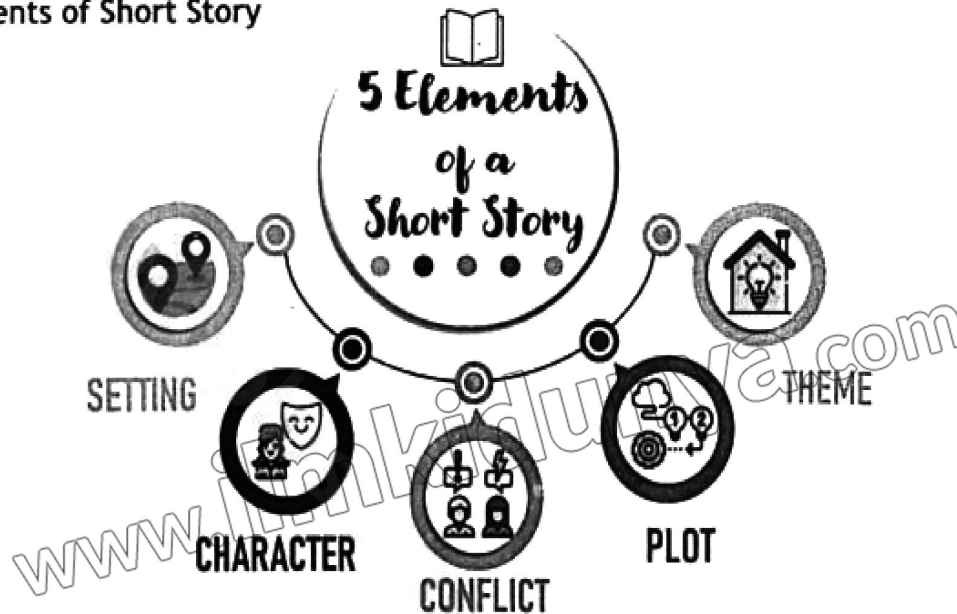
Fiction refers to plot, settings, and characters created from the imagination, while non-fiction refers to factual stories focused on actual events and people. Creating an objective summary of a range of texts, including fiction and non-fiction, requires condensing the key points and themes while avoiding personal opinions or interpretations. There are some aspects in this regard:

| FICTION VERSUS NON-FICTION | |
|---|---|
|  |  |
| Fictional literature is imagined | Non-fiction literature is based on fact |
| Often based on actual events | Loose credibility if fabricated |
| Subjective | Objective |
| Can be different points of view | Authorial point of view |
| Deeply interior | Focused on exterior |

- **Identify the Texts:** Begin by listing the titles and authors of the texts you want to summarize.
- **Summarize Each Text Individually:**
 - Fiction:** For fiction, briefly outline the plot, main characters, setting, and central conflict or theme. Mention any notable stylistic elements, such as the author's writing style or narrative structure.
 - Non-Fiction:** For non-fiction, highlight the main topic or subject matter, the author's main argument or thesis, supporting evidence or examples, and any key ideas or conclusions.
- **Common Themes or Patterns:** If there are common themes, motifs, or patterns across the texts, mention them. This could include shared themes like love, survival, identity, or societal issues.
- **Differences:** Note any distinctive features or differences between the fiction and non-fiction texts, such as the use of imagination and creativity in fiction versus factual information in non-fiction.
- **Overall Impression:** Avoid personal judgments or interpretations, but you can provide a neutral statement about the overall impression or significance of the texts. For instance, if the texts collectively shed light on a particular historical period or offer diverse perspectives on a specific topic, mention this.

Activity

Provide an objective summary of the story " Butterflies".

C) Elements of Short Story**a) Basic elements of a story**

There are 5 elements of a story that are typically taught first in elementary school. These story elements are:

1. **Setting:** Where and when is the story happening? Setting represents both the physical location but also the time (i.e. past, present, future) and the social and cultural conditions in which the characters exist. It can be used to create atmosphere and mood and to influence character behavior and plot development.
2. **Character:** A person or animal or really anything personified. There can be one main character or many, and they may have a background that has shaped and molded them. Secondary characters are also important. Characters can be described in terms of their physical appearance, personality, background, and motivations. They can also be dynamic (changing) or static (unchanging) throughout the story.
3. **Conflict:** Every story must have a conflict, i.e. a challenge or problem around which the plot is based. Without conflict, the story will have no purpose. Conflict can take many forms, such as person vs. person, person vs. nature, person vs. society, and person vs. self. The conflict should be well-developed and add tension and drama to the story.

4. **Plot:** The plot consists of the events that happen in the story. In a plot you typically find an introduction, rising action, a climax, the falling action, and a resolution. Plot is often represented as an arc. The plot is the backbone of the story and provides structure and direction for the narrative.
5. **Theme:** Idea, belief, moral, lesson or insight. It's the central argument that the author is trying to make the reader understand. The theme is the "why" of the story. Themes can be universal (applicable to all) or specific to a certain culture or time period. They should be explored through the events of the story and can offer insights into human behavior or the human condition.

Advanced story elements

There are 3 advanced elements of a story that are typically taught in high school. These story elements are:

1. **Point-of-view:** "Who" is telling the story? First person ("I") or third person ("he/she/it"). Limited (one character's perspective), multiple (many characters' perspectives) or omniscient (all knowing narrator). Second person ("you") is not often used for writing stories. The choice of point-of-view can greatly impact the reader's experience of the story, and can affect how they relate to the characters and events.
2. **Tone:** This is the overall emotional "tone" or meaning of the story. Is it happy, funny, sad, or depressed? There are multiple ways to portray tone including through word and grammar choices, choice of theme, imagery and description, symbolism, and the sounds of the words in combination (i.e. rhyme, rhythm, and musicality). The tone should be consistent throughout the story and should match the mood and atmosphere created by the setting, plot, and characters.
3. **Style:** This is **how** things are said. Word choices, sentence structure, dialogue, metaphor, simile, and hyperbole are all aspects of style. Style contributes significantly to tone. Style can be used to create unique and memorable prose and can help to differentiate one writer's work from another's. It can also contribute to the tone and overall feel of the story.

Activity

Elements of short story have been introduced to you. Now you have to discuss the following aspects of the short story "Butterflies":

- a) Writer's point of view
- b) Tone and style
- c) Setting and plot
- d) Conflict



Oral Communication

Activity

- Make groups of students within the class and ask them to collect information on the life cycle of a butterfly. Each group may collect information in the form of pictures and declarative sentences.
- Speak confidently and fluently in a wide range of contexts about the conflict resolution in a panel discussion, role-play or dialogue about the story "Butterflies" for argumentation which you observed in the story.



Vocabulary and Grammar

Modal verbs: An auxiliary verb like can, may, must, etc, which modifies the main verb and expresses possibility, probability, etc.

Modal verbs are as follows:

can, must, might, ought to, would, may, should, shall, will, could

Example: (i). She can read a book. (ii) We shall go to Lahore. (iii). Students may work hard.

a) Choose the correct modal verb for each of these sentences.

- _____ you go already? You only arrived an hour ago!
(a) must (b) should (c) can
- When he was young, he _____ swim very well. He won medals and championship!
(a) had to (b) can (c) could
- The company _____ go bankrupt if they don't find a lot of money quickly!
(a) should (b) shouldn't (c) might
- You look very confused by the home work. Ali _____ I help you?
(a) must (b) will (c) can

- I left my purse at home. Laila, _____ you lend me ten dollars?
(a) may (b) could (c) shouldn't
- It's wet and windy outside today. You _____ go out without an umbrella.
(a) shouldn't (b) won't (c) don't have to
- I think that sign means we _____ enter the building. Look there's security guard too.
(a) won't (b) have to (c) mustn't

Verb: A verb is a word used to describe an action, state or occurrence. They can also be used to describe a state of being, that's feeling something. For example:

Read, jump.

Kinds of verbs

Regular Verbs: Those verbs that form their past participle with 'd' or 'ed' are regular verbs. These verbs do not undergo substantial changes while changing forms between tenses, e. g., share/shared, scare/scared, want/wanted, kill/killed, shout/shouted

Irregular Verbs: Those verbs that under-go substantial changes when changing forms between tenses are irregular verbs. The changed forms of these verbs are often different from the originals. e. g. , go/went/gone.

Linking Verb

A verb that acts as a link between two words is called linking verb. It connects or links a subject to a noun or an adjective in the predicate. The most common linking verbs are forms of the verb 'to be': am, is, are, was, were, being, been. For example:-

- Hassan is excited about his promotion.
- Dreams come true when we work hard.
- All the kittens were playful.

b) Fill in the blanks with the past participle of the verb in parenthesis.

- Have you _____ (see) my keys? I can't find them anywhere.
- I have never _____ (be) to Kashmir.
- We hadn't _____ (grow) tomatoes before last summer.

- Has she _____ (shake) hands with her new friend yet?
- They haven't _____ (speak) in years.
- Has he _____ (sell) his car yet?

c) Fill in the blanks with the linking verbs.

- You _____ very foolish to believe her.
- They _____ be happy ever after.
- He _____ putty in his hands.
- The police department _____ getting tough on crime.

Idioms and proverbs

| IDIOMS VERSUS PROVERBS | |
|---|---|
| Idiom is a fixed expression that contains a figurative meaning. | Proverb is a short, well-known saying that contains an advice. |
| Idioms do not contain a moral. | Proverbs contain a moral or an advice based on the general truth. |
| Idioms are phrases, not complete sentences. | Proverbs are sentences. |
| Idioms do not make sense, if you are not familiar with it. | Proverbs can be understood even if you are hearing it for the first time. |

Idioms

| Idioms | Meaning | Usage |
|-----------------------------------|---|---------------------------------|
| A blessing in disguise | a good thing that seemed bad at first | as part of a sentence |
| Beat around the bush | avoid saying what you mean, usually because it is uncomfortable | as part of a sentence |
| Better late than never | better to arrive late than not to come at all | by itself |
| Call it a day | stop working on something | as part of a sentence |
| Get out of hand | get out of control | as part of a sentence |
| Hang in there | don't give up | by itself as part of a sentence |
| Make a long story short | tell something briefly | as part of a sentence |
| Pull someone's leg | to joke with someone | as part of a sentence |
| Time flies when you're having fun | you don't notice how long something lasts when it's fun | by itself |

Proverbs

| Proverbs | Meanings |
|---|---|
| Actions speak louder than words | what you do is more important than what you say |
| A journey of a thousand miles begins with a single step | you must begin something if you hope to finish it; something that takes a long time to finish begins with one step |
| All good things must come to an end | everything ends; good times don't last forever |
| A picture is worth a thousand words | an image can tell a story better than words |
| Beggars can't be choosers | if you're in a bad situation and someone offers to help you, you have to take whatever they give you and shouldn't ask for more |
| Beauty is in the eye of the beholder | what is "beautiful" is different for each person |
| Birds of a feather flock together | people who are similar spend time together |
| Cleanliness is next to godliness | it's good to be clean. God is clean, and you should be too. |
| Don't bite the hand that feeds you | don't make someone angry or hurt someone who is helping you or paying for you |

Activity

Use the given idioms and proverbs in your sentences. You can use them in your daily routine writing or in discussion as well.

d) Phrasal Verbs

Use the following phrasal verbs in sentences.

clean up _____

come across _____

come apart _____

come from _____

cut down _____

cut off _____



Writing

WHAT IS A DESCRIPTIVE ESSAY?

A descriptive essay is one which is used in order to describe something. These essays can describe anything from a person or place to an item or idea. The idea of the descriptive essay is to give the author a chance to hone their writing skills by way of description. On top of this, the descriptive essay is a great chance for the author to use their creative skills - the more vivid the description, the more the reader can picture clearly what is being talked about. This means that the writer should employ all their skills to paint an image for the audience.

Ideas for Descriptive Essay Topics

The hardest part of descriptive essays is coming up with a topic. Just remember that you can quite literally describe anything as long as you yourself find it interesting enough to write about. That might include:

- Along nature hike through beautiful surroundings
- Your favorite sport or a specific game/match that was memorable
- Your most recent birthday and all the things that have shaped you in the past

- A country or city, broken down into geography, climate, politics, religion, and culture
- A historical event, including its causes, ramifications, and consequences
- A news story that includes context about the people involved, information about where it occurred, and insight into other events it links to

General Format and Structure of a Descriptive Essay

There isn't a set format for descriptive essays. You describe your own approach that how do you experience things, and it turns out that we all experience and see things differently?

A good outline structure that you can start with might look like this.

Introduction

- Write a clue that helps your reader relate to the senses you're tapping into.
- Provide some general background about the thing you're describing.
- Form a thesis statement that makes a claim (but may not necessarily include an argument or opinion).

Body paragraph: Physical Description

- Provide a topic sentence introducing the subject.
- Give an in-depth physical description of the subject.

Body paragraph: Contextual Description

- Describe your subject within its given context, like its physical surroundings or temporal environment.

Body paragraph: Emotional Description

- Describe how the subject emotionally or mentally affected those who interacted or experienced it.

Conclusion

- Restate your thesis about the subject's description.

Activity:

Describe the character sketch of the writer in the story 'Butterflies'.

Proof reading a text means omitting errors from the text and making it error-free. Proof-reading may consist of capitalizing letters, adding a period, adding a question mark, add a comma, taking a word out, spelling correctly, indenting, ,/ lower case letter, ^ add symbols and apostrophe (').

Proof Read

Proof read the given text carefully and rewrite it in the given space.

spaghetti dinner

Last night my father made us Spaghetti dinner. He makes the best meat balls in the world! I ate a lot of spaghetti, My brother spill sauces on his white shirt. Whee all laughed. I love it when my dad make spaghetti.



- Encourage students to write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft.
- Ask them apply the techniques of writing the first draft with sufficient details such as proofreading and editing details to suit the purpose and audience.



Clean water and Sanitation

After completing this lesson, students will be able to:

- respond to texts for different purposes (including arguments and discussions).
- use complex questions for a range of audiences increase vocabulary.
- analyze organizational patterns in a text:
 - a. list/ sequence of ideas/ events comparison-contrast
 - b. cause-effect
 - c. problem-solution
 - d. reasons/ assumptions-conclusion
- engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- develop précis writing skills. Write précis effectively.
- write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing.
- write formal letters and emails to people in extended academic (professional) environments for various purposes

Pre-Reading

- Why is access to clean water and sanitation important?
- Discuss the main challenges in achieving clean water and sanitation worldwide

Reading

Ensure access to water and sanitation for all

Access to safe water, sanitation and hygiene is the most basic human need for health and well-being. Billions of people will lack access to these basic services in 2030 unless progress quadruples. Demand for water is rising owing to rapid population growth, urbanization and increasing water needs from agriculture, industry, and energy sectors.

The demand for water has outpaced population growth, and half the world's population is already experiencing severe water scarcity at least one month a year. Water scarcity is projected to increase with the rise of global temperatures as a result of climate change.

Investments in infrastructure and sanitation facilities; protection and restoration of water-related ecosystems; and hygiene education are among the steps necessary to ensure universal access to safe and affordable drinking water for all by 2030, and improving water-use efficiency is one key to reducing water stress.

There has been positive progress. Between 2015 and 2022, the proportion of the world's population with access to safely managed drinking water increased from 69 per cent to 73 per cent.

Why?

Access to water, sanitation and hygiene is a human right. To get back on track, key strategies include increasing sector-wide investment and capacity-building, promoting innovation and evidence-based action, enhancing cross-sectoral coordination and cooperation among all stakeholders, and adopting a more integrated and holistic approach to water management.

Water is essential not only to health, but also to poverty reduction, food security, peace and human rights, ecosystems and education.

Nevertheless, countries face growing challenges linked to water scarcity, water pollution, degraded water-related ecosystems and cooperation over transboundary water basins.

What are the challenges?

In 2022, 2.2 billion people still lacked safely managed drinking water, including 703

While reading

What do you mean by sanitation and hygiene?

million without a basic water service; 3.5 billion people lacked safely managed sanitation, including 1.5 billion without basic sanitation services; and 2 billion lacked a basic hand washing facility, including 653 million with no hand washing facility at all.

By managing our water sustainably, we are also able to better manage our production of food and energy and contribute to decent work and economic growth. Moreover, we can preserve our water ecosystems, their biodiversity, and take action on climate change.

Are water and climate change inter-linked?

Water availability is becoming less predictable in many places. In some regions, droughts are exacerbating water scarcity and thereby negatively impacting people's health and productivity and threatening sustainable development and biodiversity worldwide.

Ensuring that everyone has access to sustainable water and sanitation services is a critical climate change mitigation strategy for the years ahead.

Without better infrastructure and management, millions of people will continue to die every year from water-related diseases such as malaria and diarrhoea, and there will be further losses in biodiversity and ecosystem resilience, undermining prosperity and efforts towards a more sustainable

While-reading

Give your suggestions on improving the drinking water quality for everyone.

What can we do?

Civil society organizations should work to keep governments accountable, invest in water research and development, and promote the inclusion of women, youth and indigenous communities in water resources governance.

Generating awareness of these roles and turning them into action will lead to win-win results and increased sustainability and integrity for both human and ecological systems.

You can also get involved in the World Water Day campaign that aims to provide information and inspiration to take action on hygiene issues.

Post-reading

Who can invest in water research and overall development?



| Facts and figures | Goal 6 Target |
|--|--|
| <ul style="list-style-type: none"> • Despite great progress, billions of people still lack access to safe drinking water, sanitation and hygiene. Achieving universal coverage by 2030 will require a substantial increase in current global rates of progress: sixfold for drinking water, fivefold for sanitation and threefold for hygiene. • Water use efficiency has risen by 9 per cent, but water stress and water scarcity remain a concern in many parts of the world. In 2020, 2.4 billion people lived in water-stressed countries. The challenges are compounded by conflicts and climate change. • Key strategies to get Goal 6 back on track include increasing sector-wide investment and capacity-building, promoting innovation and evidence-based action, enhancing cross-sectoral coordination and cooperation among all stakeholders, and adopting a more integrated and holistic approach to water management. • Only 0.5 per cent of water on Earth is useable and available freshwater - <u>Wake up to the looming water crisis, report warns World Meteorological Organization</u> • Limiting global warming to 1.5°C | <p>6.1 By 2030, achieve universal and equitable access to safe and affordable drinking water for all</p> <p>6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations</p> <p>6.3 By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally</p> <p>6.4 By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity</p> <p>6.5 By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate</p> <p>6.6 By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes</p> <p>6.A By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities</p> |

compared to 2°C would approximately halve the proportion of the world population expected to suffer water scarcity, although there is considerable variability between regions. Chapter 8: Water Cycle Changes (p. 1063)

- The global urban population facing water scarcity is projected to double from 930 million in 2016 to 1.7-2.4 billion people in 2050. Imminent risk of a global water crisis, warns the UN World Water Development Report 2023 | UNESCO
- Despite progress, 2.2 billion people still lacked safely managed drinking water services, 3.5 billion lacked safely managed sanitation services, and 2.0 billion lacked basic hygiene services in 2022
- Surface water bodies, such as lakes, rivers, and reservoirs, are undergoing rapid global changes, with one in five river basins showing high fluctuations in surface water levels in the past 5 years
- Water pollution poses a significant challenge to human health and the environment in many countries.

Source: The Sustainable Development

and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
6.B Support and strengthen the participation of local communities in improving water and sanitation management

(<https://www.un.org/sustainabledevelopment/water-and-sanitation/>)



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

| Words | Meanings | Synonyms |
|-----------------------------------|--|----------|
| scarcity | lack, shortness of supply | dearth |
| sanitation | the process of keeping places free from dirt, infection, disease, etc., by removing waste, trash and garbage, by cleaning streets, etc. | |
| infrastructure | the system of public works of a country, state, or region. | |
| predictable | capable of being predicted. | |
| sustainable | the ability to maintain or support a process continuously over time | |
| resilience | the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands. | |
| quadruple control, administration | consisting of four parts or elements. a nation, a person, an activity, one's desires, etc.; direction, rule; regulation. | |



Reading and Critical Thinking

a) Answer these questions.

1. Discuss the effects of drinking unclean water and bad sanitation on communities.
2. Why is demand for clean water rising day by day?
3. How can dirty water be purified? Describe in detail the procedure to purify dirty water.
4. Describe the adverse affects of unclean water and bad sanitation on communities and regions?
5. What role does water play in sustainable development and environmental conservation?

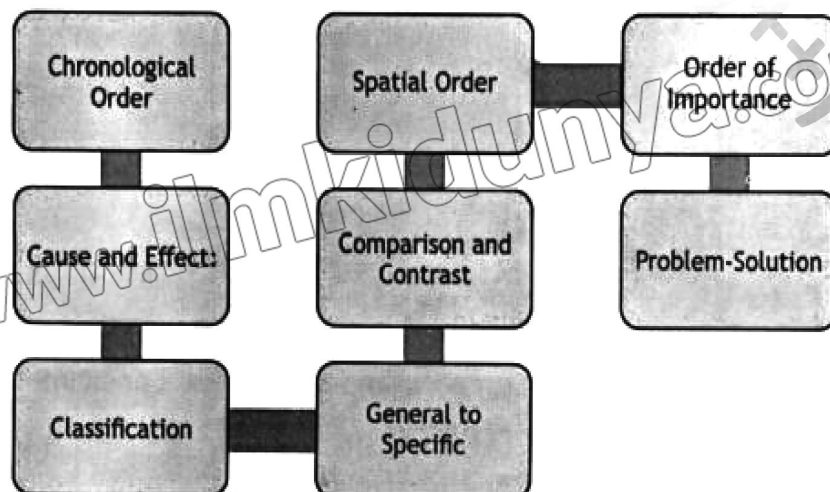
6. How does climate change impact access to clean water and sanitation?
7. What are the economic implications of investing in clean water and sanitation infrastructure?
8. How can technology and innovation play a role in improving access to clean water and sanitation?
9. Explore the way of purifying the contaminated water.
10. Identify the health issues caused by drinking unclean water.

b) Complete the blanks with suitable words.

- i. Access to safe water, sanitation and hygiene is the most _____ human need for health and _____.
- ii. Demand for water is rising owing to _____ population growth, urbanization and increasing water needs from _____, industry, and energy sectors.
- iii. Water is _____ not only to health, but also to poverty reduction, food security, _____ and human rights, ecosystems and education.
- iv. We can _____ our water ecosystems, their _____, and take action on climate change.
- v. Civil society _____ should work to keep governments accountable, _____ in water research and development, and promote the _____ of women, youth and indigenous communities in water resources governance.

c) Patterns of organization in a paragraph

Patterns of organization refer to the different structures or frameworks that writers use to organize information within a paragraph or text. These patterns help readers understand the relationships between ideas and follow the author's argument or narrative.



Activity

Make a mind map of the text according to the organizational pattern given above and summarize the article 'Clean water & sanitation'.

**Oral Communication****Extended Discussions**

Extended discussions refer to in-depth conversations or dialogues that explore a specific topic, issue, or subject matter in detail. These discussions often involve the exchange of ideas, arguments, and information among individuals or groups.

Activity

Make some groups in the class engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity on basic priorities of spending a healthy life. Each group may discuss the given topics and note the important points. The presentation of peers may be in front of the class. Effective speaking style may be followed to present on health issues.

**Vocabulary and Grammar****Kinds of verb:**

Transitive Verb: A transitive verb always has a noun that receives the action of the verb. For example:

Ali gave Osama the pencil.

Laiba raises her hand.

Intransitive Verb: An intransitive verb never has a direct or indirect object. For example:

The girls sleep.

He died in an accident.

Finite Verb

Finite verbs mean those verbs which can change their form in accordance with the subject. It defines the time (past or present) and the subject. For example:

I eat rice. / He eats rice. / They eat rice.

I am a student. / He is a student. / They are students.

Infinite Verb

An infinite is a verb which has "to" before it. It shows infinite action when it is used at the beginning of the sentence. For example:

To see is to believe.

To be weak is miserable.

a) Decide whether the verbs in bold are transitive or intransitive

1. The girl was crying all day long. _____
2. We showed her the photo album. _____
3. It was raining at that time. _____
4. Mother gave a cookie to the child. _____
5. The doctor advised me to exercise regularly. _____
6. I ate the cherries. _____

b) Choose which verb is finite or infinite.

1. My little brother 'wants' to be an actor.
a- finite b- infinite
2. She worked hard 'to pass' the test.
a- finite b- infinite
3. I couldn't solve the problem.
a- finite b- infinite
4. To error is human.
a- finite b- infinite

c) Denotation and Connotation**Denotation**

Denotation refers to the literal, dictionary definition of a word. It is the explicit, objective meaning that a word carries. It is the most basic and straightforward meaning of a word, devoid of any emotional or cultural associations.

For example, the denotation of the word "snake" is a long, legless reptile.

Connotation:

Connotation, on the other hand, involves the emotional, cultural, or social associations and implications that a word carries beyond its literal definition.

Connotations can be positive, negative, or neutral, and they often depend on individual or societal experiences and perceptions.

For example, the word "snake" may have connotations of deceit or danger due to cultural and symbolic associations.

Examples:

"Home"

- Denotation: A place where one lives; a residence.
- Connotation: Warmth, comfort, safety, and a sense of belonging. It often carries positive emotions and attachments.

"Snake"

- Denotation: A long, legless reptile that slithers and often has a venomous bite.
- Connotation: Negative connotations are often associated with "snake" due to its use as a metaphor for deceit or betrayal. However, in some cultures, snakes may also symbolize healing or transformation.

Activity

For each word or phrase, identify its denotation (literal meaning) and then provide its connotation (emotional, cultural, or subjective associations). Use the context and your own understanding to determine the connotation.

| Word/Phrase: | Denotation | Connotation |
|--------------|------------|-------------|
| patriot | | |
| curious | | |
| storm | | |
| old | | |
| innocent | | |
| aggressive | | |
| skinny | | |
| house | | |
| smile | | |

e) Use the following phrasal verbs in sentences.

cut out _____

dress up _____

drop back _____

drop off _____

drop out _____

end up _____



Writing

Précis writing

Précis writing is a valuable skill that involves summarizing a longer text while retaining its essential meaning and main points. It requires concise and precise writing, eliminating unnecessary details and maintaining clarity. Here are some steps and tips for improving your précis writing skills:

- 1. Read Actively:** Carefully read the original text, paying close attention to its main ideas, arguments, and supporting details.
- 2. Understand the Text:** Ensure that you have a thorough understanding of the text's central message and key points.
- 3. Highlight Key Points:** Identify the most important ideas, arguments, examples, and evidence presented in the text. These will form the basis of your précis.
- 4. Create an Outline:** Organize your thoughts by creating a brief outline. This outline should include the main headings or topics that you plan to cover in your précis.
- 5. Write a Thesis Statement:** Craft a clear and concise statement that summarizes the main message or argument of the text. This statement will guide your précis.
- 6. Start Writing:** Begin writing your précis by paraphrasing the thesis statement in your own words. This will serve as your opening sentence.
- 7. Focus on Clarity:** Write clearly and concisely, using your own words to convey the text's main ideas. Avoid jargon or overly complex language.

- 8. Eliminate Unnecessary Details:** Omit any minor or less relevant details that do not contribute to the core message of the text.
- 9. Maintain Proper Structure:** Follow a logical structure, typically starting with an introductory sentence, followed by the main points, and concluding with a summary of the text's conclusion or final thoughts.
- 10. Check for Accuracy:** Ensure that your précis accurately represents the original text's meaning and intent.
- 11. Edit and Revise:** Review your précis for clarity, grammar, and punctuation errors. Make any necessary revisions to improve its overall quality.
- 12. Keep it Within the Word Limit:** If there is a specified word limit for your précis, ensure that you stay within that limit while still conveying the text's key information.
- 13. Practice Regularly:** Like any skill, précis writing improves with practice. Regularly practice summarizing different types of texts to sharpen your skills.
- 14. Seek Feedback:** Share your précis with others for feedback and constructive criticism. This can help you identify areas for improvement.
- 15. Compare with the Original Text:** After writing your précis, compare it with the original text to ensure that you have captured its essence accurately.

Example:

| Text | Précis |
|---|--|
| <p>"Technology has revolutionized the way we communicate. In the past, people relied on letters and face-to-face conversations as the primary means of interaction. However, the advent of the internet and smart phones has changed everything. Now, we can instantly connect with anyone, anywhere in the world, through emails, social media, and video calls. This transformation has made our lives more convenient and efficient, but it also comes with challenges. Digital communication lacks the personal touch of in-person conversations, leading to misunderstandings and misinterpretations. Moreover, the constant connectivity can be overwhelming, affecting our mental well-being. In conclusion, while technology has brought incredible advancements in communication, we must also be mindful of its drawbacks."</p> | <p>Technology has transformed communication, replacing traditional methods with digital means like emails and video calls. While this offers convenience, it lacks the personal touch of face-to-face interactions, leading to misunderstandings. Furthermore, constant connectivity poses mental health challenges. In summary, while tech advances enhance communication, we must address its drawbacks.</p> |

Activity

Précis the given passage effectively using précis writing skill.

In a rapidly changing world, adaptability has become a crucial skill. Whether in one's career, personal life, or even survival, the ability to adapt to new circumstances and challenges is paramount. Adaptable individuals are not just resilient; they thrive in uncertainty. They can adjust their strategies, learn new skills, and embrace change with enthusiasm.

Adaptability is not about mere survival; it's about growth. Those who embrace change as an opportunity to learn and improve are the ones who succeed in the long run. They are like bamboo, bending with the wind but never breaking.

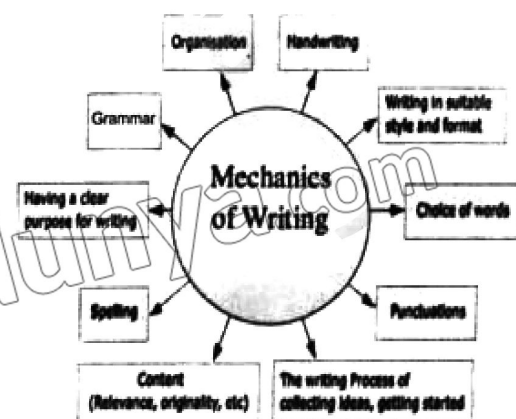
In essence, adaptability is the key to innovation and progress. It fosters creativity and encourages exploration. It allows us to break free from the constraints of the familiar and discover new horizons. In a world that is constantly evolving, adaptability is the secret to staying relevant and achieving lasting success.

Writing Mechanics

In writing, mechanics and conventions are rules and systems for how things should be written down in order to ensure that what ends up on the page is what one means to express. Areas that are governed by mechanics and conventions include grammar, punctuation, spelling, and capitalization.)

Activity

Write an essay using mechanics of correct writing on "Global Warming and its effects on Earth".



Teacher's Point



- For oral activity give topics to the students for discussion. Help them in preparation.
- Encourage students to distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts.
- Motivate them to develop précis writing skills and to write précis effectively.
- Ask them to write multiple paragraphs essays/stories; multi-stanza poems or play script using mechanics of correct writing. Encourage them to use transitional devices as well to enhance the topic's details.

Email Writing

Writing professional emails in the workplace

What is email communication?

Electronic mail (e-mail) is a computer-based application for the exchange of messages between users. A worldwide e-mail network allows people to exchange e-mail messages very quickly.

Essential email components

Subject line

The subject line of your email should offer your reader the purpose of the email, but it should also be brief. If your subject line is vague, people may ignore your email, or it may be sent to the junk/spam folder.

Greeting

Choosing a greeting may appear to be an easy task, but you have to select the appropriate level of formality. Emailing a coworker with whom you are friends to ask a brief question is different from emailing your supervisor with a work-related request. Below are some greetings that straddle different levels of formality:

More formal:

Dear [Name],

Hello [Name],

Good morning/afternoon [Name],

Less formal:

Hi [Name],

Hey [Name],

Body

Depending on how your audience will react to the information in your email, you will need to decide whether to structure your email body using the direct or indirect method of communication. Either way, paragraphs in an email, when there is more than one, should be clear and concise. They are generally much shorter than paragraphs in an academic essay, for example.

Closing paragraph - summary, action items, polite closing

Sign-off

As with the greeting, you need to choose an appropriate sign-off for your audience:

More formal:

- Sincerely,
- Thanks/Thank you,
- Best,
- All the best,
- Best regards,
- Kind regards

Less formal:

- Talk soon,
- Cheers,
- See you,
- The Direct Method of Communication

Diagram illustrating the structure of a professional email:

- Your professional email address → From: [redacted]
- Recipient's email address → To: [redacted]
- Subject line → Subject: [redacted]
- Greeting phrase → Dear [redacted]
- Open line → [redacted]
- Body paragraphs → [redacted]
- Closing line → [redacted]
- Sign-off → [redacted]
- Signature (Full Name, job Title, Company, Contact Details) → [redacted]

Diagram illustrating the structure of an email interface:

To : john.doe@companyname.com

Subject : Your exclusive Premium subscription discount

Subject Line →

Email Body →

Email Signature →

Introduction

Hi, John,
Thank you for being our loyal customer for over five years. We at (Company Name) really appreciate your commitment to our product, so to celebrate this, we've granted you a 70% discount on your yearly Premium subscription.

Closing

Use code JOHNDOE at checkout.

(Company Name) team

Remind me **Save as Draft**

Write an email to your bank manager and inform him that your cheque book's leaves have been finished. You have to request him to issue your 50 leaves cheque book immediately.

Teacher's Point

- Encourage them to write formal letters and emails to people in extended academic (professional) environments for various purposes.

The Darkling Thrush (Poem)

Thomas Hardy

After completing this lesson, students will be able to:

- ask and answer higher-order questions to guide/assess reading(e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else?
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot).
- Identify rhyme schemes and figurative language in poems
- evaluate two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis.
- demonstrate attentive listening skills while working in groups and taking turns to speak with standard pronunciation.
- comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.
- identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.
- use paraphrasing skills to paraphrase a poem.
- use summary skills to write an objective summary of the given text and poems

Pre-Reading

- Guess theme of the poem after reading the poem?
- Name any other poem of Thomas Hardy that you have read.

Reading

I leant upon a coppice gate
 When Frost was spectre-grey,
 And Winter's dregs made desolate
 The weakening eye of day.
 The tangled bine-stems scored the sky
 Like strings of broken lyres,
 And all mankind that haunted nigh
 Had sought their household fires.

The land's sharp features seemed to be
 The Century's corpse out leant,
 His crypt the cloudy canopy,
 The wind his death-lament.
 The ancient pulse of germ and birth
 Was shrunken hard and dry,
 And every spirit upon earth
 Seemed fervourless as I.

At once a voice arose among
 The bleak twigs overhead
 In a full-hearted evensong
 Of joy illimited;
 An aged thrush, frail, gaunt, and small,
 In blast-beruffled plume,
 Had chosen thus to fling his soul
 Upon the growing gloom.

So little cause for carolings
 Of such ecstatic sound
 Was written on terrestrial things
 Afar or nigh around,
 That I could think there trembled through
 His happy good-night air
 Some blessed Hope, whereof he knew
 And I was unaware.

While-reading

- What seemed good-night favorite like him?



Thomas Hardy He was a novelist and poet, born on 2 June 1840, and died on 11 January 1928. He was a Victorian realist, following in the footsteps of George Eliot. In his novels and poetry, he was a strong advocate of Romanticism, particularly William Wordsworth's poetry. He was strongly critical of much of Victorian society, particularly the degradation of Britain's rural people, particularly those from his home county of South West England.

Post-reading

- Discuss the ideas you imagined after reciting this poem.
- What did tremble through air?

Theme: The main topic of 'The Darkling Thrush' is the hopelessness of modern temperament. In the poem, Hardy describes the death of an old world in a lyrical and descriptive way, but he cannot replace it with a new one. Something is finished, everything has changed, civilization is gone, and he does not know what is going to replace it. At first glance, the poem seems to be about change, the passage of time, and seeing things from a different point of view. In 'The Darkling Thrush', Thomas Hardy portrays nature as uninterested in the existence of humanity and its sufferings. The tragedy of the nineteenth century is the loss of hope due to the lack of faith in any other positive force.

Summary: The 'Darkling Thrush' is a poem written by Thomas Hardy on December 31st, 1900, the final day of the nineteenth century. The poem is about the despair and hopelessness of the final days of the nineteenth century and the uncertainty of the twenty-first century. The speaker describes a bleak winter landscape, with cold and frost, and the barrenness of the land. The speaker mourns the cruelty of this season and the emptiness of the world. In the midst of this bleak landscape, the speaker hears the singing of a thrush perched on a twisted tree. It is a strange and unexpected sound to hear in such a bleak environment, but the thrush's song is filled with joy and vitality. The speaker is touched by the bird's resilience and the hope it brings to the world, even in the darkest of times. In the last line of the poem, the speaker ponders what the thrush's song means to him. He understands that the bird's song is a sign of hope. It is a sign of life's resilience, a sign of hope in a world that is so dark and uncertain. The poem concludes with the speaker recognizing that the thrush is a symbol of hope and optimism.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column.

| Words | Meanings | Synonyms |
|--------------------------|--|----------|
| bine-stems | shoots from a climbing plant. | |
| blast-beruffled plume | feathers which have been made to stand up (been ruffled) by the wind (blast) | |

| | |
|--------------|---|
| carolling | sounds, singing songs. |
| coppice | an area of densely growing small trees. |
| death-lament | sorrowful sounds(such as the willing that takes place when somebody dies) |
| desolate | dismal and gloomy |
| dregs | the last remaining and least attractive part of something (here ,the Winter and the Century) |
| fervourless | without any intensity of emotion or belief; cold |
| gaunt | thin and bony |
| illimited | unlimited ,without limits |
| lyre | a stringed musical instrument |
| nigh | near in place or time |
| outlean | spread out |
| spectre | a ghostly presence |
| terrestrial | of the earth (not the air) |



Reading and Critical Thinking

Answer these questions.

1. How does the poet describe the winter?
2. How is the song of the thrush described?
3. Which old-fashioned words are used in the poem?
4. Do you find the poem gloomy? Is there a note of hope in it? Discuss.
5. Find out the symbolic significance of the bird in Thomas Hardy's "The Darkling Thrush."
6. What are examples of imagery used in "The Darkling Thrush"?
7. How does the speaker feel about the season in "The Darkling Thrush"?
8. How does the thrush change the mood of the poem?
9. Discuss the tone of the poem.
10. Which words does the poet use to depict the bird's strength in third stanza?

b) Choose the best answer.

i. The central theme of this poem describes :

- a) spirituality b) hopelessness of modern temperament
c) bird's life d) pessimism

ii. The poet of this poem is :

- a) Thomas Hardy b) Robert Louis Stevenson
c) William Blake d) John Keats

iii. The tragedy of the nineteenth century is the _____ due to the lack of faith in any other positive force.:

- a) loss of strength b) loss of hope c) loss of emotions

Intonation: Intonation is a variation of spoken pitch in linguistics that isn't used to distinguish words. Instead, it's used to indicate the speaker's attitude and emotions, to tell the difference between statement and question, and to differentiate between different types of question, to focus attention on important parts of the spoken message, and to regulate conversation. This is in contrast to tone, which in some languages uses pitch variation to distinguish words, either word-by-word or sentence-by-sentence (yes/no question, request for repetition, greeting, etc.). In this example, the main movement of the sentence is still at the tone of the Tonic, but this time, the voice descends on the Tonic, then rises. You use this pattern to ask questions that require an answer of "Yes" or "No".

I bought some food. Did you buy some food?

I saw a burglar. Did you see a burglar?

Practice these dialogues.

Yes/No questions

Are you alone?

Can I come in?

May I sit down?

Are you sure?

Greetings

A: Hello, Faiza!

B: Good morning, Doctor.

Requests for repetition

What did you say?

When did all this happen?

Which pills did you take?

How did you get in?

Activity

Search any other poem of Thomas Hardy and recite it in the class following the intonation pattern.

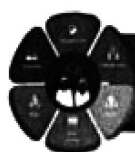
c) In unit 3, figurative language is discussed in detail. Now find the figures of speech in the poem 'The Darkling Thrush'.

d) Elements of Poetry

| | | | |
|---|--|---|---|
| MOOD Reader's feelings TONE Author's feelings toward poem subject | SYMBOLISM When something represents or stands for something else | METER The rhythm or beat established by a poem | RHYME Words have the same ending sound |
| FIG. LANG. Simile, metaphor, hyperbole, idiom, personification | CONNOTATION (word association) DENOTATION (dictionary meaning) | REPETITION Author repeats a word, line, or phrase for emphasis | ALLITERATION Words have the same beginning sound |
| IMAGERY Author uses words that appeal to senses (sight, touch, smell, sound, taste) | IRONY The difference between the way something appears and what is actually true | VOICE or P.O.V Who is the narrator? What do we know about them? | ASSONANCE Words have the same middle vowel sound |
| FORM Cinquain, free verse, haiku, ballad, limerick, sonnet, ode, etc. | STANZA Division of lines into groups | WORD ORDER Author varies word order for meaning and effect. | ONOMOTOPEIA Words formed by imitating the sound they make |

Activity: Discuss the tone of the poem.

Find the rhyme scheme and meter in the poem.



Oral Communication

Active Listening Skills

When you are listening to someone, it is important to pay attention to what they are saying. Intonation is a way of changing the pitch of a speech, but it is not used to tell the difference between words. It is used to show the speaker's attitude and emotions, which helps people understand each other better. If you listen carefully, you will be able to get a better understanding of what the speaker is trying to say and how to respond. You can show that you are paying attention by making eye contact, shaking your head, or leaning forward.

Activity: You can practice your listening and speaking skills through these activities:

- Have a casual conversation with someone (this could be a friend, classmate, family member, etc.)
- Listen to a podcast (you could also take notes while listening)
- Practice speaking in a mirror - it may seem strange to talk to yourself, but it can help prepare you for conversations with other people or presentations
- Read aloud - this will help you to pace yourself and speak clearly
- Listen to famous speeches to examine changes in tone, pitch, and intonation



Vocabulary and Grammar

a) Idioms

| Idioms | Meaning |
|------------------------------|-----------------------------|
| Spill the beans | to give away a secret |
| Under the weather | to feel ill |
| The ball is in your court | it's up to you |
| Pull someone's leg | to play a practical joke |
| Through thick and thin | to be loyal no matter what |
| Once in a blue moon | rarely |
| Take it with a pinch of salt | don't take it too seriously |
| "I've got it in the bag" | secured success |
| Cold feet | becoming nervous |

Proverbs

| Proverbs | Meanings |
|--|---|
| Don't count your chickens before they hatch. | don't expect a positive result before you actually see it |
| Don't judge a book by its cover | don't judge someone or something by appearance alone |
| All good things must come to an end | everything ends; good times don't last forever |
| Don't put all of your eggs in one basket | don't put all of your hopes and resources into one goal or dream |
| Don't put off until tomorrow what you can do today | if you can do something today, do it. Don't wait until tomorrow; don't procrastinate. |
| Easy come, easy go | when you make money quickly, it's very easy to lose it quickly as well |
| Fortune favors the bold | people who are brave and who take risks are more successful than people who are do things safely all the time |
| God helps those who help themselves | don't just wait for good things to happen to you. Work hard to make them happen. |
| Hope for the best, prepare for the worst | in any situation, be optimistic about the result, but always be ready for the worst outcome |

Activity

Use the given idioms and proverbs in your sentences. You can use them in your daily routine writing or in discussion as well.

b) Prepositional Phrase: A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object. Most of the time, a prepositional phrase modifies a verb or a noun. These two kinds of prepositional phrases are called adverbial phrases and adjectival phrases, respectively.

a) Adjective Phrase: An adjective phrase is a phrase that contains an adjective, but there's more to it than that—as a whole, an adjective phrase is a phrase that acts as an adjective by describing a noun. For example:

✓ We experienced the decade's most destructive storm.

✓ They saw only the brightest stars through their telescope.

b) Adverbial phrase: An adverbial phrase (or adverb phrase) is a group of words that acts as an adverb to modify the main clause of a sentence. Adverbial phrases can be made up of two adverbs. These are typically formed by adding a qualifier or intensifier (e.g., "incredibly," "rather," "very," "somewhat") before another adverb.

Activity

Read the following sentences and identify whether the underlined phrases are adjectival, prepositional, or adverbial.

1. The cat with the fluffy tail is my neighbor's pet.

Type of Phrase: _____

2. She walked along the sandy beach at sunset.

Type of Phrase: _____

3. The book on the top shelf is my favorite.

Type of Phrase: _____

4. The car drove quickly through the narrow tunnel.

Type of Phrase: _____

5. The students in the front row listened attentively.

Type of Phrase: _____

6. The concert ended with a spectacular fireworks display.

Type of Phrase: _____

7. She answered the questions with confidence.

Type of Phrase: _____

8. The children played happily in the park all day.

Type of Phrase: _____

9. The house with the red door is for sale.

Type of Phrase: _____

- c) Use the following phrasal verbs in sentences.

end up _____

fall apart _____

fall down _____

fall out _____

figure out _____

fill in _____



Writing

Points to understand a poem.

These key points can help in the understanding and appreciation of poetry.

a) **Theme:** What issues and ideas does a poem deal with?

b) **Persons:** Who is telling the story of the poem? Through whose eyes do we see the characters and the events of the story?

c) **Mood:** What is the governing mood or emotion of the poem?

- d) **Language:** What effects do the metaphors, similes; symbols of the poem have on the reader?
- e) **Rhythm:** Is the rhythm (movement of the poem) slow, steady, and fast?

Activity:

- Keeping in mind above mentioned points and discuss the theme and mood of the poem.
- Use paraphrasing skills to paraphrase the first and third stanza of the poem.
- Summarize the poem "The Darkling Thrush".

Teacher's Point

- Encourage students to demonstrate attentive listening skills while working in groups and taking turns to speak with standard pronunciation.
- Ask them to comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.
- Help them to identify and use adjectival, prepositional and adverbial phrases in reading and writing tasks.
- Ask them to use paraphrasing skills to paraphrase a poem.
- Motivate them to use summary skills to write an objective summary of the given text and poems.



World Heritage Sites in Pakistan

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- ask and answer higher-order questions to guide/assess reading
- apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary
- give an informed personal and analytical response to a text and provide some supporting textual reference
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- demonstrate knowledge and application of parts of speech (Pronouns) in oral and written communication in varying degrees of complexity.
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization.
- comprehend and use contemporary Idioms and proverbs in the different texts and in their speech.
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Pre-Reading

- Have you ever visited or heard about any famous historical or cultural sites in Pakistan?
- Why do you think some sites are designated as World Heritage Sites by UNESCO?
- What do you already know about Pakistan's World Heritage Sites?

World Heritage Sites in Pakistan

It is said that the world has become a global village and we, as the global citizens, need to protect our common cultural and natural heritage irrespective of where these are. The United Nations Educational, Scientific and Cultural Organization (UNESCO) World Heritage Sites are places of outstanding cultural or natural importance to all humanity. UNESCO has designated six sites in Pakistan as World Heritage Sites and twenty-six sites are on the tentative list. They are: Archaeological Ruins of Moenjodaro, Ancient Monuments at Makli, Thatta, Taxila, Buddhist Ruins of Takht-i-Bahi and Remains at Sahr-i-Bahlol, Lahore Fort & Shalamar Gardens in Lahore, and the Rohtas Fort. Let's see what made these sites so important.

The Ruins of Mohenjo-Daro

The ancient civilization of Mohenjo-Daro dates back to 26BC. In fact, it is believed to be the oldest physical evidence of urban planning. From well-planned streets to baked brick structures and a sophisticated drainage system, the layout of this historic settlement proves the occupants of Indus Valley were not only expert planners but were also well-versed in complex civil engineering.



After being abandoned some 3,000 years ago, MohenjoDaro remained buried under layers of dust and sand for several centuries. Archaeologists re-discovered it in 1920 in what is now the modern-day district of Larkana in Sindh. The opulence of the lost city became quite apparent after historians found valuable gold, ivory and lapis lazuli artefacts among other precious metals and stones. This historical site was added to the list of UNESCO World Heritage Sites in 1980.

How to get there: If you are staying at Sukkur, you can make a day trip to Mohenjo-Daro. It will take you about two hours to reach your destination

While-reading

How do you think the city of Mohenjo-Daro was destroyed?

Makli Necropolis

Makli Hill is one of the largest communal burial sites in the world dating back to the 14th century. UNESCO declared it a World Heritage Site in 1981. The massive funerary site is home to the tombs and mausoleums of several emperors, queens, governors, saints, philosophers, scholars and other significant people from different eras. In fact, historians believe around 5 hundred



thousand to 1 million people were buried on the hill between the 14th and 18th century. The intricate stone carvings on the gravesites in the 'City of Dead' display Hindu, Islamic, Persian, Mughal, Gujarati and Middle Eastern-style artwork. It indicates the necropolis was used by more than one religion or civilization. The sprawling necropolis covers an area of 10 kilometres.

HOW TO GET THERE: If you're staying at Karachi, you can make a day trip to Makli and Thatta. It'll take you about two hours to reach your destination

The Archaeological Complex of Taxila

Taxila includes a Mesolithic cave and the archaeological remains of four early settlement sites, Buddhist monasteries, and a Muslim mosque and madrassa. Situated near the Silk Road that linked China to the West, Taxila reached its zenith between the 1st and 5th centuries. It is now one of the most important archaeological sites in Asia. One of the sites, the Bihr mound, is associated with the historic event of the triumphant entry of Alexander the Great into Taxila. The archaeological sites of Saraikala, Bhir, Sirkap, and Sirsukh are collectively of unique importance in illustrating the evolution of urban settlement on the Indian subcontinent. The Taxila serial site also includes Khanpur cave from where microlithic tools of the Mesolithic period were found. Buddhist monuments erected throughout the Taxila valley transformed it into a famous religious destination for pilgrims from Central Asia and China. This historical site was added to the list of UNESCO World Heritage Sites in 1980.



HOW TO GET THERE: If you are staying at Islamabad/ Rawalpindi, you can make a day trip to Taxila. It will take you about one hour to reach your destination.

Buddhist Ruins of Takht-i-Bahi and Sahr-i-Bahlol

Dating back to 1 AD, Takht-i-Bahi monastery is one of the most well-preserved Buddhist complexes from that time period. Due to its location in the mountainous range of what is now the modern-day city of Mardan in Khyber Pakhtunkhwa, this stone monastery remained largely unaffected from the invaders and aggressors. Archaeologists believe the inscriptions found in Takht-i-Bahi, which literally means 'throne of spring,' refer to Gondophares I, the founder of the ancient Indo-Parthian Kingdom. After being abandoned in 7 AD, the sites sustained some damage. However, it was re-discovered in the early 1900s. The excavations began in 1907, leading archaeologists to unearth the large complex along with other important artefacts and statues. Both Takht-i-Bahi and Sahr-i-Bahlol were listed as UNESCO World Heritage Sites in 1980.



HOW TO GET THERE: If you are staying at Islamabad, you can make a day trip to Takht e Bahi. It will take you about one and half hours to reach your destination. From Peshawar it takes around one and half hour.

While-reading

What does the word "inscription" mean?

Lahore Fort and Shalimar Gardens

These are two masterpieces from the time of the brilliant Mughal dynasty, which reached its height during the reign of the Emperor Shah Jahan. The fort contains marble palaces and mosques decorated with mosaics and gilt. The area includes two distinct royal complexes, the Lahore Fort and the Shalimar Gardens, both located in the City of Lahore, at a distance of 7 km. from each other. Both sites are outstanding examples of Mughal artistic expression at its height, as it evolved during the 16th and 17th centuries. There are 21 monuments preserved within the boundaries of Lahore Fort from the reign of Akbar (1542-1605) through the reign of Shah Jahan (1627-58). Equally the Shalimar Gardens, laid out by Shah Jahan in 1641-2 embodies Mughal garden design. Both complexes together may be understood to constitute a masterpiece of human creative genius. These two historical sites were added to the list of UNESCO World Heritage Sites in 1981.



HOW TO GET THERE: Both of these sites are located within the territory of Lahore City. It will take you about half an hour to one hour to reach your destinations depending on the location of your place of stay.

Rohtas Fort

Pashtun King Sher Shah Suri, the founder of short-lived Suri dynasty, built the Rohtas Fort in the 16th century. It is located near the city of Jhelum. UNESCO described it as an 'exceptional example of the Muslim military architecture of Central and South Asia.' The remarkably intact Rohtas Fort was added to the list of UNESCO World Heritage Site in Pakistan in 1997. This incredible fortress was built in 7 years.



The rationale behind its construction was to stop the forces of Mughal Emperor Humayun from invading the region following his defeat in the Battle of Chausa. The Rohtas Fort sits on an elevated hill on the Pothohar Plateau. The sprawling fortress is surrounded by four kilometers of fortified walls reinforced with 68 bastion towers and twelve gates. This historical site in Pakistan used to hold a force of up to 30,000 personnel. That makes it an incredibly difficult military stronghold to attack.

HOW TO GET THERE: If you are staying at Islamabad, you can make a day trip to Rohtas Fort. It will take you about two hours to reach your destination. From Lahore it takes around three and half hours.

(The above text has been taken from a travel brochure of Pakistan Tourism Development corporation's website. <https://tourism.gov.pk/ptdc.html>)

Post-reading

- Name the Heritage site you like the best?



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you.

| Words | Meanings | Synonyms |
|--------------|--|------------|
| irrespective | without regard to something specific | regardless |
| communal | relating to or used by a community | |
| funerary | relating to or associated with funeral rites | |
| carvings | designs or figures that are carved into a surface | |
| necropolis | a large cemetery of an ancient city | |
| zenith | the highest point or peak | |
| mesolithic | relating to the middle part of the Stone Age, characterized by the use of microliths (small stone tools) | |
| bastion | a projecting part of walls built at an angle | |
| rationale | a set of reasons or a logical basis | |



Reading and Critical Thinking

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

1. Which site is described as "the oldest physical evidence of urban planning"?
2. What is the significance of the Makli Necropolis?
3. What does the inclusion of multiple styles of artwork in Makli Necropolis suggest about its history and usage?
4. What historical events and figures are associated with the Taxila archaeological complex, and why is it significant?
5. In what ways do these heritage sites reflect the rich and diverse history of Pakistan?
6. Do you think it's important for the government to invest in the preservation and maintenance of such heritage sites? Why or why not?
7. Imagine you had the opportunity to visit one of these sites. Which one would you choose, and what aspects of its history and culture would you be most interested in exploring?
8. Do you believe that it's the responsibility of all global citizens to protect and preserve cultural and natural heritage? Why or why not?

b. Answer the given short questions by choosing the correct answer:

- i. Why was Makli Necropolis declared a World Heritage Site by UNESCO?
 - a) It is a famous religious destination for pilgrims.
 - b) It is the oldest physical evidence of urban planning.
 - c) It is a massive funerary site with tombs from different civilizations.
 - d) It is associated with the triumphant entry of Alexander the Great.
- ii. Which historical event is associated with the Bihir mound in Taxila?
 - a) The Battle of Chausa
 - b) The founding of the Indo-Parthian Kingdom
 - c) The triumphant entry of Alexander the Great
 - d) The evolution of urban settlement on the Indian subcontinent
- iii. What was the primary purpose behind the construction of Rohtas Fort?
 - a) To showcase Mughal artistic expression
 - b) To serve as a Buddhist pilgrimage site
 - c) To stop the forces of Mughal Emperor Humayun from invading the region
 - d) To act as a communal burial site for various civilizations.

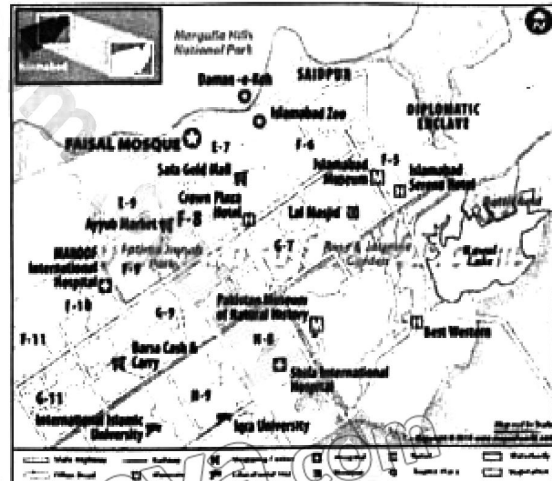


Oral Communication

Geographical Information System and Tourism

Geographic information systems (GIS) are essential for developing the tourism sector. It makes it possible to create applications and interactive maps that provide visitors latest details about places to go, attractions to see, and services available in those areas. GIS aids travellers in route planning, hotel choices, and locating sites. By examining tourist information, traffic patterns, and weather updates, it also helps with sustainable tourism management. Additionally, GIS supports risk assessment and catastrophe management for safer travel including landslide and flashflood warnings.

Globally, GIS enables the tourism industry to provide more customised, effective, and responsible services, improving the travel experience for visitors.



Activity

The teacher will assign each student group a tourist site in Pakistan and provide them with a map. Students will mark their assigned site on the map and use GIS tools to calculate distances, locate airports, train stations, bus terminals, hotels, and resorts. Each group will then present their virtual tour itinerary to the class, covering site details, travel routes, transportation options, and accommodations. The class will engage in discussions, questions, and comparisons of different sites, exploring the advantages and challenges of visiting each location.



Vocabulary and Grammar

Idioms and Proverbs:

Idioms and proverbs enrich language by providing colorful expressions, conveying cultural values, assisting efficient communication, and adding depth and variety to conversation. They are an integral part of language and culture worldwide. Some proverbs and idioms related to travelling are shared below with meanings:

Idioms:

Hit the road: *To begin a journey or start traveling.*

We should hit the road early tomorrow to avoid traffic.

Travel light: *To pack only the essentials and not carry too much luggage.*

When backpacking, it's best to travel light for convenience.

Catch a red-eye flight: *To take an overnight flight.*
I'll catch a red-eye flight so I can arrive in the morning.



Proverbs:

Home is where the heart is: *No matter how far you travel, your true home is where you feel the most comfortable and loved.*

The journey of a thousand miles begins with a single step: *To achieve a significant goal, you must start with a small, manageable action.*

Travel broadens the mind: *Traveling and experiencing different cultures can expand your perspective and knowledge.*

When in Rome, do as the Romans do: *Adapt to the customs and behaviors of the place you are visiting.*

Use the above mentioned proverbs and idioms in your own sentences.

Pronoun:-

As studied in earlier grades, a pronoun is a word that is used instead of a noun or noun phrase. Pronouns refer to either a noun that has already been mentioned or to a noun that does not need to be named specifically.

Types of Pronouns.

| Pronoun Type | Definition | Examples | Use in a Sentence |
|-----------------------|--|---|---|
| Personal Pronoun | Replaces specific people or things | I, you, he, she, it, we they | He is a lucky man We are heading towards the hills. |
| Possessive Pronoun | Demonstrates ownership or possession | Mine, yours, his, hers, theirs, ours | This bag is mine. Yours is on that table. |
| Reflexive Pronoun | Reflects the subject and object being the same person or thing | Myself, yourself, himself, herself, itself, ourselves | She has baked the cake herself. He manages to do his work himself. |
| Demonstrative Pronoun | Points to specific people or things | This, that, these, those | I don't like these. Can I take those? |
| Interrogative Pronoun | Used to ask questions | Who, whom, whose, which, what | Who is responsible for this? Which one do you like the most? |
| Indefinite Pronoun | Doesn't specify who or what is referred to | Somebody, someone, nobody, no one, everybody | Everyone thought that someone will do it and at the end no one did it. |
| Relative Pronoun | Introduces a dependent clause | Who, whom, whose, which, that | The cyclist who won the race trained hard. Where did you buy the dress that you wore last week |
| Reciprocal Pronoun | Indicates a mutual action or relationship | Each other, one another | We all must respect one another. |
| Emphatic Pronoun | Emphasizes a noun or a pronoun | Myself, yourself, himself, herself, itself, ourselves | Aline, herself is responsible for her failure. Ali, himself asked for a raise. |
| Distributive Pronouns | Refers to members of a group individually | Each, either, neither, none, any | Each year thousands of people go for Hajj. Neither of them goes to the gym. |

a) Encircle the demonstrative pronoun in each sentence given below.

- This is my favorite teddy bear.
- Would you like some of these?
- Those years at the lake were the best times of my life.

b) Add an interrogative pronoun in the following sentences.

- _____ one of the books is your favorite?
- _____ is the title of the poem that you liked?
- _____ should I address the letter?
- _____ was the package sent?

c) Fill in the blanks with appropriate types of pronouns

Yesterday, _____ went to the park and met up with some friends. _____ had brought their adorable dog with _____, and _____ was a bundle of energy. _____ played fetch for a while, and then I decided to take a walk by _____ to enjoy the peaceful surroundings. As I strolled, _____ beautiful flowers caught my eye, and I couldn't resist picking a few. Later, _____ asked me about the flowers, and I happily shared the story of my solo adventure.

d) Punctuate the given lines.

encouraging travel also boosts consumer and business confidence it supports two way trade and creates export income for the poor countries with few similar alternatives



Writing

Ecotourism has gained popularity as a responsible and sustainable way to explore natural environments while minimizing negative impacts. We all must protect and preserve the areas we visit during our holidays. The goal of ecotourism may include educating tourists about clean environment, raising money for environmental preservation, safeguarding the animals and plants of the area and fostering respect for various cultures.

Keeping the above in mind, write an essay on "How can we become responsible Tourists?"



Teacher's Point



- Encourage the students to engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.
- In writing, help the students by introducing a topic; organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- In classroom discussions, a variety of linguistic exponents may be used, such as inquires, persuasion, arguments, comparisons, evaluations in a wide range of context throughout the oral communication skills practice session.

Social Media: A Blessing or a Curse?

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions
- ask and answer higher-order questions to guide/assess reading
- apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary
- apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing
- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.)
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot)
- write and critique (self/peer checking) the final draft after complete editing and proofreading
- ensure each paragraph develops the main idea of the essay/piece of writing and the topic sentence of each paragraph

Pre-Reading

- Can you tell different ways of getting the latest information?
- Which social media platform do you like the most and why?

You are not Alone!

Adeel entered the home and rushed to his room. Mrs. Imran got a little worried as he hadn't spoken more than few words on their drive back from school. He was usually full of stories and tidbits about what happened in the class and the little mischiefs that his friends were involved in. He was a bright and cheerful boy, always enthusiastic about school, friends, and life in general. What could be the cause? She thought worriedly.

It all started innocently enough when Adeel's class fellows accidentally got their hands on some embarrassing photos of him from a school farewell party. He was just being a young man having fun. Instead of keeping those to themselves, they decided to share them without his consent. Someone hacked his profile and uploaded the photos. Those images spread like wildfire across social media, followed by cruel and hurtful comments.

Adeel was devastated. The once-vibrant boy now felt like a shadow of his former self. He stopped enjoying school, lost interest in football, and withdrew from his friends. Every day was a struggle, as he faced not only the online harassment but also the ridicule and jeering of his classmates in person. Going to school become the most difficult thing for him to do.

While-reading

How did Adeel's silence about his suffering affect the situation?

Things took a darker turn when an elder group of boys at school began to blackmail Adeel, threatening to share even more embarrassing content if he did not comply with their demands. They were asking his lunch, his watch and then money. The weight of it all was crushing, and Adeel sank into a deep depression, feeling utterly helpless.

Mrs. Imran kept asking him the reason for this change but Adeel always told her that everything was fine. Mrs. Imran decided to take help from her brother, Muzammil, a wise and caring man. Muzammil took Adeel out for a walk to the nearby park and told him that he got their unwavering support, no matter what the problem was. He assured Adeel that he had the support of the whole family with him. At last, Adeel shared his heartbreaking story, and his uncle listened attentively. After a moment of thought, his uncle offered some guidance.

"Adeel," he said, "I understand that this is a difficult time for you, but you must not suffer in silence. We have official authorities that can help you deal with online bullying and harassment."

Muzammil explained that the Federal Investigation Agency (FIA) in Pakistan had a dedicated cybercrime division. They were responsible for investigating cases related to online harassment, identity theft, fraud and more. Adeel's eyes widened with hope as he listened to his uncle's advice.

"First, we need to document everything," his uncle continued. "Take screenshots of the harassing messages, comments, and any proof related to the identity theft. Keep records of dates and times as well. This will be vital when we report the incident to the FIA."

Adeel nodded, finally feeling like he had a plan. His uncle also talked to his parents and the school administration about the situation. It was essential to involve them in resolving the issue. They took steps to ensure Adeel's safety and well-being.

With Muzammil's guidance and support, Adeel took the necessary steps. They reported the cyberbullying to the FIA, providing all the evidence Adeel had collected. The authorities took the matter seriously, and investigations began immediately.

While-reading

What do you think would have happened if Uncle Muzammil had not supported Adeel?

Over time, as the investigations unfolded, those responsible for the cyberbullying faced the consequences of their actions. Adeel's courage in standing up against his bullies not only helped him regain his self-esteem but also sent a powerful message about the consequences of cyberbullying.

Adeel came to see the importance of getting help while dealing with online harassment as his life gradually returned to normal. During those difficult times, his uncle's wisdom and guidance had been his lifeline. He also came out of the ordeal stronger and more resilient than ever before, all because of the support of his family, friends, and the FIA. He is now committed to spread awareness about the perils of cyberbullying and help those who are struggling with similar issues.

(Written by: Sadia Malik)

Post-reading

- Why is it important to share your problems with your family?



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| Words | Meanings | Synonyms |
|----------------|--|----------|
| jeering | making fun of or mocking someone | taunting |
| unwavering | firm and steady | |
| resilience | the ability to recover from difficult situations | |
| perils | dangers | |
| unfolded | opened, explained | |
| lifeline | support | |
| identity theft | taking someone's identity on online platforms | |
| devastated | upset | |
| vibrant | very lively | |



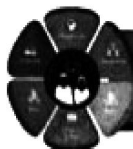
Reading and Critical Thinking

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

1. What happened to Adeel?
2. What impression do you get of him after reading the story?
3. Why did his mother feel that there was something bothering Adeel?
4. What was Adeel's initial response to the cyberbullying he experienced, and how did it affect his daily life?
5. What were the demands made by the elder group of boys who were blackmailing Adeel, and how did he feel as a result of this?
6. How did Muzammil advise Adeel to deal with the cyberbullying, and why were these steps important?
7. In your opinion, why is it crucial to involve official authorities like the Federal Investigation Agency (FIA) in cases of cyberbullying and harassment? What impact do you think this had on Adeel's situation?
8. Read some online journals/blogs/articles to find out what other problems are faced by users of social media.

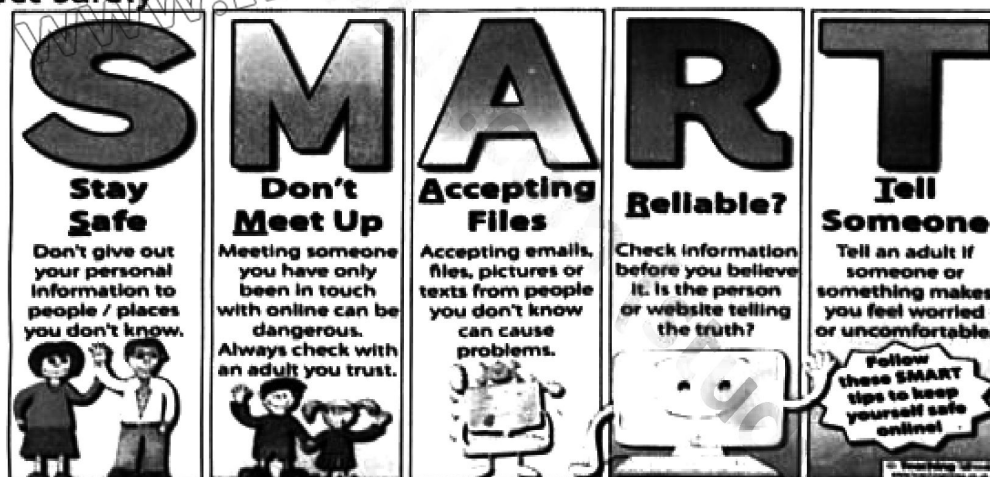
b. Answer the given short questions by choosing the correct answer:

- i. Adeel's class fellows got their hands on embarrassing photos from a school farewell party, leading to _____ spread across social media.
 - a) uplifting comments
 - b) encouraging messages
 - c) cruel and hurtful comments
 - d) supportive remarks
- ii. Adeel's withdrawal from school and loss of interest in football were direct consequences of both online harassment and _____ from his classmates.
 - a) encouragement
 - b) support
 - c) ridicule
 - d) empathy
- iii. Adeel took the necessary steps by reporting the cyberbullying to the FIA and providing _____, leading to investigations and consequences for the perpetrators.
 - a) irrelevant information
 - b) fabricated evidence
 - c) all the evidence he had collected
 - d) unspecific details



Oral Communication

Connect Safely



The internet is both a blessing and a curse. Teenagers are growing up with smart phones in their hands, tablets, and laptops in their homes. They use digital technologies for everyday activities like keeping in touch with friends on social media, relaxing and doing school work. Teenagers need to know how to behave respectfully online and how to avoid online risks.

Activity

- Divide the above 5 topics in five groups. Read on the given topics and present it in front of the class in an oral presentation or making an infographic.
- Share one practical tip or strategy that you believe is crucial for staying safe while using the internet and social media platforms? Explain why you think this tip is important and how it can help protect your online security and privacy.

How To Contact FIA?

Call helpline: 1991
Email: helpdesk@nr3c.gov.pk
contact: 051-9106384

051-9106690
051-9106691



Vocabulary and Grammar

1. Clauses:

A clause is "a group of words containing a subject and predicate and functioning as a member of a complex or compound sentence."

" - Merriam-Webster

Example:

I went to Lahore last year. (One clause sentence / simple sentence)

I came here and I saw my friend. (Two clause sentence / compound sentence)

When I came here, I saw my friend, and he greeted me. (Three clause sentence / compound-complex sentence)

There are two main types of clauses:

- Independent Clause
- Dependent Clause

Independent Clause

It functions on its own to make a meaningful sentence and looks much like a regular sentence with a subject+verb+object (SVO) structure.

In a sentence two independent clauses can be connected by the coordinators: and, but, so, or, nor, for, yet.

Examples:

- He is a wise man.
- I like him.
- Can you do it?
- Do it please. (Subject you is hidden)
- I read the whole novel.
- I want to buy a new dress, but I don't have enough money. (Two independent clauses)
- He went to London and visited the Lords. (Subject of the second clause is 'he,' so "he visited the Lords" is an independent clause.)
- Alina smiles whenever she sees her son. (One independent clause)

Dependent Clause

It cannot function on its own because it leaves an idea or thought unfinished. It is also called a *subordinate clause*. These help the independent clauses complete the sentence. Alone, it cannot form a complete sentence.

Example:

- When I was returning home, I had an accident.
- I know the man who stole the watch.
- He bought a car which was too expensive.
- I know that he cannot do it.
- He does not know where he was born.
- If you don't eat, I won't go.

The *subordinators* do the work of connecting the dependent clause to another clause to complete the sentence. In each of the dependent clauses, the first word is a subordinator. Subordinators include relative pronouns, subordinating conjunctions, and noun clause markers.

Dependent clauses come in three types:

noun clauses, relative clauses, and adverb clauses.

(Noun clauses replace other nouns in a sentence, but relative and adverb clauses modify words already in the sentence rather than removing and replacing them.)

Let's look at relative Clauses in detail.

Relative Clauses

As can be seen from the examples of dependent clauses above, complex sentences or sentences with one or more dependent clauses are formed principally by means of relative pronouns. Relative clauses give us information about the person or thing mentioned. The basic relative pronouns are who, which, and that (who also has the derived forms whom and whose).

a) **Underline the relative clause in each sentence. Encircle the relative pronoun that introduces the clause.**

- i. The book that I got from the library is due tomorrow.
- ii. My father, whom I respect, congratulated me on a job well done.
- iii. The store no longer sold the computer that I wanted.
- iv. The child to whom you have spoken is my sister.
- v. The tallest man who came to the show is my Uncle Abid.
- vi. My first novel, which was published last year, was about my family.

b) Fill in the blanks with appropriate Relative pronouns to make Relative clauses.

- i. This is the town _____ I spent my childhood.
- ii. This is the house _____ I was born in..
- iii. Irsa gave her a pencil _____ she put in her bag at once.
- iv. This is Ali _____ you met last year.
- v. The people _____ live next door are not very friendly.
- vi. The only thing _____ matters is to find our way home.
- vii. She was respected by the people with _____ she worked.

2. Adjective:

An adjective describes or modifies noun/s and pronoun/s in a sentence. It normally indicates quality, size, shape, duration, feelings, contents, and more about a noun or pronoun. Adjectives usually provide relevant information about the nouns/pronouns they modify/describe.

Example:

- The Pakistani cricket team has fast bowlers. (What kind?)
- He have ten candies in his pocket. (How many?)
- I loved that red car. (Which one?)
- I earn more money than he does. (How much?)

Types of adjectives

| Type of adjectives | Definition | examples | Used in a sentence |
|---|---|---|---|
| Descriptive Adjectives/ Qualitative Adjectives | describes nouns and pronouns | Fast/slow, easy/tough, Long/short | I have a fast car. The hungry cats are crying. |
| Quantitative Adjectives | refers to the quantity of the nouns/pronoun | Numbers showing quantity | I have 20 rupees in my wallet. (How much) They have three children. (How many) |
| Proper Adjectives | the adjective form of proper nouns | England, Karachi, China, Chiniot | The English language The Chinese Cuisine The Chinioti Furniture |

| | | | |
|--------------------------|--|---|---|
| Compound Adjectives | compound nouns/combined words modify other nouns | Once-lively broken-down two-week often separated by a hyphen | You have a broken-down sofa. He saw a six-foot-long snake. |
| Demonstrative Adjective | refers to something or someone | this, that, these, those. | This car is mine. |
| Possessive Adjectives | indicates possession or ownership | my, his, her, our, their, your. | My car is parked outside. His cat is very cute. |
| Interrogative Adjectives | asks a question. must be followed by a noun or a pronoun | which, what, whose | Which phone do you use? Whose car is this? |
| Indefinite Adjectives | describes or modifies a noun unspecifically | few, many, much, most, all, any, each, every, either, nobody, several, some, etc. | Sana gave some candy to her. Noor wants a few moments alone. |

a) Identify different types of adjectives from the given sentences.

- i. The coffee was made from fresh, ground Colombian coffee beans.
- ii. Whose child is this?
- iii. The fourth boy became first in the final exam.
- iv. There is enough juice for my breakfast.
- v. I am reading a collection of Greek myths.
- vi. This boy is painting a great picture.
- vii. Most people are poor in this world.
- viii. My father was a university professor.
- ix. The record-breaking snow storm has finally passed.
- x. Many scholars are attending the research conference.

b) Write a short descriptive paragraph describing an object/place or person using different types of adjectives given above.

c) Punctuate the given lines.

news broadcast through different media helps us know about the day to day events in the world news tele films and documentaries revolving around social issues increase social awareness in children and develop their concern towards society and strengthen the relationship between the media and common man

3. Use the given phrasal verbs in sentences.

- i. give in _____
- ii. give out _____
- iii. give up _____
- iv. go after _____
- v. go against _____
- vi. go ahead _____



Writing

Internet is a double edged sword. It has its pros and cons. Pros of the internet include access to vast information, online courses (MOOCs) for education, effective digital marketing for small businesses, and a plethora of entertainment options. However, it has cons like privacy concerns, misinformation, addiction to entertainment, and potential online fraud. Balancing its benefits and drawbacks is crucial.

List the pros and cons of Internet in the table below.



MOOC stands for Massive Open Online Courses that you can register yourself into and get self-paced, free instruction to improve your skills.

**Pros**

- _____
- _____
- _____
- _____
- _____
- _____

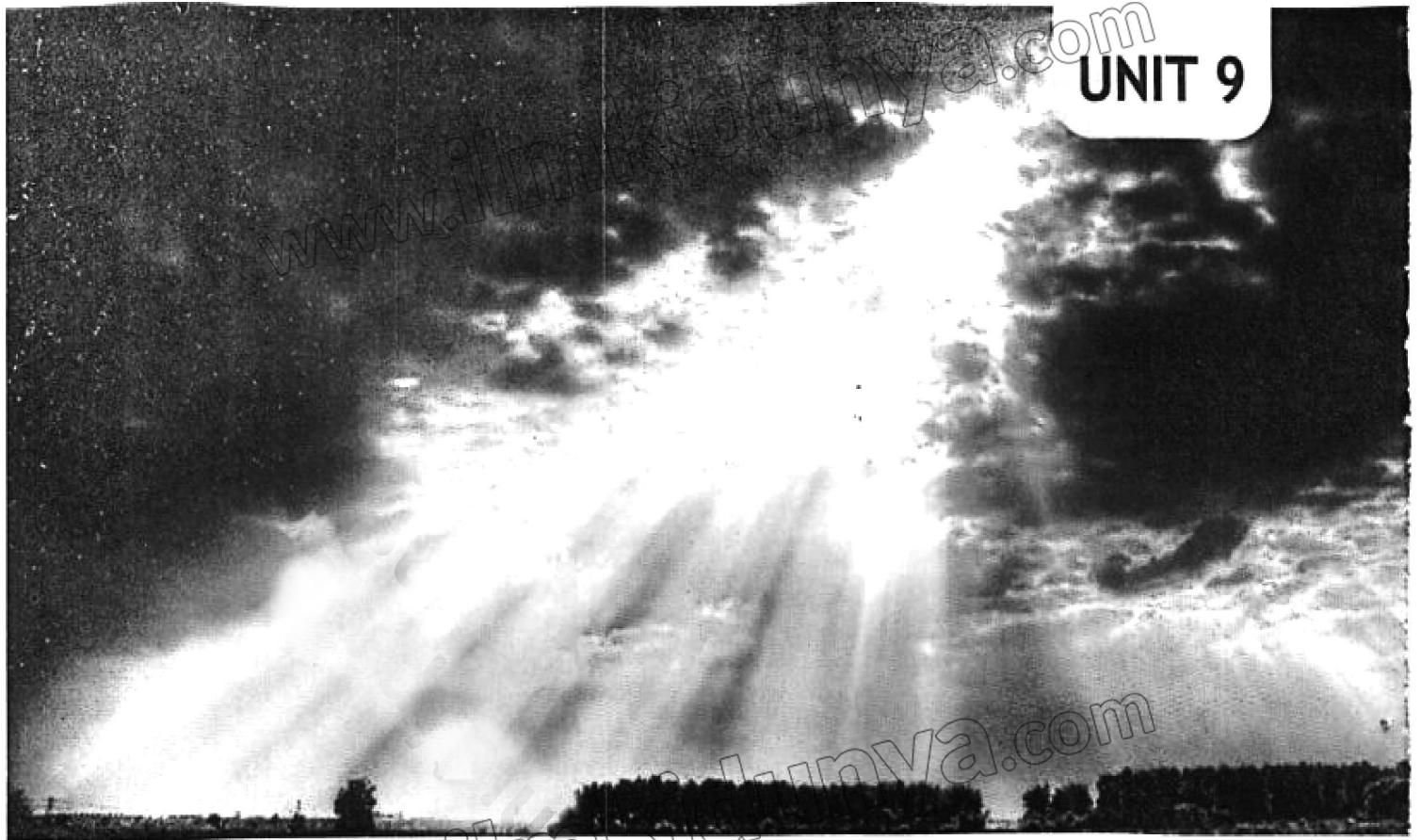
**Cons**

- _____
- _____
- _____
- _____
- _____
- _____

Now write an argumentative essay of 250-350 words about **“Positive and Negative Effects of Internet”**. Don't forget to use transitional devices of comparison like *“but, even so, conversely, differently, however, in contrast, in spite of, in the same way, nevertheless, on the contrary, on the other hand”*

Teacher's Point

- Encourage the students to engage in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.
- Explain grammatical concepts in context and help students use these concepts in different writing tasks.
- In argumentative writing, help the students by introducing a topic; organizing complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.



Sunshine After Rain

(Brenda Winders)

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- ask and answer higher-order questions to guide/assess reading
- evaluate how authors use language, including figurative language, considering the impact on the reader
- provide an objective summary of a range of texts including fiction, non-fiction and other types of text
- evaluate two or more central ideas of a text and analyze their development over the course of the text
- analyze multiple interpretations of a story, drama, or poem
- identify rhyme schemes and figurative language in poems read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources:
 - a. Poetry (free verse, narrative and rhythmic poems)
- write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content
- use summary skills to write an objective summary of the given text and poems
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity

Pre-Reading

- How does life skill education translate into interaction with strangers, making friends and handling emergency?
- Name some situations in which you should say 'No' to your friends or acquaintances.

Sunshine After Rain

One day when I was young, I heard a knock at my door.
It sounded familiar, like I had heard it before.

I opened the door, and to my surprise,
There stood a young lady with blond hair and brown eyes.

She said, "I have the answers; are you ready to play?"
So I grabbed my money and I said okay.

There were the answers that I had always sought.
Liquids, pills, and powders, and I bought and bought.

Then one day, my friend suddenly changed.
Her face became ugly, calloused, and deranged.

She grabbed my hand and we tore through the town.
My loved ones and friends could only watch and frown.

She kept whispering something I could only guess.
It sounded like she was repeating, "Yes, Yes, Yes."
I thought of my family, oh what a mess,
But all I heard was screaming, "Yes, Yes, Yes."

I had to find help; I was at my wits end.
I had lost my child, my family, and my friends.

I said, "God are you there? Can you help me, please?"
A sudden peace came over me and I fell to my knees.



While-reading

Why did her loved ones "could only watch and frown"?



I said, "God, I'm not worth it; I feel like a jerk."
He said, "Suit up and show up; it's time to go to work."

So I am here to tell you in this little rhyme.
Life keeps getting better one day at a time.

So when you think you are going insane.
There's always sunshine after the rain

Citation:

Brenda Winders. "Sunshine After Rain." Family Friend Poems, August 7, 2011.
<https://www.familyfriendpoems.com/poem/sunshine-after-rain>

Inspirational Poem About Addiction

From the poet: "This poem was written when I went to treatment in 2002. I loved drugs and being high. I was a good person doing bad things. I lost my family, and my heart breaks every day. But I pray that I will continue to find that sunshine. I finally learned the difference between needing recovery and wanting it."

Theme of the Poem:

The main theme of the poem is the journey of a person from despair to hope, emphasizing personal transformation and recovery. It explores the consequences of drug addiction, making destructive choices, the loss of relationships, and the ultimate realization of the need for change. The theme highlights the idea that no matter how terrible the situation may seem, there is always a possibility for recovery and a brighter future.

Post-reading

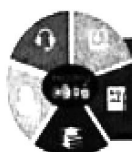
- What does the poet mean by "life keeps getting better one day at a time"?
- How does life get better?



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| Words | Meanings | Synonyms |
|-----------|------------------------------------|------------------|
| calloused | insensitive | unkind, uncaring |
| deranged | mentally disturbed | |
| frown | showing disapproval or displeasure | |
| wits | mental faculties or intelligence | |
| jerk | an obnoxious person | |
| insane | being foolish or irrational | |



Reading and Critical Thinking

a. Read the poem carefully and answer the following questions:

1. Consider the poem's title, "Sunshine After the Rain." How does this title encapsulate the central message of the poem?
2. Skim the poem and identify the key themes.
3. What do you infer about the narrator's initial response to the young lady who came to their door?
4. What might the poet be referring to in "liquids, pills, and powders"?
5. What were the consequences of the narrator's choice to take drugs?
6. Explore the significance of the repeated word "Yes" in the poem. What could it symbolize?
7. Pick out some of the literary devices used in the poem. (Symbol, metaphor, repetition and alliteration)
8. Do you agree with the idea that "life keeps getting better one day at a time"? Why or why not?
9. How does the poem address the theme of redemption or second chances? Do you know someone who turned a new leaf and changed his/her life?

b. Answer the given short questions by choosing the correct answer:

- i. In the poem, the speaker initially opens the door because:
 - a) she recognized the visitor's face.
 - b) she was expecting someone.
 - c) she heard a familiar knock.
 - d) she wanted to play a game.
- ii. The young lady in the poem offers the speaker:
 - a) friendship and companionship.
 - b) answers and a chance to play.
 - c) money and possessions.
 - d) liquids, pills, and powders.
- iii. The turning point in the poem occurs when:
 - a) the speaker's family becomes deranged.
 - b) the young lady's appearance changes.
 - c) the speaker loses all her possessions.
 - d) the speaker reaches out to God for help.



Oral Communication

Do you Know?

In Pakistan, the total number of drug addicts as per a UN report is 7.6 million (76 lakh), 78% of whom are male, while the remaining 22% are female. The number of these addicts is increasing at the rate of 40,000 per year, making Pakistan one of the most drug affected countries in the world. Drug education is of vital importance in Pakistan, addressing a critical need to raise awareness about the physical, psychological, and social risks associated with drug use. Physically, drugs can wreak havoc on an individual's health, leading to addiction, overdose, and debilitating diseases, even death. Psychologically, they can alter brain chemistry, impair judgment, and induce mental health disorders. Socially, drug abuse breaks relationships, disrupts communities, and lead to criminal activities. It's essential to emphasize that while drugs can have legitimate medicinal uses, they can also be a source of recreation. This dual nature highlights the importance of educating individuals especially young people on making informed choices. The causes included inability to say No to friends, peer pressure, stress and anxiety and loneliness. Equipping our youth with strategies to resist peer pressure and develop refusal skills is crucial. Drug education serves as a protective shield against the harmful impact of substance abuse. It enables individuals to make responsible decisions for their well-being and the betterment of society.



Activity

Divide the class in groups. Give each group a different topic from the above passage.

Number of drug addicts,
Reasons for drug addiction

Problems caused by Drug addiction
Refusal skills (Saying No)

Ways to get help.

Ask them to look up more information on the given topics and then present it to the class. They may make a small poster/ infographic and explain it to their class fellows.



Vocabulary and Grammar

1. a. Adverb:-

As we have studied in earlier grades, an adverb is a word or an expression that modifies a verb, adjective, another adverb, determiner, clause, preposition, or sentence.

Example:

- The bird sang **melodiously**. (How?)
- He is **very** careless. (How much?)
- They are still playing **outside**. (Where?)
- We are friends and we **often** meet. (How frequently?)
- We need to plant these trees **in the morning**. (When?)

Adverbs typically express manner, place, time, frequency, degree, level of certainty, etc., answering questions such as how?, in what way?, when?, where?, and to what extent?. This is called the adverbial function, and may be performed by single words (adverbs) or by multi-word adverbial phrases and adverbial clauses.

b. Types of Adverbs:

| Types | Adverbs | Examples |
|-----------------------------|--|---|
| Adverbs of Time | Sometimes, recently, during, always, soon, yet, usually, never, etc. | 1. <u>Sometimes</u> , I used to go out for refreshments. 2. He <u>recently</u> purchased a costly Diamond necklace. 3. He caught eating his tiffin <u>during</u> the lectures. |
| Adverbs of Place | Everywhere, into nowhere, here, there, above, below, inside, etc. | 1. He jumped <u>into</u> the river to save a little girl. 2. An airplane is flying <u>above</u> the clouds. 3. Your birthday present is placed <u>inside</u> the box. |
| Adverbs of Manner | Dangerously, softly, quickly, gently, neatly, calm, etc. | 1. The barber trimmed his hair and beard <u>gently</u> . 2. He handled the situation so <u>cleverly</u> without any fight. 3. There is a fragile material, handle it <u>carefully</u> . |
| Adverbs of Degree | Entirely, slightly, highly, totally, almost, just, etc. | 1. Today's climate is <u>extremely</u> hot. 2. My project work is <u>almost</u> completed. 3. This liquid is <u>highly</u> inflammable. |
| Adverbs of Frequency | Constantly, always occasionally, regularly periodically, etc. | 1. He likes to do shopping <u>occasionally</u> . 2. She <u>regularly</u> waters the plants. 3. He <u>rarely</u> joins any parties to enjoy. |
| Conjunctive Adverbs | next, now, undoubtedly, rather, additionally, anyway, etc. | 1. Goodbye Bill! See you <u>next</u> week. 2. He would <u>rather</u> play than work. 3. It was a pretty daft idea <u>anyway</u> . |

c. Positioning Adverbs:

It is also important to know where these adverbs are to be placed in a sentence as changing their position might change the meaning.

Example:

(a) They *immediately* called off the plan to go on a strike.

(b) They called off the plan to *immediately* go on a strike.

In sentence (a), the plan was to go on strike but something happened and the plan was immediately called off. (There will be no strike)

In sentence (b), on the other hand, it means that the plan originally was to go on strike at once, but something happened and they delayed going to the strike at once. (They might go later)

| | Adverb | Position | Examples |
|---------------------|--|--|--|
| Adverb of manner | Sadly, well, carefully, fast, quickly | End (sometimes middle for -ly adverbs) | She sang the song beautifully . He politely declined the offer. |
| Adverb of place | Away, here, there, nowhere, somewhere | After the verb or the object | He does not work here . I knew I have seen him somewhere . |
| Adverb of time | Afterwards, soon, recently, today, lately, eventually | Initial or end | Recently , I met your father. They have moved to America recently . |
| | | Middle | He will soon be out of this firm. She will now make the announcement. |
| Adverb of Frequency | Always, never, rarely, sometimes, usually, often, occasionally, normally | Middle | He has never uttered a rude word. |
| | | Initial or end (for -ly adverbs) | There isn't much crowd at the stop normally . Usually , he wakes up very early. |

d. Sequence of Adverbs

if there are two or more adverbs after the verb, adverb of manner comes first, followed by adverbs of place and time. Verb

Ayesha performed brilliantly at the Youth Conference last Saturday.

Verb

How?

Where?

When?

I. Underline the adverbs in the following sentences and state their kind.

1. I went to the market in the morning. _____
2. The dog sat lazily in the shade of the tree. _____
3. I often visit my grandparent. _____
4. It is extremely hot today. _____
5. She is standing outside. _____

ii. Rearrange these sentences below to make meaningful sentences with correct sequence of adverbs.

i. always / the / Sunday / make / on / they / breakfast

ii. friends / plays / the / with / she / her / in / often / park

iii. bed / makes / he / his / never

iv. sometimes / on / play / we / Sunday / cricket

v. hardly / the / watch / they / TV / afternoon / ever / in

vi. o'clock / always / up / I / at / get / seven

vii. have / lunch / fish / seldom / for / we

2. Pronoun Antecedent

A 'pronoun antecedent' is a word that comes before a pronoun to which the pronoun refers.

Example:

The man was asking about his son.

The woman said that her husband was not feeling well.

The players were concerned about their performance.

The word "antecedent" means *something that precedes something else*. In language, it is the word that a pronoun refers back to. Since the pronoun replaces the noun, it has to agree in number. So, if the antecedent, or word that comes before, is singular, then the pronoun that takes its place must also be singular.

It can be confusing if there are several words between the pronoun and its antecedent. These words or clauses have no bearing on the words and they need to be ignored.

Following are some special situations with examples of the correct way to have pronoun antecedent agreement.

a) Singular Indefinite Pronouns

The singular indefinite pronouns take a singular antecedent. They refer to a single unspecified person or thing or to one collective group.

Examples:

Each of these gadgets has its own pros and cons.

Everybody came in his or her car.

b) Plural Indefinite Pronouns

The plural indefinite pronouns which include: several, few, both, many, and others are always plural in context, and would always require plural pronouns.

Examples:

Several applicants submitted their application for the vacancy.

Few of us have contacted our sponsors.

c) Two nouns or Pronouns Joined by 'and'

When faced with an antecedent that consists of two nouns or pronouns joined by the word and, the principle is to use a plural pronoun.

Examples:

Laraib and Beena said they will go to the mall together.

You and I must study harder before the commencement of our exams.

d) Nouns Joined by Or or Nor

- When faced with two nouns that are both plural, the principle is to use a plural pronoun.
- If you come across two nouns that are both singular, use a singular pronoun.
- When the antecedent consists of one noun that is singular and another one that is plural, make the pronoun agree with the nearest noun.

Examples:

Either the Lahore Qalanders or the Karachi Kings will be scheduled to play their matches come next Tuesday.

Neither Ali nor Saleem was ready to lend me his book.

Neither my purse nor my keys are where I left them.

e) Collective Nouns

Most collective nouns including *committee, family, group, and team* have singular form, but may take singular or plural pronouns. However, when the group acts as a unit, use a singular pronoun.

Examples:

The committee submitted its report on the missing fund today.

The jury reached its verdict earlier today.

1) Determine which pronoun best fits the pronoun-antecedent agreement rule:

- Somebody dropped (their/his or her) wallet.
- Some of the girls sang (their/her) favorite song.
- Omer or Ali left (their/his) sunglasses on the table in the dining area.
- Neither Hina nor Huma studied (their/his or her) spelling words.
- Everybody must wash (their/his or her) hands before dinner.
- One of the buildings lost (their/its) electricity yesterday afternoon.

2) Punctuate the given lines.

- if you can fill the unforgiving minute

- with sixty seconds worth of distance run

- iii. yours is the Earth and everything that's in it _____
- iv. and which is more you'll be a Man my son _____

3) Use the given phrasal verbs in sentences.

go back _____

go out _____

go over _____

grow apart _____

grow back _____

grow into _____



Writing

a) Summarizing a poem:

Summarizing involves the ability of readers to pull together, or synthesize information in a poem so as to explain in their own words what the poem is about. Summarizing is an important strategy because it can enable readers to recall the poem quickly. It also can make readers more aware of text organization, of what is important in a text and of how ideas are related. Use the following steps while summarizing a poem:

- o Read the poem carefully
- o Identify the poem's main ideas
- o Identify the poem's structure
- o Identify the poem's imagery
- o Write a summary of the poem
- o Proofread and edit the summary

Now using the above knowledge, write a summary of the poem "Sunshine after Rain".

b) Using the given mind map, write an expository essay covering all the main points. You can add more points from yourself (i.e problems created due to drug addiction)



Teacher's Point



- Help students to develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.



The Small Woman: The Heroic Story of Gladys Aylward

by Alan Burgess (a biography)

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- ask and answer higher-order questions to guide/assess reading
- evaluate how authors use language, including figurative language, considering the impact on the reader
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot)
- read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: (formal letter, biography, news article)
- gather relevant information from multiple authentic available resources following research ethics to write and present their assignment
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues
- identify and use compound prepositions and prepositional phrases in writing
- write formal letters and emails to people in extended academic (professional) environments for various purposes
- write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft

Pre-Reading

- What do you know about Japan and China?
- Can participatory citizenship be beneficial for us?

The Small Woman: The Heroic Story of Gladys Aylward

The Chinese Nationalist officer was commanding the platoon. Scouting on the wrong side of the river, he looked back at the section of men straggling along behind him.

His wandering thoughts suddenly jarred to a standstill. A noise! An odd noise! A far-off, high pitched sound, wavering and uncertain. A plane? His men thought so.

He watched them rolling their eyes round the cloudless sky in an effort to locate it. There had been an unusual air activity up and down the Yellow River for the past week. Usually the Japanese planes patrolled and fired at anything that moved.

And yet this sounded almost high and momentous. He shook his head as though to clear it. The river at this point was a mile wide; there might be children left in the village on the other side of the river. Perhaps they were at school; but their voices carry this far. He mounted a slight rise, crawling carefully on the top. He raised himself to see better, and grunted in astonishment. He reached for his binoculars and focused. It was an astonishing sight. A great crowd of children were assembled on the bank, all seated in a circle and singing loudly. Some smaller ones were splashing and jumping in the shallows.

He mentioned his men back with a hand signal. "Wait here", he said. "It may be a trick. Be alert".

The Japanese had driven refugees before them on many other occasions. And who were these children? All refugees had left this area days ago. The river was officially closed. As he walked along the bank, he could clearly see that they were Chinese children. They saw him, the young ones, and raced towards him, gurgling and shouting with delight. They screamed, "Here's a soldier. A soldier!".

**While-reading**

What did the man in the platoon believe the odd noise to be?

A young officer noticed a small woman sitting on the ground. She was thin and hungry-looking. She got to her feet as he approached, and with a shock of surprise, he realized that she was a foreigner.

'Are you mad?' he said. 'Who are you?'

'We are refugees trying to reach Sian', she said simply.

Her Chinese was excellent. Although, she was small like own country- woman, and her hair dark, he knew she was a foreigner.

'This will soon be a battlefield', he said wearily.

'Are you in charge of these children?', he asked.

'Yes, I am in charge of them. We were trying to cross the river', she said.

He looked at her directly. She was quite a young woman. Her dark hair were scrapped back into a bun, her clothes old and soiled; there were dark circles under her eyes, and her face had a swallow, unhealthy look.

'You are a foreigner?', he enquired.

'Yes, I am a foreigner'.

'For a foreigner you chose a strange occupation', he said suspiciously.

She looked steadily at him as he said, 'I think I can get a boat. It will need three journeys to take you all across, and it is dangerous. If a Japanese plane comes over when you are half way cross, there will be little hope.'

'We must cross the river', she said.

'You will probably manage to get food in the village on the other side. The people do not like to leave their homes even when the Japanese come', the soldier said.

'I understand', she said. 'It was like that in Yang-cheng'.

He walked to the river edge, whistled loudly three times in peculiar, piercing manner. From across the river came three answering whistles. Two little figures far away on the other bank pushed a boat into the water and began to row it across.



Gladys Aylward with some of the children before they crossed the mountains to Sian

While-reading

Why did the officer think the woman was a foreigner?

'I cannot thank you enough,' she said. 'I thought it was the end of us when we could not cross the river.'

The young officer noticed her sway a little as one of the children pushed against her.

He looked at her cautiously. 'You are ill', he said. 'You should find a doctor. The Nationalist troops on the other side of the river will have a doctor.'

'I am alright', she said. 'When we get to Sian, I shall be alright'. The soldiers ferried them rapidly to the other side. They returned and more of the children piled in. On the third journey the soldier helped the small woman into the boat with the last group of children.

His platoon had gathered round to help. As the boat moved away from the bank, he called his men to attend and salute the children. He called, 'Good luck, foreigner!'

He turned to walk back along the bank to his platoon. As he walked, he looked into the sky, and listened for the drone of Japanese planes. None came. If this had been close to a large city or a settlement, he could have understood it, but wandering across a battlefield escorting an army of ragged Chinese children; that was, indeed, very curious and satisfying.

The above is an excerpt from the biography called "The Small Woman: The Heroic Story of Gladys Aylward" by Alan Burgess (1957).

Alan Burgess (1st February 1915 - 10th April 1998) was an English Royal Air Force pilot and author who wrote several biographical and non-fiction books between the 1950s and the 1970s.

He wrote biography of Gladys Aylward, a British born Christian missionary, who worked in China. Aylward became a national of the Republic of China in 1936 and was a revered figure among the people, taking in orphans and adopting several herself. In 1938, the region was invaded by Japanese forces, and Aylward led more than 100 orphans to safety over the mountains, despite being wounded and sick, personally caring for them. She moved to British-administered Hong Kong, and finally settled in Taiwan in 1958. There, she founded the Gladys Aylward Orphanage,[9] where she worked until her death in 1970.

Post-reading

- Why did the platoon commander ask his soldiers to salute the children at the end?



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| Words | Meanings | Synonyms |
|------------|--|------------------------|
| binocular | an instrument that makes the objects seem nearer and clearer | field or opera glasses |
| bun | hair twisted into a round shape at the back of the head | |
| curious | a strong desire to know about something | |
| ferried | to carry people or goods in a boat | |
| gurgling | boat that carries people | |
| jarred | to have an unpleasant and annoying effect | |
| platoon | a group of soldiers that is a part of a company | |
| ragged | old and torn clothes | |
| scraped | pulled hair tightly at the back, away from the face | |
| scull | small oars used to row a boat | |
| straggling | the last or slowest person moving in a group | |
| sway | to move slowly from side to side | |



Reading and Critical Thinking

a. Read the story carefully and answer the following questions:

1. What is the officer's main responsibility and concern when he encounters the children and the foreign woman by the river?
2. What is the setting of the story?
3. Describe the foreign woman's appearance and her reason for being with the children.
4. Why does the officer consider it dangerous for the group to cross the river?
5. How does the officer's attitude towards the foreign woman change throughout the passage, and why do you think it changes?
6. In your opinion, what might be the symbolic significance of this encounter between the officer, the children, and the foreign woman during wartime?

b. Answer the given short questions by choosing the correct answer:

- i. The Chinese Nationalist officer became suspicious when he noticed a group of children singing loudly on the other side of the river, especially because:
 - a) the children were refugees fleeing from the Japanese.
 - b) the river was officially closed, and all refugees had left the area.
 - c) the Japanese had driven refugees before them in similar situations.
 - d) the officer recognized some of the children as his own.
- ii. The foreign woman, in charge of the children, was attempting to cross the river to reach Sian because:
 - a) she was a foreign spy.
 - b) she was trying to escape from the Japanese.
 - c) she believed there would be food in the village on the other side.
 - d) she wanted to join the Nationalist troops on the other side for safety.
- iii. The soldier helped the foreign woman and the children cross the river because:
 - a) he wanted to gather information about the foreign woman.
 - b) he was sympathetic to their plight and offered assistance.
 - c) he was ordered to do so by his superiors.
 - d) he planned to capture them once they reach the other side.

c. Read the story and fill the given table below with the elements of the story, "The Small Woman".

| | |
|---------------|--|
| Setting | |
| Plot | |
| Characters | |
| Point of view | |
| Theme | |
| Conflict | |



Oral Communication

We are member of a global community, making this planet our home and all the people living on it our community. SDG stands for Sustainable Development Goals, which are a set of 17 global objectives adopted by all United Nations member states in 2015 as part of the 2030 Agenda for Sustainable Development. These goals serve as a universal call to action to end poverty, protect the planet, and ensure prosperity for all by the year 2030. The 17 goals can be seen in the poster shared below. These goals are designed to address serious global challenges and provide a charter for governments and common people to collaborate and work towards a more sustainable and equitable future.

The SDGs aim to promote economic growth while safeguarding the environment and ensuring that no one is left behind, leaving a lasting impact on people and the planet for generations to come.



Activity

- Discuss how the SDGs are interconnected. For example, how achieving Goal 1 (No Poverty) can positively impact Goal 2 (Zero Hunger) and Goal 4 (Quality Education).
- Arrange a speech competition in your class. Divide the 17 SDGs mentioned in the poster among students. Ask them to read and collect information on the selected SDG. Don't forget to mention the role of young people in achieving the SDGs. The hold the speech competition, where each participant will have 2-3 minutes to talk about his selected SDG.

Vocabulary and Grammar

1. Cataphoric reference: (Forward Reference)

Cataphoric reference means that a word in a text refers to another later in the text and you need to look forward to understand. It can be compared with anaphoric reference, which means a word refers back to another word for its meaning.

For example:

When he arrived, Ali noticed that the door was open. (he refers to Ali)

If you want them, there are cookies in the kitchen. (Them refers to cookies)

2. Anaphoric reference: (Backward Reference)

Anaphoric reference means that a word in a text refers back to other ideas in the text for its meaning. It can be compared with cataphoric reference, which means a word refers to ideas later in the text.

For example:

Sana dropped the plate. It shattered loudly. (it refers back to plate)

The music stopped, and that upset everyone. (that refers back to stopping of music)

1) Indicate anaphoric and cataphoric references used in the sentences below:

- When he arrived home, Naseem went to sleep.
- I went out with Ayesha on Sunday. She looked beautiful.
- Samuel left because he was tired.
- I can't believe it. We won!

- v. A large grey cat was lying on the stairs, and I had to step over it. vi. If you want some, here's some strawberry ice-cream.
vii. After he had received his orders, the soldier left the building.
viii. If you want them, there are cookies in the kitchen.

2) Read the text of the story carefully and find cataphoric and anaphoric references from it.

3. Preposition:

A preposition is a word or group of words used before a noun, pronoun, or noun phrase to show direction, time, place, location, spatial relationships, or to introduce an object. Some examples of prepositions are: - "in", "at", "on", "of" and "to". Prepositions in English are highly idiomatic.

Types of Preposition

Prepositions of Time: - Prepositions of time show the relationship of time between the nouns to the other parts of a sentence. On, at, in, from, to, for, since, ago, before, till/until, by, etc. are the most common preposition of time.

For Example:

He started working at 10 AM.

She has been ill since Monday.

Prepositions of Place and Direction: - Prepositions of place show the relationship of place between the nouns to the other parts of a sentence. On, at, in, by, from, to, towards, up, down, across, between, among, though, in front of, behind, above, over, under, below, etc. are the most common prepositions of place/direction.

For Example:

The police broke into the house.

I live across the river.

Prepositions of Agents or Things: - Prepositions of agents or things indicate a causal relationship between nouns and other parts of the sentence. Of, for, by, with, about, etc. are the most used and common prepositions of agents or things.

For example:

This article is about smartphones.

Most of the guests have already left.

Phrasal Prepositions: A phrasal preposition is not a prepositional phrase, but they are a combination of two or more words which functions as a preposition. Along with, apart from, because of, by means of, according to, in front of, contrary to, in spite of, on account of, in reference to, in addition to, in regard to, instead of, on top of, out of, with regard to, etc. are the most common phrasal prepositions.

For example:

They along with their children went to Atlanta.

According to the new rules, you are not right.

a) Choose the correct preposition for time and place.

- i. They caught the fugitive _____ the corner of the street. (in , on , at)
- ii. He will wait _____ three o'clock; then he'll have to leave. (since, until, still)
- iii. They are rarely _____ home at lunch time. (up, towards, at)
- iv. I'll be home _____ 10 minutes. (before, by, until)

b) Identify preposition of agent and direction in the given sentences.

- i. He was hit by a ball. _____
- ii. Put it inside the house. _____
- iii. His success results from careful planning. _____
- iv. They drove through the tunnel. _____

c) Underline phrasal preposition in the given sentences.

- i. In spite of his hard work, he failed the test.
- ii. According to the doctors, smoking can cause cancer.
- iii. I am standing here on behalf of my colleagues.

d) Punctuate the given lines,

are you mad he said who are you?

we are refugees trying to reach sian she said simply

e) Use the following phrasal verbs in sentences.

grow up _____

hand out _____

hand over _____

hang in _____

hang on _____

hang up _____



Writing

Letter of Complaint:

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

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

Format of a complaint Letter:

| |
|--|
| Sender's address |
| DD/MM/YY |
| Receiver's address |
| Subject: _____ |
| Sir/Ma'am, (Salutation) |
| <ul style="list-style-type: none"> • Body of the Letter explaining the reason for your letter and the complaint. • State the issue and its causes • State the problems arising from the issue • Give some suggestion/recommendations |
| Thanking you. |
| Yours faithfully, XYZ |

A sample complaint letter is shared below. Look at the different parts and also observe the formal style and language used.

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

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

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

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

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

Ending: "Yours" WILL NOT have a comma. Yours is WRONG. Different ending salutations can be used according to the designation and the relation. Most commonly used are "Yours truly" and "Yours sincerely". Put a comma after it.

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

The Chairman,
Union Council-23,
ABC.

Subject: Defective Drainage System.

Sir,

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

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

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

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

Waiting for a favourable response.

Yours sincerely,
XYZ

I. Now keeping the above format in mind, write a letter to the Chairman FBISE about correction of the spellings of your father's name in your Secondary School Certificate.

- Read on the life and achievements of Bilquees Edhi and her contribution to the welfare of orphans in Pakistan and write a tribute to pay homage to her. One of the articles to read: <https://thefridaytimes.com/20-Apr-2022/tribute-to-bilquis-edhi-by-one-of-the-children-to-whom-she-gave-a-new-life>



Teacher's Point



- Engage the students to participate in extended discussions and critique taking into account other speakers' viewpoints and presenting one's own with clarity.
- Explain the format of formal letters and emails to people in extended academic (professional) environments for various purposes
- Help the students to search SDGs over the internet. Explain the 17 goals briefly.
- Help students get a copy of the article to be used in the writing activity. Encourage pair work.

The Three Questions

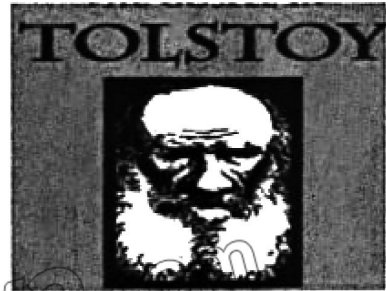
By Leo Tolstoy

After completing this lesson, students will be able to:

- engage in extended discussions and take into account other speaker's viewpoints and presenting one's own with clarity identify the narrator and understand narrator's point of view
- add verbs in glossary
- respond to questions on a range of communicative skills discuss characters and themes of the specific story
- give an informal personal and analytical response to a text and provide some supporting textual reference comprehend the story and answer questions appended to the text
- understand modal verbs and their use in a sentence
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings and/or characters understand, identify conjunctions, their function and kinds
- use pre-reading and while-reading strategies to analyze and explore different layers of meaning read and use inference and deduction to recognize implicit meaning.
- punctuate a given text of a more complex level.
- understanding silent letters, use punctuation marks correctly understand and use noun and its kinds. Be familiar with more antonyms and their use in a sentence
- consult general reference materials; dictionary, thesaurus for precise Meaning/information understand and use phrasal verbs in sentences
- interpret the use of transitional devices in writing write a paragraph coherently
- write informative texts to convey complex ideas, concepts of the content narrate a typical day/event of one's life

- What is the basic function of a story?
- Recap the elements of a story as done in the earlier lessons.
- Being civil with others is a vital part of our religion.
Give an example from Islamic history.

It once occurred to a certain king that if he always knew the right time to begin everything; if he knew who were the right people to listen to, and whom to avoid; and, above all, if he always knew what was the most important thing to do, he would never fail in anything he might undertake.



And this thought having occurred to him, he had it proclaimed throughout his kingdom that he would give a great reward to anyone who would teach him what was the right time for every action, and who were the most necessary people, and how he might know what was the most important thing to do.

And learned men came to the king, but they all answered his questions differently.

In reply to the first question, some said that to know the right time for every action, one must draw up in advance a table of days, months, and years, and must live strictly according to it. Only thus, said they, could everything be done at its proper time. Others declared that it was impossible to decide beforehand the right time for every action, but that, not letting oneself be absorbed in idle pastimes, one should always attend to all that was going on, and then do what was most needful. Others, again, said that however attentive the king might be to what was going on, it was impossible for one man to decide correctly the right time for every action, but that he should have a council of wise men who would help him to fix the proper time for everything.

While-reading

- Guess the theme of the story.
- Has any question bothered student's mind for long?
- Has any of the students ever come into contact with a hermit?

But then again others said there were some things which could not wait to be laid before a council, but about which one had at once to decide whether to undertake them or not. But in order to decide that, one must know beforehand what was going to happen. It is only magicians who know that; and, therefore, in order to know the right time for every action, one must consult magicians.

Equally various were the answers to the second question. Some said the people the king most needed were his councilors; others, the priests; others, the doctors; while some said the warriors were the most necessary.

To the third question, as to what was the most important occupation, some replied that the most important thing in the world was science. Others said it was skill in warfare; and others, again, that it was religious worship.



All the answers being different, the king agreed with none of them, and gave the reward to none. But still wishing to find the right answers to his questions, he decided to consult a hermit, widely renowned for his wisdom.

The hermit lived in a wood which he never quitted, and he received none but common folk. So the king put on simple clothes and, before reaching the hermit's cell, dismounted from his horse. Leaving his bodyguard behind, he went on alone.

While-reading



Why did the king put on simple clothes?

When the king approached, the hermit was digging the ground in front of his hut. Seeing the king, he greeted him and went on digging. The hermit was frail and weak, and each

time he stuck his spade into the ground and turned a little earth, he breathed heavily.

The king went up to him and said: "I have come to you, wise hermit, to ask you to answer three questions: How can I learn to do the right thing at the right time? Who are the people I most need, and to whom should I, therefore, pay more attention than to the rest? And, what affairs are the most important and need my first attention?"

The hermit listened to the king, but answered nothing. He just spat on his hand and recommenced digging.

"You are tired," said the king, "let me take the spade and work awhile for you."

"Thanks!" said the hermit, and, giving the spade to the king, he sat down on the ground.

When he had dug two beds, the king stopped and repeated his questions. The hermit again gave no answer, but rose, stretched out his hand for the spade, and said:

"Now rest awhile - and let me work a bit."



But the king did not give him the spade, and continued to dig. One hour passed, and another. The sun began to sink behind the trees, and the king at last stuck the spade into the ground, and said: "I came to you, wise man, for an answer to my questions. If you can give me none, tell me so, and I will return home."

"Here comes someone running," said the hermit. "Let us see who it is."

While-reading

What did the king say to the wise man?

The king turned round and saw a bearded man come running out of the wood. The man held his hands pressed against his stomach, and blood was flowing from under them. When he reached the king, he fell fainting on the ground, moaning feebly. The king and the hermit unfastened the man's clothing. There was a large wound in his stomach. The king washed it as best he could, and bandaged it with his handkerchief and with a towel the hermit had. But the blood would not stop flowing, and the king again and again removed the bandage soaked with warm blood, and washed and re-banded the wound. When at last the blood ceased flowing, the man revived and asked for something to drink. The king brought fresh water and gave it to him. Meanwhile the sun had set, and it had become cold. So the king, with the hermit's help, carried the wounded man into the hut and laid him on the bed. Lying on the bed, the man closed his eyes and was quiet; but the king was so tired from his walk and from the work he had done that he crouched down on the threshold, and also fell asleep - so soundly that he slept all through the short summer night.

When he awoke in the morning, it was long before he could remember where he was, or



who was the strange bearded man lying on the bed and gazing intently at him with shining eyes.

"Forgive me!" said the bearded man in a weak voice, when he saw that the king was awake and was looking at him.

"I do not know you, and have nothing to forgive you for," said the king.

"You do not know me, but I know you. I am that enemy of yours who swore to revenge

himself on you, because you executed his brother and seized his property. I knew you had gone alone to see the hermit, and I resolved to kill you on your way back. But the day passed and you did not return. So I came out from my ambush to find you, and came upon your bodyguard, and they recognized me, and wounded me. I escaped from them, but should have bled to death had you not dressed my wound. I wished to kill you, and you have saved my life. Now, if I live; and if you wish it, I will serve you as your most faithful slave, and will bid my sons do the same. Forgive me!”

The king was very glad to have made peace with his enemy so easily, and to have gained him for a friend, and he not only forgave him, but said he would send his servants and his own physician to attend him, and promised to restore his property.

While-reading

What made the king feel happy?

Having taken leave of the wounded man, the king went out into the porch and looked around for the hermit. Before going away he wished once more to beg an answer to the questions he had put. The hermit was outside, on his knees, sowing seeds in the beds that had been dug the day before.

The king approached him and said, “For the last time, I pray you to answer my questions, wise man.”

“You have already been answered!” said the hermit, still crouching on his thin legs, and looking up at the king, who stood before him.

“How answered? What do you mean?” asked the king.

“Do you not see?” replied the hermit. “If you had not pitied my weakness yesterday, and had not dug these beds for me, but had gone your way, that man would have attacked you, and you would have repented for not having stayed with me. So the most important time was when you were digging the beds; and I was the most important man; and to do me good was your most important business. Afterwards, when that man ran to us, the most important time was when you were attending to him, for if you had not bound up his wounds he would have died without having made peace with you. So he was the most important man, and what you did for him was your most important business. Remember then: there is only one time that is important - now! It is the most important time because it is the only time when we have any power. The most necessary person is the one with whom you are, for no man knows whether he will ever have dealings with anyone else: and the most important affair is to do that person good, because for that purpose alone was man sent into this life.”

Post-reading

- What is the most important time in the life of a man?

About the Writer

Count Lev Nikolayevich Tolstoy (September 9, 1828- November 20, 1910) usually referred to in English as Leo Tolstoy, was a Russian writer regarded as one of the greatest authors of all time. He received nominations for the Nobel Prize in Literature every year from 1902 to 1906 and for the Nobel Peace Prize in 1901, 1902, and 1909. His fiction includes dozens of short stories such as "After the Ball" (1911), and several novellas such as The Death of Ivan Ilyich (1886), Family Happiness (1859) and Hadji Murad (1912). He also wrote plays and essays concerning philosophical, moral and religious themes.

In writing a short story, the author chooses a character through whose eyes the reader sees the whole story. This character chosen by the writer is the narrator of the story and it is in fact this narrator's point of view that the author chooses to see and tell a story.

Narrator: The story is in a third-person narrative, told by an outsider not included in the story.

Theme: This story deals with the theme of wisdom, kindness, acceptance, and forgiveness. The story is based on the theme of knowledge because that is what the king was looking for.

Moral: The most important time is the present moment. No deed is better than helping others.

Summary: In the short story "Three Questions" Leo Tolstoy explores the theme of wisdom, acceptance, kindness, and forgiveness. The three questions were asked by the king to wise hermit. The message of this story is the true purpose of life is to help others. The best time to live life is in the present time. Leo Tolstoy relates an interesting story about a king who believes that if one knows the answers to three particular questions, one would never fail in life. He seeks answers to these questions. The story is about his journey toward finding solutions.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| words | Meanings | Synonyms |
|------------|--|-----------|
| proclaimed | announce officially or publicly. | announced |
| magicians | persons with magical powers | |
| hermit | a person living in solitude as a religious discipline. | |

| | | |
|-------------|--|--|
| dismounted | get off a horse, bicycle, or anything that one is riding. | |
| spade | a tool with a sharp-edged, metal blade and a long handle, used for digging | |
| approached | come near or nearer to, contacted | |
| recommenced | begin or cause to begin again. | |
| stretched | straighten or extend one's body or a part of one's body to its full length | |
| revived | regain life, consciousness, or strength. | |
| crouched | adopt a position where the knees are bent and the upper body is brought forward and down | |
| threshold | doorstep, entrance | |
| intently | with earnest and eager attention. | |



Reading and Critical Thinking

Answer the following

1. Discuss the three questions the king wanted answers for?
2. Was the king happy with answers he got from people?
3. Describe the reason that led the king to the hermit?
4. Analyze what was the hermit doing when king approached him?
5. Who was the wounded man and how was he wounded?
6. Explain why did the wounded man tell the king that he forgave him?
7. Evaluate how did the noble deed of helping the hermit save the king's life.
8. Analyze how did the hermit provide answers to the three questions?
9. Does the story have inspiring undertone?
10. Are you inspired enough to follow the lesson of forgiveness, kindness and ready acceptance of what comes in your way?

b) Choose the correct answer:

i. What was the proclamation by the king?

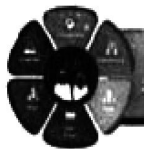
- a) announcement of a great reward
- b) announcement of a severe punishment
- c) announcement of his wedding
- d) declaration of a war

ii. What kind of men came to the king for answers?

- a) learned b) courtiers c) illiterate d) qualified

iii. Strike off the most important occupation not suggested as an answer to the third question?

- a) science b) warfare c) religious worship d) service



Oral Communication

Activity

Arrange the class in groups to discuss the characters of the king and the hermit within 10 minutes by jotting down the comparison and contrast in both the characters. Comment on the three questions that worry the King's mind.

Class discussion

Each group leader relate their points to the other groups thus fostering a healthy class discussion.

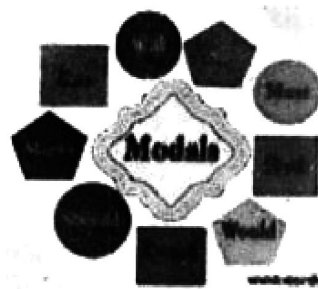


Vocabulary and Grammar

Modal Verbs: Just as the King's life was saved by helping the hermit similarly connected to the idea are special kinds of helping verbs which are discussed as under.

Modal verbs

The modal verbs are special kinds of helping verbs that include can, must, may, might, will, would, should. They are used with the main verbs to express ability, obligation, possibility, willingness thus signifying the mood of the subject. Below is a list showing the most useful modals and their most common meanings:



| Modal Meaning | Example |
|-------------------------------|-----------------------------------|
| can to express ability | I can speak a little Russian. |
| can to request permission | Can I open the window? |
| may to express possibility | I may come late. |
| may to request permission | May I sit down, please? |
| must to express obligation | I must go now. |
| Must to express strong belief | She must be really hungry by now. |
| should to give advice | You should avoid argument. |
| would to request or offer | Would you like a cup of tea? |
| would in if-sentences | If I were you, I would say sorry. |

Modal verbs are unlike other verbs. They do not change their form (spelling) and they have no infinitive or participle (past/present). The modals must and can need substitute verbs to express obligation or ability in the different tenses.

| | |
|-----------------|--|
| Future | You'll have to work hard if you want to pass the exams. |
| Infinitive | I don't want to have to go. |
| Past simple | I couldn't/wasn't able to walk until I was 3 years old. |
| Present perfect | I haven't been able to solve this problem. Can you help? |
| Future | I'm not sure if I will be able to come to your party. |
| Infinitive | I would love to be able to play the piano. |

Modals are auxiliary verbs. They do not need an additional auxiliary in negatives or questions. For example: Must I come? (Do I must come?), or: He shouldn't smoke (He doesn't should smoke). This kind of use is wrong.

a) Choose the correct answer for each blank.

1- _____ you speak French? - Only a few words, but my English is pretty good.

a - Can

b - Could

c - May

2- You _____ eat so much sweets. It's not good for you.

a - don't have to

b - mustn't

c - shouldn't

3- I _____ talk already before I was two years old.

a - could

b - should

c - would

4- I _____ help you, but I don't want to.

a - can

b - could

c - would

5- _____ you open the window, please.

a - Can

b - May

c - would

6- If you continue to practice so hard, you _____ beat me before too long!

a - can

b - could

c - will be able to

Conjunctions: Conjunctions are bridging words that link other words, phrases, or clause in a sentence making it completely understandable and coherent. For example: but, and, yet, or, because, nor, although, since, unless, while, where etc.

She bought a shirt and a book.

She went to doctor because she was ill.

She came but she was very late.

He operated upon the patient in emergency since he was in an excessive pain.

Using conjunctions helps form elegant and flowing prose while avoiding the incoherence of single idea sentences.

Types of Conjunctions

Coordinating Conjunctions

Coordinating conjunctions are words like "and," "nor," or "so" and they link equal parts of a sentence, be it words, phrases, or independent clauses. For example:

He was late for school, so he took a shortcut.

Her favorite colors were purple and red.

Overall there are seven coordinating words which can be easily memorized by a simple mnemonic **FANBOYS** which are as follows

- For
- And
- Nor
- But
- Or
- Yet
- So

Examples:

- I want a drink or a juice with lunch.
- Shirley writes short stories and novels.
- I can go with you to the doctor but not to the hair dresser.

Subordinating Conjunctions

Subordinating conjunctions link a dependent clause to an independent clause words such as "because", "since" and "after", help to show the relationship between the two clauses and emphasize the main idea of the freestanding/independent clause .

Some of the common subordinating conjunctions form another easy to

remember fun mnemonic ON A WHITE BUS:

- O = once, only if
- N = now that
- A = as, although, after
- W = while, when, whereas, whenever, wherever, whether
- H = how
- I = if, in case, in order to, in the event that
- T = though
- E = even if, even though
- B = because, before
- U = unless, until
- S = so, so that, since, supposing

Examples of Subordinating Conjunctions in a Sentence

Below are a few examples of how to use a subordinating conjunction:

- **Because** it was stormy, we had to cancel our journey .
- My curtains were all wet **after** leaving the window ajar last night.
- **Unless** I get over my fear of blood , I will never become a doctor.

Correlative Conjunctions

Correlative conjunctions work in pairs to join together words or phrases that have equal importance within a sentence, like "either/or", "such/that" and "not only/but also". There is a relationship between the two elements of the pair signifying matching or contrasting ideas For example:

You can have either chocolate or vanilla ice cream.

He not only plays the guitar but also the drums.

Here are some of the most commonly used pairs as conjunctions:

- Either/or
- Neither/nor
- Not only/but also
- So/as
- Whether/or
- both/and

While using correlative conjunction, place the correlative words immediately before the words that need to connect. For examples:

- You can **either** sell it or rent it.
- **Not only** am I done cooking the meal, **but** I have also done cleaning my kitchen.
- **Both** my mother and brother are engineers.

b) Complete each sentence using the subordinating conjunction from the parenthesis.

- i. I visit the Badshahi Mosque _____ I go to Lahore. (once, whenever, wherever)
- ii. This is the place _____ we stayed last time we visited. (where, when, how)
- iii. _____ you win first place, you will receive a prize. (wherever, if, unless)
- iv. You won't pass the test _____ you study. (when, if, unless)

c) Complete each sentence using the correct correlative conjunction pair from the parenthesis.

- i. I plan to take my vacation _____ in June _____ in July.
(whether / or, either / or, as / if)
- ii. _____ I'm feeling happy _____ sad, I try to keep a positive attitude.
(either / or, whether / or, when / I'm)
- iii. _____ flowers _____ trees grow _____ during warm weather.
(not only / or, both / and, not / but)
- iv. It's _____ going to rain _____ snow tonight.
(as / if, either / or, as / as)

d) Complete each sentence using the correct coordinating conjunction from the parenthesis.

- i. My car has a radio _____ a CD player. (but, or, and)
- ii. Do you like chocolate _____ vanilla ice cream better? (or, nor, and)
- iii. I have to go to work at six, _____ I'm waking up at four. (but, so, yet)
- iv. Nadia doesn't like to drive, _____ she takes the bus everywhere. (but, yet, so)

e) Punctuate the given lines.

what does this charles look like my husband asked laurie whats his other name
he s bigger than me laurie said and he doesnt have any rubbers and he doesnt
ever wear a jacket

f) Give antonyms of the following.

casual _____ fresh _____ whisper _____
deprive _____ quickly _____ widened _____

g) Use the given phrasal verbs in sentences.

hold on _____

hold fast _____

keep on doing _____

keep out _____

keep on _____

let down _____

let in _____

let go _____

let loose _____



Writing

- Write a coherent paragraph about something extraordinary you witnessed, such as a match or an accident (road /rail).
- How to write a story in 5 steps
 - 1 Find inspiration. The first step in writing a story is coming up with an idea.
 - 2 Brainstorm. Once you have an idea for a story, brainstorm. ...
 - 3 Outline. Next, create an outline for your story. ...
 - 4 Write the first draft. It's time to write. ...
 - 5 Revise and edit your story.
- Write a story on your own using transitional words as first, next, then, after that, finally to describe the sequence of the events in the story. Also incorporate the following modal verbs in your sentences.

| | | | | |
|-------|-------|-------|--------|----------|
| can | could | may | might | will |
| would | must | shall | should | ought to |

A book review and a book report are two different types of writing that are often confused with each other.

Book report vs. Book review

Book Report:

- | Simple
- | Identical to book summary
- | Narrates or re-tells the story
- | Sums up the book plot and major themes
- | 200-250 words
- | Considered a K-12 level assignment

Book Review:

- | Requires great intellectual effort
- | Contains a thorough analysis and evaluation of the book. You need to:
 - Examine the book's contents
 - Understand the plot
 - Grasp the main message of the book
 - Determine strong and weak sides of the book
 - Share your personal opinion about the book
- | 250-1000 words or more
- | College-level assignment or higher



- Help students in arranging a role play of the story in the class. Ask them to follow the intonation pattern understanding the correct pronunciation of the new vocabulary included in the text.
- Help them in understanding and practicing the essential story building steps incorporating modal verbs, conjunctions and its kinds.

Book Review

| Feature | Book Review | Book Report |
|----------|-------------------------------------|--|
| Purpose | To evaluate and critique a book | To summarize and inform about a book |
| Content | Summary, analysis, and opinion | Summary, main ideas, and factual information |
| Audience | General readers | Teachers, professors, or classmates |
| Tone | Personal and subjective | Objective and unbiased |
| Length | Varies depending on the publication | Typically 1-2 pages |

A book review is a critical evaluation of a book. It should provide a summary of the plot, characters, and themes, as well as an analysis of the author's writing style, strengths, and weaknesses. The reviewer should also give their own opinion of the book and whether or not they would recommend it to others.

Steps to write a book review:

- Start with a strong introduction that grabs the reader's attention.
- Provide a brief summary of the plot.
- Analyze the author's writing style and techniques.
- Discuss the book's strengths and weaknesses.
- Give your own opinion of the book and whether or not you would recommend it to others.

Book Report

A book report is a summary of a book. It should provide the basic information about the book, such as the author, title, and plot, as well as the main ideas and arguments presented in the book. The purpose of a book report is to inform the reader about the book, not to evaluate it.

Steps to write a book report:

- Start with the bibliographic information about the book, such as the author, title, and publisher.
- Provide a brief overview of the plot.
- Summarize the main ideas and arguments presented in the book.
- Discuss the book's significance and relevance.
- Conclude with a brief summary of your overall impression of the book.

Activity

Take a book of your choice (either fiction or non-fiction) .Write its review and a report by following their steps separately.



BREAK BREAK BREAK (POEM)

Lord Alfred Tennyson

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts. Recite, understand, interpret and analyze the poem and its characteristic features
- evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss others' reading critically, taking account of their views. Identify poetical devices and use of figurative language
- ask and answer higher-order questions to guide/assess reading (e.g., Why is the author saying this right now? Why did the author choose this word? How is this different from what I read somewhere else? Identify images and symbols used in the poem and their function in the interpretation)
- demonstrate knowledge and application of parts of speech in oral and written communication in varying identify figures of speech used in the poem specifically
- use paraphrasing skills to paraphrase a poem
- use summary skills to write an objective summary of the given text and poem comprehend the poem and answer questions appended to it
- summarize complex concepts, processes, or information by paraphrasing them using correct language structure, transitional devices, own words and relevant punctuation marks. paraphrase and summarize the poem
- understand and identify interjections, their types and their usage
- punctuate given lines
- understand and use phrasal verbs in sentences

Pre-Reading

- Guess what the poem is about?
- Speculate on the title of the poem

Reading

Break, Break, Break,
On thy cold gray stones, O Sea!
And I would that my tongue could utter
The thoughts that arise in me.

O, well for the fisherman's boy,
That he shouts with his sister at play!
O, well for the sailor lad,
That he sings in his boat on the bay!

And the stately ships go on
To their haven under the hill;
But O for the touch of a vanished hand,
And the sound of a voice that is still!

Break, break, break,
At the foot of thy crags, O Sea!
But the tender grace of a day that is dead
Will never come back to me.

While-reading

- Skim for the main idea.
- Scan for specific information.
- Summarize or paraphrase.
- Draw a mind picture of the poem.



Alfred, Lord Tennyson (1809 - 1820) Alfred Tennyson, one of the most celebrated poets of the Victorian Era was born in England. He was an enthusiastic reader and worked hard to perfect his own craft as a poet. He composed short lyrics as well as longer works. In 1850 Lord Tennyson was named Poet Laureate of England. He wrote 'Break Break Break' on the death of his friend Arthur Henry Hallam who died at the young age of 22. The poem is a

moving elegy that captures the pain and sorrow of losing a loved friend and the struggle to come to terms with the loss. The poem expresses how Tennyson uses these elements to express his grief.

Theme: Break Break Break is a short poem with an overwhelmingly sad and nostalgic tone. The poem presents a sea-side image, complete with a wild sea, playing children, fishermen, sailors and sailing boats in the background of majestic ships. Tennyson subtly juxtaposes these elements with the sense of impermanence on the death of a beloved friend

Speaker: The poet himself is the narrator

Poetic form: This poem is broken into four stanzas each of which is a quatrain. Each quatrain is further broken down according to its rhyme scheme; ABCB where the second and fourth lines always rhyme.

Summary: The poem is a short elegy that expresses the poet's personal sorrow against the backdrop of a powerful ocean scene where despite his loss the affairs of the world go on unperturbed.

Post-reading

- What does the poet mean by saying 'the tender grace of a day'?

Figures of Speech and Literary devices in BREAK BREAK BREAK

- Lines 1-2: The speaker uses **apostrophe** when he addresses the sea directly as though it were capable of responding to him. He also uses **repetition** within the first line, repeating the same word three times. The **assonance** in the second line, or the repetition of that long "o" vowel sound ("cold," "stones," and "O") helps to slow the reader down.
- Lines 9-10: The speaker uses **alliteration** in line 10 when he repeats the "h" sound ("haven" and "hill"). The "stately ships" that go to their "haven under the hill" might be a metaphor for coffins - going "under the hill" sounds a lot like going underground, or being buried. As "stately" or fancy as these "ships" might be, that doesn't make us want to be passengers.
- Lines 13-14: The speaker repeats lines 1-2 almost exactly, again **apostrophizing** the sea. Then, in the third stanza, we start to figure out why he can't talk: it's because his friend's "voice is still." Our speaker is all choked up on grief that he doesn't know how to express.

- Lines 3-4: The speaker uses **synecdoche**, or substituting a part of something for the whole thing, when he wishes that his "tongue could utter." Because, yeah, your "tongue" is the part that does the speaking, but not on its own, unless you're talking in your sleep or something. The speaker uses **metaphor** when he says that his "thoughts" "arise," since thoughts don't literally move around.
- Lines 5-6: The "fisherman's boy" is "shout[ing]," but we do not know what he is saying - it may be utter nonsense as he's playing with his sister. The "O" that opens the line is just as empty of meaning as the shouts of the boy.
- Lines 7-8: The sailor's song is likewise without words - we do not know what he is singing; "Again, the speaker's "O" that opens the line is just as meaningless. It is as though the speaker is starting to wonder if utterances - shouts, songs, or poems - have any meaning at all.
- Line 12: Ah, here is why the speaker is so down on utterances lately. It is because of his friend's "voice that is still." Again, he is using **synecdoche** by imagining that his friend's "voice" stands in for the his friend who is dead.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| Words | Meanings | Synonyms |
|---------|--|----------|
| thy | your in archaic English | your |
| bay | gulf, a deep inlet of the sea surrounded by land | |
| stately | grand, majestic in appearance, | |
| haven | a place of safety or refuge | |
| crag | a steep or rugged piece of rock face | |
| tender | showing gentleness kindness or affection | |



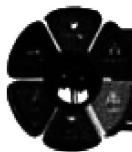
Reading and Critical Thinking

a) Answer the following.

1. Analyze the speaker's perspective in the poem.
2. To whom is the poem addressed?
3. Comment on the effect produced by the use of repetition in the poem.
4. How do you analyze feeling of the poet in the first two lines?
5. Identify personification in the poem.
6. How is the poem a juxtaposition of transience and permanence?
7. Comment on the images and symbols used in the poem.
8. Evaluate as to where are the ships going.
9. Critically evaluate the poet's notion of never coming back.
10. Identify personification, metaphors, anaphora, hyperbole, alliteration, refrain, symbolism in the poem.

b) Choose the correct answer:

- i. What is the phrase that suggests the poet's inability to express his grief?
a) cold gray stone b) fisherman's boy
c) stately ships go on d) never come back
- ii. What is the fisherman's boy doing?
a) singing in his boat b) fishing with his father
c) sleeping under the sun d) shouting with his sister at play
- iii. What are the phrases that signify the sense of loss in the third stanza?
a) vanished hand, voice that is still b) the stately ships go on
c) sound of a voice d) haven under the hill



Oral Communication

Discuss in groups the interpretation of the poem. Group leaders to relate their interpretation to the rest of the class.

Activity

Recite the poem in the class room.

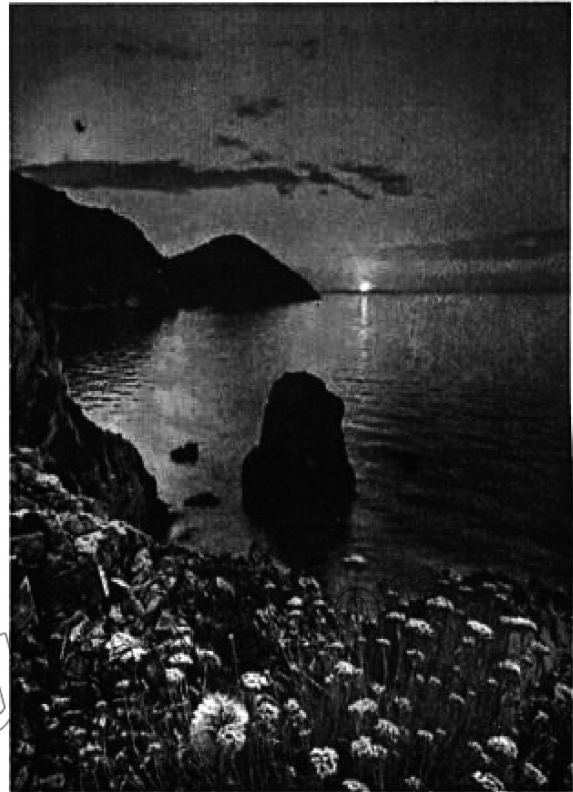
THE FAREWELL

Flow down, cold rivulet, to the sea,

Thy tribute wave deliver:

No more by thee my steps shall be,
 Forever and forever.
 Flow, softly flow, by lawn and lea,
 A rivulet then a river:
 Nowhere by thee shall my steps be
 Forever and forever.
 But here will sigh thine alder tree
 And here thine aspen shiver;
 And here by thee will hum the bee,
 Forever and forever.
 A thousand suns will stream on thee,
 A thousand moons will quiver;
 But not by thee my steps shall be,
 Forever and forever.

Alfred Lord Tennyson



Vocabulary and Grammar

Interjection: - An interjection is a word or phrase that mainly expresses spontaneous or abrupt feeling or emotion. They can show happiness, surprise, anger, stress, impatience, fright or hatred etc. While interjections are a part of speech but they are grammatically independent. For example:-

Wow! That bird is huge.

Uh-oh! I forgot to get gas.

Shoot! I've broken a nail.

Oh! really? I didn't know that.

We're not lost! We just need to go, um, this way.

The poem "Break Break Break" is a fine example of use of interjections. The powerful emotions of loss in this case are represented by interjections for instance 'O Sea!' and 'the sound of a voice that is still!'.

Types of Interjections

Primary interjections

A primary interjection is a word or sound that can only be used as an interjection. Primary interjections do not have alternative meanings and can't function as another part of speech (i.e., noun, verb or adjective).

Primary interjections are typically just sounds without a clear etymology. As such, while they sometimes have standard spellings, a single interjection may be written in different ways (e.g., "um-hum" or "mm-hmm").

Examples: Primary interjections in a sentence

Ugh! That's disgusting.

Um-hum! I think that could work.

We won the game. Yippee!

Secondary interjections

A secondary interjection is a word that is typically used as another part of speech (such as a noun, verb, or adjective) that can also be used as an interjection.

Examples: Secondary interjections in a sentence

Goodness! That was a close one.

Shoot! My flight has been canceled.

Awesomel Do that trick again.

Volitive interjections

A volitive interjection is used to give a command or make a request. For example, the volitive interjection "shh" or "shush" is used to command someone to be quiet.

Examples: Volitive interjections in a sentence

Shh! I can't focus when you're singing.

Psst! Pass me an eraser.

Ahem! Please pay attention.

Emotive interjections

An emotive interjection is used to express an emotion or to indicate a reaction to something. For example, the emotive interjection "ew" is used to express disgust. Curse words, also called expletives, are commonly used (in informal contexts) as emotive interjections to express frustration or anger.

Examples: Emotive interjections in a sentence

Ew! I'm not eating that.

Yay! I'm so excited to see you.
Yum! This apple pie is delicious.

Cognitive interjections

A cognitive interjection is used to express a thought or indicate a thought process. For example, the cognitive interjection "um" can express confusion or indicate that the speaker is thinking.

Examples: Cognitive interjections in a sentence

Um! can you explain it once more?

Wow! I wasn't expecting that.

Eureka! I've solved the puzzle.

Greetings and parting words

Greetings and parting words/phrases are interjections used to acknowledge or welcome someone or to express good wishes at the end of a conversation.

Examples: Greetings and parting words/phrases in a sentence

Hey! How's life?

Hello! It's good to see you.

Bye! See you later!

See you soon! Drive safe.

Interjections and punctuation

How an interjection is punctuated depends on the context and the intensity of the emotion or thought being expressed.

Exclamation points are most commonly used along with interjections to emphasize the intensity of an emotion, thought, or demand.

When the emotion or thought being expressed is less extreme, an interjection can also be followed by a period. If an interjection is used to express uncertainty or to ask a question, it should be followed by a question mark.

Examples: Interjections and punctuation

Oh! I don't know.

We've just won the lottery. Hurray!

Are you done .Hmm?

When an interjection is used as part of a sentence, it should be set off from the

rest of the sentence using commas.

Examples: Interjections within a sentence

Hmm, how are we going to do this?

It was an interesting lecture, indeed.

The project is, uh, going well.

In the following sentences, identify the interjection and encircle it.

- i. Hi, I'm glad that you could make it to my party.
- ii. Wow! You look great tonight.
- iii. That was the best performance that I have ever seen, bravo!
- iv. Hmm, I wonder where I put my keys and wallet?
- v. "Shoo, go away!" shouted the woman when she saw the cat licking milk from her cereal bowl.
- vi. I guess that's the end of the movie, darn.
- vii. Stop! You should always wear a helmet when riding a bike.
- viii. Yippee, I made this picture all by myself.



Writing

- a) Summarize the poem "Break Break Break" highlighting the salient points
- b) Justify how the theme of the poem goes with the thoughts given by the poet?
- c) Which figurative speech has the poet used in the poem? Discuss.

d) Punctuate the given lines.

flow down cold rivulet to the sea _____

thy tribute wave deliver _____

no more by thee my steps shall be _____

forever and for ever _____

e) Use the given phrasal verbs in sentences.

log in _____

log out _____

look after _____

look down on _____

look into _____

look out _____

look forward _____

Teacher's Point



- Reading between the lines, symbolism, interpreting on their own
- Readers rewriting the poem's meaning.
- Help the students see the key word for setting the tone and atmosphere of the poem
- Ask students to search and study about Tennyson and his other works.



Blow, Blow, Thou Winter Wind (poem)

William Shakespeare

After completing this lesson, students will be able to:

- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- demonstrate attentive listening skills while working in groups and taking turns to speak with standard pronunciation
- demonstrate knowledge and application of parts of speech in oral and written communication in varying understand and identify figures of speech
- punctuate given lines
- use phrasal verbs in sentences
- evaluate how authors use language, including figurative language, considering the impact on the reader .Discuss others' reading critically, taking account of their views
- use summary skills to write an objective summary of the given text and poem
- use paraphrasing skills to paraphrase a poem
- ask and answer higher-order questions to guide/assess reading

Pre-Reading

- Relate any incident when someone got a frost bite while playing in snow?
- Guess what the poem is about from its title?

Reading**Blow, Blow, Thou Winter Wind**

Thou art not so unkind
As man's ingratitude;
Thy tooth is not so keen,
Because thou art not seen,
Although thy breath be rude.
Heigh-ho! sing, heigh-ho! unto the green holly:
Most friendship is feigning, most loving mere folly:
Then heigh-ho, the holly!

This life is most jolly.
Freeze, freeze thou bitter sky,
That does not bite so nigh
As benefits forgot:
Though thou the waters warp,
Thy sting is not so sharp
As a friend remembered not.
Heigh-ho! sing, heigh-ho! unto the green holly:
Most friendship is feigning, most loving mere folly:
Then heigh-ho, the holly!
This life is most jolly.

William Shakespeare

While-reading

- Analyze the content of the poem focusing on the title
- Ponder over images and symbols used in the poem

**Post-reading**

- What is feigning?

William Shakespeare (bapt. 26 April 1564 - 23 April 1616) was an English playwright, poet, and actor, widely regarded as the greatest writer in the English language and the world's greatest dramatist. He is often called England's national poet and the "Bard of Avon". His extant works, consist of some 39 plays, 154 sonnets, two long narrative poems, and a few other verses. His plays have been translated into every major living language and are performed more often than those of any other playwright. They also continue to be studied and reinterpreted.

Theme: "This poem reflects the harm and misery those closest to us can inflict. Betrayal, fake friendship and bitter realities of human relations are the major themes of the poem. Throughout the poem the speaker compares the harsh winter with the negative behavior of mankind. For him the harsh winter is less cruel than the cruelty of men.

Context: "Blow, Blow, thou winter wind" is a poem from the Shakespeare's play 'As You Like It', which is a song sung by Amiens, a lord and follower of Duke Senior in the play. In the song Amiens compares the harshness of the west wind to the ungratefulness of human beings, finding the latter to be much more kind.

This poem is an example of a type of figurative language called personification. Shakespeare reveals his true poem with the line "Most friendship is feigning, most loving mere folly," by looking down at man's ingratitude and the idea that humans are two-faced. At the beginning of the poem/song, Amiens speaks of the bitter cold winter wind. The wind can be unkind and blow strong but it isn't as cruel as human society.

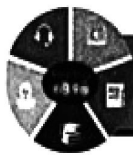


Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| Words | Meanings | Synonyms |
|-------------|---|----------|
| warp | a twist or distortion as a result of heat or cold | |
| ingratitude | thanklessness, disloyalty | |
| thou | you in ancient English | |
| keen | anxious | |
| rude | impolite, blunt, ill-mannered | |
| feigning | to give a false appearance of, pretence | |
| folly | foolishness | |

| | |
|-------------|--|
| sting | bite, wound |
| unto | archaic term for to |
| bitter | harsh |
| green holly | green holly tree is a symbol with the sharp leaves symbolizing crown of thorns worn by Christ while berries represent his blood. Holly signifies resilience and eternal life |



Reading and Critical Thinking

a) Answer the following

1. Explain as to why does the poet urge the wind to blow?
2. Comment on the mood of the poet when he says "Heigh-ho! sing, heigh-ho! unto the green holly." What is the significance of the Green Holly and how does it relate to the poem?
3. Give your understanding of why does the poet regard the wind's "tooth ... not so keen" and explain what does the poem suggest about the harshness of nature compared to the pain of human relationships?
4. Explain the meaning of the word 'warp' in the second stanza?
5. Speaker's tragic mood is discussed in poem. Elaborate.
6. Comment on the line "Most friendship is feigning, most loving mere folly:"

b) Choose the correct answer:

- i. "Because thou art not seen" To whom the poet addresses in this line?
 - a) his friend
 - b) west wind
 - c) winter wind
 - d) Easter wind
- ii. What according to the poet is most bitter truth of life?
 - a) "most friendship is feigning, most loving mere folly"
 - b) benefit forgot
 - c) thy bite is not too high
 - d) thy breath is rude
- iii. What is unkind than the winter wind?
 - a) man's ingratitude
 - b) man's hatred
 - c) man's immaturity
 - d) man's unkindness



Oral Communication

Activity

- Recite the poem loudly to understand its intonation pattern. Note the expressions of the poet in this poem while reciting it. They indicate the betrayal, fake friendship and bitter realities of human life.
- Discuss the various interpretations of the poem highlighting its imagery, symbols, atmosphere and tone within groups.



Vocabulary and Grammar

Figures of Speech: The poem abounds in the usage of figures of speech. A figure of speech is an expression used to make a greater effect on your reader or listener. It is a form of expression (such as a simile or metaphor) used to convey meaning or heighten effect often by comparing or identifying one thing with another that has a meaning or connotation familiar to the reader or listener." It also gives a much clearer picture of what you are trying to convey.

Metaphor: A metaphor is a figure of speech that is used to make a comparison, but in a way different from a simile. Instead, it makes the description of an object look as if it was literally true. In other words, it can be said that a metaphor is an implied comparison *She's the man of the house!* What do you think the above sentence implies? The 'woman' is being called the 'man' to draw a parallel with the idea of taking all the responsibility and being the bread earner in the house. This was an example of a common metaphor.

Assonance: Assonance is the repetition of vowel sounds in the same line Assonance is the repetition of vowel sounds in words that are close together in a sentence or verse. For example, "His tender hair might bear his memory" (William Shakespeare).

Apostrophe: a mark ' used to indicate the omission of letters or figures, the possessive case (as in "John's book"), or the plural of letters or figures (as in 'the 1960's')." An apostrophe is a device used to call somebody or something from afar.

- It's a nice day outside. (contraction)
- The cat is dirty. Its fur is matted. (possession)
- You're not supposed to be here. (contraction)
- This is your book. (possession)
- Who's at the door? (contraction)

Alliteration: Alliteration is a literary technique derived from Latin, meaning "letters of the alphabet." It occurs when two or more words are linked that share the same first consonant sound, such as "fish fry." Some famous examples of alliteration sentences include: Peter Piper

picked a peck of pickled peppers. Alliteration is the repetition of consonant sounds in the same line in quick succession. The entire poem is rich with alliterations.

- Clary closed her cluttered clothes closet.
- Harry hurried home to watch football on TV.
- Rachel ran right until she realized she was running round and round

Consonance: Consonance is the repetition of consonant sounds in the same line. For example the sound of /z/ in 'freeze freeze thou bitter sky' and sound of /d/ in 'As friends remembered not.'

Enjambment: It is a thought in verse contained in one line and does not end at line break instead it is continued to the next line. For example:

"That dost not bite so nigh
As benefits forgot
Though thou the waters warp,
Thy sting is not so sharp
As friend remembered not."

Imagery: Imagery is used to make readers perceive things involving their five senses. For example, "Blow, blow, thou winter wind", "Freeze, freeze, thou bitter sky" and "Thy sting is not so sharp." **Personification:** Personification is to give human qualities to inanimate objects. For example, "Thy tooth is not so keen", "Although thy breath be rude" and "Thou art not so unkind." **Simile:** It is a device used to compare an object or a person with something else to make the meanings clear to the readers. The cold wind is compared to human beings throughout the poem. For example,

"Thou art not so unkind
As man's ingratitude."
"That dost not bite so nigh
As benefits forgot."

a) Punctuate the given lines.

heigh ho sing heigh ho unto the green holly
most friendship is feigning most loving mere folly

b) Use the phrasal verbs in given sentences.

look over _____

look up _____

make up _____

mix up _____

put off _____

put up _____



Writing

- Summarize the poem "Blow, Blow, Thou Winter Wind" building on the points discussed in written comprehension.
- Paraphrase the first and second stanza of the poem.
- Analyze the perspective of the poet as the feelings of an afflicted man.

Teacher's Point



- Help the students in understanding the concept of the poem.
- Make students to understand the use of figures of speech and their use.



CHOICE OF A PROFESSION

(A DIALOGUE)

After completing this lesson, students will be able to:

- analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact
- provide an objective summary of a range of texts including fiction, non-fiction, dialogues and other types of text .add new words in glossary
- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.)
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- comprehend and use contemporary Idioms and proverbs in the different texts and in their speech
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience
- write a descriptive composition (giving physical description and characteristics/traits of a person/object/place moving from general to specific), using correct punctuation and spelling, by using the process approach - brainstorming, mind mapping, and writing a first draft. have awareness about the selection of profession
- Increase their punctuation skills by writing a resume and a cover letter
- understand some more phrasal verbs and their use in sentences
- hone their writing skills by writing dialogue coherently

Pre-Reading

- Think about what you will be when you grow up
- Name any three profession of your choice

Reading

(Ahmed and Ali are two best friends and class fellows. Since their studies will come to an end soon they are discussing their future plans for career selection. Let's see what they are talking about)

Ahmed: Assalam -o-Alykum Ali, how are you?

Ali: Wa Alykum salam I am good. What about you?

Ahmed: I am also bearing well , I was just thinking about which profession to choose for a bright future.

Ali: Well! Not a big deal. I have searched it on internet. There are many sites which are providing information on career selection.

Ahmed: Can you share some with me?

Ali: Why not, sure. You should know what does a profession mean? A profession is different from a regular job, because a regular job is mainly a way to earn money. However, a profession is an occupation requiring long term commitment which offers financial security, and numerous opportunities to improve ourselves. Choosing a profession is an unavoidable decision for anyone who wants to pursue his or her tertiary education. Therefore, it is very important to consider several factors carefully while choosing a profession.

Ahmed: Please tell me about these factors. I don't have any idea.

Ali: First of all, we should consider mental satisfaction when we are choosing a profession. If we can get this satisfaction from a profession, we will stay motivated and enthusiastic throughout. However, if we are not satisfied with our profession, it will be difficult for us to remain productive. We should choose the profession according to our interests.

Ahmed: Then what comes next?

Ali: Secondly, we should consider talent when we are choosing a profession. If we have a natural talent in a field, we will find it more enjoyable and easier to do well in a profession that is related to our field of interest. However, we

need more than talent to attain excellence. We need to be hard working as well. To find out if we are truly talented in a field, we should give ourselves a complete and honest assessment.

Ahmed: I understand your point of view. Tell me more.

Ali: Thirdly, we should consider prospects when we are choosing a profession. Prospects refer to our chances of promotions and also increments in salary. It is pointless to remain in a profession that does not allow us to improve ourselves professionally because we have only one lifetime to use our potential and become the person that we wish to be. To find out more about the type of prospects that a profession might offer, we should do ample research and talk to those who are already employed in our field of interest.

Ahmed: Well you have a lot of information.

Ali: Let me continue. Fourthly, salary, location and the number of working hours per week. These must be prioritized when choosing a profession. These factors must be balanced with travel requirements and family life.

Ahmed: Oh! Are these points enough?

Ali: No, the last point is the skill and commitment, for you the skills set and how to gain those through education must be considered when choosing a new profession. For instance, becoming a doctor requires extensive education and training. In addition this professional field requires an 8-years long educational commitment

Ahmed: You really have given me lots of information. I will follow your advice Insha'Allah before choosing a profession. Thank you.

Ali: My pleasure, dear friend.

**Post-reading**

- What skills are needed to become a successful professional?



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| words | Meanings | Synonyms |
|---------------|-----------------------------|------------|
| security | safety | protection |
| numerous | many in number, several | |
| opportunities | chances | |
| tertiary | third in order or level, | |
| motivated | inspired, stimulated | |
| enthusiastic | eager, passionate | |
| potential | latent qualities, abilities | |
| extensive | huge | |
| commitment | dedication, devotion | |
| gain | achieve | |



Reading and Critical Thinking

a) Answer the following

1. At what age students decide to choose a profession?
2. Elaborate on the factors which must be discussed before selecting a profession.
3. Explain what is meant by natural talent.
4. We should consider certain factors before choosing a profession. Discuss.
5. Skills and commitment play an important role in selection of a profession. How?
6. What is your choice of profession? Discuss it in detail while focusing on your motives in the selection of a career.

b) Choose the correct answer:

i. What was Ahmed thinking about?

- a) profession to choose
- c) friends' party

- b) hobby to have
- d) going out with friends

- ii. What is the first factor to consider while choosing a profession?
- | | |
|------------------------|--------------------|
| a) mental capability | b) mental thinking |
| c) mental satisfaction | d) mental caliber |
- iii. What is meant by prospects?
- | | |
|--------------|---------------|
| a) chances | b) salary |
| c) increases | d) pay cheque |



Oral Communication

Activity

1. Intonation pattern

Read aloud the following sentences to your partner laying stress on the syllables / words that are in capital letters.

- It was SO dark that we couldn't SEE our hands in front of our faces.
- Do you visit your sick grandparents REGULARLY every WEEK?
- I'm so sorry, but I just CAN'T go out with you NOW.

2. Exchange stories with your partner about a situation that caused you stress. Note the rise and fall of tone and pitch you speak how you felt, what was your physical condition, and what you did.



Vocabulary and Grammar

Participle: In the lesson choosing a profession the word 'choosing' has a combined characteristics of verb and adjective. Such words which are formed by adding 'ing' to the first form of the verb are called Participles. The word participle comes from classical Latin participium, from particeps 'sharing, participation', because it shares certain properties of verbs, adjectives, and adverbs. Present participles can be used as adjectives, as part of participial phrases, and to form continuous verb tenses. For example:-

Base Verb: Sneeze

Present Participle: Sneezing

Types of participle

1) **Present participle:** The present participle is often used when we want to express an active action. In English we add -ing to the infinitive of the verb.

Use of the present participle

| | |
|----------------------------------|---|
| Progressive/ Continuous tense | He is <u>reading</u> a book. |
| | He was <u>reading</u> a book. |
| Gerund | <u>Reading</u> books is fun. |
| | He likes <u>reading</u> books. |
| Participle | Look at the <u>reading</u> boy. |
| | He came <u>reading</u> around the corner. |
| | He sat <u>reading</u> in the corner. |
| | I saw him <u>reading</u> . |

2 - Past participle. The form of a verb, typically ending in 'ed' in English, which is used in forming perfect and passive tenses and sometimes as an adjective, e. g. , looked in have you looked? Lost in lost property.

Use of the past participle

| | |
|----------------|--|
| Perfect tenses | He has <u>forgotten</u> the pencil. |
| | He had <u>forgotten</u> the pencil. |
| Passive voice | A house is <u>built</u> . |
| | A house was <u>built</u> . |
| Participle | Look at the <u>washed</u> car. |
| | The car <u>washed</u> yesterday is blue. |
| | He had his car <u>washed</u> . |

a- Complete the story with the correct form of the verbs in the box.

breathe burn follow move run watch

One evening I was walking home and I started to feel very nervous. I was walking down a very dark street and I could feel I wasn't alone. I could feel someone _____ me and I was sure I could hear their footsteps. I _____ fastly. I stopped and listened carefully. Yes! There it was. I could hear someone _____ loudly and smell their cigarette _____. I turned round quickly and saw something _____ out of

the corner of my eye. Then ... BANG! The last thing I remember is that I heard the sound of feet _____ away, and then I woke up and found myself lying in this hospital bed.

b- Complete the following sentences with an appropriate participle.

- His _____ coat needs mending. (tattered, tattering)
- A _____ stone gathers no moss. (rolling, rolled)
- A _____ opportunity never returns. (losing, lost)
- He kept me _____ (waiting, waited)
- She looked _____ (worried, worrying)
- Being _____ with work, I couldn't meet them. (occupied, occupying)

c-Punctuate the given lines.

oh not a big deal i have searched it on internet there are many sites which are providing information on career selection

d-Give the antonyms of the following.

fine _____ regular _____ numerous _____
 several _____ satisfied _____ honest _____

e-Use the phrasal verbs in sentences.

pass out _____
 pass up _____
 pass away _____
 pass off _____
 pass on _____
 pay back _____
 pay down _____
 pay for _____
 pay into _____
 pay off _____



Writing

Verb Tense Consistency.

Verb tense consistency refers to keeping the same tense throughout a clause. If you have two or more time periods, start a new clause or a new sentence. Let's consider an example:-

Ali finished his essay, tidied his room, and went out for supper.

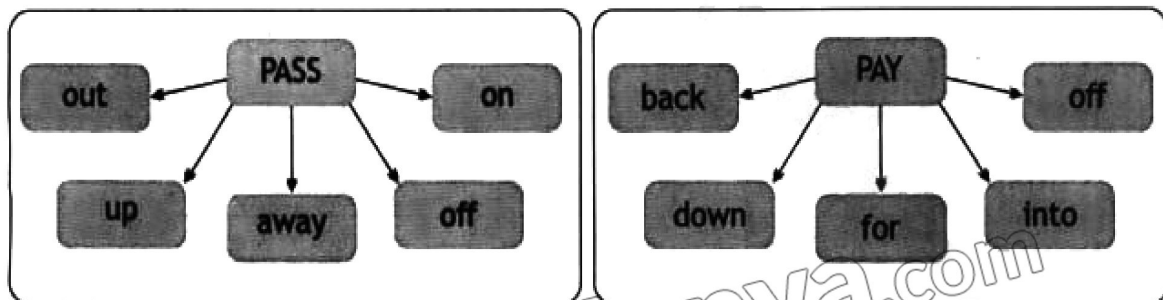
Finished and went are in past tense, but tidies is in present tense. Logistically, this can't happen. We could fix this in a couple of different ways:

Ali finished his essay, tidied his room, and went out for supper.

Ali finished his essay and went out for supper, and now he is tidying his room.

I'm eating the cake which I made this morning.

The verb tense consistency in this sentence is logical, as the cake must be made before it can be eaten. Still, we use two clauses to show the different tenses.



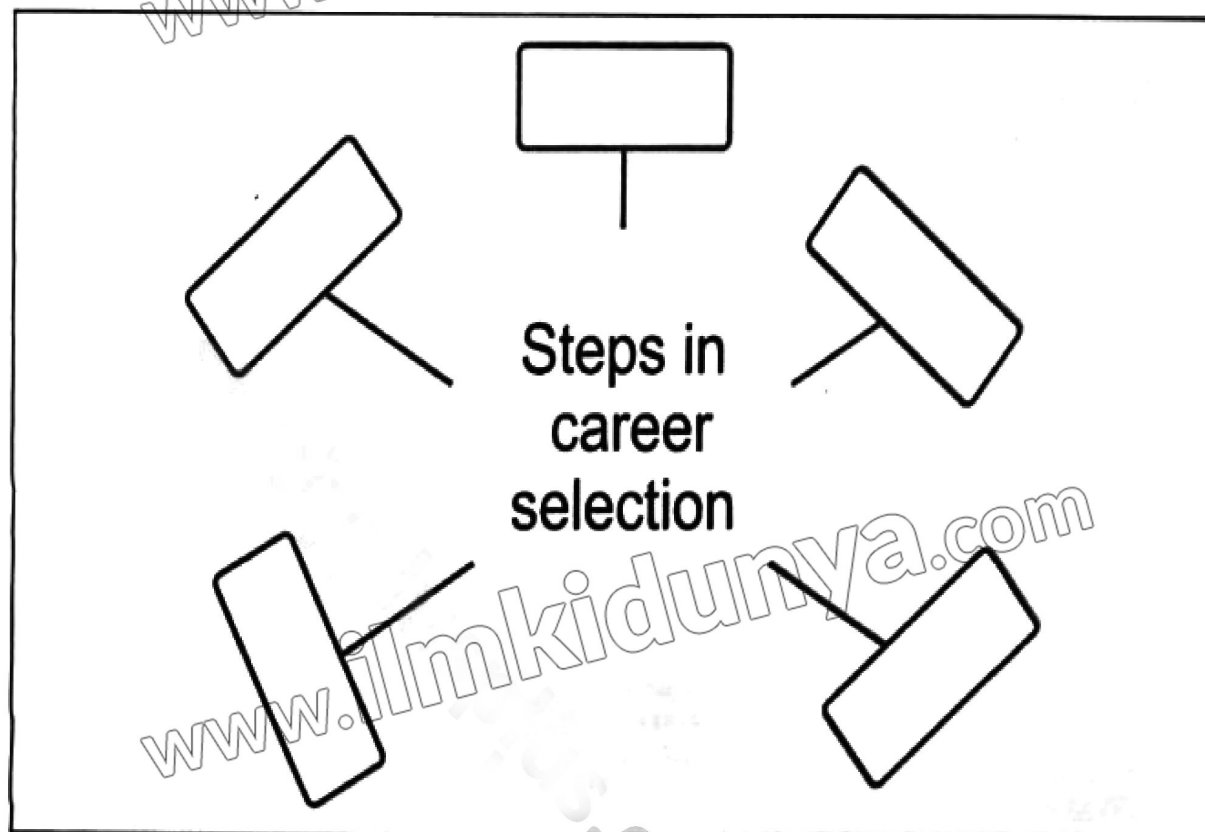
In the dialogue above consistent verb tenses are used which clearly establish the time of the actions being described. It is vital to use the same tense throughout a writing unless it is necessary to show an event that occurred at a different time. Do not shift tenses unnecessarily.

In the following passage from Alex Haley's *Roots*, some of the verbs have been rooted from rewords in bracket. Supply the appropriate tense for each missing verb, the plain form of which is given in brackets.

Words [have] been passed in the back country, and a griot of the Kinte clan [have], indeed, been found. His name, the letter said, [be] Kebba Kanga Fofana. I [return] to Gambia and [organize] a safari to locate him.

www.ilmkidunya.com

b) Summarize the salient points of this unit in the form of mind map.



A resume is a formal document that all job applicants create to let their prospective employers know their educational background, qualification, expertise and how suitable they are for any job position. A resume is usually accompanied by a customized cover letter in which the applicant expresses an interest in a specific job or company and draws attention to the most relevant specifics on the resume.

YOUR NAME

135 Cherry St, Chicago, IL 60131 • (312) 994-7765 • your.name@gmail.com

OBJECTIVE

Driven high school student with a 3.8/4.0 GPA and excellent organizational and interpersonal skills. Seeking to apply my tutoring and mentorship skills to the Youth Development summer internship at [Company]. Possess proven communication skills and passion for advocacy that will support your organization's cause.

EDUCATION

West Ashley High School
Chicago, IL
Class of 2025

Relevant Coursework
Calculus
AP English

3.8 GPA, made Honor Roll Fall of 2022 &
Spring of 2023
National Merit Scholarship Finalist

Extracurriculars
Mu Alpha Theta: Math Honor Society
Poetry Club

PROFESSIONAL EXPERIENCE

Virtual Math Tutor
EnCorps, Inc - Chicago, IL

Sep 2022 – Present

- Work with 3 students each semester to increase math comprehension through online study and tutoring sessions each lasting 2 hours
- Improved students' test scores by an average of 18% over the course of the semester
- Actively seek varied teaching methods to effectively cater to different learning styles, meeting each student where they are

Volunteer
The Academy Project - Chicago, IL

Jun 2021 – Aug 2022

- Volunteer twice weekly in reading remediation and mentoring programs, having worked with 15 foster children
- Assist children in reading and development of literacy skills, fostering a love of learning
- Provide support to children, serving as a source of stability in their daily lives

KEY SKILLS

- Mathematics
- Spanish and English
- Web and tech savvy, require little to no training
- Adaptability
- Self-motivation

Sample Resume (Name)

Your street address Your City,

OBJECTIVE

Seeking a position as a Sales Associate in Multinational Company.

EXPERIENCE

- Three years working experience in Gold Star Insurance Company, Blue Area, Islamabad. as CSR (July 2005 to July 2008).
- Five years working experience in Punjab Insurance Group as Assistant Area Manager (August 2008 to August 2013)

EDUCATION

- Masters in Business Administration (University of the Punjab, 2005.)
- Graduation in Business Administration (University of The Punjab, Lahore, 2003.)
- I. Com (Federal Board of Intermediate and Secondary Education, Islamabad in 2001).
- Matriculation Federal Board of Intermediate and Secondary Education, Islamabad in 1999

SKILLS

- Good telephonic and communication skill.
- Keyboard typing at 45 wpm and 10-key skill.
- Basic knowledge of Windows, Word, Excel, Power Point and Internet.
- Three years of working in a Spanish company.
- Dependable, hardworking and trustworthy.
- Responsible, punctual and task oriented.
- Work well as a team player and independently.
- Great leadership skills.

REFERENCES

References available upon request.

Cover Letter for Job Application

Cover letter / Job Application Letter Sample

123 Main Street,
New Town, Lahore.
12345 (+92 42 9234678)

Contact Name

Title

Company Name

Company street Address

City, Zip Code

Dear Mr. / Ms. Contact,

I have effectively completed my (educational background) and skills in the areas of (marketing and operations) to successfully (meet all balanced scorecard targets) and (generate sales in excess of 5 million). I have been asked to take on increasingly more responsibility at company xyz.

I am bringing to your attention my skills, accomplishments, and (talent for selling in a competitive market place). So that we can discuss joining xyz company as a (senior member of your district sales) team.

Significantly upgraded work force planning process of large company's call center operation resulting in a 15% increase in service level in just one year's time.

I look forward to meeting with you to discuss how I can add value to your company's bottom-line results.

Sincerely,

Name. _____

- Now you have read the samples given above. Select an advertisement from a newspaper, paste it in your notebook. Then write your resume and a covering letter.
- Follow the instructions and demands given in the advertisement and develop a resume.

WE'RE HIRING

Account Manager

Qualifications:

- Male / Female
- Bachelor degree in business, marketing or communication
- Can work individual and team
- Has 1 year experience in according field

Send Your CV and Cover Letter To Email:



- Write a dialogue between father and son regarding the challenges faced in finding a suitable job in Pakistan.

Teacher's Point



- Discuss with students about the choice of a right profession and its benefits. it will be a counseling for their future.
- Ask them to perform role play of the dialogue.

The Ninny (Short Story)

Anton Chekhov, *Translated by Robert Payne*

After completing this lesson, students will be able to:

- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.)
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- ask and answer higher order questions to guide/assess reading
- evaluate how authors use language, including figurative language, considering the impact on the reader.
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions.
- choose words and phrases for effect (mood of the story).
- comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Evaluate stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- evaluate different points of view (e.g., first-person, third-person narrative) Examine an author's point of view or purpose in a text
- read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: c. Narratives (e.g., fables, historical fiction, science fiction, legends)
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., different types of gerund)
- demonstrate knowledge and application of parts of speech (gerunds) in oral and written communication in varying degrees of complexity
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences
- engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events
- use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Pre-Reading

- Recall the theme of any short story you have read earlier.
- Search any two famous short story writers.

Reading

Just a few days ago I invited Yulia Vasilyevna, the governess of my children, to come to my study. I wanted to settle my account with her.

"Sit down, Yulia Vasilyevna, " I said to her. "Let's get our accounts settled. I'm sure you need some money, but you keep standing on ceremony and never ask for it. Let me see. We agreed to give you thirty rubles' a month, didn't we?"

"Forty. "

"No, thirty. I made a note of it. I always pay the governess thirty. Now, let me see. You have been with us for two months?"

"Two months and five days. "

"Two months exactly. I made a note of it. So, you have sixty rubles coming to you. Subtract nine Sundays. You know you don't tutor Kolya on Sundays; you just go out for a walk. And then the three holidays . . . "

Yulia Vasilyevna blushed and picked at the trimmings of her dress but said not a word.

"Three holidays. So, we take off twelve rubles. Kolya was sick for four days—those days you didn't look after him. You looked after Vanya, only Vanya. Then there were the three days you had toothache, when my wife gave you permission to stay away from the children after dinner. Twelve and seven makes nineteen. Subtract. . . . That leaves . . . hm . . . forty-one rubles. Correct?"

Yulia Vasilyevna's left eye reddened and filled with tears. Her chin trembled. She began to cough nervously, blew her nose, and said nothing.

"Then around New Year's Day you broke a cup and saucer. Subtract two rubles. The cup cost more than that—it was an heirloom, but we won't bother about that. We're the ones who pay. Another matter. Due to your carelessness Kolya climbed a tree and tore his coat. Subtract ten. Also, due to your carelessness the chambermaid ran off with Vanya's boots. You ought to have kept your eyes open. You get a good salary.

While-reading

Ask the students to locate the specific information such as names, dates, times, and numbers mentioned in the story.

While-reading

Skim the text for finding main idea of the text.

So we dock off five more. . . . On the tenth of January you took ten rubles from me. "

"I didn't," Yulia Vasilyevna whispered.

"But I made a note of it. "

"Well, yes—perhaps . . . "

"From forty-one we take twenty-seven. That leaves fourteen. "

Her eyes filled with tears, and her thin, pretty little nose was shining with perspiration. Poor little child!

"I only took money once, " she said in a trembling voice. "I took three rubles from your wife . . . never anything more. "

"Did you now? You see, I never made a note of it. Take three from fourteen. That leaves eleven. Here's your money, my dear. Three, three, three . . . one and one. Take it, my dear. "

I gave her the eleven rubles. With trembling fingers she took them and slipped them into her pocket.

"*Merçi*," she whispered.

I jumped up and began pacing up and down the room. I was in a furious temper. "Why did you say *merçi*?" I asked. "For the money. "

"Don't you realize I've been cheating you? I steal your money, and all you can say is *merçi*!"

"In my other places they gave me nothing. "

"They gave you nothing! Well, no wonder! I was playing a trick on you—a dirty trick. . . I'll give you your eighty rubles, they are all here in an envelope made out for you. Is it possible for anyone to be such a nitwit? Why didn't you protest? Why did you keep your mouth shut? Is it possible that there is anyone in this world who is so spineless? Why are you such a ninny?"

She gave me a bitter little smile. On her face I read the words: "Yes, it is possible. "

I apologized for having played this cruel trick on her, and to her great surprise gave her the eighty rubles. And then she said "*merçi*" again several times, always timidly, and went out. I gazed after her, thinking how easy it is in this world to be strong.

Post-reading

- Who apologized for having played a trick?

Anton Pavlovich Chekhov (1860-1904), a twentieth-century master storyteller and playwright, was born in southern Russia. He studied medicine in Moscow, supporting his family by writing comic stories. After Chekhov published his first book in 1886, he concentrated on writing. He also wrote plays, among them the classics *The Three Sisters* and *The Cherry Orchard*. That Chekhov sought to "paint life in its true aspects, and to show how far this life falls short of the ideal life" can be seen in "The Ninny."

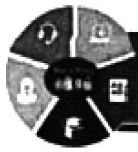
Theme is the central idea of a story, or the general idea about life that is revealed through a story. Sometimes the theme of a story is stated directly. Sometimes you must draw a conclusion about it—by considering all of the story's elements. In "The Ninny" the theme is stated directly in the conclusion that the employer draws about certain people.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| words | Meanings | Synonyms |
|--------------|--|--------------------------------|
| rubles | units of money used in Russia, now the Soviet Union. | currency of Russian Federation |
| merci | for "Thank you" | |
| perspiration | sweat | |
| nitwit | stupid or silly person | |
| ninny | a foolish and weak person | |
| governess | nanny | |
| trembling | shiver | |
| apologized | confess | |
| timidly | delicately, slightly | |
| gazed | glare, see | |



Reading and Critical Thinking

a) Answer the following questions:

1. According to the governess, how much should she be paid per month?
2. Name three reasons why the employer subtracts money from the governess's salary.
3. How does the governess behave as the employer goes over their accounts?
4. How much money does the employer pay the governess in reality?
5. Why does the employer trick the governess?
6. In this story, the governess whispers or speaks hesitantly "in a trembling voice"—or says nothing at all. Based on this, what do you infer about her character?
7. What can you infer about the employer from his "furious" speech at the end of the story?
8. Choose the best definition for the following italicized words, based on context:
 - Mr. Breen stormed and shouted, his face red, his hair flying, his manner *berserk*.
a. surprised b. hurt c. frenzied
 - Cheryl, smiling and nodding pleasantly, *acquiesced* to any plan, rather than refuse.
a. rejected b. agreed to c. opposed

b. Choose the best answer:

- i. The writer invited Yulia Vasilyevna, the governess of his children, to come to his study to _____.
a) arrange an event for them. b) settle the account
c) prepare food for them
- ii. The governess had three days holiday, so, the writer took off _____.
a) ten rubles. b) eleven rubles. c) twelve rubles.
- iii. The employer tricked the governess because he wanted to help the governess _____.
a) earn money b) stand up for herself. c) randomly



Oral Communication

Atmosphere or Mood of A Story

Atmosphere is the emotional tone of a literary work. It determines an emotional mood to the readers, whether happy or (more commonly) terrifying or disastrous. For example, Shakespeare establishes the tense and fearful atmosphere at the beginning of the play Hamlet by the terse and nervous dialogue of the sentinels as they anticipate a reappearance of the ghost. Coleridge engenders a compound of religious and superstitious terror by his description of the initial scene in the narrative poem Christabel (1816). Alternative terms frequently used for atmosphere are mood and ambience.

The mood is the feeling that the writer tries to evoke in the readers e.g., anxiety, calmness, anger or joy. It's maintained through settings, tone, word choice, theme, or subject matter in a story. Setting refers to the physical location in a narrative. Tone determines the attitude of the narrator. Words with negative or positive connotations evoke particular feelings, and subject matter or theme also creates sad or happy mood respectively.

Most often, the words which are used to describe emotion can be used to describe the mood of a story. Gloomy, humorous, reflective, idyllic, melancholy, ominous, mysterious, calm, lonely, exciting and fearful are some common words used to describe mood in a piece of Literature.

Activity

Discuss the mood of the story in group by stating setting, tone, word choice and theme of the story. Afterwards, each group leader must share his/her the views of the group with the rest of the class.



Vocabulary and Grammar

Gerund: A gerund is the -ing form of a verb that functions the same as a noun. For example, "Running is fun." In this sentence, "running" is the gerund. It acts just like a noun.

The four types of gerunds and gerund phrases are as following:

Gardening is my favorite hobby. (Gardening is normally a verb, but here it is the name of an activity.)

2. Gerund as a Direct Object

I am enjoying my gardening this year. (The direct object of the subject is “my gardening this year.”)

I have received several awards for my gardening. (The awards have been given for the results of the activity.)

Some people consider my interest in gardening an obsession. (The gerund phrase is "gardening an obsession.")

My favorite hobby is gardening. (Again, gardening is described as something done, not the act of doing it. The statement is the inverse of the first sentence in this group; here “My favorite hobby” is the subject, and gardening is its complement.)

I do my gardening in the morning. (The phrase “gardening in the morning” is the subject complement.)

b) Make sentences of the gerunds *Swimming* and *Flying* as Subjects, Direct Objects, Objects of Preposition and Subject Complements.

c) Punctuate the given lines.

did you now you see never made a note of it take three from fourteen that leaves eleven here's your money my dear three three three one and one take it my dear

d) Give antonyms of the following.

ago _____ settle _____ never _____
 shut _____ little _____ strong _____

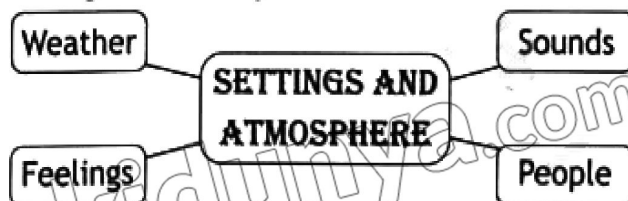
e) Use the given phrasal verbs in sentences:

put down _____
 put off _____
 put out _____
 put together _____
 put on _____
 run into _____



Writing

- Do you agree with the theme of the story? Give reasons for your answers.
- State the theme in your own words.
- Fill the given mind map according to the story's mode.



Activity

Create another story on the theme of 'Dignity of Labour' keeping in your mind the mood you want to highlight in your story.

References:

Abrams, M. H. (1999). *A glossary of literary terms* (9th ed.). Earl McPeck.
<https://www.masterclass.com/articles/how-to-create-atmosphere-and-mood-in-writing>
<https://www.litcharts.com/literary-devices-and-terms/mood>

Teacher's Point



- Ask students to bring short narratives from the Islamic History regarding the dignity of labor.

FOURTEEN (One-Act Play)

Alice Gerstenberg

After completing this lesson, students will be able to:

- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.).
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- ask and answer higher-order questions to guide/assess reading
- evaluate how authors use language, including figurative language, considering the impact on the reader.
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions
- comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.
- evaluate stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- read, view and analyse a variety of reading grade-appropriate and high-interest books and texts from print and non-print sources: c. Narratives (e.g., fables, historical fiction, science fiction, legends)
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., verb and modifiers)
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience

Pre-Reading

- What is a One-Act Play?
- Have you ever read any One-Act Play?

Reading

CHARACTERS

MRS. HORACE PRINGLE: A woman of fashion.

ELAINE: Her debutante daughter.

DUNHAM: The butler or maid.

SCENE:

The dining-room of a New York residence. A long table running from left to right, with a chair at each end and six chairs on each side, is set elaborately for fourteen. DUNHAM, the butler, is hovering over the table to give it a few finishing touches as MRS. PRINGLE comes in. She is a woman of fashion, handsome, and wears a very lovely evening gown. She is rather excitable in temperament but withal capable and executive, vivacious and humorously charming. She enters in haste carrying a corsage bouquet of flowers and the empty box of paper from which she has unwrapped them.]

MRS. PRINGLE: Dunham, I've just had word from Mr. Harper that he was called away to the bedside of a friend who is very ill. He sent me these flowers -- it's a good thing he did. I don't approve of young men refusing dinner invitations at the very last minute.

DUNHAM: [Relieving her.] I'll take the box and paper, Mrs. Pringle.

MRS. PRINGLE: [Looking at the table anxiously and then at her watch.] It's too bad -- after you've set it all so beautifully -- and it's getting so late -- someone might be coming any moment. How's cook?

DUNHAM: Cook's in a temper, as always, madam.

MRS. PRINGLE: I'm glad to hear it. She's like an actress -- the better the temper, the better the performance. As long as she serves us a good dinner, I don't care how much she swears. The rest of you can just keep out of her way. Where's Gustave?

DUNHAM: I'm sorry to have to say it, madam, but there's such an awful blizzard out he's sweeping off the sidewalk.

MRS. PRINGLE: Oh! Dear me, yes! I should have ordered an awning! But who expected a storm like this?

[She glances out of the window. ELAINE, a young debutante in evening gown comes running in with a bunch of place-cards.]

ELAINE: Here are the place-cards, mother, and the diagram. Shall I put them around?

MRS. PRINGLE: Yes, dear. Elaine, I'm going up to look after your father. He's so helpless about his ties. [She starts to leave the room.] Remove one plate, Dunham.

DUNHAM: Remove one plate, madam? Oh! Madam! It is a certainty! You wouldn't sit down with thirteen.

MRS. PRINGLE: [Drawing back.] Thirteen! Why, you're right--thirteen! We can never sit down with thirteen. That's all due to Mr. Harper's negligence. Sick friend, nothing! He's just one of those careless men who never answer their invitations in time. His flowers, indeed, to make me forgive him -- now look at the trouble he's put me to -- thirteen! I wonder whom I could get to come in the last minute.

Quick -- Elaine -- help me think.

[She rushes to the telephone and looks madly through her list of acquaintances.]

ELAINE: There's always Uncle George.

MRS. PRINGLE: He never opens his head!

DUNHAM: Mr. Morgan, madam, he always tells a joke or two.

MRS. PRINGLE: Why, yes, Dunham -- that's clever of you! Hello Central -- Lakeview 5971 -- at once, please -- Elaine dear, your hair's much too tight -- pull it out -- pull it out -- come here. [In telephone.] Mr. Morgan's Well, this is Mrs. Pringle speaking -- from across the street. Yes. When Mr. Morgan comes in, please tell him to call me up right away. I want him to dine with us -- in about ten minutes -- you expect him? [She pull's ELAINE'S hair out to make it look fluffier. ELAINE makes faces of pain, but her mother pays no attention.] Have him call me right away. [She hands up the receiver.] Now if he shouldn't get it -- then what'll I do?

ELAINE: Well, mother, I don't have to be at the table. It's your party, anyway. Everybody's married and older than I am.

MRS. PRINGLE: [Pointing to the table diagram in ELAINE'S hand.] Didn't I put you next to Oliver Farnsworth? Millions! He's worth millions!

ELAINE: Well, he won't be giving me any.

MRS. PRINGLE: Can't he marry you? Aren't you going to try to make a good match for yourself? I fling every eligible man I can at your head. Can't you finish the rest yourself?

ELAINE: It's no use, mother, you're trying to marry me off to anyone as important as he is. He frightens me to death. I lose my tongue. I'm as afraid of him as I'd be afraid of the Prince of Wales!

While-reading

Circle any four unfamiliar words or expressions. Before you reach for their dictionaries, have a closer look at the words preceding and following the unknown terms. Using context clues, see if they can figure out their meaning.

MRS. PRINGLE: The Prince of Wales! Oh! What wouldn't I give to have the Prince of Wales in my house! New York has lost its heart to him. I was just telling Mr. Farnsworth yesterday that I'd give anything to have the Prince here. I would establish my social position for life! And I've such a reputation for being a wonderful hostess. [The telephone rings.] Dear me! -- the phone -- Hello -- Mrs. Sedgwick -- Yes -- this is Mrs. Pringle -- What? No -- Oh! Caught in a snow drift -- can't get another car? [She puts her hand over the telephone and speaks delightedly to ELAINE.] Good! The widow can't come -- that leaves us twelve -- remove two plates, Dunham. [DUNHAM removes two plates. and ELAINE changes the table-cards. MRS. PRINGLE continues into the telephone.] Oh! That's a shame! I'm heartbroken. Oh! My dear, how can we get along without you! But have you really tried? Oh, I'm reduced to tears. Good-bye, dear. [She hangs up the receiver, and takes it down again.] Well, I'm glad she dropped out -- Central -- give me Lakeview 5971 -- Dunham, with two less, you can save two cocktails and at least four glasses of champagne. [Into the telephone.] Has Mr. Morgan come in yet? Well, don't give him the message I telephoned before about crossing the street to Mrs. Pringle's for dinner. It's too late -- you understand? [She hangs up the receiver.] Well, anyway, I've invited Clem, returned my indebtedness and saved my champagne besides--

DUNHAM: The liquor is getting low, madam -- what with prohibition and entertaining so much--

ELAINE: [In dismay.] But, mother, if you only have twelve people, Father can't sit at the head of the table.

MRS. PRINGLE: But he has to sit at the head. It looks too undignified when the man of the house is pushed to the side--

ELAINE: There's no other way. There must be a woman at each end--

MRS. PRINGLE: [Distraught.] How absurd! I always forget. Of course, twelve is an impossible number -- [She goes around the table looking at the place cards.] I don't want to put any of these women at the head -- there's Mrs. Darby -- such a cat -- I wouldn't give her the honor and Mrs. -- [The telephone rings.] Answer it, Dunham.

DUNHAM: Hello -- Mrs. Pringle's residence -- a message? Yes, sir -- What, sir? -- Mr. Darby -- the doctor says your baby has the chicken-pox--

MRS. PRINGLE: Chicken-pox! Elaine!

ELAINE: Mother!

DUNHAM: Yes, sir. [He hangs up the receiver.] Mr. Darby sends his apologies -- but owing to the transmutability of the disease, Mr. and Mrs. Darby feel obliged to regret and also their house-guests, Mr. and Mrs. Fleetwood--

MRS. PRINGLE: That's four out.

While-reading

After students have read a paragraph, make them pause and ask what they think is going to happen next. Make predictions.

ELAINE: Then you're only eight! Quick, the plates, Dunham--

[She begins to remove chairs and gathers up silver and plates feverishly. MRS. PRINGLE getting more and more distraught, helps. With so much unaccustomed help, DUNHAM gets confused and goes through many unnecessary motions; removes plates, breaks them, drops silver, aimlessly trying to hurry, his fingers all thumbs.]

MRS. PRINGLE: Don't we know someone to invite the last minute--

ELAINE: The Hatwoods--

MRS. PRINGLE: They don't serve drinks when they entertain -- I can't afford to invite them to drink mine--

ELAINE: The Greens--

MRS. PRINGLE: She's not interesting enough.

ELAINE: Mr. Conley--

MRS. PRINGLE: He never makes a dinner call, even after all the times I have invited him.

ELAINE: Hester Longley--

MRS. PRINGLE: Not at the same table with you and Oliver Farnsworth. She's far too pretty, too clever--

ELAINE: Where's our book? [She runs her finger down the address book.] The Tuppers?

MRS. PRINGLE: The Tuppers! Good Heavens, Elaine, six in the family.

ELAINE: That would get us back to fourteen; then father could sit at the head of the table.

MRS. PRINGLE: Well, try them. I'll rush and tell your father to hold up the drawing room--
[Exit left.]

ELAINE: [on the telephone.] Ridgeway 9325 -- This is Elaine Pringle -- What Tupper am I speaking to? Oh, Ella, hello! -- I hope you haven't finished your dinner -- We had a party arranged here and the last moment everybody's been dropping out -- the blizzard -- Can't you flock your family around the corner and eat with us? Mother and I thought we knew you well enough to call you like this at the seventh hour. You would? Oh! fine! [To DUNHAM.] Six more plates, Dunham. [In the telephone.] What? -- Oh -- well -- but -- [She hesitates, stutters, looks distressed, muffles the telephone.] Dunham, get Mother quick. [In the telephone as DUNHAM hurries out of the room.] Yes -- yes -- of course [not enthusiastically], love it -- why certainly -- yes, my dear -- all right. [She hangs up the receiver and puts her hand to her head with an ejaculation of dismay.] Great Caesar, now what have I done?

MRS. PRINGLE: [Rushes in followed by DUNHAM.] What's the matter -- Elaine -- what is--

ELAINE: Now I've done it! I've just done it -- but I couldn't get out of it -- I just couldn't --

you weren't here -- I always lose my head and bungle things--

MRS. PRINGLE: But what -- don't keep us waiting like this -- what is it?

ELAINE: I invited Ella and the family and she accepted and then she said they had two house-guests -- and would it be all right and of course I said it would and now we're -- sixteen!

DUNHAM: [In dismay.] Sixteen! But, madam, the table's not that long!

MRS. PRINGLE: Elaine! That's just like you -- no tact -- no worldly wisdom -- if I'd been at the phone I'd have politely said that my table--

ELAINE: But you weren't at the phone -- you ought to attend to such messages yourself -- you know I always lose my head --

DUNHAM: But the dishes, madam -- and we only have fourteen squabs--

ELAINE: I won't eat any--

MRS. PRINGLE: But I must not be disgraced -- we'll have to make the best of it -- and insert another board -- [DUNHAM goes out. MRS. PRINGLE and ELAINE hurriedly remove part of the cloth.]

ELAINE: But mother, I needn't sit at the table.

MRS. PRINGLE: [Pointing to the chair authoritatively.] You're going to sit right next to Oliver Farnsworth! Now I don't wish to hear another word about it.

ELAINE: But can't we squeeze them in without all the work of adding another board? If I move the plates and chairs closer--

MRS. PRINGLE: Have you forgotten that Mr. Tupper weighs something like two hundred and fifty pounds? And Mrs. Conley has no waist line? It can't be done! --

DUNHAM: [Entering with table board.] Cook is in a rage, madam -- she says she has only prepared for fourteen.

MRS. PRINGLE: I can't help it -- she'll have to prepare for sixteen. Tell her to open cans of soup and vegetables and--

DUNHAM: But the ice-cream forms and the gelatine molds--

ELAINE: I'll pretend I don't like them.

MRS. PRINGLE: And I'll pretend I'm on a diet--

ELAINE: But I really wouldn't have to be at the table.

MRS. PRINGLE: Be still! [She starts as the telephone rings.] The telephone! [Her hand to her head.] Now what? Don't answer it! It's driving me mad-- [She goes herself as ELAINE and DUNHAM do not go.] Hello -- yes -- This is Mrs. Pringle -- Oh! yes -- Jessica! -- What! -- the blizzard -- your cold -- too dangerous! [She waves to DUNHAM not to put the board in the table. DUNHAM, ELAINE and MRS. PRINGLE are delighted and relieved but MRS.

PRINGLE pretends otherwise over the telephone.] Oh! Jessica -- you poor dear -- yes, your husband's right, it would be foolhardy -- put on a mustard plaster -- hot toddy -- go to bed -- so sorry! [She hangs up the receiver.] There -- that's wonderful -- now we are just fourteen--

ELAINE: But the cards are all wrong. Only six are coming who were invited originally. You'll have to make another diagram. How do you want them seated?

MRS. PRINGLE: Give it to me. [She remains at the telephone table where there is a pad and a pencil and makes a new diagram.]

ELAINE: Here are some fresh cards. [She tears up the old cards, then goes back to help DUNHAM, who is having a maddening time with the table.]

MRS. PRINGLE: What a mess! I spent hours over that diagram! So much depends upon having guests seated harmoniously! There's the front door-bell, Dunham -- I told Annie to answer it for you -- but go, peek into the drawing-room and tell me who it is-- [As DUNHAM goes out, the telephone rings. MRS. PRINGLE eyes it suspiciously.] You murderous instrument! What have you to say? Now what? Hello! Who! Mr. Farnsworth! Mr. Oliver Farnsworth? No--you're his secretary? He's what? Instructed you to make his excuses! He had to leave for Boston at once on very important business -- Oh! [She hangs up the receiver without completing the conversation and hits the telephone in a temper, then rises and paces back and forth in a rage.] How dare he! How dare he! The last moment like this! No regard for a hostess's feelings! No regard for the efforts she goes to to provide an evening's enjoyment! And such a good dinner I planned -- and he promised he would come -- business! I don't believe it! He didn't want to exert himself -- was afraid of freezing in the blizzard -- as if he didn't have half a dozen limousines to carry him to the door -- selfishness -- downright rudeness -- and worth millions -- just a match for you, Elaine -- and I was bound you should meet him and sit next to him at the table [she tears up his card], and now I don't know when I can give you a chance like that again! I'm perfectly furious -- I'll never speak to him again! I won't be treated that way--

ELAINE: [Timidly.] Perhaps he really did have business and was called away--

MRS. PRINGLE: [Not hearing her.] And I one of the most important hostesses in this city -- people clamoring to receive my invitations -- all my affairs are a success. I insist that they shall be -- I can't bear a failure -- I won't have a failure -- he was my most important guest -- he's such a man's man -- so important financially -- every other man considers it an honor to meet him -- and now not coming! I'm furious! Furious! --it's all this damnable blizzard!

ELAINE: Now I will have to stay away from the table. His not coming makes us thirteen again.

MRS. PRINGLE: [In a temper.] Go to bed -- go up to the nursery! I'll send you milk and crackers!

ELAINE: But, mother, it's not my fault that he had business out of town.

MRS. PRINGLE: Yes, it is! If you'd perk up a bit and not be so timid and make something of yourself, he would hear about your attractions from other men and be curious to meet you himself -- Oh! What a family I have! No one to help me with my ambitions! Go to bed! I certainly won't sit down to thirteen -- go to bed -- get out of my sight--

[DUNHAM enters from left.]

DUNHAM: It was Mr. Morgan, madam--

MRS. PRINGLE: Mr. Morgan! But I telephoned his maid to tell him not to come.

DUNHAM: He couldn't have received the second message, madam, for I heard him explaining to Mr. Pringle how happy he was to receive your telephone invitation.

ELAINE: That makes you thirteen again -- unless you don't want me to go to bed--

MRS. PRINGLE: Of course I don't want you to go to bed. We're back to where we started -- fourteen, Dunham.

DUNHAM: I'll get the cocktails ready, madam. Annie told me there were several motors making their way through the snow. It's late now and cook's swearing about the dinner getting too dry-- [The telephone rings. ELAINE jumps.]

ELAINE: I won't answer it.

MRS. PRINGLE: I should say not -- hello -- what is it? [Sharply.] Yes -- yes? Mrs. Tupper! Yes! Mrs. Tupper! But now you must come -- we're prepared for you -- yes -- for eight of you -- Your daughter told my daughter about your house-guests and we are delighted to have them -- but now we're set for you -- but every plate is set -- but your daughter was quite right -- it wasn't an imposition at all -- but you must come now -- of course my daughter had authority to invite the guests of -- Oh -- eight isn't at all a big number -- there is room -- the table is all set -- but I beg of you -- but my dear, you are not imposing -- Oh! but how foolish of you to take that stand! Why my dear, my dear -- [She hangs up the receiver.] Now, what do you think of that? Mrs. Tupper is perfectly furious at Ella for telling you about the house-guests, and says Ella has no tact; that nothing would induce her to bring eight when we invited six -- so she's leaving Ella and Henry at home -- only six are coming. Remove two plates, Dunham -- we're twelve after all--

ELAINE: But if you leave it twelve, father can't sit at the end--

MRS. PRINGLE: [Exhausted, harassed, angry, tempestuous.] I shall go mad! I'll never entertain again--never--never--people ought to know whether they're coming or not--but they accept and regret and regret and accept--they drive me wild. [DUNHAM goes out.] This is my last dinner party--my very last--a fiasco--an utter fiasco! A haphazard crowd--hurried together--when I had planned everything so beautifully--now how shall I seat them--how shall I seat them? If I put Mr. Tupper here and Mrs. Conley there then Mrs. Tupper has to sit next to her husband and if I want Mr. Morgan there--Oh! It's impossible--I

might as well put their names in a hat and draw them out at random--never again! I'm through! Through with society--with parties--with friends--I wipe my slate clean--they'll miss my entertainments--they'll wish they had been more considerate--after this, I'm *going to live for myself!* I'm going to be selfish and hard--and unsociable--and drink my liquor myself instead of offering it gratis to the whole town!--I'm through--Through with men like Oliver Farnsworth!--I don't care how rich they are! How influential they are--how important they are! They're nothing without courtesy and consideration--business--off on train--nonsense--didn't want to come--didn't want to meet a sweet, pretty girl--didn't want to marry her--well, he's not good enough for you!--don't you marry him! Don't you dare marry him! I won't let you marry him! Do you hear? If you tried to elope or anything like that, I'd break it off--yes, I would--Oliver Farnsworth will never get recognition from me!--He is beneath my notice! I hate Oliver Farnsworth!

[DUNHAM enters with a note on a silver plate.]

DUNHAM: A note from Mr. Farnsworth, madam--

MRS. PRINGLE: A note from Mr. Farnsworth! [She takes and opens it.]

DUNHAM: Yes, madam, there are two strange gentlemen in the lower hall. They presented this letter. He said he was the secretary. All the other guests are upstairs in the drawing-room, madam, I counted twelve in all, including you and Mr. Pringle and Miss Elaine. But the two gentlemen downstairs, madam, are waiting for your answer -- the one gentlemen's face looked very familiar, madam, but I just can't place him -- although I'm sure I've seen his face somewhere--

MRS. PRINGLE: [She has been reading the note and is almost fainting with surprise and joy.] Seen his face -- somewhere -- Oh, my goodness! Elaine -- It's the Prince of Wales!

DUNHAM: The secretary said you cut off the telephone or central disconnected you. He was about to tell you that Mr. Farnsworth knew that the blizzard had prevented His Highness from keeping an engagement way up town--

MRS. PRINGLE: The Prince of Wales sitting in my lower hall -- waiting for me to ask him to dinner--

ELAINE: Then we'll be thirteen again--

DUNHAM: There's the secretary, Miss, he is his bodyguard--

MRS. PRINGLE: [Rising to the occasion.] Certainly, the secretary, Elaine. We shall be fourteen at dinner -- Serve the cocktails, Dunham -- the guests may sit anywhere they choose. I shall bring the Prince in with me!

ELAINE: [Following.] But mother, wasn't it nice of Oliver Farnsworth to send a Prince in his place?

MRS. PRINGLE: Didn't I always say that Oliver Farnsworth was the most considerate of men?

ELAINE: I think I shall like Mr. Farnsworth.

MRS. PRINGLE: Silly child! It is too late now to like Mr. Farnsworth. It's time now to like the Prince. [Starting out.] I always manage somehow to be the most successful of hostesses! Thank God for the blizzard! ..

CURTAIN

Alice Gerstenberg was born in Chicago, the only child of Julia and Erich Gerstenberg. Gerstenberg's grandfather was a founder and member of the Chicago Board of Trade in 1848, a position Gerstenberg's father inherited later, which meant that the Gerstenbergs enjoyed a higher standard of living than most middle-class families in Chicago at the time. Growing up, Gerstenberg had ample travel experiences and social indulgences including commercial theater. She attended a private school in Chicago and later graduated from Bryn Mawr, a women's college in Pennsylvania, in 1907. After college, she spent some time in New York watching the rehearsals of David Belasco before returning home to Chicago. *Fourteen* is a play by Alice Gerstenberg. This one-act social satire was first performed October 7, 1919 at the Maitland Playhouse, 332 Stockton Street, San Francisco, on a bill with three other one-act plays. Mrs. Pringle is preparing to host a dinner party to introduce her daughter, Elaine, to the city's most eligible bachelor, Oliver Farnsworth. Illness and a blizzard force some guests to cancel, and the three characters are compelled to try to salvage the evening and the dinner-table layout



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| words | Meanings | Synonyms |
|---------|--|------------|
| absurd | silly | ridiculous |
| awning | canopy: a covering supported by a frame | |
| board | a board or leaf added to extend the length of a dining table | |
| central | the telephone exchange (Mrs. Pringle calls the exchange to be put through a private number; telephone numbers at that time consisted of the district or area followed by the number) | |

| | |
|------------------------|--|
| corsage | a small bouquet worn on the lapel of a dress |
| debutante | a young woman who is being introduced formally into society by appearing at a public event |
| fiasco | a total failure |
| gelatine | a sweet food |
| mustard plaster | a paste made from black mustard seeds |
| place cards | a small card with somebody's name on it |
| squab | small pigeon |
| temperament | nature, character |
| transmutability | ability to change |
| vivacious | lively, full of high spirits |
| withal | despite |



Reading and Critical Thinking

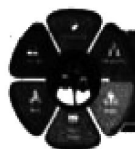
a. Answer the following questions.

1. Who was Mrs. Pringle?
2. Who were the two gentlemen waiting in the lower hall?
3. Did Mrs. Pringle like Oliver Farnsworth?
4. What was the impact of Oliver Farnsworth secretary calling to cancel?
5. What value did Mrs. Pringle see in a marriage between Elaine and Mr. Farnsworth?
6. Which word sums up Mrs. Pringle's motivations in the story?
7. Why did Mrs. Pringle insist on having only 14 people at the dinner party?
8. How did Mrs. Pringle show reaction to the cook's anger?
9. Why was Mrs. Pringle happy to know that the cook was in a bad temper?
10. Why did Mrs. Pringle make new place cards and a new diagram?
11. Why was Mrs. Pringle so upset when she learned Mr. Farnsworth would be unable to attend the dinner?
12. What is the theme of the one-act play "Fourteen"?
13. Discuss the elements of the plot of the play.

b. Choose the best answer:

- i. Mrs. Pringle is a woman of _____.
a) old ideas b) fashion c) courage

- ii. Elaine didn't want to attend the party because she thinks everybody's _____ and older than she is.
a) married b) fashionable c) silly
- iii. Mrs. Pringle wanted _____ to attend the dinner because she wanted him to marry Elaine.
a) Dunham b) Mr. Farnsworth c) Prince of Wales



Oral Communication

Activity

- **One - Act Play:** - Students may perform this one act play in the class. They must follow intonation patterns during dialogue delivery.
- Work in small groups to review the play. Take time to offer suggestions and reasons for improvement.
- Do you think the dialogues provide necessary information about the characters and the situation? Exchange views about it.
- The play becomes more forceful because the two characters are speaking directly to one another. Opportunity should be provided to stage the play with the help of the teacher.



Vocabulary and Grammar

Tenses: - Verbs come in three tenses: past, present, and future. The past is used to describe things that have already happened (e. g. , earlier in the day, yesterday, last week, three years ago). The present tense is used to describe things that are happening right now, or things that are continuous.

a. Simple Present

The **simple present** is the most basic way to say something in the present tense. We use it to talk about more general things that we do often or regularly, or to state simple facts:

To use the simple present, we don't always need helping verbs. Simple present sentence follows the pattern **Subject + Present Verb**.

I work at the mall.

They eat waffles for breakfast every day!

Irha likes candy.

b. Present Continuous

The **present continuous** tense describes actions and/or events that are currently happening or going on now; in other words, things that are continuing to happen right now in "real time." To do that, we use a verb ending in *ing*. Sentences in the present continuous follow the **Subject + Verb to be + ing Verb pattern**:

Eshaal is listening to music.

I am eating a cheeseburger.

The dogs are barking loudly.

c. Present Perfect

We use the **present perfect** tense to share something that happened before, but is still relevant or important now. To use it, we always place the auxiliary *have* before the main verb, which shows that we "have done it," and it should be followed by the *past-tense* form of the main verb. It may seem confusing that even though we use a past verb, it's still the present tense—remember, we are showing that something already happened, but still matters now!

As you know, the *past* form of regular verbs ends in *ed*, but irregular verbs have different forms.

A sentence in the present perfect should follow **Subject + Have/Has + Past form of main verb**:

Ali has traveled to Rome, but she really wants to go Venice.

They have lived in that house for 10 years.

d. Present Perfect Continuous

The **present perfect continuous** expresses actions (or events) that we have been doing and are still doing. To use it, we need to use *have* and *been* combined with the continuous form of the verb (ending in *ing*) to show that we "have been" doing something. So, a sentence in the present perfect continuous follows the **Subject + have/has been + ing Verb form**:

Hassan has been listening to music online.

They have been living in that house since 2006.

He has been taking that exam for at least 2 hours.

a) Decide if the verb in brackets should be in the present simple or the present continuous.

- i. He --- (live) with his parents at the moment.
- ii. Some areas of Italy --- (become) drier.
- iii. People --- (live) longer if they live healthy life.
- iv. This month they --- (work) on a new project.

b) Put the verbs into the correct form (present perfect simple).

- i. He (write) five letters. _____
- ii. She (not/see) him for a long time. _____
- iii. (be / you) at school? _____
- iv. We (buy) a new lamp. _____

c) Put the verbs into the correct form (present perfect continuous).

- i. It has _____ snowing a lot this week. (be, been, being)
- ii. I'm tired because I _____ been working out. ('ve, has, am)
- iii. Julie _____ living in Italy since May. (has being, is been, has been)
- iv. Has it _____ raining since you arrived? (be, been , is)

d) Use the given phrasal verbs in sentences.

- run over _____
- run through _____
- run away _____
- run out _____
- send back _____
- set up _____



Writing

- Describe how realistic do you think the play is?
- Do you agree with the end of the play? Give reasons.
- Write a dialogue between any situation you like.
- Some humor can be derived from a play. Describe the humor in this play.
- You have read the play. Now make a connection between characters, events, motives and causes of conflicts in text across the culture.

MISPLACED MODIFIERS

When modifiers (adjectives and adverbs) are out of place, too far away from the word they modify, the sentence will be awkward or confusing. Misplaced modifiers may be single words, phrases, or clauses. Study the following examples:

1. The following words are often misplaced: almost, only, just, even, hardly, not, nearly, merely.

Most often, these words are placed in front of the words they modify.

Misplaced: My sister only has two children.

Correct: My sister has only two children.

2. Here is an example of a misplaced phrase:

Misplaced: The little girl screamed at the library at her mother.

Correct: At the library, the little girl screamed at her mother.

3. Here is an example of a misplaced clause:

Misplaced: I held the ticket tightly in my hand that my friend gave me.

Correct: I held the ticket that my friend gave me tightly in my hand.

- a. Circle the sentence that is clearer. Be sure you can explain your choice.

- i A. Maria only attended school half of the time.
B. Maria attended school only half of the time.
- ii A. Let me caution you to for every second keep you eyes on your own paper.
B. Let me caution you to keep your eyes on your own paper for every second.
- iii A. With a little practice, you will be able to run nearly as fast as Carl Lewis.
B. With a little practice, you will nearly be able to run as fast as Carl Lewis.
- iv A. From our seats high in the stadium, we watched the parachutists float to earth.
B. We watched the parachutists float to earth from our seats high in the stadium.

Teacher's Point

- Discuss the two characters of the play with students.
- Discuss in detail about present tense and its kinds. Help them practice the concepts.
- Opportunity should be provided to stage the play with the help of the teacher.

The Last Leaf (Short Story)

O. Henry

After completing this lesson, students will be able to:

- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.)
- engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-level topics, texts, and issues
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- ask and answer higher-order questions to guide/assess reading
- evaluate how authors use language, including figurative language, considering the impact on the reader.
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions
- comment on implied meaning, e.g. writer's viewpoint, relationships between characters etc.
- apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary
- acquire and use appropriate words and phrases for reading, writing, speaking, and listening; independently gather vocabulary when considering a word or phrase important for comprehension or expression.
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot)
- Evaluate stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- evaluate different points of view (e.g., first-person, third-person narrative) Examine an author's point of view or purpose in a text
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., correct form of verb)
- use past tense correctly in speech and writing
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization
- use summary skills to write an objective summary of the given text and poems

Pre-Reading

- What does the title signify?
- If we are in a difficult situation, can hope sustain us? Let us read.

Reading

IN A SMALL PART OF THE CITY WEST OF Washington Square, the streets have gone wild. They turn in different directions. They are broken into small pieces called "places." One street goes across itself one or two times. A painter once discovered something possible and valuable about this street. Suppose a painter had some painting materials for which he had not paid. Suppose he had no money. Suppose a man came to get the money. The man might walk down that street and suddenly meet himself coming back, without having received a cent!



This part of the city is called Greenwich Village. And to old Greenwich Village the painters soon came. Here they found rooms they like, with good light and at a low cost.

Sue and Johnsy lived at the top of a building with three floors. One of these young women came from Maine, the other from California. They had met at a restaurant on Eighth Street. There they discovered that they liked the same kind of art, the same kind of food, and the same kind of clothes. So, they decided to live and work together.

That was in the Spring.

Towards winter a cold stranger entered Greenwich Village. No one could see him. He walked around touching one person here and another there with his icy fingers. He was a bad sickness. Doctors called him Pneumonia. On the east side of the city he hurried, touching many people; but in the narrow streets of Greenwich Village, he did not move so quickly.

Mr. Pneumonia was not a nice old gentleman. A nice old gentleman would not hurt a weak little woman from California. But Mr. Pneumonia touched Johnsy with his cold fingers. She lay on her bed almost without moving, and she looked through the window at the wall of the house next to hers.

While-reading

Put students in pairs, then have them read one paragraph at a time silently. When they finish, ask them to take turns paraphrasing the paragraph they've just read.

One morning the busy doctor spoke to Sue alone in the hall, where Johnsy could not hear.

"She has a very small chance," he said. "She has a chance, if she wants to live. If people don't want to live, I can't do much for them. Your little lady has decided that she is not going to get well. Is there something that is troubling her?"

While-reading

Ask the students to locate the specific information such as names, dates, times, and numbers mentioned in the story.

"She always wanted to go to Italy and paint a picture of the Bay of Naples," said Sue.

"Paint! Not paint. Is there anything worth being troubled about? A man?"

"A man?" said Sue. "Is a man worth—No, doctor. There is not a man."

"It is weakness," said the doctor. "I will do all I know how to do. But when a sick person begins to feel that he's going to die, half my work is useless. Talk to her about new winter clothes. If she were interested in the future, her chances would be better."

After the doctor had gone, Sue went into the workroom to cry. Then she walked into Johnsy's room. She carried some of her painting materials, and she was singing.

Johnsy lay there, very thin and very quiet. Her face was turned toward the window. Sue stopped singing, thinking that Johnsy was asleep.

Sue began to work. As she worked, she heard a low sound, again and again. She went quickly to the bedside.

Johnsy's eyes were open wide. She was looking out the window and counting—counting back.

"Twelve," she said; and a little later, "Eleven"; and then, "Ten," and, "Nine"; and then, "Eight," and, "Seven," almost together.

Sue looked out the window. What was there to count? There was only the side wall of the next house, a short distance away. The wall had no window. An old, old tree grew against the wall. The cold breath of winter had already touched it. Almost all its leaves had fallen from its dark branches.

"What is it, dear?" asked Sue.

**While-reading**

When does half of the work of a doctor become useless?

"Six," said Johnsy, in a voice still lower. "They're falling faster now. Three days ago there were almost a hundred. It hurt my head to count them. But now it's easy. There goes another one. There are only five now."

"Five what, dear? Tell your Sue."

"Leaves. On the tree. When the last one falls, I must go, too. I've known that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such a thing," said Sue. "It doesn't have any sense in it. What does an old tree have to do with you? Or with your getting well? And you used to love that tree so much. Don't be a little fool. The doctor told me your chances for getting well. He told me this morning. He said you had very good chances! Try to eat a little now. And then I'll go back to work. And then I can sell my picture, and then I can buy something more for you to eat to make you strong."

"You don't have to buy anything for me," said Johnsy. She still looked out the window. "There goes another. No, I don't want anything to eat. Now there are four. I want to see the last one fall before night. Then I'll go, too."

"Johnsy, dear," said Sue, "will you promise me to close your eyes and keep them closed? Will you promise not to look out the window until I finish working? I must have this picture ready tomorrow. I need the light; I can't cover the window."

"Couldn't you work in the other room?" asked Johnsy coldly.

"I'd rather be here by you," said Sue. "And I don't want you to look at those leaves."

"Tell me as soon as you have finished," said Johnsy. She closed her eyes and lay white and still. "Because I want to see the last leaf fall have done enough waiting. I have done enough thinking. I want to go sailing down, down, like one of those leaves."

"Try to sleep," said Sue. "I must call Behrman to come up here. I want to paint a man in this picture, and I'll make him look like Behrman. I won't be gone a minute. Don't try to move till I come back."

While-reading

For how many years Old Behrman had been a painter?

Old Behrman was a painter who lived on the first floor of their house. He was past sixty. He had had no success as a painter. For forty years he had painted, without ever painting a good picture. He had always talked of painting a great picture, a masterpiece, but he had never yet started it.

He got a little money by letting others paint pictures of him. He drank too much. He still talked of his great masterpiece. And he believed that it was his special duty to do everything possible to help Sue and Johnsy.

Sue found him in his dark room, and she knew that he had been drinking. She could smell it. She told him about Johnsy and the leaves on the vine. She said that she was afraid that Johnsy would indeed sail down, down like the leaf. Her hold on the world was growing weaker.

Old Behrman shouted his anger over such an idea.

"What!" he cried. "Are there such fools? Do people die because leaves drop off a tree? I have not heard of such a thing. No, I will not come up and sit while you make a picture of me. Why do you allow her to think such a thing? That poor little Johnsy!"

"She is very sick and weak," said Sue. "The sickness has put these strange ideas into her mind. Mr. Behrman, if you won't come, you won't. But I don't think you're very nice."

"This is like a woman!" shouted Behrman. "Who said I will not come? Go. I come with you. For half an hour I have been trying to say that I will come. God! This is not any place for someone so good as Johnsy to lie sick. Someday I shall paint my masterpiece, and we shall all go away from here. God! Yes."

Johnsy was sleeping when they went up. Sue covered the window and took Behrman into the other room. There they looked out the window fearfully at the tree. Then they looked at each other for a moment without speaking. A cold rain was falling, with a little snow in it too.

Behrman sat down, and Sue began to paint.

She worked through most of the night.

In the morning, after an hour's sleep, she went to Johnsy's bedside. Johnsy with wide-open eyes was looking toward the window. "I want to see," she told Sue.

Sue took the cover from the window.

But after the beating rain and the wild wind that had not stopped through the whole night, there still was one leaf to be seen against the wall. It was the last on the tree. It was still dark green near the branch. But at the edges it was turning yellow with age. There it was hanging from a branch nearly twenty feet above the ground.

"It is the last one," said Johnsy. "I thought it would surely fall during the night. I heard the wind. It will fall today, and I shall die at the same time."

"Dear, dear Johnsy!" said Sue. "Think of me, if you won't think of yourself. What would I do?"

But Johnsy did not answer. The most lonely thing in the world is a soul when it is preparing to go on its far journey. The ties that held her to friendship and to earth were breaking, one by one.

The day slowly passed. As it grew dark, they could still see the leaf hanging from its

While-reading

Why was Johnsy looking towards the window?

branch against the wall. And then, as the night came, the north wind began again to blow. The rain still beat against the windows. When it was light enough the next morning, Johnsy again commanded that she be allowed to see.

The leaf was still there.

Johnsy lay for a long time looking at it. And then she called to Sue, who was cooking something for her to eat.

"I've been a bad girl, Sue," said Johnsy. "Something has made that last leaf stay there to show me how bad I was. It is wrong to want to die. I'll try to eat now. But first bring me a looking-glass, so that I can see myself. And then I'll sit up and watch you cook."

An hour later she said, "Sue, someday I hope to paint the Bay of Naples."

The doctor came in the afternoon. Sue followed him into the hall outside Johnsy's room to talk to him.

"The chances are good," said the doctor. He took Sue's thin, shaking hand in his. "Give her good care, and she'll get well. And now I must see another sick person in this house. His name is Behrman. A painter believes. Pneumonia, too. Mike is an old, weak man, and he is very ill. There is no hope for him. But we take him to the hospital today. We'll make it as easy for him as we can."

The next day the doctor said to Sue: "She's safe. You have done it. Food and care now—that's all."

And that afternoon Sue came to the bed where Johnsy lay. She put one arm around her.

"I have something to tell you", she said. "Mr. Behrman died of pneumonia today in the hospital. He was ill only two days. Someone found him on the morning of the first day, in his room. He was helpless with pain."

"His shoes and his clothes were wet and as cold as ice. Everyone wondered where he had been. The night had been so cold and wild.

"And then they found some things. There was a light that he had taken outside. And there were his materials for painting. There was paint, green paint and yellow paint. And—

"Look out the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind was blowing? Oh, my dear, it is Behrman's great masterpiece—he painted it there the night that the last leaf fell."



Post-reading

- Why did the leaf not fall from the tree?

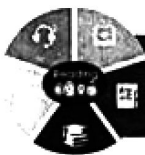


Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| words | Meanings | Synonyms |
|-------------------|--|----------|
| quaint | attractively unusual or old-fashioned | charming |
| prowl | (of a person or animal) move around restlessly and stealthily, especially in search of or as if in search of prey | |
| gable | the part of a wall that encloses the end of a pitched roof | |
| greenwich Village | a district of New York City on the lower west side of Manhattan, traditionally associated with writers, artists, and musicians | |
| pewter | a gray alloy of tin with copper and antimony (formerly, tin and lead) | |
| chafing dish | a metal pan with an outer pan of hot water, used for keeping food warm | |
| table d'hotê | a menu where multi-course meals with only a few choices are offered for a fixed total price | |
| chicory | an edible Mediterranean plant whose bitter leaves may be blanched and used in salads; also known as endive | |
| smite | strike with a firm blow; defeat or conquer | |
| chivalric | displaying courteous behavior, as would be expected of an ideal knight | |
| zephyrs | a soft gentle breeze | |
| pneumonia | lung inflammation caused by bacterial or viral infection, in which the air sacs fill with pus and may become solid | |
| pharmacopoeia | a book, especially an official publication, containing a list of medicinal drugs with their effects and directions for their use; a stock of medicinal drugs | |
| jew's harp | a small lyre-shaped musical instrument held between the teeth and struck with a finger. It can produce only one note, but harmonics are sounded by the player altering the shape of the mouth cavity | |

| | |
|------------|---|
| curative | a medicine or remedy |
| solicitous | characterized by or showing interest or concern |
| scorn | the feeling or belief that someone or something is worthless or despicable; contempt |
| serrated | having or denoting a jagged edge; saw-like |
| mastiff | a dog of a large, strong breed with drooping ears and pendulous lips |
| fancy | a thing that one supposes or imagines, typically an unfounded or tentative belief or idea; notion or whim |



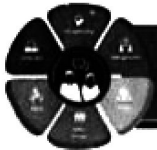
Reading and Critical Thinking

a. Answer the following:

1. How does Behrman's last painting become a masterpiece and save a life in "The Last Leaf" by O. Henry?
2. Analyze the friendship between Sue and Johnsy in "The Last Leaf" by O. Henry.
3. How would you describe the character of Mr. Behrman in the story "The Last Leaf" by O. Henry?
4. How is "The Last Leaf" by O. Henry a story of hope, friendship and sacrifice?
5. What is the point of view in O. Henry's short story "The Last Leaf," and what are the three coincidences in this story?
6. Does Johnsy's doctor think that she will recover from her illness, and does Johnsy plan on getting better?
7. How is pneumonia described in the story?
8. What is the significance of ivy leaves?
9. Who was struck by pneumonia in the story the last leaf?
10. What is the main idea of the story "The Last Leaf" by O' Henry?
11. Discuss the following elements of the plot of the story: exposition, setting, climax, character development, resolution.

b. Choose the best answer:

- i. There are _____ meteor showers each year
 - a) malaria
 - b) pneumonia
 - c) fever
- ii. Behrman painted the leaf because he wanted to save _____'s life.
 - a) Sue
 - b) Johnsy
 - c) a boy
- iii. Towards winter a cold stranger named _____ entered Greenwich Village,
 - a) Sue
 - b) Behrman
 - c) pneumonia



Oral Communication

Have you ever felt depressed and dejected? How did you overcome such feelings? Share your experience with your classmates.

Activity

Recite a poem in line with the theme of Hope keeping in mind the following points:

- a) Read the poem aloud. Remember that reading poems is different from prose. Like fiction, poems mostly do not have many characters. Even if you do not understand the meanings, it gives you pleasure while reading.
- b) Discuss whatever you have understood, and what you think is the message in the text.
- c) Do the students agree that one must never lose heart? Even the adverse circumstances must be overcome with hope and determination.



Vocabulary and Grammar

Past Tense

The past tense is a verb tense used for a past activity or a past state of being. For example:

I jumped in the lake.

I was happy.

a. Simple Past

The simple past is a "simple" way to share past events and can reflect something happened from any time in the past. It's also the main way we express that we did

something one time but can also cover things that happened many times. Its form is easy: **Subject + Past Verb**.

I ate a cheese burger for dinner last night.

She ran fast!

b. Past Continuous

The past continuous tense shares events or actions that happened continuously; they were going on for a while or over a period of time in the past. To show this, we use verbs ending in **ing**. Sentences in the past continuous tense follow the form **Subject + Verb to be + ing Verb**:

I was eating a cheese burger.

The dogs were barking loudly.

c. Past Perfect

The past perfect tense describes something that we have done before, but also matters now. We use it to clarify that one event happened before another event in the past. To use the past perfect, we need the auxiliary **had** before the main verb to show that we "had done" something. Then, we need to add the main verb, in its past-tense form. As you know, the past form of regular verbs ends in **ed**, but irregular verbs have different forms. So, a sentence in the past perfect follows the form **Subject + Had + Past form of main verb**:

Rayyan had traveled to Europe already, he wanted to go to Asia.

They had lived in that house for 10 years.

He had taken the exam already and felt confident that he had done well.

d. Past Perfect Continuous

The past perfect continuous describes actions that we had been doing or had been going on continuously before a certain time in the past but aren't going on anymore. It's often used to express a situation where something had been happening until something else happened. To use it, we need to use **had** and **been** combined with the continuous form of the verb (ending in **ing**) to show that we "had been" doing the action.

Sentences written in the past perfect continuous follow **Subject + had been + ing Verb**:

They had been living in that house since 2006, but they moved.

He had been taking that exam for two hours when the teacher said, "Time's up!"

a) Make two sentences using simple present and past continuous tense.

b) Put the verbs into the correct form (past perfect tense).

i-The children collected the chestnuts that (fall) from the tree.

ii-He (not / be) to Cape Town before 1997.

iii-When she went out to play, she (do / already) her homework.

iv-My brother ate all of the cake that our mum (make). -

c) Make two sentences from past perfect continuous tense:

d) Use the given phrasal verbs in sentences:

shop around _____

show off _____

sleep over _____

sort out _____

stick to _____

switch off _____



Writing

- Summarize the story in your own words.

Teacher's Point



- Help students to understand the theme of the story.
- Let them discuss their moment of tension, and how did they solve it?

The Necklace (Short Story)

Guy de Maupassant

After completing this lesson, students will be able to:

- speak confidently and fluently in a wide range of contexts, For example, (conflict resolution, panel discussion, role-play, dialogue, etc.) to fulfil different purposes (exposition, argumentation etc.)
- perform a drama/ role play/play script showing different roles and scenarios through deliberate choice of dialogues/ speech
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- ask and answer higher-order questions to guide/ assess reading
- evaluate how authors use language, including figurative language, considering the impact on the reader
- use pre-reading and while-reading strategies to analyse and explore different layers of meaning within texts including biases and opinions
- apply skimming and scanning strategies for relevant information and main points in texts to identify the writer's purpose, and intended audience. Infer the theme/main idea of the text, distinguishing between fact and opinion where necessary
- evaluate the particular elements of a story or drama (e.g., how the setting shapes the characters or plot). Evaluate stages of plot development in a fictional text. (exposition, setting, climax, character development, resolution)
- evaluate how authors use language, including figurative language, considering the impact on the reader
- identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. synonyms and antonyms)
- use future tense correctly in speech and writing
- demonstrate knowledge and application of parts of speech in oral and written communication in varying degrees of complexity
- apply knowledge of parts of speech, tenses, sentence structure and other features of grammar and vocabulary to understand how language functions in different contexts, make effective choices for meaning or style while reading, listening and writing
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- write multiple paragraphs essays/stories; multi-stanza poems or playscript using mechanics of correct writing
- engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events

Pre-Reading

- What do you understand by the title?
- Read the first paragraph of the story, then guess what the story will be about.

Reading

She was one of those pretty and charming girls born, as if by an error of fate, into a family of clerks. She had no dowry, no expectations, no means of becoming known, understood, loved or wedded by a man of wealth and distinction; and so, she let herself be married to a minor official at the Ministry of Education.

She dressed plainly because she had never been able to afford anything better, but she was as unhappy as if she had once been wealthy. Women don't belong to a caste or class; their beauty, grace, and natural charm take the place of birth and family. Natural delicacy, instinctive elegance and a quick wit determine their place in society and make the daughters of commoners the equals of the very finest ladies.

She suffered endlessly, feeling she was entitled to all the delicacies and luxuries of life. She suffered because of the poorness of her house as she looked at the dirty walls, the worn-out chairs and the ugly curtains. All these things that another woman of her class would not even have noticed, tormented her and made her resentful. The sight of the little Brenton girl who did her housework filled her with terrible regrets and hopeless fantasies. She dreamed of silent antechambers hung with Oriental tapestries, lit from above by torches in bronze holders, while two tall footmen in knee-length breeches napped in huge armchairs, sleepy from the stove's oppressive warmth. She dreamed of vast living rooms furnished in rare old silks, elegant furniture loaded with priceless ornaments, and inviting smaller rooms, perfumed, made for afternoon chats with close friends - famous, sought after men, who all women envy and desire.

When she sat down to dinner at a round table covered with a three-day-old cloth opposite her husband who, lifting the lid off the soup, shouted excitedly, "Ah! Beef stew! What could be better," she dreamed of fine dinners, of shining silverware, of tapestries which peopled the walls with figures from another time and strange birds in fairy forests; she dreamed of delicious dishes served on wonderful plates, of whispered gallantries listened to with an inscrutable smile as one ate the pink flesh of a trout or the wings of a quail.

She had no dresses, no jewels, nothing; and these were the only things she loved. She felt she was made for them alone. She wanted so much to charm, to be envied, to be desired and sought after.

While-reading

Ask the students to locate the specific information such as names, dates, times, and numbers mentioned in the story.

She had a rich friend, a former schoolmate at the convent, whom she no longer wanted to visit because she suffered so much when she came home. For whole days afterwards she would weep with sorrow, regret, despair and misery.

One evening her husband came home with an air of triumph, holding a large envelope in his hand.

"Look," he said, "here's something for you."

She tore open the paper and drew out a card, on which was printed the words:

"The Minister of Education and Mme. Georges Rampouneau request the pleasure of M. and Mme. Loisel's company at the Ministry, on the evening of Monday January 18th."

Instead of being delighted, as her husband had hoped, she threw the invitation on the table resentfully, and muttered:

"What do you want me to do with that?"

"But, my dear, I thought you would be pleased. You never go out, and it will be such a lovely occasion! I had awful trouble getting it. Everyone wants to go; it is very exclusive, and they're not giving many invitations to clerks. The whole ministry will be there."

She stared at him angrily, and said, impatiently:

"And what do you expect me to wear if I go?"

He hadn't thought of that. He stammered:

"Why, the dress you go to the theatre in. It seems very nice to me . . ."

He stopped, stunned, distressed to see his wife crying. Two large tears ran slowly from the corners of her eyes towards the corners of her mouth. He stuttered:

"What's the matter? What's the matter?"

With great effort she overcame her grief and replied in a calm voice, as she wiped her wet cheeks:

"Nothing. Only I have no dress and so I can't go to this party. Give your invitation to a friend whose wife has better clothes than I do."

He was distraught, but tried again:

"Let's see, Mathilde. How much would a suitable dress cost, one which you could use again on other occasions, something very simple?"

She thought for a moment, computing the cost, and also wondering what amount she could ask for without an immediate refusal and an alarmed exclamation from the thrifty clerk.

While-reading

Make students consider other perspectives of the text. After students have read the text one time, ask them to read it again and pretend they are reading it from someone else's point of view.

At last she answered hesitantly:

"I don't know exactly, but I think I could do it with four hundred *francs*. "

He turned a little pale, because he had been saving that exact amount to buy a gun and treat himself to a hunting trip the following summer, in the country near Nanterre, with a few friends who went lark-shooting there on Sundays.

However, he said:

"Very well, I can give you four hundred *francs*. But try and get a really beautiful dress. "

The day of the party drew near, and Madame Loisel seemed sad, restless, anxious. Her dress was ready, however. One evening her husband said to her:

"What's the matter? You've been acting strange these last three days. "

She replied: "I'm upset that I have no jewels, not a single stone to wear. I will look cheap. I would almost rather not go to the party. "

"You could wear flowers, " he said, "They are very fashionable at this time of year. For ten *francs* you could get two or three magnificent roses. "

She was not convinced.

"No; there is nothing more humiliating than looking poor in the middle of a lot of rich women. "

"How stupid you are!" her husband cried. "Go and see your friend Madame Forestier and ask her to lend you some jewels. You know her well enough for that. "

She uttered a cry of joy.

"Of course. I had not thought of that. "

The next day she went to her friend's house and told her of her distress.

Madame Forestier went to her mirrored wardrobe, took out a large box, brought it back, opened it, and said to Madame Loisel:

"Choose, my dear: "

First, she saw some bracelets, then a pearl necklace, then a gold Venetian cross set with precious stones, of exquisite craftsmanship. She tried on the jewelry in the mirror, hesitated, could not bear to part with them, to give them back. She kept asking:

"You have nothing else?"

"Why, yes. But I don't know what you like. "

Suddenly she discovered, in a black satin box, a superb diamond necklace, and her heart began to beat with uncontrolled desire. Her hands trembled as she took it. She fastened it around her neck, over her high-necked dress, and stood lost in ecstasy as

she looked at herself.

Then she asked anxiously, hesitating:

"Would you lend me this, just this?"

"Why, yes, of course. "

She threw her arms around her friend's neck, embraced her rapturously, then fled with her treasure.

The day of the party arrived. Madame Loisel was a success. She was prettier than all the other women, elegant, gracious, smiling, and full of joy. All the men stared at her, asked her name, tried to be introduced. All the cabinet officials wanted to waltz with her. The minister noticed her.

She danced wildly, with passion, drunk on pleasure, forgetting everything in the triumph of her beauty, in the glory of her success, in a sort of cloud of happiness, made up of all this respect, all this admiration, all these awakened desires, of that sense of triumph that is so sweet to a woman's heart.

She left at about four o'clock in the morning. Her husband had been dozing since midnight in a little deserted anteroom with three other gentlemen whose wives were having a good time.

He threw over her shoulders the clothes he had brought for her to go outside in, the modest clothes of an ordinary life, whose poverty contrasted sharply with the elegance of the ball dress. She felt this and wanted to run away, so she wouldn't be noticed by the other women who were wrapping themselves in expensive furs.

Loisel held her back.

"Wait a moment, you'll catch a cold outside. I'll go and find a cab. "

But she would not listen to him and ran down the stairs. When they were finally in the street, they could not find a cab, and began to look for one, shouting at the cabmen they saw passing in the distance.

They walked down toward the Seine in despair, shivering with cold. At last they found on the quay one of those old night cabs that one sees in Paris only after dark, as if they were ashamed to show their shabbiness during the day.

They were dropped off at their door in the Rue des Martyrs, and sadly walked up the steps to their apartment. It was all over, for her. And he was remembering that he had to be back at his office at ten o'clock.

In front of the mirror, she took off the clothes around her shoulders, taking a final look at herself in all her glory. But suddenly she uttered a cry. She no longer had the necklace round her neck!

"What is the matter?" asked her husband, already half undressed.

She turned towards him, panic-stricken.

"I have . . . I have . . . I no longer have Madame Forestier's necklace."

He stood up, distraught.

"What! . . . how! . . . That's impossible!"

They looked in the folds of her dress, in the folds of her cloak, in her pockets, everywhere. But they could not find it.

"Are you sure you still had it on when you left the ball?" he asked.

"Yes. I touched it in the hall at the Ministry."

"But if you had lost it in the street, we would have heard it fall. It must be in the cab."

"Yes. That's probably it. Did you take his number?"

"No. And you, didn't you notice it?"

"No. "

They stared at each other, stunned. At last, Loisel put his clothes on again.

"I'm going back," he said, "over the whole route we walked, see if I can find it."

He left. She remained in her ball dress all evening, without the strength to go to bed, sitting on a chair, with no fire, her mind blank.

Her husband returned at about seven o'clock. He had found nothing.

He went to the police, to the newspapers to offer a reward, to the cab companies, everywhere the tiniest glimmer of hope led him.

She waited all day, in the same state of blank despair from before this frightful disaster.

Loisel returned in the evening, a hollow, pale figure; he had found nothing.

"You must write to your friend," he said, "tell her you have broken the clasp of her necklace and that you are having it mended. It will give us time to look some more."

She wrote as he dictated.

At the end of one week, they had lost all hope.

And Loisel, who had aged five years, declared:

"We must consider how to replace the jewel."

The next day they took the box which had held it, and went to the jeweler whose name they found inside. He consulted his books.

"It was not I, madame, who sold the necklace; I must simply have supplied the case."

And so, they went from jeweler to jeweler, looking for an necklace like the other one, consulting their memories, both sick with grief and anguish.

In a shop at the Palais Royal, they found a string of diamonds which seemed to be exactly

what they were looking for. It was worth forty thousand *francs*. They could have it for thirty-six thousand.

So they begged the jeweler not to sell it for three days. And they made an arrangement that he would take it back for thirty-four thousand *francs* if the other necklace was found before the end of February.

Loisel had eighteen thousand *francs* which his father had left him. He would borrow the rest.

And he did borrow, asking for a thousand *francs* from one man, five hundred from another, five louis here, three louis there. He gave notes, made ruinous agreements, dealt with usurers, with every type of money-lender. He compromised the rest of his life, risked signing notes without knowing if he could ever honor them, and, terrified by the anguish still to come, by the black misery about to fall on him, by the prospect of every physical privation and every moral torture he was about to suffer, he went to get the new necklace, and laid down on the jeweler's counter thirty-six thousand *francs*.

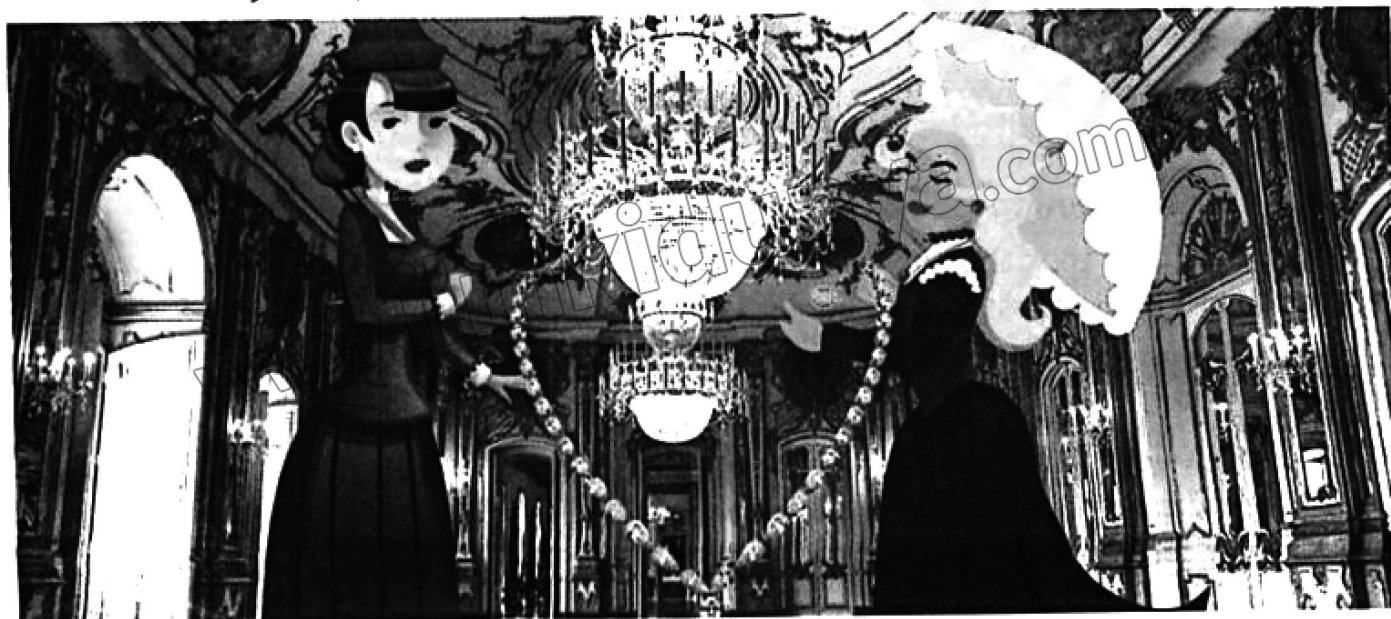
When Madame Loisel took the necklace back, Madame Forestier said coldly:

"You should have returned it sooner; I might have needed it."

To the relief of her friend, she did not open the case. If she had detected the substitution, what would she have thought? What would she have said? Would she have taken her friend for a thief?

From then on, Madame Loisel knew the horrible life of the very poor. But she played her part heroically. The dreadful debt must be paid. She would pay it. They dismissed their maid; they changed their lodgings; they rented a garret under the roof.

She came to know the drudgery of housework, the odious labors of the kitchen. She washed the dishes, staining her rosy nails on greasy pots and the bottoms of pans. She washed the dirty linen, the shirts and the dishcloths, which she hung to dry on a line; she



carried the garbage down to the street every morning, and carried up the water, stopping at each landing to catch her breath. And, dressed like a commoner, she went to the fruiterer's, the grocer's, the butcher's, her basket on her arm, bargaining, insulted, fighting over every miserable *sou*.

Each month they had to pay some notes, renew others, get more time.

Her husband worked every evening, doing accounts for a tradesman, and often, late into the night, he sat copying a manuscript at five *sous* a page.

And this life lasted ten years.

At the end of ten years they had paid off everything, everything, at usurer's rates and with the accumulations of compound interest.

Madame Loisel looked old now. She had become strong, hard and rough like all women of impoverished households. With hair half combed, with skirts awry, and reddened hands, she talked loudly as she washed the floor with great swishes of water. But sometimes, when her husband was at the office, she sat down near the window and thought of that evening at the ball so long ago, when she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows, who knows? How strange life is, how fickle! How little is needed for one to be ruined or saved!

One Sunday, as she was walking in the Champs Élysées to refresh herself after the week's work, suddenly she saw a woman walking with a child. It was Madame Forestier, still young, still beautiful, still charming.

Madame Loisel felt emotional. Should she speak to her? Yes, of course. And now that she had paid, she would tell her all. Why not?

She went up to her.

"Good morning, Jeanne."

The other, astonished to be addressed so familiarly by this common woman, did not recognize her. She stammered:

"But - madame - I don't know. You must have made a mistake."

"No, I am Mathilde Loisel."

Her friend uttered a cry.

"Oh! . . . my poor Mathilde, how you've changed! . . ."

"Yes, I have had some hard times since I last saw you, and many miseries . . . and all because of you! . . ."



"Me? How can that be?"

"You remember that diamond necklace that you lent me to wear to the Ministry party?"

"Yes. Well?"

"Well, I lost it."

"What do you mean? You brought it back."

"I brought you back another exactly like it. And it has taken us ten years to pay for it. It wasn't easy for us, we had very little. But at last it is over, and I am very glad."

Madame Forestier was stunned.

"You say that you bought a diamond necklace to replace mine?"

"Yes; you didn't notice then? They were very similar."

And she smiled with proud and innocent pleasure.

Madame Forestier, deeply moved, took both her hands.

"Oh, my poor Mathilde! Mine was an imitation! It was worth five hundred *francs* at most! . . ."



Post-reading

- How long did it take to pay for the necklace?

Henri René Albert Guy de Maupassant (5 August 1850 - 6 July 1893) was a 19th-century French author, remembered as a master of the short story form, and as a representative of the Naturalist school, who depicted human lives and destinies and social forces in disillusioned and often pessimistic terms.

Maupassant was a protégé of Gustave Flaubert and his stories are characterized by economy of style and efficient, seemingly effortless *dénouements* (outcomes). Many are set during the Franco-Prussian War of the 1870s, describing the futility of war and the innocent civilians who, caught up in events beyond their control, are permanently changed by their experiences. He wrote 300 short stories, six novels, three travel books, and one volume of verse. His first published story, "Boule de Suif" ("The Dumpling", 1880), is often considered his masterpiece.

Theme

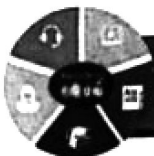
"The Necklace" or "The Diamond Necklace" (French: *La Parure*) is an 1884 short story by French writer Guy de Maupassant. It is known for its twist ending (Ironic ending), which was a hallmark of de Maupassant's style. The story was first published on 17 February 1884 in the French newspaper *Le Gaulois*. "The Necklace" is, at its heart, a story about Mathilde's social ambition, which takes the form of a desire to acquire luxurious objects that she cannot afford. Through her ruin, Maupassant warns against the dangers of greed and criticizes those who ascribe too much value to wealth and material possessions.



Glossary

Given below are the difficult words from the unit. Look at their meanings and give synonyms of each in the given column. The first one is done for you. Also use these words in your own sentences.

| words | Meanings | Synonyms |
|-------------|---|--------------|
| antechamber | small room next to main bedrooms in a house or apartments | waiting room |
| ante-room | small room before a main room | |
| boudoirs | bedrooms | |
| breton | the place, or someone who comes from | |
| chagrin | feeling of embarrassment and annoyance | |
| candelabra | branched candle holder for more than one candle | |
| coupe's | four wheeled horse-drawn carriage with two seats inside and two seats outside | |
| disdain | dislike | |
| finesse | elegant skill | |
| frowsy | untidy in appearance | |
| gallantries | polite words or actions | |
| garret | a room at the top of a house just under the roof | |
| homage | to show respect | |
| incessantly | constantly | |



Reading and Critical Thinking

a. Answer the following questions:

1. Why was Mathilde unhappy with her life at the beginning of "The Necklace" by Guy de Maupassant??
2. Why Mathilde did not to like to visit her rich friend?
3. How did Mathilde and her husband get money to pay for the new necklace?
4. What was it for the couple after they had returned the necklace to Madame Forestier?
5. How does Mathilde change as a result of her experience in "The Necklace"?

6. Do you think Madame Loisel got what she deserved?
7. What is the theme of "The Necklace"?
8. Write a character sketch of Madame and Mister Loisel.
9. Would you agree that Mathilde feels the need to borrow a necklace?

b. Choose the best answer:

- i. Mathilde did not like to visit her rich friend because she was unhappy with her _____.
 a) husband b) looks c) poverty
- ii. Her husband worked every evening, doing accounts for a tradesman, and often, late into the night, he sat copying a manuscript at _____ sous a page.
 a) four b) five c) six
- iii. _____ was still young, still beautiful, still charming after ten years.
 a) Madame Forestier b) Mathilde c) Madame Loisel



Oral Communication

Activity

- Represent one or two of the major points of action of the story: when Madame Loisel borrows the necklace from her friend, the affair... through a scene.
- Get into pairs and represent the last part of the story where Madame Forestier and Mathilde Loisel found each other after 10 years. Try to represent Mathilde's reaction when Madame Forestier tells her that the necklace, she lent her was an imitation indeed.



Vocabulary and Grammar

Future tense:

It shows that the timeline of the action hasn't actually occurred yet, but will later.

For example:

I will write a book.

He will be writing a book.

Types of Future Tenses

a. Simple Future

You can use the simple future to talk about something (like an action or event) that will happen any time in the future, and also to talk about something that will happen one time. In the simple future, we use the base form of the verb with a modal auxiliary, like *will*. So, the simple future follows the form **Subject + modal + Base Verb**.

I will eat a cheeseburger for dinner.

Jane might buy a new car tomorrow.

b. Future Continuous

The future continuous tense talk about things will be happening continuously in the future. To show this, we use a modal, the verb to be, and a verb ending in *ing*.

Sentences in the future continuous tense follow the **Subject + modal + Verb to be + ing Verb model**:

Zara will be driving to work.

I will be running the race at 6pm.

The dogs will be barking loudly when you arrive.

c. Future Perfect

The future perfect tense shows that an event will have happened before another thing in the future. It often expresses that by the time one action or event happens, another will have happened. To use the future perfect, we need to place the modal *will* and the auxiliary *have* before the *past* form of the main verb (this shows that we "will have done" an action). Using a past verb in the future tense may seem confusing, but remember, it's to show that something will have happened before another thing, so we need it!

So, a sentence written in the future perfect should follow the **Subject + will + have + Past form of main verb pattern**:

Faiza will have traveled the world by the time she turns 30.

They will have lived in 10 states once they move to New York.

He will have taken the exam already, so he won't need to study more.

d- Future Perfect Continuous

The future perfect continuous describes events and/or actions that have been going on continuously until a certain time in the future. Often, it's used to show cause and effect; in other words, because one thing will have been happening, another will happen. To use it, we need to combine *have* and *been* with the continuous form of the verb (ending in *ing*), this shows that the action or event "will have been" happening.

A sentence in the future perfect continuous follows **Subject + modal + have been + ing Verb**:

Mother will have been working for 12 hours, so I don't think she will want to cook.

I should have been watering the plants every day; I hope they won't die.

They will have been living in that house for 10 years this March.

He will have been driving since noon, so he will need a rest.

a) Rewrite the underlined forms with the future simple or continuous.

i) Don't call me at 10 o'clock. I am going to fly to Spain.

ii) I suppose we 're going to stay at a hotel next summer.

iii) Do you think it is snowing at the weekend?

iv) Is the coat OK.? - Yes, I am taking it.

v) This time on Sunday we are going to ski in France.

vi) Every student is using a computer in the near future.

b) Complete the sentences with the future perfect or the future continuous.

disappear, arrive, cook, watch, replace, move, finish, fly, teach, listen

i. When we reach Portsmouth, we _____ our voyage.

ii. When I drive my car I _____ to the new CD.

iii. In a twenty years' time thousands of species _____ from this planet.

iv. In a few hours' time we _____ on the plane.

v. I'll meet you at four o'clock. - At four? I'm afraid I _____ English.

vi. We _____ the wheels before you come back from the shop.

vii. Shall I buy a pizza? - There's no need. I _____ as usual.

viii. I'm sorry, we can't come tonight. We _____ the new documentary on TV.

ix. My new PC _____ by the end of this week.

- x. The Johnsons _____ in their new house by Christmas.

c) Punctuate the given lines.

but madame I dont know you must have made a mistake

No I am Mathilde Loisel

d) Give antonyms of the following.

natural _____ silent _____ strange _____

longer _____ slowly _____ discover _____

e) Use the given phrasal verbs in sentences.

switch on _____

take apart _____

take back _____

take off _____

take out _____

tear up _____



Writing

Literary Devices :

Irony

Irony is about how your perception is different from how something really is. Irony has disappointed many readers when they thought something would happen, but it didn't. It comes in different forms like dramatic, verbal, or situational irony. For example:

My old English mastiff dog is named "Tiny". (situational irony)

My son is as innocent as the devil. (verbal irony)

Flashback

You have flashbacks in life. For example, the smell of baking cookies takes you back to

a time you spend with your grandmother. Flashbacks in literature are the same. These are story elements giving you insight to a previous moment or experience.

Standing on the edge of the cliff, she was suddenly transported back to the time when she was two. She remembered the feeling of her heart pounding as she looked down at the ground, seconds before falling.

Tone

Has anyone ever reprimanded you for your tone? Tone tells us a lot about what a character is thinking, or the feeling the poem is trying to portray. It can be a happy, energetic, or even melancholy tone.

The exhilarated girl danced along the sidewalk making her way to her friend's house. (upbeat, happy tone)

Alliteration

A type of repetition, alliteration is when a letter is used repeatedly to add emphasis and interest to a work. For example:

Sleepy sheep were shorn on Sunday.

The big black bear banged blandly on the bark.

Symbolism

Symbolism is a fun literary technique. Writers use this to add meaning to an object or person within a story. Depending on the writer's creativity, the level of symbolism can be basic or unique. For example:

In Harry Potter and the Sorcerer's Stone, the scar on his forehead symbolizes not only his past but his future.

Plot Twist

Plot twist is a literary technique that introduces a radical change in the direction or expected outcome of the plot in a work of fiction. When it happens near the end of a story, it is known as a **twist** or surprise ending.

- Exploit the text of the story "The Necklace" to find examples of symbolism and irony.
- Find examples of alliteration in "The Necklace".
- What moments have been revealed to the readers through the flashback technique in "The Necklace"?
- Do you find twist in the plot of the above read story? Explain.

Teacher's Point



- Discuss with students about the evils of today's world. Ask them to perform an evil role in the form of role-play. Each character will reveal his bad quality and its impacts. Help your students in making a positive citizen of society.