

Based on National Curriculum
of Pakistan 2022-23

9

Model Textbook of English



National Book Foundation
as
Federal Textbook Board, Islamabad



Based on National Curriculum of Pakistan 2022-23

Model Textbook of

English

Grade

9

Arfa Nadeem
9A

APS Murree Rd
Rwp

National Curriculum Council
Ministry of Federal Education and Professional Training



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Islamabad

Preface

This Model Textbook for English Grade 9 has been developed by NBF according to the National Curriculum of Pakistan 2022-2023. The aim of this textbook is to enhance learning abilities through inculcation of logical thinking in learners, and to develop higher order thinking processes by systematically building the foundation of learning from the previous grades. A key emphasis of the present textbook is creating real life linkage of the concepts and methods introduced. This approach was devised with the intent of enabling students to solve daily life problems as they grow up in the learning curve and also to fully grasp the conceptual basis that will be built in subsequent grades.

After amalgamation of the efforts of experts and experienced authors, this book was reviewed and finalized after extensive reviews by professional educationists. Efforts were made to make the contents student friendly and to develop the concepts in interesting ways.

The National Book Foundation is always striving for improvement in the quality of its textbooks. The present textbook features an improved design, better illustration and interesting activities relating to real life to make it attractive for young learners. However, there is always room for improvement, the suggestions and feedback of students, teachers and the community are most welcome for further enriching the subsequent editions of this textbook.

May Allah guide and help us (Ameen).

Murad Ali Mohmand
Managing Director

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

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A Model Textbook of English for Grade 9
based on National Curriculum of Pakistan (NCP) 2022-23

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Printed in Pakistan

First Edition: First Impression: March 2024 | Pages: 170 | Quantity: 93000
First Edition: Second Impression: May 2024 | Pages: 170 | Quantity: 100000
First Edition: Third Impression: October 2024 | Pages: 170 | Quantity: 15000
First Edition: Fourth Impression: December 2024 | Pages: 182 | Quantity: 12582
Second Edition: First Impression: January 2025 | Pages: 182 | Quantity: 100000
Second Edition: Second Impression: January 2025 | Pages: 182 | Quantity: 25090

Price: PKR 300-, Code: 978-969-37-1595-8, ISBN: STE-678

Printer: Farhan Raza Printers, Rawalpindi

For details on additional publications from the National Book Foundation, please visit our website at www.nbf.org.pk
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Note

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UTILITY OR PRACTICAL APPLICATIONS OF THE SUBJECT

The purpose of this textbook is to enable students of grade 9 to successfully achieve students' learning objectives through a vast array of level-appropriate activities. A diverse set of texts are included in the book, tailored as per the needs of the students and aimed at providing a great learning experience to students. All the four language skills including reading, writing, speaking and listening are focused on in this book. In order to enhance the reading comprehension of students, a number of engaging activities are given in the book. Each unit begins with a pre-reading activity followed by diverse while-reading activities to keep students engaged in the reading process and help them in comprehension of the text. Moreover, each unit includes a range of open and closed ended questions based on the text provided for students to answer by employing skimming and scanning techniques. The activities are judiciously designed to engage the students in high order thinking skills and critical evaluation. Likewise, the book has a broad range of grammatical exercises to enhance students' knowledge related to different concepts of grammar. Parts of speech, tenses, figurative devices, punctuation, direct and indirect etc. are part of the book with detailed explanation and relevant practice exercises. It provides in-depth knowledge and information to students about varied parts of grammar. In addition, there are comprehensive writing assignments cautiously planned to introduce students with a variety of texts like descriptive, informational, argumentative, imaginative etc. Summary writing has also been focused on in the book. Furthermore, dialogue writing is added to improve writing skills of students. For improving oral communication skills, varied activities like role-plays, individual and group presentations, interviews and drama are included in the book. These activities are effective in developing listening and speaking skills of students. Thus, all the units which are part of the book cater to the learning needs of students and provide great insight to students.

(Authors)

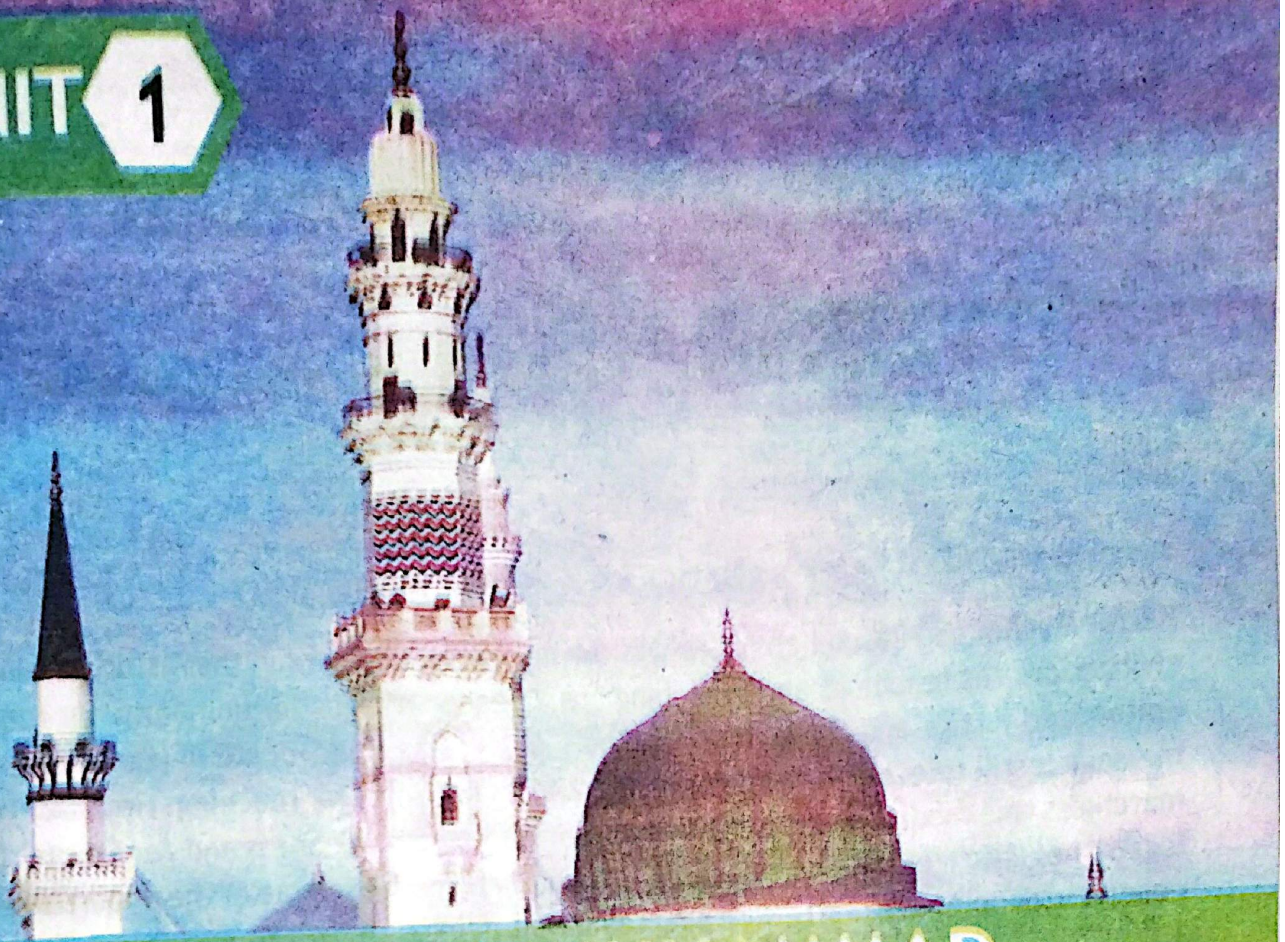
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UNIT 1

1



“HAZRAT MUHAMMAD RASULULLAH (ﷺ): A MERCY FOR ALL CREATION”

After completing this lesson, students will be able to:

- explore simple to complex ideas
- read with accurate pronunciation, appropriate pitch and voice variation suitable for fictional and nonfictional texts
- examine the central idea of an informational text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text
- apply editing and proofreading skills to a range of different texts and contexts
- research for short projects to answer a question (including a self-generated question) or solve a problem
- synthesize multiple sources on the subject
- demonstrate understanding of the subject under investigation while writing or presenting their assignment
- consult general and specialized reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital
- find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology

6th April - 26

LOW

Monday

Main Theme: SDG-Millennium Development Goals (Basic Goals)

Sub Theme: Well-being

Pre-Reading Questions

- Look at the title of the Unit and predict about the content of the lesson.
- How can we live peacefully in the society?

"HAZRAT MUHAMMAD RASULULLAH (ﷺ): A MERCY FOR ALL CREATION"

How Past life relates to today? →
 Hazrat Muhammad Rasulullah (ﷺ) is the most revered figure in the history of human civilization. His teachings and preaching are a beacon of light for humanity. He epitomized justice and compassion, and he was an advocate of knowledge. His message is still relevant in the present day, and its impact is far reaching. He is a matchless role model for everyone because of his wisdom, kindness and generosity. The legacy, he left behind belongs to the world and is an example of the importance of educating people, working toward peace and well-being.

→ He is merciful for all creation (people, animals, birds, range of things).
 The mercy of the Hazrat Muhammad Rasulullah (ﷺ) was so comprehensive and inclusive that it encompassed animals and birds. The Holy Quran narrates that Hazrat Muhammad Rasulullah (ﷺ) was sent as "Mercy for all the worlds" (Quran: 21:107) and he confirmed this when he said: "O people, verily I am only a gifted mercy." This mercy evidently dominated every aspect of his life and was witnessed by all.

→ Practical Examples of mercy & mercilessness.
 Many injunctions urging Muslims to show mercy to animals and birds are easily accessible in the books of Sunnah and the life of Hazrat Muhammad Rasulullah (ﷺ). The Sunnah (Prophetic traditions) recorded many occasions where this mercy reached its peak. For instance a woman was reportedly promised the hellfire because of her merciless behavior with a cat (Al-Bukhāri and Muslim), and a man had his sins forgiven because he quenched the thirst of a dog (Al-Bukhāri and Muslim).

→ Hazrat M (S.A.W) was merciful to everyone including non-followers.
 These injunctions and commands are highly reflective as they arouse the expectations of how merciful He was to human beings, followers and non-followers alike, in the first place.

→ Compassionate behaviour of Hazrat Muhammad (S.A.W):
 On an occasion, Anas ibn-e-Malik reported that he was walking with Hazrat Muhammad Rasulullah (ﷺ) who was wearing a cloak with a very thick border. A nomad man approached Hazrat Muhammad Rasulullah (ﷺ) and arrogantly took hold of the side of this cloak and drew it violently. Anas noticed that the violence of this grasp had left red marks on the neck of Messenger of Allah (ﷺ). Continuing his arrogance and showing his harsh behavior, the nomad said: "O Muhammad! Give me out of Allah's wealth that you possess." As a response to this, the Messenger of Allah (ﷺ) turned to him and smiled and

ordered that he should be given something. (Al-Bukhāri and Muslim). This shows his compassionate behaviour with even those, who teased and disturbed him.

→ Forgiveness

Myriads of similar occasions indicate how Hazrat Muhammad Rasulullah (ﷺ) used to behave towards people who were bitterly against him. It was this lenient behavior that spurred people on embracing Islam and following Hazrat Muhammad Rasulullah (ﷺ). Had the Rasulullah (ﷺ) been cruel to them, people would have abandoned his religion; Allah, the Exalted, says: **"It is out of Allah's mercy that you, O Rasulullah (ﷺ) have been lenient with them. Had you been cruel or hard-hearted, they would have certainly abandoned you."** (Quran: 3: 159)

While Reading Questions

- What was the demand of the nomad?

While Reading Questions

- What is the importance of kindness?

Hazrat Ayesha (رضي الله عنها) narrates that the Messenger of Allah, Hazrat Muhammad Rasulullah (ﷺ) said: Allah is Kind and He loves kindness, and confers upon kindness which He does not confer upon severity, and does not confer upon anything besides kindness. (Muslim)

→ Compassionate behaviour of Hazrat M (S.A.W)
The Messenger of Allah (ﷺ) was even compassionate and kind towards the non-believers. The prisoners of war taken captive in the battle of Badr were amongst his bitter enemies. Nevertheless, he made sure that they were given the best of treatment.

→ Forgiveness
The non-believers inflicted him with every kind of sufferings, eventually forcing him to migrate to Madinah, and then waged war on him. However, when he (ﷺ) conquered Makkah without bloodshed in the twenty-first year of his Prophethood, he (ﷺ) asked the Makkan nonbelievers who were awaiting his decision about them: **"How do you expect me to treat you?"** They responded

While Reading Questions

- What is the status of women in Islam?

→ Women's status + rights (equality)
unanimously: "You are a noble one, the son of a noble one." He (ﷺ) announced to them his decision: "You may go free! No reproach this day shall be on you; may Allah forgive you!"

Hazrat Muhammad Rasulullah (ﷺ) was also very kind and affectionate towards women. Women were very badly treated in those times. Hazrat Muhammad Rasulullah (ﷺ) gave them honor and dignity at par with men in the community. Allah's Messenger (ﷺ) established women's rights in the light of commandments of Allah, which improved their position and status.

→ Compassionate children
Allah's Messenger (ﷺ) was particularly compassionate towards children.

While Reading Questions

- How did the Hazrat Muhammad Rasulullah (ﷺ) treated the children?

When he (ﷺ) saw a child crying, he (ﷺ) sat beside him or her and shared his or her feelings. He (ﷺ) would take children in his arms and embrace them. He (ﷺ) was once hugging his beloved grandsons, Hasan (رضي الله عنه) and Hussain (رضي الله عنه), when Aqrah bin Haabis told him, 'I have got ten children. So far, I have not kissed any of them.' Allah's

Messenger responded: "The one with no pity for others is not pitied." (Al-Bukhari and Muslim) According to another version, he (ﷺ) said: "What can I do for you if Allah has removed from you the feeling of compassion?" (Al-Tirmidhi)

→ kindness to animals, birds, (unintelligent)

Hazrat Muhammad Rasulullah (ﷺ) forbade his companions to keep the unintelligent creatures hungry or thirsty, to disturb or to overburden them. He (ﷺ) commended that kindness and putting them at ease are meritorious acts tending to bring man nearer to Allah.

→ kindness of Allah and kindness act:

Abu Hurairah (رضي الله عنه) reports Hazrat Muhammad Rasulullah (ﷺ) as saying: "A traveller who was thirsty saw a well in the way. He got inside the well and when he came out he saw a dog licking mud due to thirst. The man realized that the dog was as thirsty as he, so he got into the well again, filled his leather sock with water and carried it out holding it with his teeth. Thus, he quenched the thirst of the dog. Allah was pleased with this act of kindness and pardoned his sins."

While Reading Questions

- How are animals to be treated?

Once on return from a military campaign, a few Companions (رضي الله عنهم) took away the chicks of a bird from their nest to stroke them. The mother bird came back and when it could not find its chicks in the nest, it began to fly around screeching. When informed of the matter, Allah's Messenger (ﷺ) became angry and ordered the chicks to be put back in the nest. (Abu Dawood).

While Reading Questions

- How did the mother bird react when it could not find its chicks?

The love and compassion of Allah's Messenger (ﷺ) for all kinds of creatures was not of the kind claimed by today's 'humanists'. He (ﷺ) was sincere and balanced in his love and compassion.

He (ﷺ) was more compassionate than any other person.

He (ﷺ) was raised by Allah, the Creator and Sustainer of all beings, for the guidance and happiness of conscious beings and the harmony of existence. Therefore, he (ﷺ) lived not for himself but for others; he (ﷺ) is an epitome of mercy for all the worlds.

ADAPTED FROM THE ARTICLE "HAZRAT MUHAMMAD RASULULLAH (ﷺ) : A MERCY FOR ALL CREATION" BY ISLAM WEB.

Post-Reading Questions

- How can we instill the values of well-being, patience, tolerance, and mutual respect in our society?

gradually introduce

Teacher's Point



- It is our duty as educators to instill the values of well-being, patience, tolerance, and mutual respect in our students and make sure that these great teachings of Hazrat Muhammad (ﷺ) are passed onto future generations.



Glossary

Words	Pronunciations	Meanings
mercy	/ 'mɜ:si/	a kind or forgiving attitude towards somebody that you have the power to harm or right to punish
beacon	/ 'bi:kən/	a light that is placed somewhere to guide vehicles and warn them of danger
revered	/ ɪ 'vɪəd/	to <u>admire</u> and respect somebody very much <i>ideal example</i>
epitomized	/ ɪ 'pɪtəmaɪzɪd/	to be a perfect example of something
legacy <i>وراثت</i>	/ 'legəsi/	something is given inheritance
compassion	/ kəm 'pæʃən/	a strong feeling of sympathy for people or animals who are suffering and a desire to help them
inclusive <i>شامل</i>	/ ɪn 'klu:sv/	to add or include everything, all encompassing
encompassed <i>شامل</i>	/ ɪn 'kæmpəst/	to include a large number or range of things
urge <i>دعا</i>	/ ɜ:dʒ/	to advise or try hard to persuade somebody to do something
quenched	/ kwentʃ/	to drink so that one is no longer feeling thirsty
abandoned	/ ə 'bændənd/	to leave alone
witness	/ 'wɪtnəs/	to see something or a person who sees something
reproach	/ rɪ 'preʊʃ/	to blame or criticize someone for something
commandments	/ ke 'mɑ:ndmənts/	an order or a law given by Allah
meritorious	/ mə 'tɔ:riəs/	praiseworthy or deserve praise
pardoned	/ 'pɑ:dənd/	to forgive
screeching	/ skri:tʃɪŋ/	to cry, to scream restlessly



Reading and Critical Thinking

people to promote
peace, respect
and social
justice.

Q7 ↑ Answer

A. Answer the following questions. *Mark on passage questions.*

- N.B* Q1. What does the Holy Quran narrate about mercy?
- Q2. How did Hazrat Muhammad Rasulullah (~~ﷺ~~) treat the nonbelievers after the conquest of Makkah?
- Q3. Hazrat Muhammad Rasulullah (~~ﷺ~~) is a "Mercy for all", Explain. ✓
- Q4. Narrate an example of kindness to animals from the life of Hazrat Muhammad Rasulullah (~~ﷺ~~).
- Q5. What reward did the traveller get on quenching the thirst of the dog?
- Q6. How should we treat animals? *with kindness and mercy.*
- N.B* Q7. What lesson do you get from the life of Hazrat Muhammad Rasulullah (~~ﷺ~~) and also narrate its significance in the present age?

B. Choose the correct option.

1. The preaching of Hazrat Muhammad Rasulullah (~~ﷺ~~) is a beacon of light for humanity. The underlined phrase means _____
- a light for guidance for humanity.
 - a light for warning
 - a light for guidance for Muslims only
 - a light to show path
2. Hazrat Muhammad Rasulullah (~~ﷺ~~) is an epitome of mercy for all the worlds. The underlined word means _____
- principle
 - embodiment
 - example
 - light
3. The mother bird started _____ when her chicks were taken away from nest.
- flying
 - searching
 - screeching
 - chirping
4. Hazrat Muhammad Rasulullah (~~ﷺ~~) conquered Makkah during _____ year of His Prophethood (Nabuwat).
- 21st
 - 22nd
 - 25th
 - 27th
5. "The one with no _____ for others is not pitied".
- care
 - worry
 - patience
 - pity



Oral Communication

Pair Work

Work in pairs and share an act of kindness that you have extended to someone recently.

Group Activity

Discuss in groups and devise some strategies as to how you can take care of birds/animals in your locality especially during severe weather.

We should treat animals with kindness and respect. Avoid harming them.
✓ QB Answer



Vocabulary and Grammar

- Noun
- Verb
- Pronoun
- Adjective
- Interjection
- Conjunction
- Preposition
- Adverb

Q 1. Find the synonyms of the following words by using a thesaurus and also identify the parts of speech they belong to.

- i. cloak ^{noun} long coat
- ii. verily ^{adverb/truly}
- iii. lenient ^{adjective} forgiving
- iv. licking ^{verb to taste}
- v. sustainer [✓]
- vi. harmony ^{noun} peace
- vii. campaign ^{noun} mission
- viii. supporter

Q 2. Consult a dictionary or an online source for finding out the pronunciation of the following words.

- i. myriads
- ii. military
- iii. epitomize
- iv. legacy
- v. pardon
- vi. quench
- viii. claim

Adjective

② ~~thead~~ ^{adjective} describes a quality.

A word which qualifies or modifies a noun or a pronoun; as in a 'red hat' or 'a quick fox'. They can be used to complement the verbs 'to be' or 'to seem' ('Sue seems happy today').

When we add affixes to word it will become adjective.

affixes
prefixes
suffixes

NOTE: Adjectives are sometimes formed from nouns or verbs by the addition of a suffix such as '-able' (lovable), '-ful' (heedful), '-ic' (heroic), '-ish' (foolish), '-ive' (combative), '-ous' (famous), or '-y' (needy).
or helpful

duty → dutiful
 ice → icy/ice
 peace → peaceful/peacely
 beauty → beautiful

Exercise

Q 1. Form adjectives from the following nouns:

- i. duty → ^{icy}icy ^{peacely}peacely
 ii. ice → ^{icy}icy
 iii. peace → ^{peaceful}peaceful
 iv. beauty → ^{beautiful}beautiful

Q 2. Read the given sentences below and circle the adjectives.

- i. The homeless beggar hasn't eaten in days.
 ii. The fox is a sly animal.
 iii. Mary had a little lamb.
 iv. The selfish giant didn't allow the children to enter his garden.
 v. The foolish dog barked at its reflection and lost its food.

Conditional Sentences

Conditional sentences are a type of complex sentence. They're made up of two parts: a condition clause (often introduced by if or unless) and a result clause.

The condition sets up a situation, and the result tells us what will happen if that situation occurs.

Type	Usage	Examples
Zero Conditional	Situations that are always true if something happens e.g facts NOTE This use is similar to, and can usually be replaced by, a time clause using 'when' (example: When I am late, my father takes me to school.)	So present simple + present simple • If I am late, my father takes me to school. • She doesn't worry if Julian stays out after school.
Conditional 1	Often called the "real" conditional because it is used for real - or possible - situations. These situations take place <u>if a certain condition is met</u> . The first conditional is used to talk about the future or facts / situations which are true in the present and future. NOTE :In the conditional 1 we often use unless which means 'if ... not'. In other words, '...unless he hurries up.' could also be written, '...if he doesn't hurry up.' "Provided" and "as long as" can also introduce a condition:e.g. "Provided you leave now, you'll catch the train"	So present simple + will + verb. • If it rains, we will stay at home. • He will arrive late unless he hurries up. • Ahmed will buy a new car if he gets his raise.

<p>Conditional 2</p>	<p>Often called the "unreal" conditional because it is used for unreal - impossible or improbable (<u>hypothetical</u>) - situations, (contrary to the present situation). It is also used to give advice and express hopes and ambitions. This conditional provides an imaginary result for a given situation. NOTE The verb 'to be', when used in the 2nd conditional, is always conjugated as 'were'.</p>	<p><i>S₂ past simple + would + verb</i></p> <ul style="list-style-type: none"> • If he studied more, he would pass the exam. • I would lower taxes if I were the Prime Minister. • They would buy a new house if they won the lottery.
<p>Conditional 3</p>	<p>Often referred to as the "past" conditional because it concerns only past situations with hypothetical results. Used to express a hypothetical result to a past given situation. They always refer to unfulfilled conditions in the past (contrary to what really happened).</p>	<p><i>S₃ Past perfect + would have + past</i></p> <ul style="list-style-type: none"> • If he had known that, he would have decided differently. • Ali would have found a new job if he had stayed in Islamabad.

3. Match the beginnings of the zero conditional sentences with the correct endings.

- | | | |
|--|----------|--|
| i. Water boils | <i>g</i> | a. when they are small. |
| ii. If you put metal in the microwave, | <i>c</i> | b. if it doesn't have an afternoon nap |
| iii. Bread tastes better | <i>d</i> | c. it catches fire. |
| iv. The baby gets grumpy ... | <i>b</i> | d. when you put butter on it. |
| v. If Jim doesn't eat every few hours, | <i>f</i> | e. if you don't turn the lights off. |
| vi. Kids pick up languages more easily | <i>a</i> | f. he gets really dizzy. |
| vii. You waste a lot of electricity | <i>e</i> | g. when it gets to 100 degrees. |

4. Choose the correct conditional form to complete the sentences below.

- i. If I had stayed (stay) in Lahore, I would have found a new friend. *3rd conditional*
- ii. If he goes to London on a business trip, he often visits (visit) Soho. *Zero conditional*
- iii. We won't go to the film unless they arrive (arrive) in the next 5 minutes. *1st cond*
- iv. She would have (buy) a new car if she had had the money. *3rd conditional*
- v. They will talk to Jacek if he comes (come). *1 conditional*
- vi. If he had thought (think) twice, he wouldn't have made such a stupid mistake. *(3rd)*
- vii. Ali will become (become) a university lecturer if he studies hard. *1 conditional*
- viii. If they had known (know) all the facts, they would have found the defendant guilty. *(3rd conditional)*

- ix. Unless you hurry up (hurry up), we will never arrive on time. ^{1st conditional}
- x. If I were in charge, I would change (change) the standard business ^(2nd conditional)

For the Teacher

- Help the students identify adjectives and Conditionals.
- Guide the students about important points in paragraph writing.



Writing

- Q 1. Write a paragraph on the topic "Mercy of Hazrat Muhammad Rasulullah (~~Prophet~~)" by using specific words and details from the text.
- Q 2. Analyze the text and write at least five main points on mercy for all.
- Q 3. Discuss interfaith harmony keeping in view the current world scenario and write a paragraph of 100-150 words.

Proofreading

Proofreading is the careful reading of a text for errors in grammar, spelling, and punctuation. Proofreading is the last stage of the writing process, occurring after revision.

Why to proofread?

Mistakes in an essay distract the reader from the content of the essay and make an unprofessional impression on the reader. Always try to make reading your work a pleasure.

1. Proofread in a quiet place without distractions.
2. For out-of-class essays, do not try to proofread immediately after writing or revising an essay, set it aside for a few hours or a day. You will identify more errors if you give yourself time to "forget" what you wrote.
3. Proofread slowly. If you hurry, you will end up reading groups of words rather than individual ones, and you will miss errors.
4. Read your essay out loud. Your ears will hear errors that your eyes miss. This will also force you to consider each word and slow down the reading process for better results. Again, be sure to proofread slowly.

Proofreading Exercise

Here are three short paragraphs. Find the mistakes (mostly punctuation and spelling; about 10 mistakes per paragraph) and rewrite the paragraph.

Paragraph #1

Did you ^{know} ~~no~~ that bats are mammals? ^{we know} ~~we no~~ they are mammals just like us because they are warm-blooded, they are the only mammals that ^{know} ~~no~~ how to fly bats are Nocturnal, which means they sleep during the day and are awake at night?

Paragraph #2

^{bee} ~~Bees~~ are interesting animals. A honey ^{bee} ~~be~~ can fly at a speed of 15 miles per hour. ^A ~~a~~ hive of honey bees has about 40,000 bees in it. ^{the} ~~the~~ honey bee has five eyes! ^a ~~a~~ worker bee will make 1/12th of a teaspoon of honey over its lifetime. Bees have been making honey for about 150 million years.

Paragraph #3

^{Did} ~~Did~~ you know that a person can live without food for more than a ^{whole} ~~hole~~ month. ^A ~~A~~ person can only live ^{about} ~~four~~ weeks without water. ^{we} ~~we~~ need water more than ^{about} ~~four~~ weeks without drinking. About 97% of Earth's water is in the oceans. Just 3% of the Earth's water can be used ^{for} ~~for~~ drinking. Approximately 75% of the world's fresh water is frozen in the ^{North} ~~North~~ and ^{South} ~~South~~ polar ice caps. ^{without} ~~without~~ drinking water.

Precis Writing

A précis is a short summary. It is not a paraphrase, which merely says in different and simpler words exactly what the passage being paraphrased has to say. A paraphrase may be as long as the passage itself. A précis rarely is more than one-third the length of the original selection and may be only one-fourth as long.

- A précis gives only the "heart" of a passage. It omits repetition and such details as examples, illustrations, and adjectives unless they are of unusual importance.
- A précis is written entirely in the words of the person writing it, not in the words of the original selection. Avoid the temptation to lift long phrases and whole sentences from the original.
- A précis is written from the point of view of the author whose work is being summarized. Do not begin with such expressions as "This author says" or "The paragraph means." Begin as though you were summarizing your own writing.

In writing, a précis proceed as follows:

1. Read carefully, sentence by sentence, the passage to be summarized. Try to grasp the writer's main point. Spotting the topic sentence will help. Look up in the dictionary any words whose meaning is not absolutely clear. As you read, take brief notes to be used in your writing.
2. When you have finally decided what the author's main point is, write it out in your own words. Do not use the wording of the original except for certain key words which you may find indispensable. If you cannot translate the idea into language of your own, you do not understand them very well. Be especially careful not to rely too much on the topic sentence. Do not add any opinions or ideas of your own.
3. Revise your writing until you are sure that you have given an accurate summary.
4. Usually you will find your précis is too long, if it is more than one-third the length of the original. Continue your revision until you have reduced the précis to the proper length. In this careful revision lies the principal value of the précis as a composition exercise.

Activity: Read first two paragraphs of unit #1 and make precis of them.

Teacher's Point

Non-Muslim students must be given liberty to express their views and teacher must mediate to bring harmony among students of inter-faith:
Guide the students about proof-reading technique.

THE ART OF MUSLIM WOMEN'S ENTREPRENEURSHIP

by Zaynab Abdi

After completing this lesson, students will be able to:

- respond to text through discussion, short stories and plays
- ask and answer simple and 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?)
- give an informed personal and analytical response to a descriptive and informative text
- reading to analyse descriptive/argumentative essays
- give an informed personal and analytical response to a descriptive and informative text
- reading to analyse descriptive/argumentative essays
- distinguish between the connotative and denotative meanings of words, both similar and dissimilar denotations and their appropriate use in a variety of writing and texts
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings;
 - a. interpret figures of speech (e.g., euphemism, oxymoron) in context and analyse their role in the text
 - b. analyse nuances in the meaning of words with similar denotations

27-04-26

C.W

Monday

2

Main Theme: Entrepreneurship

Sub Theme:

- Entrepreneurship-Role in a society.
- Success stories of entrepreneurs
- women empowerment

Pre-Reading Questions

- What do you already know or assume about Muslim women's entrepreneurship?
- Narrate a historical example of successful women in business, especially from the Muslim community.
- What are your expectations regarding the challenges Muslim women might face in starting and running their businesses?

skill base own business

The Art of Muslim Women's Entrepreneurship

by Zaynab Abdi

When I think about women in business, I always go back to the Muslim leader Hazrat Khadija (رضي الله عنها). She was the first wife of Hazrat Muhammad Rasulullah (صلى الله عليه وسلم) as well as a successful businesswoman who controlled one of the most important caravan trades in her time. She was knowledgeable, respected, and business-savvy.

Although there were many obstacles for women business owners during that time, Hazrat Khadija (رضي الله عنها) shows us that achieving financial independence and self-sustenance is a real possibility.

Today, Muslim women all around the world are starting their own businesses. We see it at the Karmel Mall, where many of these women are not considered "legitimate" business owners, but they bring their own business acumen, ambitions, and successes that we can learn from. As female entrepreneurship grows, it's important to appreciate the achievements of our own community in business ownership, financial independence, and beyond.

Since I was very young I dreamed of owning my own business. Watching so many Somali women back home in Yemen and in the U.S start businesses and succeed motivated me to consider starting my own. But the question was: how?

I was so excited to plan and host one of Reviving Sisterhood's Economic Empowerment events for Muslim women, where the topic was How to Start a Business. As I thought about my

While Reading Questions:

- How did Hazrat Khadija (رضي الله عنها) inspire the author in the context of women in business?
- What obstacles did Hazrat Khadija (رضي الله عنها) face during her time as a businesswoman?

Teacher's Point

Hold a discussion on the given pre-reading questions for reading readiness.

business idea, I came to the session with lots of questions. What are the first steps to opening a small business? How will you know when you're successful? How do you manage failure? The event speakers offered so much experience, advice, and wisdom.

Anisa Haji started her own business fighting the skin-lightening industry, where dark-skinned women are always told that they aren't beautiful unless they're "Fair & Lovely." Anisa's skincare products are aimed at caring for melanated skin and inspiring Black and Brown women to appreciate their natural beauty.

Annie Qaiser's story is another example of passion guiding entrepreneurship. Her business is about embracing her South Asian heritage and its healing traditions in order to create natural wellness products. I loved learning about Anisa's and Annie's businesses. To see their creativity and their business outcomes was so impressive. Sisters who attended the event were adding their experiences, giving advice, and asking questions along the way.

4) One of the things that Anisa said was: "Remember what motivates you to start a business. What is the spark that pushes you toward entrepreneurship, and what is your end goal?" Q3

These questions are important in keeping business owners aligned with their intentions. Although we want to earn money and become financially successful, what often motivates an entrepreneur the most is a personal mission or passion. Especially for Muslim women business owners, community, awareness, changing narratives, or giving back may be just as important as profit. And that is what I call the art of entrepreneurship.

I had to ask myself, beyond starting a business, what do I really want to accomplish? What are my entrepreneurial goals and dreams? I realized that I am most interested in getting my own food truck so I can cook Yemeni food in Minnesota and introduce my Yemeni culture to my fellow Minnesotans. The thing that motivates me is my love for sharing a meal and connecting with people. I love cooking for others and building community over a warm meal, and I want to do that through this business. My next step after this event is to talk to owners of restaurants or food trucks so I can learn more about their journeys and the steps that I need to take to start my business. I am planning to find a small group of people from the office that I can cook for from my home and get feedback before starting big.

5) I encourage every Muslim woman to think about how their passions and their talents align and how they can turn that into a business.

We've been taught that a business market is a competitive place that we should stay away from, but there are so many examples from our own communities that show us the possibilities of overcoming business challenges.

We see women entrepreneurs develop a sustainable income from another source where they can help their family and their community. We need to follow the lead of these women and start our own businesses. Even if your business starts small or experiences failure, you are still uplifting yourself and your family financially, and you are becoming the next example of an entrepreneur for the next generation.

While Reading Questions

- What motivates the author to consider starting her own business?
- Who are Anisa Haji and Annie Qaiser, and what are their respective businesses focused on?
- What does Anisa emphasize about motivation in entrepreneurship, and why is it significant?

While Reading Questions

- How does the author plan to align her passion for cooking Yemeni food with her entrepreneurial goals?
- What message or advice does the author offer to Muslim women regarding entrepreneurship and community?

About the Writer

As Leadership Development Coordinator, Zaynab Abdi supports Reviving Sisterhood's leadership programming and helped develop Economic Empowerment series to increase financial literacy and build wealth among Muslim women. She is also an advocate for girls' education and spoke at the United Nations about the importance of educating girls in countries where they are disadvantaged.



<https://www.revivingsisterhood.org/expressions/zaynab-abdi-entrepreneurship>



Post-Reading Questions

- Reflect on the idea that motivation in entrepreneurship often stems from personal mission or passion. What motivates you personally, and how could it relate to your own entrepreneurial aspirations?
- Consider the notion of the "Art of Entrepreneurship" as discussed by the author. What do you think this means, and how does it apply to the examples provided in the text?



Glossary

Words	Pronunciations	Meanings
entrepreneurship	/,ɒn.trə.prə'ni:ʃɪp/	the activity of setting up and running a business, typically with a creative or innovative idea.
businesswoman	/'bɪz.nɪs,wʊm.ən/	a woman who is actively engaged in managing and operating her own business.
caravan	/'kær.ə.væn/	a group of travelers, especially merchants or pilgrims, journeying together for safety and mutual support.
financial independence	/faɪ'næn.ʃəl/ /,ɪn.dɪ'pen.dəns/	the ability to support oneself financially without relying on others for income or financial assistance.
acumen	/'æk.jə.mən/	the ability to make good judgments and quick decisions, typically in a specific area, such as business.
ambitions	/æm'bɪʃ.ən/	strong desires or aspirations to achieve specific goals or objectives.
empowerment	/ɪm'paʊə.mənt/	the process of giving individuals or groups the authority and means to make decisions and take control of their own lives.

skincare products	/ˈskɪn.keər/ prɒd.ʌkt/	products designed and used for maintaining or improving the condition of the skin, such as creams, lotions, and cleansers.
south Asian heritage	/saʊθ/ ˈæf.rɪ.kən/ /ˈber.i.tɪdʒ/	cultural and historical traditions, customs, and values associated with the region of South Asia, which includes countries like India, Pakistan, and Bangladesh.
wellness products	/ˈwel.nəs/ prɒd.ʌkt/	products intended to promote physical and mental well-being, often through natural or holistic means.
community	/kəˈmjuː.nə.ti/	a group of people living in the same area or sharing common interests, often providing support and a sense of belonging.
narratives	/ˈnær.ə.tɪv/	stories or accounts that describe events, experiences, or a series of connected events.
passion	/ˈpæʃ.ən/	a strong and intense enthusiasm or interest in something, often driving one's actions and choices.
food truck	/fuːd/ ˈtrʌk/	a mobile restaurant on wheels that serves and sells food to customers at various locations.
yemeni culture	/ˈjem.ə.ni/ ˈkʌl.tʃər/	the customs, traditions, and way of life associated with the people of Yemen, a country in the Middle East.
restaurant	/ˈres.tər.ɒnt/	an establishment where meals are prepared and served to customers in exchange for money.
competitive	/kəmˈpet.ɪ.tɪv/	involving or characterized by rivalry or the pursuit of success in a challenging environment.
sustainable income	/sə steɪ.nə.bəl/ ɪŋ.kʌm/	earnings or financial resources that can be maintained over time without significant depletion or harm to resources.
uplifting	/ʌpˈlɪf.tɪŋ/	positively influencing or improving one's own situation or the situation of others, often in terms of financial or emotional well-being.



Reading and Critical Thinking

Do be done on book

- Q1. Who is Hazrat Khadija (رضي الله عنها) and what role did she play in business during her time?
- Q2. What motivates the author, Zaynab Abdi, to consider starting her own business?
- Q3. According to Anisa, what is important for entrepreneurs to remember when starting a business?

- Q4. What is Zaynab Abdi's personal entrepreneurial goal, and how does it reflect her passion?
- Q5. How does the author encourage Muslim women to approach entrepreneurship in the text?
- Q6. Why does the author believe it's essential for Muslim women to start their own businesses, even if they start small or face failures?
- N.B. Q7. How do the stories of Anisa Haji and Annie Qaiser challenge stereotypes or cultural norms about beauty and wellness? *by appreciating natural beauty.*
- N.B. Q8. What are some key takeaways from the text that you find inspiring or insightful for aspiring entrepreneurs, especially Muslim women?
- Q9. Can you identify any additional questions or areas of interest that arose for you as you read the text? *NO*



Oral Communication

1. Group Discussion

- Discuss the topic "Entrepreneurial Motivation" or "Role Models in Business" in groups following the conventions of group discussion as guided by the teacher.

Instructions for Teachers

- Divide participants into small groups.
- Assign each group a specific topic from the text, such as "Entrepreneurial Motivation" or "Role Models in Business."
- Have each group discuss their assigned topic, summarize key points and share their own thoughts and experiences related to it.
- Encourage active participation, use of clear and concise language.

2. Role-Playing

- Take up different entrepreneur roles with the guidance of teacher and practice effective communication in business contexts. Discuss and choose scenarios for the particular role you choose.

Instructions for Teachers

- Create scenarios related to entrepreneurship and business ownership based on the text.
- Assign participants different roles, such as an aspiring entrepreneur, a mentor, or an investor.
- Have participants engage in role-play conversations where they discuss business ideas, seek advice, or negotiate partnerships.
- This activity helps participants practice effective communication in business contexts.

3. Interview Activity

- Conduct a mock interview of a successful Business Woman (role played by a student) about her career's strengths and weaknesses with a pre crafted set of questions.

- Pair participants and assign one person as the interviewer and the other as the interviewee.
- The interviewee should take on the role of one of the entrepreneurs mentioned in the text (e.g., Anisa Haji or Annie Qaiser).
- The interviewer asks questions related to the entrepreneur's journey and business, and the interviewee responds in character.



Vocabulary and Grammar

A hyphen (-) joins two words to have one meaning. Use hyphens in writing as compound nouns, verbs, and adjectives. For example: Not-so-pretty, Run-down, Editor-in-chief, Up-to-date, Bell-like, Fifty-one, Anti-nuclear.

Exercise 1: Hyphen Use

Identify whether the following sentences require hyphens or not. If they do, place the hyphen(s) in the correct position.

- She is a well-known author.
- The two-year-old toddler is very energetic.
- His computer skills are top-notch.
- I bought a brand-new car yesterday.
- The restaurant ~~offers~~ gluten-free options.

→ Compound adjective
when come before
noun we use
hyphen.

Exercise 2: Hyphenated Nouns and Adjectives

Fill in the blanks with the correct hyphenated nouns or adjectives:

- The front-yard was decorated for the holiday season.
- My photo-album is full of childhood memories.
- We attended a high-tech ^{or top-notch} conference on technology.
- She's a best-selling writer known for her suspense novels.
- The school organized a fund-raiser for charity.

- Number & Fractionary
- Certain prefix.
- To prevent confusion.
- Compound nouns

Exercise 3: Words Ending in "-ough"

Complete each sentence with the correct word ending in "-ough"

- The weather outside is very rough today.
- I can't believe you ate the whole pizza! You ~~have~~ ^{that's} a big enough.
- The boat sailed smoothly through the rough water.
- We'll need to work through this problem together.
- He's trying to get through the difficult math equation.

Exercise 4: Hyphen Use in Compound Adjectives

Examples of hyperated nouns:

Rewrite the following sentences, adding hyphens to create compound adjectives where needed:

- brand-new car
- Twenty-one
- mid-august
- anti-corruption
- Mother-in-law

- a. She is a woman of twenty years old.
 b. They live in a small sized house.
 c. The project requires a lot of time consuming research.
 d. He has a part time job and a full time commitment.
 e. The story was set in the late evening hours.

Denotative Meanings

Denotation is the literal meaning of a word. It's the definition you would find in the dictionary. For example, if you were to look up the word "proud" in the dictionary, a typical entry would read, "having or showing self-respect or self-esteem". That's the denotation of the word.

Connotative Meanings

Connotation refers to the emotions or ideas that you think of when you read or hear a word. Take the word "proud" again. While it has a clear-cut denotation, the word can have different connotations for different people. If you hear the word proud, you might associate it with negative meanings, such as egotistical, show-off, etc. It could also have positive connotations, such as self-confidence, talent, etc.

Exercise 5: Identifying Connotative and Denotative Meanings

For each word, identify whether it has a connotative or denotative meaning.

- | | | | | |
|----------|------------|-------------|--------------|--------------|
| 1. snake | 2. home | 3. mansion | 4. slim | 5. skinny |
| 6. house | 7. cottage | 8. childish | 9. childlike | 10. houseful |

Exercise 6: Connotative vs. Denotative Sentence

Make two sentences for each of the following words: one using the denotative meaning and one using the connotative meaning.

- | | | | | |
|---------|------------|---------|------------|----------|
| 1. fire | 2. student | 3. rich | 4. patriot | 5. queen |
|---------|------------|---------|------------|----------|

Exercise 7: Choosing Words for Tone

Given different writing contexts, choose appropriate words with either similar or dissimilar denotations to convey specific tones. For example, select words to convey a formal, informal, positive, or negative tone in the given tasks.

- Create an informal social media post about a recent achievement.
- Write a negative critique of a restaurant experience.
- Draft a neutral email to a colleague about a work-related matter.

Exercise 8: Exploring Similar Denotations

- Choose two words with similar denotations and use them in sentences where their connotations differ.
- Discuss the impact on the overall tone or message of the sentences.

Exercise 9: Exploring Dissimilar Denotations

- Choose two words with dissimilar denotations and use them in sentences where their connotations align.
- Explain how the connotations of these words can still create a cohesive meaning.

Use of Literary Devices in Text

Euphemism: A euphemism is a mild or indirect word or expression substituted for one considered to be too harsh or blunt when referring to something distasteful, inappropriate. Examples of common euphemisms include saying something like *passed away* instead of *died* or saying *We have to let you go* instead of *You're fired!*

Exercise 10: Match the following euphemism (left) to their meaning (right):

	Euphemism	Meaning
1	golden years ^k	a. execution
2	capital punishment ^a	b. unemployment
3	casualty ⁿ	c. public toilet
4	comfortable ^f	d. drop bombs/fire missiles
5	going under ^m	e. trailer
6	spare on top ^b	f. rich
7	comfort station ^c	g. lie
8	correctional facility ^j	h. poor
9	secure facility ^o	i. fired
10	deliver ordinance ^d	j. prison
11	disadvantaged ^h	k. old age
12	fabrication ^g	l. bald
13	mobile home ^e	m. failing financially
14	between jobs ^b	n. victim
15	laid off ⁱ	o. escape-proof jail

Exercise 11: Choose one of the above euphemism and address the following questions:

1. How did the euphemistic term's effect on you differ from that of its plain-term meaning?
2. What associations did the euphemism and its meaning bring to mind? How did they differ?
3. Could this euphemism be misleading? Why or why not?
4. When would you use this euphemism? When would you use its plain meaning? Why?

Oxymoron: oxymoron is the combination of opposite or extremely dissimilar words into a single phrase. *Deafening silence*, *alone together*, and *definitely maybe* are all examples of common oxymorons.

It is a figure of speech in which apparently contradictory terms are put next to each other to achieve an effect.

Exercise 12: Underline the oxymoron in each sentence.

1. After staying up so late the night before, Phoebe felt like the living dead.
2. Although we laughed a lot, the movie was a tragic comedy.
3. We were hoping the contractor would give us an exact estimate.
4. When Pete asked Debbie to the dance, her answer was a definite maybe.
5. We put the object in random order.

Exercise 13: Make a sentence using each oxymoron given below: N/B

- I went on the working vacation where I relaxed and finished work
- i) working vacation ii) seriously funny iii) wise fool
iv) quiet roar v) sad smile

Analyzing Nuances in Word Meanings

Nuance is the sensibility to, awareness of, or ability to express delicate shadings (as of meaning, feeling, or value)

Exercise 14: Examine the following pairs of words with similar denotations. Explain the nuances that make them different in meaning. Use each word in a sentence to demonstrate their distinctions.

1. Furious vs. Enraged

Nuances: Enraged is stronger and intense than furious.

Sentence (Furious): He was furious when she lost her book.

Sentence (Enraged): She was enraged by unfair treatment.

2. Slim vs. Slender

Nuances: Slim is neutral, slender is more positive.

Sentence (Slim): He is slim because he eats healthy food.

Sentence (Slender): She looked slender and elegant in her dress.

3. Polite vs. Courteous

Nuances: Polite good manners, courteous more formal.

Sentence (Polite): The boy was polite.

Sentence (Courteous): The staff was courteous to all guests.

4. Sincere vs. Genuine

Nuances: Sincere means honest, genuine means true.

Sentence (Sincere): He gave a sincere apology.

Sentence (Genuine): Her happiness was genuine.

Exercise 15: Creating Figures of Speech

Create original sentences using various figures of speech (e.g., simile, metaphor, personification) to describe the given objects or concepts. Consider the role of these figures of speech in adding depth to your descriptions. (List of common objects/concepts will be decided and given by teacher e.g. love, time, silence).

Exercise 16: Synonyms vs. Nuances

Explain the nuanced differences between the given words. Write sentences demonstrating the appropriate use of each synonym in different contexts. (List of synonyms will be provided by the teacher e.g. happy, joyful, delighted).

→ Elements of story
 ① Characters (Hero, Villain)
 ② Protagonist (Hero)
 ③ Antagonist (Villain)
 ④ Setting
 ⑤ Plot
 → Exposition
 → Rising actions
 → Climax
 → Falling actions
 → Resolution

Learning Figures of Speech in Context

Read the given text and attempt the exercises based on context.

The Dance of Contradiction

In a quaint little village nestled amidst rolling hills, there lived a woman named Eleanor. Eleanor was, by all accounts, an intriguing character. Her presence was like a gentle thunderstorm on a sunny day, a contradiction that the villagers could never quite fathom.

Eleanor's home was an old, dilapidated cottage, charming in its decay. Inside, the furniture was mismatched, each piece telling a different story. The dining table, although worn, hosted lively conversations where laughter echoed like a melancholic melody. In her garden, she tended to roses with thorns as sharp as a mother's love and petals as soft as a whispered secret.

Her attire was equally perplexing. Eleanor often donned dresses that seemed both out of fashion and yet somehow timeless. Her choice of words was equally enigmatic. She had a knack for saying the most uncomfortable truths in the gentlest way, using euphemisms that could make even the harshest realities seem like tender caresses.

One sunny afternoon, as Eleanor strolled through the village, a curious young boy approached her. "Miss Eleanor," he inquired, "why do you wear such old-fashioned dresses and live in that ancient cottage?"

Eleanor smiled, her eyes twinkling with mischief. "My dear," she replied, "these dresses and this cottage are like forgotten stories waiting to be rediscovered."

The boy was impressed with her reply. He couldn't help but be enchanted by the contradictions that defined Eleanor's existence.

And so, the village came to embrace the peculiar charm of Eleanor. She taught them that

sometimes, it is in the contradictions and nuances of existence that the true beauty of the world can be found, much like the gentle thunderstorm on a sunny day.



- **Identifying Figures of Speech**

Read the text carefully and identify instances of nuances, euphemism, and oxymoron.

For each example found, explain its meaning and impact on the text.

- **Nuances in Word Choices**

Examine the words used in the text and discuss how they contribute to the nuances of the character and setting. For example, how do words like "quaint," "gentle thunderstorm," "mismatched," and "charming in its decay" create nuanced descriptions?

- **Euphemism Exploration**

a) List the euphemisms found in the text (e.g., "forgotten stories waiting to be rediscovered"). Discuss the original, less gentle meanings behind these euphemisms.

b) Create a list of euphemisms that could replace harsh or direct phrases (e.g., "passed away" instead of "died"). Discuss the importance of euphemism in communication.

- **Oxymoronic Phrases**

Identify oxymoronic phrases in the text (e.g., "gentle thunderstorm," "sharp as a mother's love").

Discuss how these phrases juxtapose contradictory elements and contribute to the characterization of Eleanor.

- **Writing with Figures of Speech**

Write a short paragraph or story that incorporates nuances, euphemism, and oxymoron to create vivid and thought-provoking descriptions.

Ensure the intended effect of the figures of speech in writing.

- **Discussion and Analysis**

In small groups or as a class, engage in a discussion about the significance of figures of speech in literature and everyday language.

Teacher's Point



Encourage students to read the passage carefully and explore figures of speech with reference to the context.
Encourage students to share their interpretations of the text and how figures of speech enhance their understanding.

Characters (Hero) Story writing climax
 → Protagonist (William)
 → Inprotogantist (William)
 ① Introduction
 → Characters
 → Setting
 ② Plot
 ③ Conflict
 ④ Theme
 ④ Rising actions
 ⑤ Failing actions
 ⑥ Resolution
 Peak of the problem

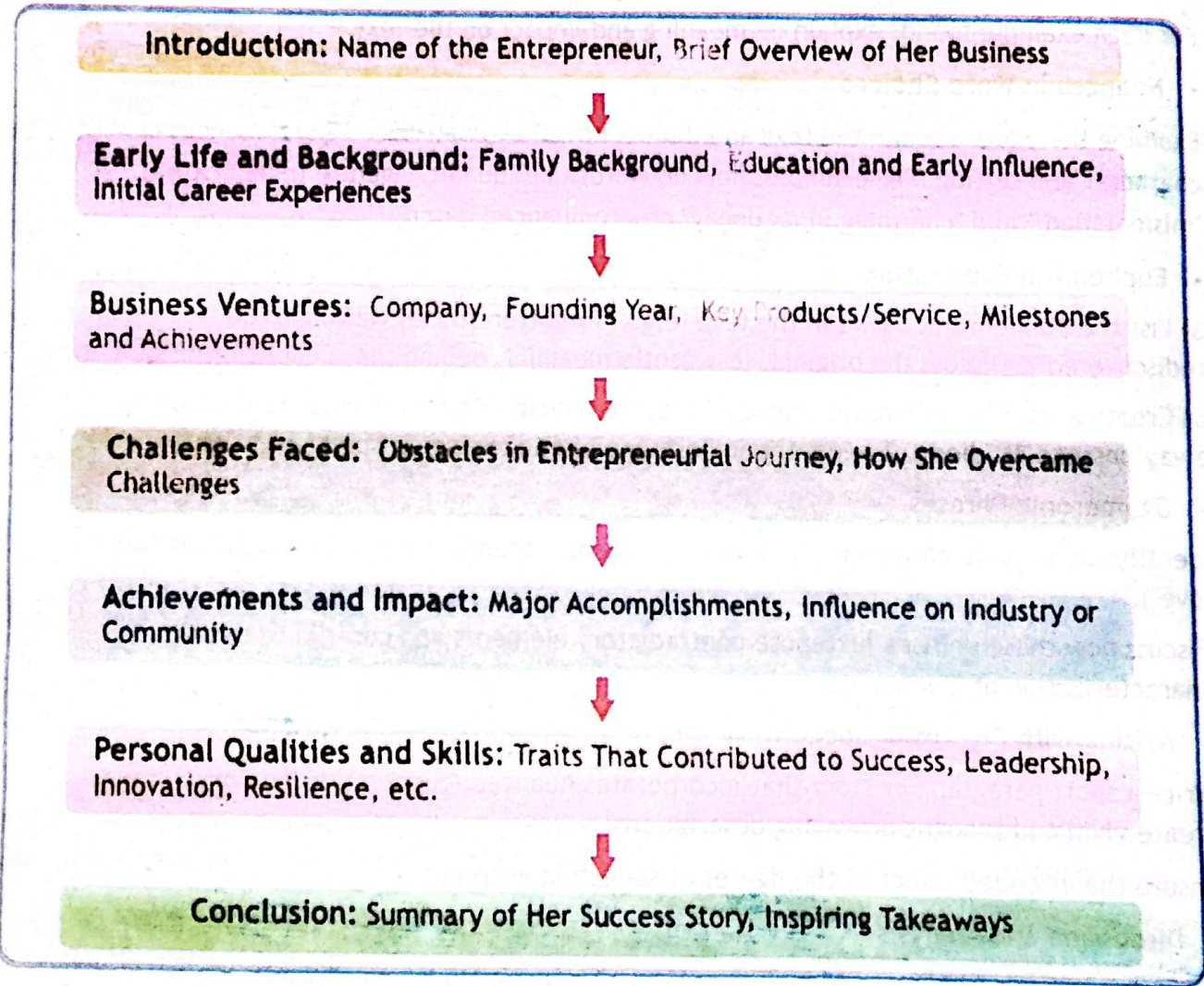


Writing

Guided Activity

Follow the steps of the process approach (brainstorming, structuring, mind mapping using a variety of graphic organizers, freewriting, and note-taking) to plan for writing a paragraph on: **Success Story of a Lady Entrepreneur.**

A simple text-based graphic organizer outlining key points on the topic "Success Story of a Lady Entrepreneur":



Creative Writing

Write success story of a role model following the graphic organizer mentioned above.

Teacher's Point



This graphic organizer provides a structured framework for discussing the success story of a lady entrepreneur, covering her background, business ventures, challenges, achievements, personal qualities, and impact. You can use this as a guide to organize information and create a more detailed narrative or presentation.

UNIT 3

MODERN WORLD AND AGE OF DIGITAL GLOBALIZATION

After completing this lesson, students will be able to:

- demonstrate attentive listening' skills to respond orally with standard pronunciation
- discuss how authors use language, including figurative language, considering the impact on the reader. Discuss their own reading critically
- examine the mechanics of developing a book review report write a book review report
- use paraphrasing skills to paraphrase a poem
- 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
- use all types of tenses correctly in speech and writing. Use gerunds, infinitives, and participles. Use the aspect of time correctly in speech and writing

This world is global village.

Main Theme: Digital Globalization

Sub Theme:

- Impact of digital globalization on the English Language, Impact on culture and economy,
- MOOC (Massive Open Online Courses), Twitter/ LinkedIn

Pre-Reading Questions

- Have you heard the term globalization? What do you think it means?
- When did globalization begin and how? 1980s

a process of combining different parts

Q1 Definition of Globalization.

Globalization is the process through which ideas, knowledge, information, goods and services spread around the world. In business, the term is used in an economic context. It describes integrated economies marked by free trade, free flow of ^{money} capital amongst countries and easy access to foreign resources, including labour markets. It maximizes returns and benefits for the common good of all people.

Globalization is driven by the ^{meeting at common point} convergence of cultural and economic systems. This convergence promotes, and in some cases ^{necessary things} necessitates increased interaction, integration and ^{reliance on one another} interdependence among nations. The more countries and regions of the world become intertwined politically, culturally, and economically, the more globalized the world becomes. ^{interconnected}

Money, products, materials, information, and people are flowing ^{quickly} swiftly across national boundaries today more than ever. Advances in technology have enabled and accelerated this flow and thus are resulting in increased international interactions and ^{factors that rely} dependencies. These technological advances are especially visible in transportation and telecommunications.

The recent technological changes have played a ^{Q1's / special} vital role in globalization. The internet has increased the sharing and flow of information and knowledge, access to ideas and exchange of cultures among different Nations. It has contributed to closing the digital divide between developed and developing countries. The introduction of 4G and 5G technologies has

While Reading Questions

- How can we make the world more globalized?
- What do you know about technological changes in the world?

Imp Lines

dramatically increased the speed and responsiveness of mobile and wireless networks.

Globalization changes the way nations, businesses, and people interact. Specifically, it changes the nature of economic activity among nations by expanding trade, opening global supply chains and providing access to natural resources and labour markets. Resultantly trade, financial exchange and interaction occur among nations and also promotes the cultural exchange of ideas. It removes the barriers set by geographic, political boundaries and political economies.

obstacles in a journey

Media is one of the major contributors to digital globalization which refers to different means of communication like radio, television, internet, etc. Mass media is a section of the media determined to reach a greater audience. Most globalization theorists believe that media has played an important role in the acceleration of globalization. The increase in the importance of economic, cultural, and technological integration between countries, has a great impact on our society's personal lives. Globalization has a great influence on the media and further its impact on us. The most visible effect of globalization is widespread communication. The introduction of newspapers, magazines, the internet, and TV has immensely helped to spread information and has helped people to come together from all over the world. role of internet in the media globalization.

large number of people

While Reading Questions

- Does media play any role in expanding the impact of globalization?

The internet has done a revolution to the impact of globalization in the media. The contribution of the internet in the role of media has ^{changing} changed over the past few years and has increased distinctively. In society, digital media is intensely transforming consumer behavior and traditional media business models. Be it at school work or home everybody has access to the internet these days. People especially students are heavily active on social networks like Facebook and LinkedIn. In fact, these social networks sometimes bring integrity and help people stay connected. It acts as a platform to society for better connectivity and hence being aware or updating themselves regarding what is happening around them.

The many types of exchanges that globalization facilitates can have both positive and negative effects. For instance, the exchange of people and goods across borders can bring fresh ideas and help businesses. However, this movement can also heighten the spread of pandemics and promote ideas that might destabilize political economies.

The term globalization as it's used today came to ^{well-known} prominence in the 1980s, reflecting several technological advancements that increased international interactions. IBM's introduction of the personal computer in 1981 and the subsequent evolution of the modern internet are two examples of technology that helped drive international communication, commerce, and globalization.

There are two types of globalization. In Economic globalization the focus is on the

widespread disease that affect large number of people.

integration of international financial markets and the coordination of financial exchange.

Free trade agreements, such the North American Free Trade Agreement and the Trans-Pacific Partnership are examples of economic globalization.

Multinational corporations, which operate in two or more countries, play a large role in economic globalization.

Cultural globalization, on the other hand, focuses in a large part on the technological and societal factors that are causing cultures to converge.

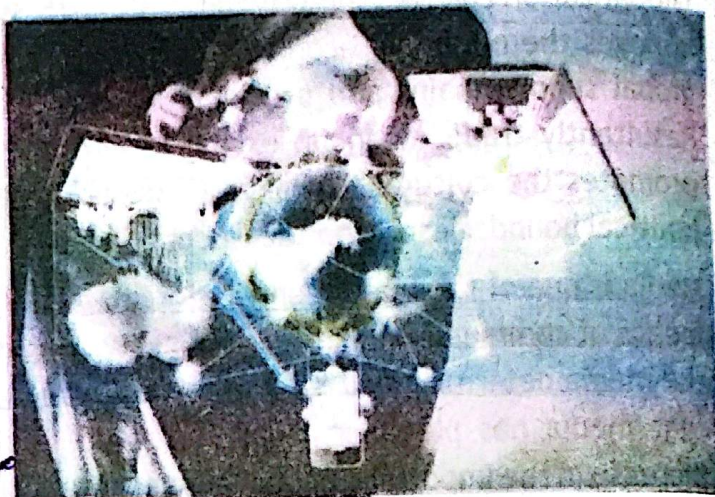
These include increased ease of communication, the pervasiveness of social media and access to faster and better transportation.

The effects of globalization can be felt locally and globally, touching the lives of individuals as well as the broader societies in many ways:

- **Individuals:** Here, a variety of international influences affect ordinary people. Globalization affects their access to goods, the prices they pay and their ability to travel to or even move to other countries.
- **Communities:** This level ^{to combine large number of things} encompasses the impact of globalization on local or regional organizations, businesses and economies. It affects who lives in communities, where they work, who they work for, their ability to move out of their community and into another country, amongst other things. Globalization also changes the way local cultures develop within communities.
- **Institutions:** Multinational corporations, national governments and other organizations such as colleges and universities are all affected by their country's approach to and acceptance of the phenomenon of globalization. Globalization affects the ability of companies to grow and expand, a university's ability to diversify and grow its student body and a government's ability to pursue specific economic policies.

To conclude, globalization is a long-standing trend that is in the process of changing and possibly slowing. There are advantages and disadvantages of open borders and free trade that globalization promotes. In a modern, post-pandemic world, individuals, businesses, and countries must consider both pros and cons of globalization.

By: Ben Lutkevich, Technical Features Writer



While Reading Questions

- What are the effects of globalization and how it affects your life?

?
? →
Search work

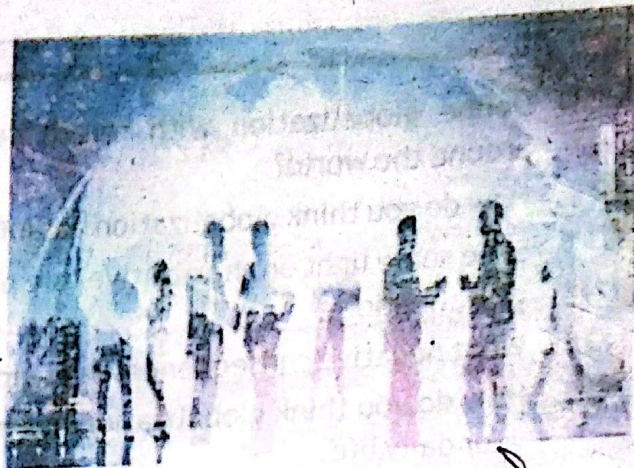


Post-Reading Questions

- ✓ What do you think are the advantages of globalization in terms of economic development?
- How would your life be different if globalization hadn't happened?

20/07/2018

↓
summary
of whole
chapter



20/07/2018



Glossary

Words	Pronunciations	Meanings
Integration	ˌɪntɪˈɡreɪʃn	a process of combining different parts or elements into a unified whole
Interdependence	ˌɪntədɪˈpendəns	mutual reliance or reliance of one thing on another
dependencies	dɪˈpendənsɪz	factors that rely on or are influenced by something else
convergence	kənˈvɜːdʒəns	act of coming together or meeting at a common point
necessitates	nɪˈsesɪteɪtɪz	requires or makes something necessary
intertwined	ˌɪntəˈtwænd	interconnected or closely linked
swiftly	ˈswɪftli	quickly
logistics	ləʊˈdʒɪstɪks	detailed coordination and organization of a complex operation
constraints	kənˈstreɪnts	limitations or restrictions that hinder or control a situation
barriers	ˈbæriəz	obstacles that prevent progress or movement
prominence	ˈprɒmɪnəns	well-known or standing out
disruption	dɪsˈrʌpʃn	act of interrupting or disturbing a process
pandemic	pænˈdemɪk	a widespread outbreak of a disease that affects a large geographic area
Successes	/səkˈses/	Achievements or favorable outcomes resulting from one's efforts or actions.

Reading and Critical Thinking

- Book Q1. Define globalization with reference to business and economic development around the world.
- Book Q2. How do you think globalization has influenced the world? *3 factors* → Socially
→ Economically
→ Technologically
- Book Q3. Shed some light on the positive role played by media in accelerating the process of globalization.
- N.B Q4. What negative consequences does globalization have for the world in general?
- Book Q5. How do you think globalization has improved people's lives? Relate the answer to your daily life.

Oral Communication

Pair Activity

Divide the class into pairs. Ask the students to discuss the impact of globalization on the economy of countries across the globe.

Group discussion

Divide the class into 6 groups. Assign the following topics to groups and ask them to work together and prepare a short presentation.

Group 1: E-commerce and Online Market places

Group 2: Telecommunication and Internet Connectivity

Group 3: Social Media and Digital Communication

Group 4: Online Education and Remote Work

Group 5: Digital Financial Services

Group 6: Cyber security and Data privacy

All the groups should relate each topic to the context of Pakistan. Give each group 15 minutes for discussion and preparation of the presentation. Then, the groups will come forward and present their assigned topic in front of the class.



Social Media and Globalization

Teacher's Point



- Guide your students to demonstrate attentive listening skills to respond orally with standard pronunciation.
- Ask the students to work in groups and share an instance of digital globalization.

Individual Activity

MOOC (Massive Open Online Courses): A change in imparting quality education

A MOOC is an online course aimed at self-paced unlimited learning and open access via web. The term MOOC was coined by Dave Cormier of the University of Prince Edward Island.

MOOCs will overcome these barriers in terms of low tuition fees or free resources, no need to have high end infrastructural support, puts an end to non-availability qualified and competent instructors for the course, self-paced learning and removes multiple level of decision makers. In the schooling level students can pursue the courses to fine tune their basics, advance their knowledge to prepare for competitive exams. In professional courses students can augment their skill sets through MOOCs which will help them to stand apart from the crowd while getting interviewed for internships or jobs in reputed firms.

At the industry level, the employees are expected to enhance their skill sets regularly to meet changing scenarios of job market or employer's need to make transition to the new technologies, services or processes by keeping their learning curve to minimum. MOOCs provide the excellent platform for the employees of any organization to enhance their skills by getting certified from the course providers.

(by Manoj T)

Ask the students to carefully read the passage given above and develop a short presentation on the significance of MOOC (Massive Open Online Courses) for students. Teacher will give 15 minutes to students for preparation. Afterwards, students will present individually in front of the class.

Group Work

Q 1. Complete the following activity after reading the paragraph on MOOC given in the chapter.

Step 1: A brief explanation of MOOCs, LinkedIn, and Twitter. Discuss the importance of professional development and networking in today's digital age.

Step 2: Engage the participants in a brainstorming session to gather their thoughts and understanding of MOOCs, LinkedIn, and Twitter. Write down their ideas on a whiteboard or flip chart.

Step 3: Divide the participants into groups and assign them topics as follows;

Group 1: Benefits of MOOCs for professional development



Group 2: Benefits of LinkedIn for networking and job searching

Group 3: Benefits of Twitter for professional networking and staying updated

Step 4: Interactive presentations by group members.

(Allow each group some time to research their assigned topic and come up with a short presentation. Encourage them to find examples, success stories, or case studies related to their topic.)



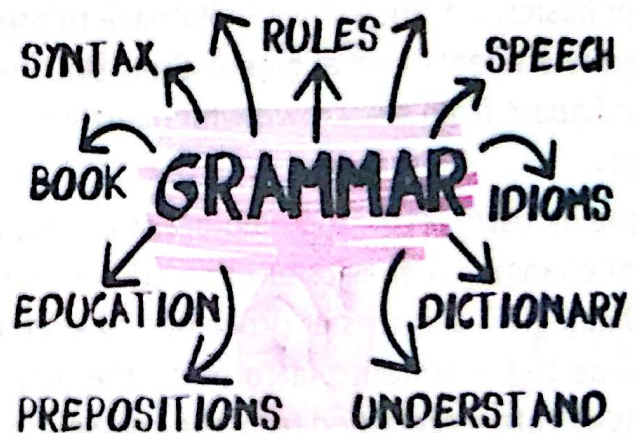
Vocabulary and Grammar

Gerunds

A gerund is a verb form ending in -ing that functions in a sentence as a noun. Although both the present participle and the gerund are formed by adding -ing to a verb, the participle does the job of an adjective while the gerund does the job of a noun.

Examples

- Jumping is fun.
- He liked skiing.
- He had a unique way of whistling.



Infinitives

An infinitive is a verb form—often preceded by 'to'—that can function as a noun, an adjective, or an adverb.

Examples

- To jump is fun.
- I like to ski.

Participles

A participle is a verb form that can be used as an adjective to modify nouns and pronouns. It can end in "-ing," "-ed," or other irregular forms.

Examples

- Holding the torch steadily, Jenny approached the monster.
- The dancing parrots entertained the crowd.
- The wrecked sailboat washed up on shore.

02/JUNE/26

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Tuesday

Q 1. For each of the following sentences, identify if the word in *italics* is a participle, a gerund, or an infinitive.

- a. They complimented me on my *singing*. Gerund
- b. Jenny likes *to dance* in the rain. infinitive
- c. There are many ways of *cooking* this dish. participle
- d. A *broken* heart will mend over time.
- e. "Happiness is having a large, *loving, caring*, close-knit family in another city." - George Burns
- f. *Traveling* is good for the mind.
- g. *To arrive* on time, Sam took the metro.
- h. We do not have the funding to build the proposed sports facility.
- i. The students were confused by the professor's lecture.
- j. He agreed to wait for a better time.

Q 2. Go through the main text and find out gerunds, infinitives and participles (any two each). Also, use them in meaningful sentences keeping in view the correct sentence structure and grammar.

on notebooks

- Question
- Definition
- Examples from book
- Sentences

↓

in Grammar portion.



Writing

Book Review:

Re-view - see

A book review is an honest reaction to a book that generally analyzes its themes, plotline, characters, dialogue, and use of literary devices (if applicable). Through this analysis, written in the first person, a reviewer combines their opinions with insights about the book, sometimes comparing it to other books by the same author or books in the same Book genre.

inside things

In order to write a book review, keep the following steps in your mind:

- Read the book carefully: Take your time to read the book thoroughly, paying attention to the book title, the story, the characters, and the writing style.
- Start with a brief summary: Begin your review by giving a short overview of the book, including the main plot points and what it's about.

Guide your students to examine and compose a book review report. Guide students to keep in mind plot, tone, theme and language while writing a book review.

Personal opinions

- Share your thoughts: Feel free to express your opinions and feelings about the book. Did you enjoy it? Was it a powerful story? Be honest in your assessment.
- Discuss the characters: Explore the real-world aspects of the characters and their development. Were they relatable and intriguing to you?
- Highlight the strengths: Identify the book's strong points, such as an exciting plot, beautiful descriptions, or thought-provoking themes.
- Mention any weaknesses: It is okay to point out areas where the book fell short. Maybe the pacing was slow or the ending was unsatisfying. Be respectful but honest.
- Use examples: Support your opinions with specific examples from the book. Quote a favorite passage or describe a scene that impacted you. You can refer to book review templates as well!
- Consider the target audience: Think about who would enjoy this book. Is it suitable for a certain age group or specific interests?
- Wrap up with a recommendation: Based on your review, would you recommend this book to others? Let readers know who might enjoy it.
- Proofread and edit: Before publishing or sharing your review, proofread it for any spelling or grammar mistakes. Make sure your thoughts are clear and well-organized.

Favourite character

main points of book

Remember, a good book review reflects your honest opinion and helps others decide whether to read the book.

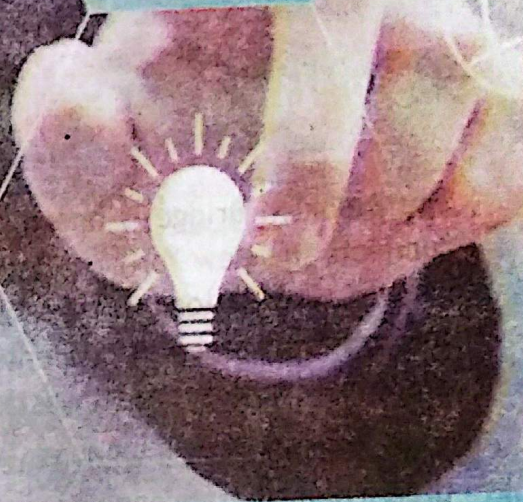
Given below is an example of book review of *The Diary of a Young Girl* by Anne Frank.

The Diary of a Young Girl by Anne Frank is a powerful and poignant diary that gives an intimate glimpse into the life of a Jewish teenager during the Holocaust. The diary chronicles Anne Frank's life from 1942 to 1944, during which she and her family hid from the Nazis in Amsterdam. The entries detail her daily life in the secret annex, her thoughts, fears, and hopes for a better future. Anne's diary is a testament to the resilience of the human spirit in the face of unimaginable adversity. Themes of hope, the cruelty of war, the innocence of youth, and the power of writing shine through her words. *The Diary of a Young Girl* is more than just a diary; it's a moving narrative that brings to light the horrors of war and the timeless strength of hope and human dignity. Anne Frank's voice continues to resonate with readers around the world, making this book a must-read for understanding history and humanity.

Q1. Read the classic book "Animal Farm" by George Orwell and write its book review report.

UNIT 4

SOFT SKILLS



NOTHING IS IMPOSSIBLE - THE CONSTRUCTION OF SPECTACULAR BROOKLYN BRIDGE

After completing this lesson, students will be able to:

- ask and answer questions of personal relevance, information and a variety of communicative purposes
- determine an author's point of view or purpose in a text
- analyze how the author distinguishes his or her position from that of others
- write a dialogue between multiple people, giving narration/ background in brackets, using conventions of the director's relationship between the addresser and addressee
- use summary skills to write an objective summary of the given text
- demonstrate knowledge and application of parts of speech in oral and written communication

Main Theme: SOFT SKILLS

Sub Theme: TEAM WORK

Pre-Reading Questions

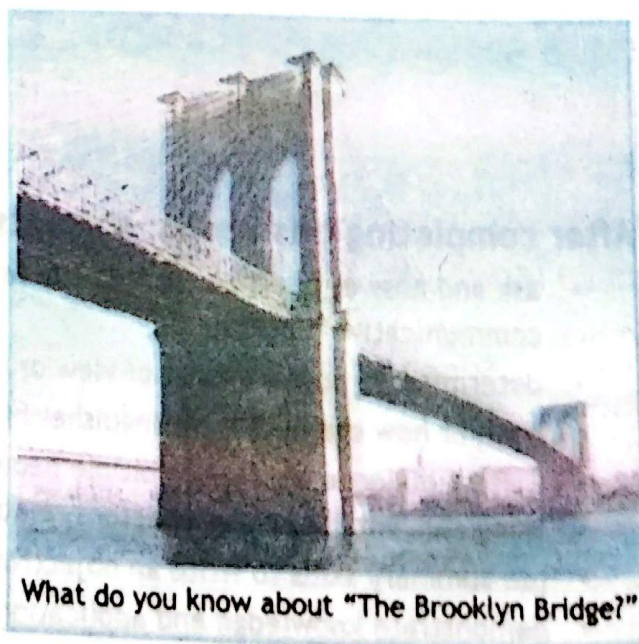
- Look at the tile of the Unit and predict about the content of the lesson.
- How can we live peacefully in the society?

NOTHING IS IMPOSSIBLE-THE CONSTRUCTION OF SPECTACULAR BROOKLYN BRIDGE

The Brooklyn Bridge is one of the oldest suspension bridges in the United States. It connects the New York City boroughs of Manhattan and Brooklyn by spanning the East River. It was the longest suspension bridge in the world from its opening until 1903, and the first ever steel-wire suspension bridge. Since its opening, it has become an iconic part of the New York skyline. It was designated a National Historic Landmark in 1964.

It all started with a wild, crazy, strange looking, strictly speaking prima facie a mad dream of a creative engineer named John Roebling, who was inspired by an idea to build a spectacular bridge connecting New York with the Long Island. However, bridge building experts throughout the world thought that this was an impossible feat and told Roebling to forget the idea. It just could not be done. It was not practical. It had never been done before.

In a sense, John Roebling heard all those age old criticisms that many of us frequently encounter in our life or career when we try to accomplish something different that appears to be challenging to others. But, Roebling could not ignore the vision he had in his mind of this bridge. He thought about it all the time and he knew deep in his heart that it could be done. He just had to share the dream with someone else. After much discussion and persuasion, he managed to convince his son Washington, an upcoming engineer, that the bridge in fact could be built.



What do you know about "The Brooklyn Bridge?"

Working together for the first time, this homely team of father and son developed concepts of how it could be accomplished and how the obstacles could be overcome. With great excitement and inspiration, and the headiness of a wild challenge before them, they hired their crew and began to build their dream bridge.

Construction began on January 3, 1870. The project started well, but when it was only a few months underway a tragic accident on the site appeared to have shattered the dream. John Roebling's foot slipped into a group of pylons from the shake of an incoming ferry. This badly crushed his toes, causing those toes to be amputated, leaving him incapacitated; he later died of an infection related to his injury and leaving his son, Washington Roebling, in charge of the bridge. The actual construction started under the younger Roebling. Not long after taking charge of the bridge, Washington Roebling suffered a paralyzing injury as well, the result of decompression sickness. This condition plagued many of the underwater workers, in different capacities, as the condition was relatively unknown at the time and in fact was first called "caisson disease" by the project physician Dr. Andrew Smith. So, Washington was left with a certain amount of brain damage, which resulted in him not being able to walk or talk or even move.

That's it!!! The critics were only waiting for such thing to happen. They all started...

"We told them so."

"Crazy men and their crazy dreams."

"It's foolish to chase wild visions."

Everyone had a negative comment to make and felt that the project should be scrapped since the Roeblings were the only ones who knew how the bridge could be built. In spite of his handicap situation, Washington was never discouraged and still had a burning desire to complete the bridge and his mind was still as sharp as ever. He tried to inspire and pass on his enthusiasm to some of his friends, but they were too daunted by the task.

Mr. Washington was on his bed in his hospital room, with the sunlight streaming through the windows, a gentle breeze blew the flimsy white curtains apart and he was able to see the sky and the tops of the trees outside for just a moment. It seemed that there was a message for him not to give up. Suddenly an idea hit him. All he could do was move one finger and he decided to make the best use of it. It was just similar to visualizing a silver line in the midst of dark clouds.

And imagine whom he thought of as a possible helping hand! She was none other than his better half - Emily Warren Roebling who was determined to stand by her husband in all

While Reading Questions



- Do you agree that man is not made for defeat? If yes, then why?

While Reading Questions



- What was the motivation behind this project?

circumstances. Then, it was this lady's devotion, unquestioned loyalty that made the entire herculean task a more manageable.

The Brooklyn Bridge might not have been built had it not been for the assistance of Emily Warren Roebling, who provided the critical written link between her husband, Washington Roebling (the Chief Engineer), and engineers on-site. Under her husband's guidance, Emily had studied higher mathematics, the calculations of catenary curves, the strengths of materials, bridge specifications, and the intricacies of cable construction. She spent the next 11 years assisting Washington Roebling in the supervision of the bridge construction.

By moving his finger, Washington started exchanging with his wife and slowly developed a code of communication with his wife. He touched his wife's arm with that finger, indicating to her that he wanted her to call the engineers again. Then he used the same method of tapping her arm to tell the engineers what to do. It seemed foolish but the project was under way again.

While Reading Questions

- What was the mode of communication that Washington developed?

For 13 years Washington tapped out his instructions with his finger on his wife's arm, until the bridge was finally completed. The Brooklyn Bridge was opened for use on May 24, 1883. The names of John Roebling, Washington Roebling, and Emily Warren Roebling are inscribed on the structure as its builders.

- ◀ Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's indomitable spirit and his determination not to be defeated by circumstances.

MORAL: We must understand that *"Success always has many fathers, while failure is orphan."* In such situation, you must remember that there are always two hands ready to help you, and those are your own hands. So, a strong belief in one's own faculties keeps one focused, not allowing one to lose one's sight, and thereby coping with adverse situations. The Brooklyn Bridge also shows us that dreams that seem impossible can be realized with determination and persistence, no matter what the odds are. It is also a tribute to the engineers and their team work, and to their faith in a man who was considered mad by half the world.



Post-Reading Questions

"It is literally true that you can succeed best and quickest by helping others to succeed." Have you ever faced such a situation where you have to lead others?



Glossary

Words	Pronunciations	Meanings
borough	/'bʌrə/	a town or part of a city that has its own local government
spectacular	/spek'tækjələ(r)/	very impressive
iconic	/aɪ'kɒnɪk/	being a famous person or thing that people admire and see as a symbol of a particular idea, way of life, etc.
prima facie	/'prɪmə 'feɪʃi/	based on what at first seems to be true, although it may be proved false later
feat	/fi:t/	an action or a piece of work that needs skill, strength or courage
caisson disease	/kə'su:n/ /dɪ'zɪz/	acute decompression syndrome (Caisson's disease) is an acute neurological emergency in divers. It is caused due to release of nitrogen gas bubbles that impinge the blood vessels of the spinal cord and brain and result in severe neuro-deficit.
plague	/pleɪg/	plague somebody/something (with something) to cause pain or trouble to somebody/something over a period of time
amputated	/'æmpjuteɪt/	to cut off somebody's arm, leg, finger or toe in a medical operation
decompression	/'di:kəm'preʃn/	a reduction in air pressure; the act of reducing the pressure of the air
pylon	/'paɪlən/	a tall metal structure that is used for carrying electricity wires high above the ground
persuasion	/pə'sweɪʒn/	the act of persuading or convincing somebody to do something or to believe something
daunt	/da:nt/	to make somebody feel nervous and less confident about doing something
tapping	/'tæp/	to hit somebody/something quickly and lightly
triumph	/'traɪʌmf/	a great success, achievement or victory
inscribe	/'ɪn'skraɪb/	to write or cut words, your name, etc. onto something
coping with	/'kɒpɪŋ wɪð/	to deal with something difficult



Reading and Critical Thinking

Answer the following questions.

- Q 1. What was the dream of John Roebling?
- Q 2. What had happened when the project was underway?
- Q 3. Why did the people criticize the Roeblings?
- Q 4. Which disease attacked the underwater workers and what were its symptoms?
- Q 5. How did Mr. Washington communicate after the tragic accident?
- Q 6. Who was Emily Warren Roebling and what role did she play in the execution of the project?
- Q 7. "When there is a will there is a way", explain in the light of the given lesson?

FINDING THE MAIN IDEA

Paragraph: A group of sentences organized around a topic, a main idea about the topic, and details that support the main idea.

Topic: The overall subject of a paragraph.

Main Idea: A statement that tells the author's point about the topic. The main idea provides the message of a given paragraph or the argument that is being made about the topic.

Details: The specific information about the main idea or support for the main idea.

Main Idea = Topic + Author's Point about the Topic

How to Find the Topic

Ask yourself the question:

What or who is this paragraph about?

How to Find the Main Idea

Ask yourself the question:

What is the overall message or argument being made by the author about the topic of this paragraph?

How to Find Supporting Details

Turn the main idea into a question by asking *who, what, when, where, why, or how?* The answer will give a set of details.

Hints

- Boldfaced headings or titles may contain the topic and/or main idea
- First and last sentences in the paragraph are usually helpful
- Look for repeating words, these often indicate the topic

Remember

Topics, main ideas, and supporting details work together. The main idea tells the author's point about the topic, and the details offer support for the main idea.

Activity

A. Read the passage below to see if you can pick out the main idea.

"To many parents, the infant's crying may be mainly an irritation, especially if it continues for long periods. But crying serves important functions for the child as well as for the parents. For the child, crying helps improve lung capacity and the respiratory system. Perhaps more important, the cry serves as a signal of distress. When babies cry, they indicate that they are hungry or in pain, and this is important information for parents."

Use the hints below to determine the correct main idea of this paragraph.

After reading a paragraph ask, "What point is the author making in this passage?"

Ask the following questions:

- Who - Does this passage discuss a person or group of people?
- When - Does the information contain a reference to time?
- Where - Does the text name a place?
- Why - Do you find a reason or explanation for something that happened?
- How - Does this information indicate a method or a theory?

B. Read the passages and answer the questions.

Fire ants are painful and destructive pests. The fire ant earned its name because of its venom. The insect uses a wasp-like stinger to inject the venom, which causes a painful burning sensation and leaves tiny, itching pustules. The ants will swarm over anyone or

anything that disturbs their nests. In addition to causing pain, fire ants damage many crops by eating the plants and by protecting other insects that damage crops. Fire ants are attracted to soybeans, eggplant, corn, okra, strawberries, and potatoes.

1. What is the topic of the passage?

- a. Ant bites c. Farming
b. Fire ants d. Pests

2. What does the author want you to know about the topic?

- a. Fire ants have a wasp-like stinger.
b. Fire ants swarm.
c. Fire ants are pests to farmers.
d. Fire ants are painful and pesky.

3. Which sentence contains the main idea?

- a. 1 c. 4
b. 2 d. 5



Oral Communication

Pair Work

- Work in pairs and choose a celebrity they both know, come up with interview questions, and act out a real-life interview in front of the class.

Group Activity

- Work in groups and trace out the issues highlighted by identifying the setup, confrontation and resolution in the three act play "Love Thy Neighbour" by Jimmy Keary.

Teacher's Point



Guide your students to ask and answer questions of personal relevance, information and a variety of communicative purposes in pairs or in group.



Vocabulary and Grammar

The Parts of Speech, understanding of the classification of words, is of utmost importance before one moves towards the sentence structure and advanced syntax of English both in written and oral communication.

Every name is called a Noun,
 As field and fountain, street and town;
 In place of the noun the Pronoun stands
 As he and she can clap their hands;
 The Adjective describes a thing,
 As magic wand and shiny ring;
 The Verb means action, something done
 To read, to write, to jump to run;
 How things are done, the Adverbs tell,
 As quickly, slowly, badly, well;
 The Preposition shows relation,
 As in the street, or at the station;
 Conjunctions join, in many ways,
 Sentences, words, or phrase and phrase;
 !!!The Interjection cries out, 'Hark!
 I need an exclamation mark'
 There is one more to be kept among winners
 We know them as Article Determiners

Activity

- a. Read the above poem carefully and make a list of words in **BOLD** with definition.
- b. Identify the part of speech of the **highlighted** word in each of the following sentences as Verb, Noun, Pronoun, Adjective, Adverb, Preposition, Conjunction, Interjection
 1. He runs fast.
 2. The geese indolently waddled across the intersection.
 3. **Oh**! I'm late for class.
 4. Bruno's shabby thesaurus tumbled out of the book bag when the bus suddenly pulled out into traffic.
 5. Mr. Frederick angrily stamped out the fire that the local hooligans had started on his verandah.
 6. He is a fast runner.
 7. Late that summer, she asked herself, "What was I thinking of?"
 8. She thought that the twenty zucchini plants would not be enough so she planted another ten.
 9. Although she gave hundreds of zucchini away, the enormous mound left over frightened her.
 10. Everywhere she went, she talked about the prolific veggies.



Writing

Suppose you are the team leader, write a dialogue having five members in your group, planning for Clean and Green Pakistan Project. (Hints: Place your characters clearly within your conversation, create unique voice for every character, give characters' opposing views)



Reading and Critical Thinking

A. ANSWER THE FOLLOWING QUESTIONS.

- i. "The life of Hazrat Muhammad Rasulullah (ﷺ) is a beacon of light for the whole humanity", comment?
- ii. What was the impact of the lenient behavior of Hazrat Muhammad Rasulullah (ﷺ) on the non-believers?
- iii. How can a woman turn out to be a successful financial supporter of her family?
- iv. What skills are required for a successful business?
- v. How has media revolutionized the digital globalization?
- vi. What are the major focuses of cultural globalization?
- vii. "Success always has many fathers, while failure is orphan." Explain in the light of the chapter "The Construction of Spectacular Brooklyn Bridge."
- viii. What skills did Emily Warren Roebling acquire for the construction of the Brooklyn Bridge?

B. Directions: Read each passage and ask yourself, "What is the author doing in this paragraph?" Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. A penny for your thoughts? If it's a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so the 1943 copper penny is ultra-rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it's uncirculated, it'd easily fetch \$25,000 at an auction. Now that's a pretty penny.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

2. When one hears the term "reality" applied to a show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted. This is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most

people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

Summarize this paragraph in one sentence. Be specific and clearly explain the main idea.

An appropriate title: _____

- C. **Directions:** Read the story "When Gertrude Grew Great" and trace out the elements of the story appended at the end of the story.

Gertrude was just an average kid with an average life. She lived in an average sized house in an average neighborhood in a totally typical town. At home, she helped out just enough to slide by. At school, she did just enough homework to stay out of trouble. She had straight 'C's in all of her classes.

One day Gertrude's teacher, Mr. Mister, stopped her after class. "Gertrude," he said, "I know that you can do better. I've seen the work you do in class, and some of it is amazing... way better than 'C' work." Gertrude knew that there were moments when she did try a little harder than what everyone expected, like when she put extra elbow grease into some of the dishes to make them *really* sparkle; or, when she took extra time with her handwriting on a few problems of her homework to make it look fancy. But she just didn't have confidence in herself. She didn't really believe that she could change; in fact, she was scared by the thought of having the power to become whatever she wanted. She had done just enough to get by for so long that being mediocre was her lifestyle. She stopped listening to Mr. Mister about half way through and just nodded her head until he stopped. Then, she walked out at an average pace.

That night, Gertrude had a dream. It was ten years into the future and she was still living with her mom in her average neighborhood. She could not find an average job, because even the average jobs were filled by above-average workers: people who did more than what was expected of them. Gertrude loved her mom, but she wanted more for herself. She wanted her own place, her own life. A voice spoke in the dream: "The present is nothing more than the outcome of the choices made in the past. The future will only be the results of the choices we make today." Gertrude began crying average

5. Exposition**A. Setting:**

When and where does the story take place?

B. Conflict:

Describe the conflict in the story.

6. Rising Action: List some events that occur before the climax.

1.

2.

3.

7. Climax:

The turning point

8. Falling Action: List some events that occur after the climax.

1

2

9. Resolution:

When the conflict is solved



Oral Communication

Work in groups and jot down important tips for personality development and display these tips on charts in the classroom.



Vocabulary and Grammar

A. Read each sentence. Identify the best fitting word for the sentence based on the connotation of each word.

1. Everyone in the office respects Maria because of her kind but _____ attitude.
 - a. Assertive
 - b. Bossy
 - c. Demanding
2. "Well," said Curtis with an embarrassed smile, "I'm looking for _____ car."
 - a. a cut rate
 - b. a cheaper
 - c. a more economical
3. "Here's a scholarship that you might qualify for," said Ahmed's advisor. "It's for people who are _____."
 - a. underprivileged
 - b. Poor
 - c. Poverty-stricken
4. Fahad annoys his friends because he's so _____ when it comes to money.
 - a. Economical
 - b. Thrifty
 - c. Stingy
5. We're worried about Asma; she's lost so much weight that she looks _____.
 - a. Trim
 - b. Boney
 - c. Slender
6. "I'm afraid," said Luke's guidance counselor carefully, "that you might find advanced calculus a little too _____."
 - a. Challenging
 - b. Confusing
 - c. Difficult
7. "And this particular neighborhood," said the realtor to the young married couple, "will suit families who are _____."
 - a. Rich
 - b. Loaded
 - c. Well to do
8. Ahmed's doctor said, "I recommend a low-fat, low-carbohydrate diet because you are becoming _____."
 - a. Fat
 - b. Large
 - c. Overweight



Review

9. What makes Jewel so difficult to understand is that she is rather _____.
- a. Withdrawn b. Shy c. Closeted
10. We were all so sorry to hear that you had been _____ from the plant.
- a. Canned b. Let go c. Fired

B. Match the idiom with its meaning.

S.#	IDIOM	MEANING
1.	a fish out of water	a) reveal a secret
2.	a whale of time	b) useless exercise
3.	let the cat out of the bag	c) a very good time
4.	hold your horses	d) feel uneasy or uncomfortable
5.	wild goose chase	e) wait a bit
6.	let sleeping dogs lie	f) extremely angry
7.	the lion's share	g) leave things as they are
8.	mad as a hornet	h) the largest share or part



Writing

- Q 1. Write a paragraph on the "Benefits of Extracurricular Activities".
- Q 2. Write the book review report of "Charlie and the Chocolate Factory" by Roald Dahl.
- Q 3. Write an autobiography of the Earth keeping in view the climate change. (you can start like; *I am Earth, a celestial being floating in the vastness of space. I was born from a cloud of gas and dust, formed by the gravitational pull of the sun and its surrounding matter. Now a days I am quite polluted and have been suffering from climate change.....*).

Teacher's Point



The teacher will guide the students about the basic steps involved in various types of academic writings like paragraph, book reviews and autobiography.

UNIT 5

“ 5 OF JEFF BEZOS’ BEST LESSONS FOR SUCCESS FROM HIS 27 YEARS AS AMAZON CEO ”

After completing this lesson, students will be able to:

- use rhetorical questions for a range of audiences
- read and use inference and deduction to recognise implicit meaning (e.g. look for supporting details within a text/paragraph) using prior knowledge and contextual cues effectively.
- Ask and answer questions of personal relevance, information and a variety of communicative purposes
- make recommendations and develop an interest in fiction and poetry
- summarise complex concepts, processes, or information by paraphrasing
- make inferences to draw conclusions
- apply the techniques of writing the first draft with sufficient details; proofreading and editing details to suit the purpose and audience
- write and critique (self/peer checking) the final draft after complete editing and proofreading
- identify and use compound prepositions and prepositional phrases in writing
- examine and interpret the use of conjunctions, subordinating conjunctions and transitional devices in speech and writing to create the effect
- recognize and use correlative conjunctions including pairs such as “both/and” “either/or” “neither/nor” “not/but” and “not only/but also” etc.

Main Theme: Innovation and Creativity

Sub Theme:

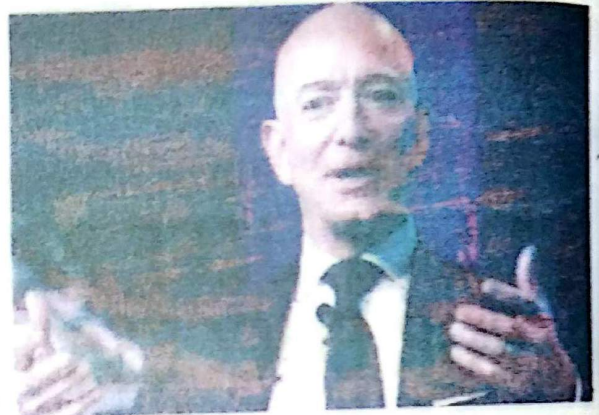
- Importance of innovation & creativity at school
- Innovation & creativity in science/ business/ work.
- Innovation, Creativity and success

Pre-Reading Questions

- What do you know about innovation and creativity? How are both concepts different?
- Can innovation or creativity lead to success? How?
- Have you ever heard of Jeff Bezos' key lessons for success before?

5 of Jeff Bezos' best lessons for success from his 27 years as Amazon CEO

Earlier this month, Jeff Bezos stepped down as the CEO of Amazon, the company he launched in 1994 as an online bookseller. Today, Amazon is an ecommerce behemoth worth \$1.8 trillion, and that company has made him the richest person in the world with a fortune worth over \$200 billion.



Over roughly 27 years as CEO, Bezos' has regularly shared advice and lessons learned in interviews and his annual letters to Amazon shareholders.

Here are some of the best examples of what Bezos, 57, has shared over the years

Take risks

"When you think about the things that you will regret when you're 80, they're almost always the things that you did not do. They're acts of omission. Very rarely are you going to regret something that you did that failed and didn't work or whatever," Bezos said in an interview.

That philosophy helped shape Bezos' life before he even launched Amazon. When he was just 30 years old, Bezos had a Wall Street job at hedge fund D. E. Shaw, but he saw promise in the future of the internet economy and got the idea to build a bookstore

Teacher's Point



Hold brainstorming session based on the pre-reading questions.
Encourage students to share relevant knowledge.

online. Bezos' boss agreed the idea had potential, but he still tried to convince Bezos that it would be less of a risk to keep the job he had.

"I pictured myself [at] 80 years old, thinking back on my life in a quiet moment of reflection," Bezos said of that moment in his life once. "Would I regret leaving this company in the middle of the year? And walking away from my annual bonus?"

Of course, Bezos decided to go for it, and he moved across the country to start Amazon out of a garage in Seattle suburbs in the summer of 1994. The website went live a year later.

"I didn't think I'd regret trying and failing. And I suspected I would always be haunted by a decision to not try at all," Bezos said in 2018. So he "took the less safe path to follow my passion, and I'm proud of that choice."

Picturing yourself as an 80-year-old looking back on your life and the choices you might regret also works for personal decisions, Bezos added.

"I'm not just talking about business things," he said. "It's like, 'I love that person and I never told them,' and you know, 50 years later you're like, 'Why didn't I tell her? Why didn't I go after it?'"

"So that's the kind of life regret that is very hard to be happy about when you're telling yourself, in a private moment, that story of your life."

Make good decisions – fast

Bezos believes that the key to maintaining an innovative business is to make "high-quality, high velocity decisions."

In one of his articles, Bezos wrote about the importance of speed and "nimbleness" in making Amazon "a large company that's also an invention machine." While he admits that some decisions are "irreversible or nearly irreversible," most are not.

"Most decisions ... are changeable, reversible - they're two-way doors," he wrote. In those cases, when you make a decision that is "suboptimal," according to Bezos, "you don't have to live with the consequences for that long. You can reopen the door and go back through."

Those types of decisions should be made "quickly," according to Bezos. Otherwise, he wrote, people or companies that spend too much time deliberating over reversible decisions risk being subject to "slowness, unthoughtful risk aversion, failure to experiment sufficiently, and consequently diminished invention."

"All of my best decisions in business and in life have been made with heart, intuition, guts – not [with] analysis," Bezos said in an interview at the Economic Club Washington D.C. in 2018.

Finding your calling

Figuring out your passion in life is a central point in the advice that Bezos says he most often gives to his younger employees, as well as his four children, the billionaire expressed at the George W. Bush Presidential Center's Forum on Leadership in 2018.

"You can have a job, or you can have a career, or you can have a calling," Bezos said. "And if you can somehow figure out how to have a calling, you have hit the jackpot, because that's the big deal."

In other words, finding a way to make a career out of your passion is Bezos' idea of true success. And, he believes that everyone has a passion.

"You don't choose your passions, your passions choose you," he said at the time. "All of us are gifted with certain passions, and the people who are lucky are the ones who get to follow those things."

While Bezos has said he followed his passion as a "garage inventor" when he launched Amazon, in recent years the billionaire admitted that his real lifelong passion has been space.

"Ever since I was 5 years old – that's when Neil Armstrong stepped onto the surface of the moon – I've been passionate about space, rockets, rocket engines, space travel," he said in 2019. (Bezos's high school graduation speech even mentioned his plans to build space colonies one day.)

Bezos has spent billions of dollars funding his space company, Blue Origin, and one of his first orders of business after stepping down as Amazon CEO will be to fly on the company's first passenger spaceflight with his brother on July 20.

Embrace the inefficiency of wandering

In his 2018 letter to Amazon shareholders, Bezos included a section titled, "Intuition, curiosity, and the power of wandering." In that section, the Amazon CEO wrote about the importance of setting aside time to explore your curiosity in order to come up with new, innovative solutions to challenges.

Amazon's business may depend on efficiency, with customers ordering almost any product and expecting it delivered to their door within a few days or less. But, Bezos believes that a healthy dose of inefficiency is necessary to succeed. In the letter, he describes this as "wandering," or exploring and experimenting even if it means taking a roundabout path to a solution.

While Reading Questions

- What does Bezos believe about finding one's passion and turning it into a career?

While Reading Questions

- What is the concept of "embracing the inefficiency of wandering," and why does Bezos consider it important?

“Wandering is an essential counter-balance to efficiency,” he said. “You need to employ both.”

“Sometimes (often actually) in business, you do know where you’re going, and when you do, you can be efficient. Put in place a plan and execute,” Bezos wrote in the letter.

“In contrast, wandering in business is not efficient ... but it’s also not random,” he continued. “It’s guided – by hunch, gut, intuition, curiosity, and powered by a deep conviction that the prize for customers is big enough that it’s worth being a little messy and tangential to find our way there.”

According to Bezos, one of the lessons he’d learned building Amazon was “that success can come through iteration: invent, launch, reinvent, relaunch, start over, rinse, repeat, again and again,” he wrote, adding that “the path to success is anything but straight.

Don’t lose your distinctiveness

In April, in his final letter to stakeholders as Amazon’s CEO, Bezos wrote about the importance of holding onto your “originality.”

“We all know that distinctiveness - originality - is valuable,” Bezos wrote. “We are all taught to ‘be yourself.’ What I’m really asking you to do is to embrace and be realistic about how much energy it takes to maintain that distinctiveness. The world wants you to be typical - in a thousand ways, it pulls at you. Don’t let it happen.”

Bezos went on to say that “it’s worth it” to maintain your distinctiveness, even though it requires “continuous hard work.”

“The fairy tale version of [the advice] ‘be yourself’ is that all the pain stops as soon as you allow your distinctiveness to shine. That version is misleading. Being yourself is worth it, but don’t expect it to be easy or free,” Bezos wrote.

Since stepping down as CEO, Bezos transitioned to be executive chairman of Amazon’s board and has said he is moving on to focus on projects like Blue Origin. On Tuesday, July 20, 2021 Bezos aspired to make his first trip to space as Blue Origin’s first-ever passenger spaceflight.



Post-Reading Questions

- What inspired you after reading about Mr. Bezos's achievements?
- How do you see “originality” as a student who is still studying and getting inspiration from high achievers?



Glossary

Words	Pronunciations	Meanings
ecommerce:	/i:'kɒm.ɜ:s/	electronic commerce, typically referring to buying and selling goods or services online.
behemoth	/bɪ'hi:mθ/	a term used to describe something of enormous size or power
hedge Fund	/hedʒ fʌnd/	an investment fund that employs various strategies to generate returns for its investors.
nimbleness	/'nɪmbəlɪnəs/	the quality of being agile or quick in responding to changes or challenges
distinctiveness	/dɪ'stɪŋktɪvɪnəs/	the quality of being unique or different from others.

- Deduce meanings of the difficult words from the lesson text as understood in the context and write in the column below. Consult dictionary to find the literal meaning of the same and fill in the relevant column.

Words/ phrases	Deduced Meaning	Dictionary Meaning
tangential		
high velocity decision		
Intuition		
distinctiveness		
suboptimal		
transitioned		



Reading and Critical Thinking

- Q1. What is the main theme of the article about Jeff Bezos?
- Q2. Which of Bezos' lessons do you find most compelling, and why?
- Q3. Can you think of a personal or professional situation where one of Bezos' lessons might apply?

- Q4. How might Bezos' advice on decision-making and risk-taking benefit someone in their career?
- Q5. Do you agree with Bezos' perspective on embracing distinctiveness? Why or why not?



Oral Communication

Panel Discussion: Creativity and Innovation

Preparation:

- **Panelists:** Select a group of students to serve as panelists. You can have 3-5 panelists, depending on your class size and time constraints.

Questions for the panelists

- How can creativity and innovation help us solve complex problems?
- Have you ever wondered what sparks creativity in people?
- Can you think of any creative ways to improve the education system?
- What role does innovation play in the advancement of technology?
- Can you imagine a world without any creative thinkers or innovators?
- How do you think creativity and innovation affect our daily lives?
- Have you ever encountered a situation where thinking outside the box saved the day?
- What are some ways we can encourage creativity and innovation in our schools and communities?
- Do you believe that some people are naturally more creative than others, or is it a skill that can be developed?
- Can you share any personal experiences where creativity and innovation made a positive impact?
- What are some potential benefits and challenges that come with being a creative and innovative thinker?
- How has technology influenced and transformed the way we approach creativity and innovation?

- Can you think of any famous inventors or creative individuals who have had a significant impact on the world?
- In what ways do you think creativity and innovation contribute to personal growth and self-expression?

Assign each panelist a specific perspective or viewpoint (from the given questions) related to the topic. They should prepare their arguments and supporting evidence in advance.

Activity Steps

1. Introduction (5 minutes)

Begin by introducing the topic to the class.

Briefly explain the format of the panel discussion and its purpose: to explore different perspectives on the topic.

2. Panelist Presentations (15 minutes)

Each panelist takes turns presenting their viewpoint on the topic.

Allocate a specific time limit for each panelist (e.g., 3-4 minutes) to ensure equal speaking time.

Encourage panelists to use facts, statistics, or examples to support their arguments.

3. Moderated Discussion (10 minutes)

Open the floor for discussion among the panelists. They can respond to each other's points, ask questions, or seek clarification.

As the moderator, you can also pose questions to the panelists to guide the discussion and keep it focused.

4. Audience Questions (5 minutes)

Invite questions from the rest of the class. Encourage students to ask thoughtful questions related to the topic.

Panelists should respond to these questions briefly and concisely.

5. Closing Statements (3 minutes)

Each panelist presents a brief closing statement summarizing their main points.

Emphasize the importance of respectful and constructive dialogue.

6. Reflection (2 minutes)
 Conclude the discussion by briefly reflecting on the key takeaways and insights from the panelists.
 Thank the panelists and the class for their participation.

7. Debrief (optional) (5 minutes)
 If time allows, have a brief class discussion about the panel discussion itself. Ask students what they learned, what they found challenging, and how the activity could be improved.

Vocabulary and Grammar



A preposition that contains two or more prepositional words is called a compound preposition. Compound prepositions are made by connecting the preposition words in a sentence before the noun, pronoun, adjective, and adverb.

Moreover, a compound preposition is prepared through the conjunction of a prepositional or a non-prepositional word and a simple preposition word that is used with a noun, adjective, or adverb, respectively.

Examples: About, across, along, beyond, besides, outside, according to, aside from, because of, as of, next to, on account of, apart from, but for, close to, depending on, due to, in between, in case of, etc., are some compound prepositions.

Prepositional Phrases

Prepositional phrases are groups of words starting with a preposition. Prepositional phrases often function as modifiers, describing nouns and verbs. Phrases can't stand alone. A prepositional phrase won't contain the subject of a sentence.

Types of Prepositional Phrases

Prepositional phrases can modify nouns, verbs, phrases, and complete clauses. Prepositional phrases can also be embedded inside other prepositional phrases.

Modifying Nouns: Adjectival Phrases

When a phrase modifies a noun or pronoun, it's called an *adjectival phrase*. These types of phrases often specify a person or thing (what kind, whose). In context, they clarify a distinction between several possibilities.

Teacher's Point



- Keep track of time to ensure each segment of the activity stays within its allocated duration.
- Encourage active listening and respectful communication throughout the discussion.
- You can use the whiteboard or markers/chalk to jot down key points or arguments as they arise during the discussion to help visualize the conversation.
- Teacher/guest teacher can facilitate a productive and engaging panel discussion within a 40-minute class period.

Example

- Sheila is the runner *with the fastest time*.

It's likely there are other runners who are slower, as the sentence is specifying who is the fastest. The phrase is modifying (describing) the noun *runner*. Adjectival phrases come directly after the noun they modify.

- The boy *with the tall woman* is her son.

The phrase *with the tall woman* is specifying a certain boy; it's an adjectival phrase. There could be other boys, but the one *with the tall woman* is the one that's being described. *The boy* is a noun phrase, so the prepositional phrase is an adjective. If we want to make the boy even more specific, we'd further qualify it with an embedded phrase.

- The boy *with the tall woman and the dog* is her son.

Presumably, there are multiple boys with tall women, so the sentence is specifying that this boy is with a tall woman who has a dog.

Modifying Verbs: Adverbial Phrases

Adverbs modify verbs, and sometimes the adverb is an entire *adverbial phrase*. These phrases often describe when, where, why, how, or to what extent something happened.

Example

- This course is the most difficult *in the state*.

The prepositional phrase specifies where. There might be other courses that are more difficult in other states, but this one is the most difficult here. Let's say it's just one difficult course of several in the state, i.e., "This course is *among the most difficult* in the state." The *among* phrase is an adjectival phrase modifying (describing) the course, and the final phrase remains adverbial, still telling where.

- She ran the marathon *with pride on Saturday*.

The first prepositional phrase specifies how she *ran* (a verb), and the second specifies when. Both are adverbial phrases.

Some of the most common prepositions that begin prepositional phrases are *to, of, about, at, before, after, by, behind, during, for, from, in, over, under, and with*.

Exercise 1: Choose the correct compound preposition for each sentence:

Against, around, behind, upon, over, below, through, beside, across, under, above, between, underneath, onto, within, to, among, beneath

a) The cat jumped _____ the table.

b) I'm going to the park _____ my friends.

- c) The keys are hidden _____ the flowerpot.
 d) The cookies are _____ the jar.
 e) The restaurant is _____ the street.
 f) The pen is _____ the notebook.
 g) She walked _____ the high street to reach the playground.
 h) The bookshelf is _____ the wall.
 i) The ball rolled _____ the stairs.
 j) They sat _____ the fire to keep warm.
 k) I can see the moon _____ the clouds.
 l) The dog ran _____ the street to chase the squirrel.
 m) She placed the vase _____ the shelf.
 n) The car swerved _____ the crowd of people.
 o) The bird built its nest _____ the tree branches.

Exercise 2: Combine the sentences using prepositional phrases:

- The dog barked. The postman arrived.
- Jenny laughed. Her brother told a joke.
- We bought ice cream. We went to the beach.
- She went to the store. She bought some groceries.
- He studied all night. He passed the exam.
- They went to the beach. They played volleyball.
- I woke up late. I missed the bus.
- They went to the park. They had a picnic.
- He went to the gym. He lifted weights.
- She went to the library. She borrowed some books.
- They went to the restaurant. They ordered pizza.
- I went to the doctor. I got a check-up.
- They went to the concert. They enjoyed the music.

Exercise 3: Circle the prepositional phrase or compound preposition in each sentence:

- a) The birds flew over the mountains.
 b) The dog ran after the ball.
 c) The flowers bloomed between the trees.

Compound prepositions and Prepositional phrases

Exercise 4: Create 10 of your own sentences using given compound prepositions and prepositional phrases.

Q 1. If you were to rewrite a part of the story using a different compound preposition, how would it change the meaning or atmosphere of that particular scene? Choose a sentence from the story and provide an alternative compound preposition. Explain the impact of this change.

Conjunctions and Transitional Devices

Conjunctions are words that connect two phrases or clauses, whereas transitions are words or phrases that indicate the relationship between two sentences or paragraphs. However, their main difference is their function. The main difference between conjunctions and transitions is that conjunctions connect two clauses, but transitions connect two sentences or paragraphs. Both conjunctions and transitions are words and phrases that connect ideas together.

Read the paragraph carefully to practice the use of conjunctions and transitional devices:

"Transitioning from middle school to high school can be both exciting and nerve-wracking. On one hand, there's the thrill of new experiences, meeting new friends, and exploring a wider range of subjects. However, it's also a time when students face increased responsibilities and higher academic expectations. Despite the challenges, high school offers numerous opportunities for personal growth. By staying organized, managing time wisely, and seeking help when needed, students can navigate this important transition with confidence. Ultimately, the journey from middle school to high school is a significant chapter in a student's life, filled with both hurdles and triumphs, but it's a path toward greater independence and future success."

- Identify the transitional devices used in the paragraph. List them and categorize them into different types (e.g., contrast, addition, consequence). Explain how each device contributes to the paragraph's coherence.

Exercise 5: Rewrite the paragraph using different transitional devices while preserving the original meaning.

Teacher's Point



Encourage students to write 2-3 sentences using compound prepositions and prepositional phrases in their notebooks.

For example, replace "on one hand" with "although," "however" with "nonetheless," or "ultimately" with "in the end."

- Discuss how these different transitions affect the overall flow and style of the paragraph.

Exercise 6: Identify Conjunctions and Transitional Devices

- Select a paragraph from lesson text.
- Read through the paragraph and identify all the conjunctions (e.g., and, but, or, so, yet) and transitional devices (e.g., therefore, however, consequently).
- Create a list of the conjunctions and transitional devices you found in the paragraph.
- Explain how each of these words or phrases contributes to the flow and coherence of the text.

Exercise 7: Fill in the blanks with appropriate conjunctions.

(e.g., and, but, so, because, although, therefore).

1. I wanted to go to the park, _____ it started raining heavily.
2. She studied hard for the exam, _____ she was determined to succeed.
3. He is allergic to peanuts, _____ he always checks food labels.
4. I was tired, _____ I stayed up late to finish my assignment.
5. He wanted to buy the car, _____ he couldn't afford it. -----

Exercise 8: Take the following pairs of sentences and rewrite them into one sentence using an appropriate transitional device:

1. a) The weather was cold. ----- b) We decided to go for a hike.
2. a) She forgot her umbrella. ----- b) She got soaked in the rain.
3. a) He missed the bus. ----- b) He was late for the meeting.
4. a) They couldn't win the match. ----- b) Few players were out of practice.
5. a) She was offered a huge discount. ----- b) Her luck worked.

Exercise 9: Select an article or essay of your choice and perform the following analysis:

- Identify all the transitional devices used in the text.
- Explain how these transitional devices help guide the reader through the text's structure.
- Identify the main sections or paragraphs in the text and describe how transitional devices signal transitions between these sections.
- Reflect on how the text's organization impacts your understanding of the content.

Correlative Conjunctions

Correlative conjunctions are used in pairs to link equal parts of a sentence. Correlative conjunctions link equal parts/ equivalent elements of a sentence.

- Either go big or go home.
(The equivalent elements being linked are *go big* and *go home*. They are both verbs.)
- It was neither big nor clever.
(The equivalent elements are *big* and *clever*. They are both adjectives.)
- They stole not only the TV but also the satellite dish.
(The equivalent elements are *the TV* and *the satellite dish*. Both are nouns phrases.)
- The light was not green but red.

The most common correlative conjunctions are:

either/or, neither/nor, not only/but also, as/so, not/but

Interview: Job Vacancy

Interviewer: Hi, I'm conducting interviews for a job opening, and I want to find the perfect candidate. To do that, I need someone who not only has the right skills but also fits well with our company culture. Can you tell me about your qualifications?

Candidate: Of course! I have both the technical expertise required for the job, and I'm also a team player who collaborates well with colleagues.

In this example, "both...and" is a correlative conjunction. It's used to emphasize that the candidate possesses both qualifications. You can use similar interview scenarios to teach other correlative conjunctions like "either...or," "neither...nor," "not only...but also," and "whether...or." This approach helps students see how these conjunctions clarify relationships between elements in a sentence.

Interview: Job Vacancy (Continued)

Interviewer: We're looking for someone who can work independently but also communicates effectively within the team. How do you manage this balance?

Candidate: Well, I'm not only self-motivated but also a great communicator. I can handle tasks on my own, and I always keep my team informed of my progress.

In this dialogue, "not only...but also" emphasizes both qualities the candidate possesses.

Interviewer: In our fast-paced environment, employees must be adaptable. Can you demonstrate your adaptability?

Candidate: Certainly. I can adapt to either changing project requirements or unexpected challenges that arise during teamwork.

Here, "either...or" is used to show two situations in which the candidate can adapt.

Interviewer: Our company values work-life balance. Do you have any concerns about working late or on weekends?

Candidate: No, I have neither reservations about working late nor any objections to working on weekends when necessary.

In this instance, "neither...nor" highlights the candidate's willingness in two specific scenarios.

Interviewer: We're considering candidates from both in-state and out-of-state. Can you share your perspective on this?

Candidate: Absolutely. Whether you choose an in-state or an out-of-state candidate, I believe my skills and dedication make me a strong contender.

"Whether...or" is used to present two options, and the candidate expresses readiness for either.

These dialogues demonstrate various correlative conjunctions in a practical interview context, helping students understand how they function to express different relationships between ideas.

1. Assessment: Applying Correlative Conjunctions in Interviews

Instructions:

- Read the interview scenarios below.
- Identify the correlative conjunction used in each dialogue, and explain its function in the sentence. Consider how it emphasizes or clarifies the relationship between elements.

Scenario 1

Interviewer: Our company values both innovation and teamwork. Can you give an example of a project where you showcased these qualities?

Candidate: Certainly. In my previous role, I not only introduced innovative solutions but also collaborated closely with my team to implement them.

Scenario 2

Interviewer: We are looking for candidates who are not only experienced but also adaptable. How do you meet these criteria?

Candidate: I have both years of experience in the industry and a proven ability to adapt to changing circumstances.

Scenario 3

Interviewer: In our industry, employees must either work well under pressure or excel in long-term planning. Can you describe your skills in these areas?

Candidate: I excel both in handling high-pressure situations and in developing long-term strategies for success.

Scenario 4:

Interviewer: We have positions available for both remote and on-site work. Which option suits you best?

Candidate: Whether I work remotely or on-site, I'm confident in my ability to contribute effectively to the team's goals.

Scenario 5

Interviewer: Our team prefers candidates who are neither overconfident nor lacking self-assurance. How do you strike a balance in this regard?

Candidate: I maintain neither overconfidence nor a lack of self-assurance; instead, I believe in a healthy level of confidence backed by competence.

Scenario 6

Interviewer: Our projects can involve international travel, but some may require staying local. Are you open to both possibilities?

Candidate: Yes, I'm open to either international travel or staying local, depending on the project's requirements.

Scenario 7

Interviewer: We need someone who can work weekends or evenings when necessary. Do you have any objections to either of these?

Candidate: I have no objections to either working weekends or evenings when the job demands it; I understand the occasional need for flexibility.

Grading Rubric	
Each correct identification of the correlative conjunction (e.g., both...and, not only...but also)	2 points
Each correct explanation of the function of the correlative conjunction in the sentence.	3 points
Clear and concise language in explanations	2 points
Total possible points:	7 points

Exercise 10 : Fill in the blank with correct correlative conjunction to complete the sentence:

- i. ___ John ___ Adam showed up at the party.
- ii. ___ the rain stopped ___ the sun came out.
- iii. Sarah can speak ___ English ___ Spanish.
- iv. I will ___ play video games ___ watch TV tonight.
- v. ___ Sam ___ Tom want to be the team captain.
- vi. ___ you can join us for dinner, ___ let us know in advance.
- vii. ___ we go hiking ___ swimming, I'll be happy.
- viii. Mary enjoys ___ reading novels ___ watching movies.
- ix. Tim will ___ eat pizza ___ have a burger for dinner.
- x. ___ my friend ___ my brother knows the answer to that question.
- xi. She is ___ beautiful ___ intelligent.
- xii. ___ the concert ___ the movie was canceled due to bad weather.
- xiii. The team won ___ the players played with determination.
- xiv. I want to ___ go to the beach ___ stay at home and read a book.
- xv. ___ eating fruits ___ drinking lots of water is essential for health.
- xvi. She can't ___ play the piano ___ the guitar.
- xvii. He is ___ just an actor ___ a talented singer as well.
- xviii. I'm ___ running late ___ stuck in traffic.
- xix. The movie was ___ interesting ___ confusing.
- xx. ___ my sister ___ my brother likes pizza.
- xxi. We can ___ take the subway ___ a taxi to reach the station on time.
- xxii. ___ my parents ___ my teacher can attend the meeting.
- xxiii. ___ Mary ___ John were able to solve the math problem.
- xxiv. I will ___ buy a new phone ___ get my old one repaired.
- xxv. The dog is ___ asleep ___ awake.
- xxvi. ___ you like ___ you dislike, it's important to respect others' opinions.
- xxvii. We can ___ go for a walk ___ watch a movie at home.
- xxviii. The weather is ___ neither too hot ___ too cold today.
- xxix. ___ exercise regularly ___ eat a balanced diet if you want to stay healthy.
- xxx. She couldn't ___ swim ___ dance at the party.



Writing

Activity: Explore print media to observe the advertisements of various companies or products. Suppose you have recently launched a company. Design an advertisement for its publicity.

Advertisement of A New Company

- The advertisement features a dynamic and modern office space with bright, open areas, standing desks, and employees collaborating in a vibrant atmosphere.
- Imagery includes diverse professionals from different backgrounds engaged in brainstorming sessions, working on innovative projects, and using cutting-edge technology.

Tagline

"Fueling Innovation, Igniting Creativity - Your Workplace of Tomorrow!"

Key Messages

1. **Embrace Creativity:** Encourage employees to think beyond boundaries and explore creative solutions to challenges.
2. **Foster Innovation:** Promote an environment that values and rewards innovative ideas and initiatives.
3. **Unlock Potential:** Inspire individuals to tap into their unique skills and talents to drive progress.
4. **Collaboration is Key:** Highlight the importance of teamwork and cross-functional collaboration in sparking innovation.

Additional Information

- Use vibrant and bold colors like blues, greens, and oranges to convey a sense of energy and creativity.
- Include visuals of employees collaborating, brainstorming, and working on innovative projects.
- Incorporate a modern, sleek font style for a contemporary look.
- Ensure the layout is clean, organized, and visually appealing.

Teacher's Point



Help students explore designs and formats for designing and writing their advertisement.

Advertisement Text

**"Welcome to a Workplace
Where Ideas Soar!"**

**"Innovation is
Our Blueprint for Success."**

**"Your Creativity -
Our Competitive Edge!"**

**"Dare to Dream. Dare to Create.
Dare to Innovate."**

**Call to Action**

"Join Us Today and Be Part of a Creative Revolution!"

Contact Information

**Website: www.YourInnovativeFuture.com
Phone: 123-456-7890**



SAY NO TO

DRUGS

SAY NO TO DRUGS

After completing this lesson, students will be able to:

- perform a drama/role play/play script
- analyse organizational patterns in a text:
 - a. list/sequence of ideas/events comparison-contrast
 - b. cause-effect
 - c. problem-solution
- interpret and integrate information from a variety of sources for comprehension e.g., maps, graphs, charts, diagrams
- demonstrate command of the conventions of Standard English: capitalization, punctuation, and spellings when writing in different varieties of texts. Observe hyphenation conventions
- produce legible work that shows the correct spelling of the conventions of punctuation and capitalization
- write multiple paragraphs of free writing for fluency, creativity, brainstorming or pleasure. Proofread and edit texts for errors in sentence structure, subject-verb agreement, noun-pronoun agreement, reference words, connectors/transitional devices, punctuation and spelling

Main Theme: Drug Education

Sub Theme:

- drug education in schools
- refusal skills
- prevention of drugs

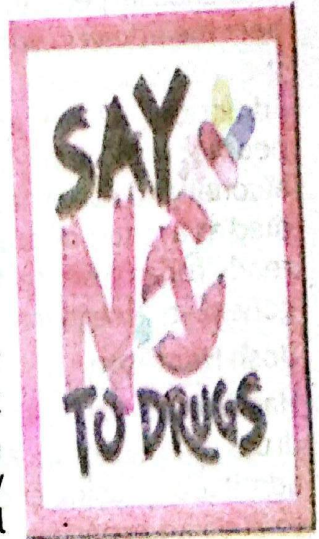
Pre-Reading Questions

- What do you know about the issue of drug abuse and its impact on society, both globally and in specific countries like Pakistan?
- Have you ever come across awareness campaigns or initiatives related to drug prevention? If so, what were they, and do you think they were effective?
- What role do you think awareness plays in addressing the problem of drug addiction, especially among young people?

The menace of drug abuse is not just limited to Pakistan but it is a global problem. Many countries have done tremendous work to deal with drug addiction and they have achieved great success. Every year on June 26, The United Nations International Day against drug abuse and illicit trafficking is celebrated. The purpose of this is to raise awareness among people about the harmful effects of drugs on this society. So the first step is definitely making youngsters aware of the problem.

Initially, drug addiction either begins in fun, for momentary pleasure, or just to get accepted in a particular social circle, but it surely ends up devastating the individual as well as his family. Experts believe that Pakistan's goal to become a drug-free society can be achieved through creating awareness at the grassroots level against the deadly addiction. It is possible to achieve the goal when people get the ability to understand the repercussions of addiction to save the future of the coming generations. Therefore, Pakistan is striving hard to eliminate drugs to achieve the set goal of a "drug-free society" besides vigorously executing its globally assigned tasks with utmost dedication and determination. For this purpose, nationwide anti-drug awareness campaigns are launched in collaboration with public and private educational institutions to keep the younger generation safe and away from the curse. Protecting youth from this menace is inevitable for prosperous future of Pakistan. These campaigns are aimed at creating awareness among students and citizens about the lethality of drugs and measures for its prevention. The youth is Pakistan's greatest asset, which constitutes 66pc of the population. Therefore, we have to protect our youth from the harms of drug addiction.

Anti Narcotic force is playing a leading role in mass awareness and community participation programmes to educate the people against drug abuse and is constantly putting efforts at the national and international level. Pakistan has recently launched the



next phase of the country programme in collaboration with the World Anti-Doping Agency, which includes separate barracks in prisons for drug addicts and a national database of drug offenders, as well as anti-drug drugs.

The Government of Pakistan has started taking action against drugs and its abuse. Countermeasures are being deployed and drug dealers and pushers are being dealt with increased strictness. Besides the government, administrations of schools, colleges and universities also carry great responsibility to eradicate the menace of drugs. These little measure may look little, but can go a long way in saving hundreds of students from falling into the abyss of drug abuse.

No one is immune to addiction. It does not pick and choose people, and people don't set out to become addicts. We see time and again that even the rich and famous have their fair share of addiction. There are many reasons successful people, including athletes, turn to drugs or alcohol and some have lost their battle with their addictions. Many famous people have died as a result of drug or alcohol addictions, but many more have come out the other side ready for a fresh start. Following are four athletes who have battled substance abuse and gone on to live more healthy lives.

Josh Hamilton

Hamilton is one of the most well-known baseball players of all time. He got caught up in drugs and alcohol about four years into his major-league baseball career. He also admitted to using cocaine. He was banned from playing professional baseball from 2003 to 2005 and continued to relapse several times. He shares his story of how he struggles to stay sober these days and considers himself lucky to be able to tell people about the importance of working toward sobriety.

Brett Favre

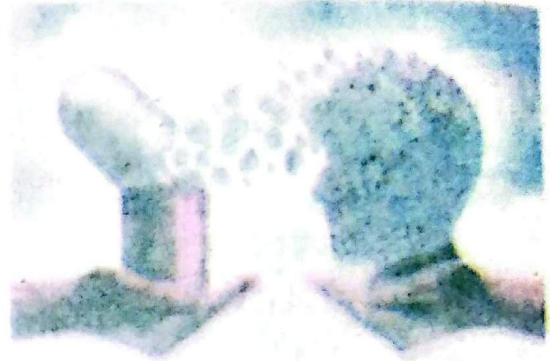
Breaking records and leading the way of the Green Bay Packers, Brett Favre was an incredible athlete. But he also struggled with drugs, in particular opioids. He didn't mean to become an addict though; his addiction was brought on by multiple injuries and the need for prescription painkillers. He completed a rehab program and went back to the NFL with flying colors.

Chris Herren

Even before he became an NBA star, Herren struggled with drugs and was kicked out of Boston College for cocaine use. He managed to get clean and eventually made his way to the NBA to play for the Boston Celtics. He has several near-death experiences, including several where he needed to be revived. He decided to get clean and eventually went on to create Hoop Dreams; a camp to teach kids about the dangers of drugs.

While Reading Questions

- How does Pakistan aim to combat drug addiction, and what measures are being taken at the national and international levels?
- Who are the four athletes mentioned in the text, and what were their experiences with substance abuse?



Anthony Ervin

Anthony Ervin was an Olympic gold medalist swimmer and turned to drugs to manage symptoms of Tourette's Syndrome. He eventually began drinking on a daily basis. By the time he got sober, he was ready to get back into swimming and returned to the Olympic games in 2012 where he was placed 5th overall. Since then, he has gone on to train kids at a local swimming academy and works hard to stay sober.

No matter who you are, drugs and alcohol may make their way into your life. If you or someone you know is suffering from addiction, there is a hope for a clean and sober life. Don't be afraid to ask for the help you need.

(Adapted from Dawn and Blog by Alexa Locco)

Post-Reading Questions

- Identify and list the main ideas presented in the text regarding the role of drug education in shaping responsible individuals.
- What role does the Anti-Narcotic Force play in Pakistan's efforts to combat drug abuse?

Glossary

Words	Pronunciations	Meanings
menace	'menəs	something that is likely to cause harm or trouble
tremendous	tri'mendəs	remarkable or extraordinary in size or intensity
illicit	i'lisit	forbidden by law, illegal
momentary	'məʊməntəri	lasting for only a brief moment
devastating	'devəsteɪtɪŋ	causing severe damage, destruction, or profound distress
addiction	ə'dikʃn	a habitual or chronic dependence on a behavior, substance, or practice
inevitable	i'nevɪtəbəl	something that is bound to occur
prevention	prɪ'venʃn	the act of stopping something from happening or arising
substance	'sʌbstəns	a drug, typically an illegal one
opioids	Opioids	a class of drugs that includes pain relievers
prescription	prɪ'skɪpʃn	a doctor's instruction for the use of a specific drug
sober	'səʊbə	free from the influence of intoxicating substances



Reading and Critical Thinking

- Q 1. How does the text illustrate the cause-and-effect relationship between community-based initiatives and the prevention of drug abuse?
- Q 2. Write the causes and effects of substance abuse among athletes, as illustrated in the text drawing insights from the personal journeys of individuals. How do their personal experiences provide valuable perspective on the hurdles and outcomes associated with addiction in their lives?
- Q 3. How does the text emphasize the importance of protecting the youth from drug addiction, and what specific initiatives are mentioned to achieve this goal?
- Q 4. Why is it significant for Pakistan to collaborate with public and private educational institutions in launching nationwide anti-drug awareness campaigns, as mentioned in the text?
- Q 5. What message is the text conveying about addiction? What steps are suggested for those who may be suffering from addiction?

Project

- Q 6. Create a visual presentation, chart, or project highlighting the significance of drug education and prevention. Work in groups and present in the class. Use correct spellings, punctuation and capitalization.



Oral Communication

Pair work (Role play)

Perform a role play in your class portraying a character who initially succumbed to peer pressure and then confidently used refusal skills to avoid drugs.

Group Activity (Project)

Create a visual presentation, chart, or project highlighting the significance of drug education and prevention. Work in groups and present in the class. Use correct spellings, punctuation and capitalization.

Individual Task: Prepare a presentation on the assigned topic i.e., harmful effects of drug abuse on health. Give presentation on the topic in front of the class.

Teacher's Point



Guide your students to perform a role play

Vocabulary and Grammar

Q 1. Read the following text and correct it keeping in view the conventions of Standard English in various textual contexts. Rewrite with correct punctuation (capitalization, apostrophes, commas, spellings, hyphen convention) and suggest a suitable title.

It was the best of times it was the worst of times it was the age of wisdom it was the age of foolishness it was the epoche of belief it was the epoche of incredulity it was the season of Light it was the season of Darkness it was the spring of hope it was the winter of despair we had everything before us we had nothing before us we were all going direct to Heaven we were all going direct the other way in short the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only

infinitives
grammar
 adverbs
 interrogatives
 tenses
 articles
 present
 exercises
 genitive
 affirmative
 adjectives
 relatives
 future

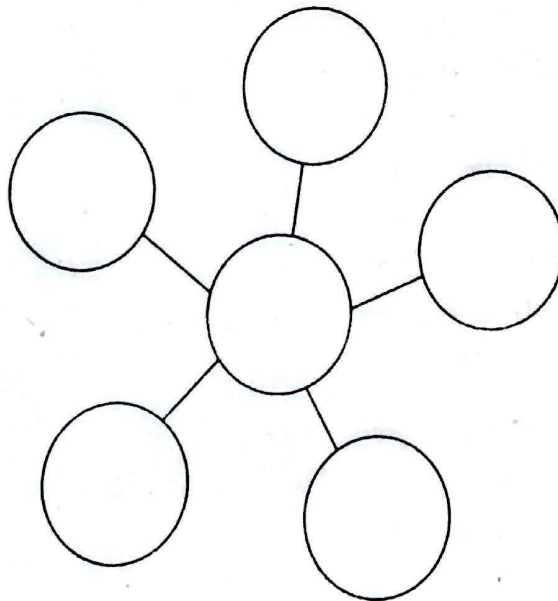


Writing

Drug education can have a significant impact on individuals and aid in the battle against substance addiction on several levels: it provides the knowledge necessary to avoid risky situations and information to make healthier personal choices. Moreover, it aids in creating personal strategies for avoiding both negative peers and the inherent social pressures associated with substance use in social scenarios. Drug education is not to be taken lightly and is a crucial factor in addressing deep-seated concerns that may perpetuate substance use disorders. Refusal skills are pivotal in drug education. Refusal

skills are strategies or methods that an individual can use to say "no" in peer-pressure situations. These skills are also important because they allow individuals to avoid social peer pressure. Refusal skills allow an individual to make their own decisions and commit to them. A few refusal strategies to use before a peer pressure situation are: set goals and practice refusal skills, develop your reasoning as to why you want to avoid certain situations, and remove yourself from a situation before temptation occurs. Recent studies have shown that early intervention drug education within schools can provide students with a variety of positive social skills. For instance, it educates them on the dangers of substance use, even isolated incidents. It equips them with effective refusal skills to implement when confronted with negative peer pressures associated with illicit drug use. It addresses possible cultural issues associated with substance addiction. It provides an improved foundation of knowledge for younger individuals to approach the topic of drug use within the community.

Q1. Summarize and organize the key ideas and concept presented in the text given above with the help of a mind map as illustrated here. use correct spelling, punctuation and capitalization.



Q2. Give an account of a memorable experience you've had in your life. It could be a travel experience or a surprising excursion trip. Share the details, your views, and how it might have altered your point of view of life. Also, edit and proofread keeping in view sentence structure, subject-verb agreement, noun-pronoun agreement, reference words, connectives/transitional devices, punctuation, and spelling.

Teacher's Point



Guide your students to proofread and edit texts for errors in sentence structure, subject-verb agreement, noun-pronoun agreement.

The Human Seasons

By John Keats

Four Seasons fill the measure of the year;
 There are four seasons in the mind of man:
 He has his lusty Spring, when fancy clear
 Takes in all beauty with an easy span:
 He has his Summer, when luxuriously
 Spring's honied cud of youthful thought he loves
 To ruminate, and by such dreaming high
 Is nearest unto heaven: quiet coves
 His soul has in its Autumn, when his wings
 He furleth close; contented so to look
 On mists in idleness—to let fair things
 Pass by unheeded as a threshold brook.
 He has his Winter too of pale misfeature,
 Or else he would forego his mortal nature



Theme

The poem is written by an English Romantic poet John Keats. The poem describes different seasons in a year which reflect the four stages in the mind of man: youth with its clear fancy and susceptibility to beauty is the mind's spring; manhood with its fondness for reflection is the summer of the human mind; Middle Age with its indifference to lovely things and its fondness for a quiet life of the autumn of life; while old age, with its decay and infirmities, is the winter.

Q3. After reading the poem "The Human Seasons," analyze its organizational patterns and highlight the following aspects in your notebook.

- Identify any list or sequence of ideas/events within the poem and describe how they contribute to its structure and meaning?
- Explore any cause-effect relationships presented in the poem and how they shape the narrative or message?

Teacher's Point

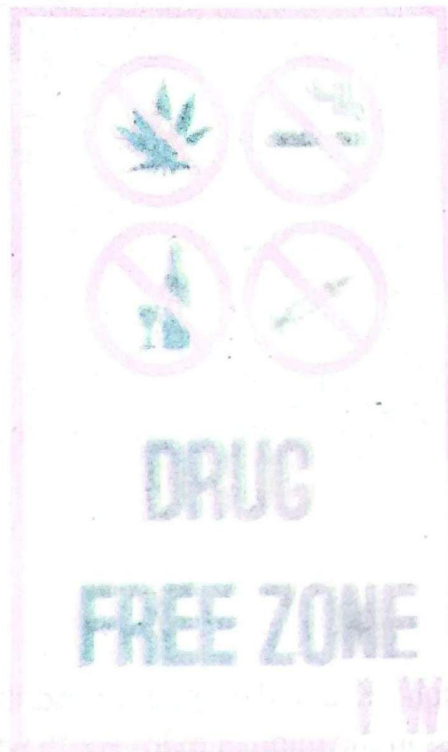


Guide your students to analyse cause-effect and problem-solution in a text and how it shape the narrator's message.

c. Investigate if there are elements of problems and solutions within the poem and explain their significance to the overall theme or message of the work.

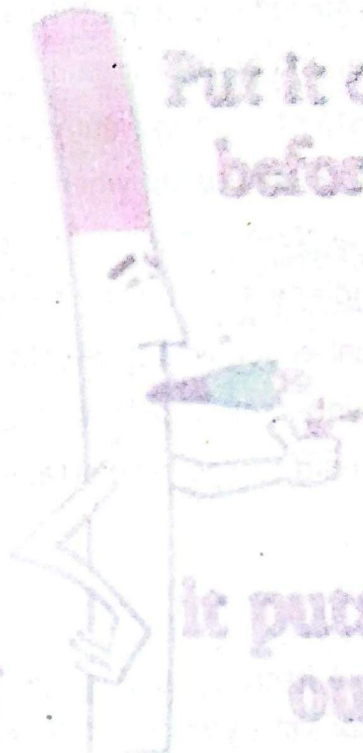
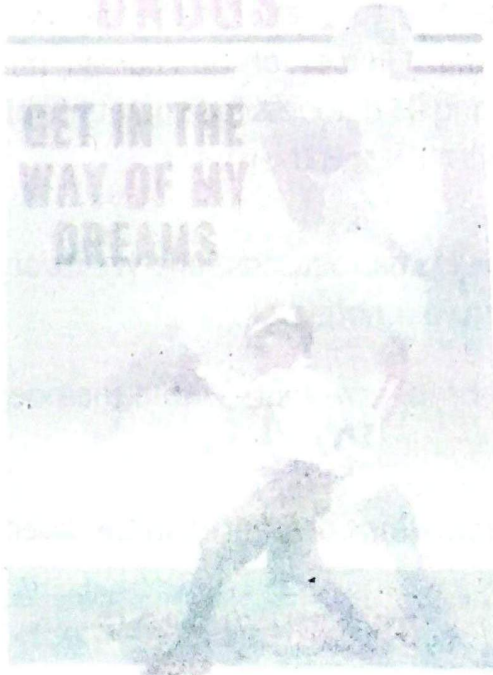
Advertisement

Look at the advertisement below. Prepare an anti-drug message and share in class. Give it a name for e.g. "Choose life, Not drugs", "A choice that changes everything".....



I WON'T LET
DRUGS

GET IN THE
WAY OF MY
DREAMS



MOWING BY ROBERT FROST

After completing this lesson, students will be able to:

- speak confidently and fluently in a wide range of context e.g (conflict, resolution, panel discussion, role play)
- provide an objective summary of fiction and poem
- analyse various types of biographies and autobiographies connected to different fields and professions
- learn to write multiple paragraphs essays/stories; multi-stanza poems or play script using mechanics of correct writing
- use all types of tenses correctly in speech and writing
- use gerunds, infinitives and participle

Main Theme: LITERATURE & POETRY
Sub Theme: Nature

→ Main themes
→ Hard working
→ Earn his wealth through hardships.
→ He does not need easy money
→ Peace & simplicity

Pre-Reading Questions

- Do you like gardening?
- Does the title of the poem reflect its theme?
- What is a sonnet?

14 lines poem is called

Sonnet

Imagery **MOWING BY ROBERT FROST**

a tool that used for harvesting

There was never a sound beside the wood but one,
 And that was my long scythe whispering to the ground.
 What was it whispered? I knew not well myself;
 Perhaps it was something about the heat of the sun,
 Something, perhaps, about the lack of sound—
 And that was why it whispered and did not speak.
 It was no dream of the gift of idle hours,
 Or easy gold at the hand of fay or elf:
 Anything more than the truth would have seemed too weak
 To the earnest love that laid the swale in rows,
 Not without feeble-pointed spikes of flowers
 (Pale orchises), and scared a bright green snake.
 The fact is the sweetest dream that labor knows.
 My long scythe whispered and left the hay to make.

sober

free time
fictional character
fairy
imagery
imagery
imagery

Impk
About the writer

Robert Frost, in full Robert Lee Frost, (born March 26, 1874, San Francisco, California, U.S.—died January 29, 1963, Boston, Massachusetts), American poet who was much admired for his depictions of the rural life of New England, his command of American colloquial speech, and his realistic verse portraying ordinary people in everyday situations. His famous poems are Birches, Mending Walls, The Road not Taken, Home Burial and Desert Places.

Post-Reading Questions

THEME

Q 1. Hard work is a key to success. What are your aspirations in life and how will you plan to reach your destination?

The poem 'Mowing' reflects the vital relationship of the worker to the land, of the work being in itself the reason for proper and wholesome existence. The physical act of scything as part of the natural order becomes 'the sweetest dream that labor knows.' It is also about the importance of hard work. Frost uses his skill with natural imagery to depict the peace found in simplicity.



Glossary

Words	Pronunciations	Meanings
scythe	/saɪð/	sickle, cutter
fay	/feɪ/	fairy
elf	/elf/	Imp, dwarf, fairy
idle	/'aɪdl/	lazy, indolent
earnest	/'ɜ:nɪst/	sober, solemn
swale	/swel/	ditch, a low tract of moist or marshy land
feeble	/'fi:bl/	weak, delicate
orchises	/'ɔ:kɪsɪz/	a flowering plant
spike	/spaɪk/	thorn, spine
hay	/heɪ/	fodder, feed

Any work you work with your five senses.



Reading and Critical Thinking

Answer the following questions.

- Q 1. Who is whispering to the ground? *scythe*
- Q 2. What was whispered according to the poet? *He isn't sure.*
- Q 3. Enlist poetic devices used in the poem.
- Q 4. According to the poet, what is "the sweetest dream that labor knows"? *to earn through hard working*
- Q 5. What is the central idea of the poem? *nature, hard working and simplicity.*
- Q 6. What is the form and tone of the poem?

POETIC DEVICES

The term "poetic device" refers to anything used by a poet—including sounds, shapes, rhythms, phrases, and words—to enhance the literal meaning of their poem. This could mean using rhythm and sound to pull the reader into the world of the poem, or adding figurative meaning to their literal words.

	DEVICE	DEFINITION	EXAMPLES
①	Imagery ↓ visual image Deals with 5 senses.	The mental impression summoned up by a word, phrase or sentence. It suggests to the reader what to think and feel. It usually appeal to our sense of smell, taste, touch, hearing and sight.	-Fragrance of roses (smell) -As sweet as honey (taste) -Velvety texture (touch) -Sweet song of cuckoo (hearing) -Lush green valley (Sight)
②	Metaphor direct comparison	A figure of speech that compares two or more things with a similar quality and does not use "like" or "as". One thing is said to be another.	-Life is a banana cream pie. -Time is money.
③	Personification Giving human quality to non-living.	When an inanimate object or abstract image is given human qualities or abilities.	-The leaves "danced" in the wind. -The tree "screamed" under the saw blade. It was a "strutting" sort of blue.
④	Simile - like, as Comparing using "like" or "as"	A figure of speech that compares two things by using "like" or "as."	-He was as excited as a kid at the fair. -He looked like a Jack-in-the-box the way he kept jumping up.
⑤	Alliteration , repetition of consonant sound.	The repetition of initial sounds in words within a line or verse of poetry.	Ms. Smith's English class causes her confusion.
⑥	Onomatopoeia	The use of words which suggest their meaning when pronounced.	The bees "buzz" the clock "tick tocks" the snake "hisses"
⑦	Rhyme End same words	Two words which end with identical sounds (rhyme depends on sound, not spelling)	Crime/rhyme/slime/time



Oral Communication

A panel discussion in the classroom is a technique to teach students to work as a group. It is also designed to improve skills of research, logical organization of ideas as well as the ability to present these thoughts clearly and effectively. Panel discussion is a great way to engage students in meaningful classroom discussions. A selected group of 4-6 students act

as panelists and the remaining students are the audience. Students conduct discussions around a particular topic but from different perspectives. One of the benefits of the activity is that it provides an opportunity for students to experience authentic real life, panel-based activities.

Activity

Pair Work

Work in the pair of two and discuss the importance of hardwork.

Group Work

Select a panel of four students, the rest of the students will act as audience and assign them the topic "*The Impact of Social Media on our Life*".

Vocabulary and Grammar

- Pick out the rhyming words from the poem "Mowing"?
- Identify examples of alliteration in the poem?

Grammar

H.W 21/04/26 Complex Sentences

Exercise: Put the verb into the correct tense form

1. We can go out now. It is not raining (not/rain) any more.
2. Ali was waiting (wait) for me when I arrived (arrive).
3. I am getting (get) hungry. Let's go and have something to eat.
4. What do you (you/do) in your spare time? Have you got any hobbies?
5. My brother usually phones (phone) me on Fridays but he did not phone (not phone) me last Friday.
6. I'm looking for Arham. have you seen (you/see) him?
7. a. When I last saw you, you were thinking (think) of moving to a new flat

- b. That's right, but in the end I decided (decide) to stay where I was.
- 8. What is that noise? What is happening (happen)?
- 9. It's usually dry here at this time of the year. It does not rain (not/rain) much.
- 10. Yesterday evening, the phone rang (ring) three times while we were having dinner (have) dinner.

Form = V
 Functions = N/A/Adv
 ← verbs

VERBALS: Gerunds, Infinitives, And Participles

Verbals are words derived from verbs but used as nouns, adjectives, or adverbs. Gerunds, infinitives, and participles are all verbals. In other words verbals are the verbs used as different parts of speech.

GERUNDS: are verbal-nouns ending in -ing that function like any other noun.

Examples: Noun + ing → Swimming, jumping, learning etc

- Traveling provides a unique form of education. (subject)
- My husband does not appreciate my cooking. (direct object)
- John looks forward to graduating. (object of preposition)

GERUND PHRASE = gerund + modifiers, objects, or complements

Examples:

- Becoming a Wimbledon finalist was Ahmed's only thought as he competed against Asad.
- Venus Williams dreamt all her life about playing in the Grand Slam final at Wimbledon. (object of the preposition)

Infinitives are verbals signaled by to and used as a noun, an adjective, or an adverb.

Examples: to + verb → to play, to swim etc.

- To play soccer is fun. (noun-subject)
- We must practice to improve. (adverb, modifying practice)
- Athletes must have stamina to play. (adjective, modifying stamina)

INFINITIVE PHRASE = infinitive + modifiers, objects, or complements.

Examples:

- To write clearly and concisely can be difficult for even the most accomplished writers. (noun-subject)
- Proofreading your writing is a good way to ensure the absence of typing mistakes. (adjective, modifying way)

To greatly increase the amount of stress in you life, leave your writing until the night before it is due. (adverb, modifying leave)

Be Carefull Do not confuse infinitives and prepositions. The preposition TO is followed by a noun; the infinitive to is followed by a verb.

Preposition: I am going to the play.
Infinitive: We want to see the play.

PARTICIPLES are verbal adjectives ending in -ing or -ed.

Examples:

The laughing children played together. (The present participle laughing modifies children.)

Delighted, the children watched the clown. (The past participle delighted modifies children.)

The present participle conveys active meaning. The noun it modifies does something.

Examples:

The problem confuses the students. = It is a confusing problem

The story amuses the children. = it is an amusing story.

The past participle conveys passive meaning. Something has been done to the noun it modifies.

Examples:

The students are confused by the problem. = They are confused students.

The children are amused by the story. = They are amused children.

PARTICIPIAL PHRASE = participle + modifiers, objects, or complements

e.g. Removing his shoes, Tony walked into the flooded basement.

The school, damaged by the storm, was closed for a week.

IDENTIFYING: Gerunds, Participles and Infinitives

Directions: Read each of the following sentences to determine whether the underlined word is a gerund, a participle, or an infinitive.

- 1) Facing college standards, the students realized that they hadn't worked hard enough in high school. Gerund
- 2) Swimming in your pool is always fun. Gerund
- 3) The college recommends sending applications early. gerund
- 4) Mrs. Sears, showing more bravery than wisdom, invited thirty boys and girls to a party. participle
- 5) To be great is to be true to yourself and to the highest principles of honor. infinitive
- 6) He won the game by scoring during the overtime period. Gerund
- 7) Jim is expected to program computers at his new job. infinitive

- 8) Her most important achievement was winning the national championship. gerund
- 9) Going to work today took all my energy. gerund.
- 10) The student left in charge of the class was unable to keep order. infinitive



Writing

Guidelines for Paraphrasing a Poem

Paraphrasing a poem is a new experience for many students. The following are a few paraphrasing tips that may be useful:

- Write in modern prose and change as many of the original words as possible without altering meaning.
- Write in the same person and tense as the original poem is written in.
- Paraphrased poems are usually longer than the original due to the need to clearly explain what each line means.

Sample Paraphrasing

Daffodils

By William Wordsworth

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Rules for paraphrasing

- Simple words
- Tense (Same)
- Person (Same)
- Clear explanation.

Paraphrasing: I strolled or roamed alone like a cloud that moves high over the valleys and hills. All of sudden, I saw a large number of golden daffodils along the lake under the trees, which were waving and dancing in the morning breeze.

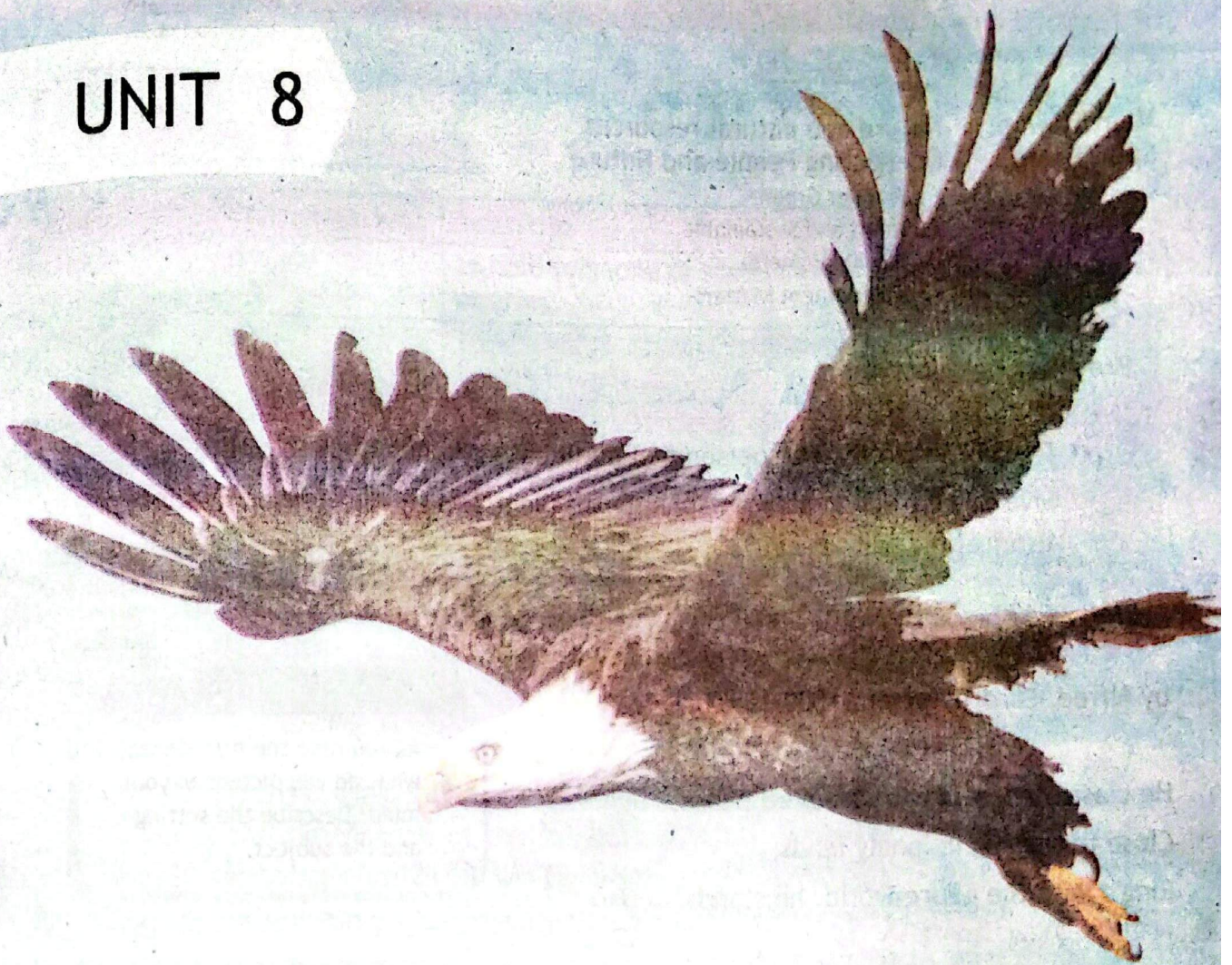
a. Paraphrase the given stanza.

There was never a sound beside the wood but one,
And that was my long scythe whispering to the ground.
What was it whispered? I knew not well myself;
Perhaps it was something about the heat of the sun,
Something, perhaps, about the lack of sound—
And that was why it whispered and did not speak.

b. Write the summary of the poem 'Mowing'.

c. Write an essay on "Hard work is Key to Success".

UNIT 8



After completing this lesson, students will be able to:

- engage effectively in a range of collaborative discussions (one-on one, ingroups, and teacher-led) with diverse partners
- write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well structured event sequences
- 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)
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience
- provide an objective summary of fiction and poetry texts
- construct complex sentences and paragraphs using main and subordinate clauses with appropriate transitional devices and correct punctuation in varying degrees of complexity

06-May-2026

e.w

wednesday

Main Theme: Nature and natural resources
Sub Theme: Connecting People and Nature

- Wonder Green
- Smart and Sustainable
- Wildlife Vignette
- Environment Matters

Pre-Reading Questions

- Think of yourself to be personified as an object/plant/animal/bird.
- Give three traits of your personality that match with your personification. Also justify your choice.

The Eagle

by Alfred, Lord Tennyson (1809-1892)

Holding something/someone strongly
rocky/uneven surface

He clasps the crag with crooked hands; → bent/curved

Close to the sun in lonely lands,

surrounded
Ring'd with the azure world, he stands. → He stands by the blue sky

having small lines bright blue under sky
The wrinkled sea beneath him crawls;

He watches from his mountain walls, → The sea appears to move very slowly

And like a thunderbolt he falls.

a sudden fast and powerful movement like a lightning from a great height

While Reading Questions

- As you read the first stanza, what do you picture in your mind? Describe the setting and the subject.

While Reading Questions

- Which figure of speech does the poet use in the second stanza to convey a sense of the sea and the watcher on the mountain? Also discuss its effect on the tone of poem.

Post-Reading Questions

- What images or emotions come to mind when you read the words "crag," "sun," "sea," and "thunderbolt"? → a vast moving sea, powerful dive like a lightning eagle, high rocky cliff, sunlight
- How do you interpret the relationship between the subject and the elements of nature in this poem? → Both connected and dominant, Eagle belongs to nature also, appears as a → harmony and strength of nature
- What emotions did you experience while reading this poem? → while reading poem I experienced wonder at the natural scene → Majesty and awe
- If you are given the chance of revising the poem's current title, what would you choose it to be? → "The majestic king of the sky?"

Teacher's Point

Discuss the pre-reading questions to brainstorm about the theme and setting of poem.



Can you identify any symbolic or metaphorical elements in the poem? → The eagle itself is symbol for nature, power. } neat register in comprehensive but not grammar p



Glossary

Words	Pronunciations	Meanings
clasp	/kla:sp/	to hold someone or something firmly in your hands or arms.
crag	/kræg/	A high, rough mass of rock that sticks out from the land around it.
crooked	/'krʊk.ɪd/	not forming a straight line, or having many bends
azure	/'æzə/	having the bright blue colour
wrinkled	/'rɪŋkəld/	having small lines
thunderbolt	/'θʌndəbəʊlt/	a flash of lightning and the sound of thunder together



Reading and Critical Thinking

- done
in
quest
register
- Who or what is the main subject of the poem?
 - What is the significance of the subject's physical attributes, such as "crooked hands" and being "close to the sun"?
 - How does the poem explore the theme of solitude or loneliness?
 - What is the overall tone of the poem, and how does it change throughout the stanzas?
 - Which figure of speech is used in "He clasps the crag with crooked hands" and comment on its effect? *Alliteration = repetition of word 'c'. It creates a strong, sharp, sound that matches eagle's powerful grip and strength.*
 - How does the final line, "like a thunderbolt he falls," relate to the preceding lines and the poem's central theme? *The final line connects to earlier lines by showing a sudden change. It shows eagle great power, speed and strength which is the main idea of poem.*



Oral Communication

Green Pakistan

Pakistan, with its diverse landscapes spanning from the towering peaks of the Himalayas to the pristine shores of the Arabian Sea, is a nation blessed with breathtaking natural beauty. The connection between people and nature in Pakistan is not merely a matter of aesthetics; it is a vital aspect of the country's identity, culture, and sustainability. This essay explores the significance of connecting people to nature in Pakistan, emphasizing the role of national heroes who have led by example.

Teacher's Point



This reading text is for the purpose of generating a collaboration discussion. Follow the given instructions to hold the activity.

Pakistan's natural beauty is an integral part of its identity. The country boasts some of the world's most awe-inspiring landscapes. The Himalayan and Karakoram ranges, including K2, the second-highest peak on Earth, attract mountaineers and adventurers from around the globe. The lush valleys of Swat and Hunza offer respite from the bustle of urban life, and the Thar Desert's stark beauty showcases the country's geographical diversity. One cannot overstate the importance of preserving these natural wonders. They not only contribute to Pakistan's tourism industry but also play a critical role in maintaining ecological balance and biodiversity.

Despite Pakistan's natural wealth, it faces severe environmental challenges. Deforestation, driven by timber logging and land clearance, threatens the country's forests and wildlife. Air and water pollution, particularly in major cities, adversely affect public health. Moreover, climate change-induced events like floods and droughts are becoming more frequent, exacerbating food and water security issues. These environmental challenges highlight the urgency of connecting people to nature. A populace that values its natural surroundings is more likely to engage in conservation efforts and advocate for sustainable policies.

Pakistan's history is rich with leaders who recognized the importance of nature and its connection to human well-being. Allama Iqbal, a philosopher, poet, and visionary leader, emphasized the spiritual connection between humans and nature in his poetry. He believed that understanding and appreciating the natural world was essential for personal and national growth.

Quaid-e-Azam Muhammad Ali Jinnah, the founding father of Pakistan, was not only concerned with political independence but also the well-being of the nation and its environment. His commitment to preserving Pakistan's natural beauty is evident in his efforts to protect national parks and wildlife sanctuaries. Government initiated projects like the Green Pakistan Program, demonstrated a commitment to preserving the country's natural heritage.

Connecting people to nature goes beyond mere appreciation. It involves fostering a sense of responsibility towards the environment and promoting sustainable living. In Pakistan, several initiatives and programs aim to achieve this goal. Educational programs teach children about the environment and the importance of conservation. Community-driven projects engage locals in tree planting, waste management, and clean-up campaigns. National policies promote renewable energy and sustainable agriculture practices.

Examples of individuals and communities embracing sustainable practices are abundant in Pakistan. One such example is the "Billion Tree Tsunami" project initiated in Khyber Pakhtunkhwa province. This ambitious reforestation project not only combats deforestation but also created employment opportunities for local communities.

The "Clean and Green Pakistan" campaign is another notable initiative. It aims to make Pakistan litter-free and instill a sense of cleanliness and environmental responsibility among citizens. Celebrities, activists, and ordinary Pakistanis have actively participated in clean-up drives across the country.

Looking ahead, Pakistan faces both opportunities and challenges in connecting people to

nature. Climate change remains a pressing concern, requiring proactive measures in adaptation and mitigation. Balancing economic development with environmental conservation is another ongoing challenge. However, there is hope. Pakistan's youth is increasingly engaged in environmental activism and advocacy. Grassroots movements and social media campaigns are raising awareness about environmental issues. Collaborative efforts between the government, civil society, and international organizations hold promise for a more sustainable future.

Contributing towards nature is not just an aspiration but a necessity in Pakistan as well as across the globe. The country's remarkable natural beauty is a source of pride and must be preserved for future generations. National heroes, celebrities, social media influencers set exemplary standards in valuing and protecting nature. Real-life initiatives and sustainable practices further demonstrate the nation's commitment to this cause. As Pakistan faces environmental challenges, it must continue on the path of connecting people to nature, fostering a culture of sustainability, and ensuring a harmonious relationship between its people and the natural world.

Activity: Nature Talk Show (A Collaborative Discussion)

(This simulation activity is build upon the reading text " Green Pakistan". A silent reading of the text is encouraged before the activity takes place)

Instructions for teachers

- Start by introducing the theme "Connecting People and Nature" and its importance.
- Students will participate in a Nature Talk Show activity where they will take on the roles of TV show hosts and guests.
- Divide the class into small groups of 3-4 students.
- Each group will choose a TV show host and one or more guests. The host will facilitate the discussion, while the guests will provide insights and perspectives.
- Provide a list of discussion questions related to the theme. You can display them on the whiteboard or share them digitally.

Example questions

- How do you personally connect with nature in your daily life?
 - Why is it important for people to have a strong connection with nature?
 - How can urbanization affect our connection with nature?
 - Share an experience when nature has inspired you.
 - What are some practical ways to encourage others to connect with nature?
- Each group will take turns simulating a TV talk show. The host will introduce the topic, invite the guests to share their thoughts, and facilitate a discussion.
 - Encourage students to be creative and engage in meaningful conversations.
 - You can set a time limit for each group's discussion segment (e.g., 5 minutes).
 - After each group's presentation, open the floor for questions and comments from the class.
 - Encourage constructive feedback and thoughtful reflections on the discussions.

- Summarize the key points discussed during the activity.
- Emphasize the importance of connecting with nature for personal well-being and environmental conservation.

Task: Write a reflective essay or make an art project where you can express your personal connection with nature.

This Nature Talk Show activity provides an interactive and engaging way for students to explore the theme of "Connecting People and Nature" through oral communication and critical thinking.

It encourages students to reflect on their own experiences and consider the broader implications

of our relationship with the natural world.

Four types of sentences

- Simple
- compound
- complex
- compound complex



Vocabulary and Grammar

- Deduce meanings of the difficult words from the lesson text as understood in the context and write in the column below. Consult dictionary to find the literal meaning of the same and fill in the relevant column.

Words/ phrases	Deduced Meaning	Dictionary Meaning
clasp	Strong grip or power	To hold something tightly with hands
crag	Height & danger	Rough rock & a high
crooked	Sharp & strong	Bent / curved
thunderbolt	Sudden power	A flash of lightning with thunder
azure	Beauty of sky	Bright blue sky
crawls	Weakness or slow movement	To move slowly to the ground.

Teacher's Point

Guide and encourage students to use dictionary and deduce meaning from context.

Complex Sentence

A complex sentence is a sentence with one independent clause and at least one dependent clause. It works best when we provide more information to explain or modify a sentence's main point. Complex sentences are easy to spot as they often use **subordinating conjunctions** like *because*, *since*, or *until* to connect clauses.

Complex sentences are one of the four types of sentences based on structure (simple, complex, compound, and compound-complex). Their distinction is that they contain a dependent clause; only complex sentences and complex-compound sentences have these.

A **dependent clause**, also known as a subordinate clause is a clause that cannot stand alone as a complete sentence. Without an independent clause, a dependent clause is just a sentence fragment.

[Incorrect] When I grow up.

[Correct] When I grow up, I'll use complete sentences.

Clause
 ↓
 Subject verb complete
 Sally sing thought

One of the most common types of complex sentence is conditional sentences, which discuss imaginary situations, often using an *if-then* structure. In conditional sentences, one clause is true only if *both* clauses are true.

"If you're always trying to be normal, you will never know how amazing you can be."
 —Maya Angelou

Independent vs. dependent clauses

The key to using complex sentences is understanding the difference between independent and dependent clauses. Basically, independent clauses are complete sentences on their own, but dependent clauses are not. However, both kinds of clause contain a subject and a verb but why is one a complete sentence but not the other? The reason is that dependent clauses always start with **subordinating conjunctions**. In a way, these subordinating conjunctions turn independent clauses into dependent ones.

Common subordinating conjunctions:

because, since, if, until, when, even though, in case, while, now that, before and after.

With a subordinating conjunction, a clause becomes a description of another clause. In this way, dependent clauses change the meaning of independent clauses.

Consider this example of an independent clause:

You cannot leave the school.

This independent clause means that you must remain at school forever. Add a dependent clause to make a complex sentence that clarifies things further:

You cannot leave the school until the bell rings.

08/05/26

Online class

Friday

Example: Start with a main clause expressing your opinion on the benefits of technology. Include a subordinate clause that provides an example to support your viewpoint.

Main Clause: I firmly believe in the benefits of technology. because it helps in learning

Subordinate Clause: For instance, the internet has revolutionized access to information and education, making learning more accessible to people worldwide.

Exercise: Construct complex sentences using main and subordinate clauses with appropriate transitional devices and correct punctuations.

1. **Main Clause:** I enjoy hiking in the mountains.

Subordinate Clause: I enjoy hiking in the mountains, because the calmness of nature refreshes my soul.

2. **Main Clause:** She baked a delicious cake.

Subordinate Clause: She baked a delicious cake, thus making it a delightful treat for all.

3. **Main Clause:** I was excited to go to the concert.

Subordinate Clause: Since my favorite band was performing.

4. **Main Clause:** He decided to learn a new language.

Subordinate Clause: He decided to learn a new language because recognizing his potential to broaden his horizon.

5. **Main Clause:** It was raining heavily.

Subordinate Clause: While we sought shelter under the old oak tree.

6. **Main Clause:** My cat loves to play with a ball of yarn.

Subordinate Clause: My cat loves to play with ball of yarn, whenever she sees one.

7. **Main Clause:** The meeting was cancelled.

Subordinate Clause: Because she had a prior commitment.

8. **Main Clause:** The movie was scary.

Subordinate Clause: The movie was scary, but we couldn't stop watching it.

9. Main Clause: We planned a picnic in the park.

Subordinating Clause: We planned a picnic in the park, despite the chance of rain.

10. Main Clause: We felt compelled to adopt a pet.

Subordinating Clause: After visiting the animal shelter,

Develop paragraphs using Complex Sentences

One of the features of strong academic writing is that it has a logical 'flow' to it.

Sentences should not be isolated, but each sentence should follow on logically from the one before it. They should all build into a coherent and cohesive paragraph.

write paragraph on 'Hard work is a key to success?' using complex sentences

Sentences can follow each other in the following ways (among others):

- argument + counter argument
- opinion + supporting example(s)
- opinion + supporting reason(s)
- listing (reasons or examples)

online class 08/05 (Friday)

Q 1. Match a sentence in column A with its follow-on sentence in column B.

Column A	Column B
a. Firstly, television news reports are often too short or superficial to explain the full context of a story. 4	• For instance, governments do very little to encourage people to use public transport instead of their cars, and are reluctant to pursue private companies that pollute the environment. C
b. In my view, products such as cosmetics or soaps should not be tested on animals. 2	• Such items are not essential, and there is no need to make creatures suffer for the sake of making money. b
c. I am convinced that governments' economic policies do harm to the environment. 1	• However, statistics show that more severe punishments do nothing to reduce crime rates. d
d. Some people believe that the only way to prevent crime is to enforce stricter punishments. 3	• Secondly, television news editors tend to favour stories which offer sensational images that make 'entertaining' viewing. a



Writing

1/3rd of original
para / tex.

Guided Summary writing plan for the given poem

Title: (EAGLE)

Introduction:

- Begin with a brief introduction that provides the title and author's name
- Mention the central theme or subject of the poem, which is about a figure in a mountainous setting.

Body

Stanza 1

- Start by summarizing the first stanza.
 - Describe the subject: An individual with "crooked hands" holding onto a crag.
 - Mention the setting: This person is in a lonely place, close to the sun.
 - Note the imagery: The person is surrounded by an "azure world."

Stanza 2

- Summarize the final stanza.
 - Describe the scene: The subject is above a "wrinkled sea" and watches from mountain walls.
 - Comment on the sea's behavior: The sea is described as "crawling."
 - Explain the outcome: The subject falls "like a thunderbolt."

Conclusion

- Conclude your summary by restating the central theme or message of the poem.
- Reflect on the significance of the subject's actions and the imagery used in the poem.

Sample Summary

The poem "Eagle" by Alfred, Lord Tennyson depicts a solitary figure gripping a crag with crooked hands. This figure as we assume to be an Eagle, stands in a desolate place near the sun, encircled by an azure world. In the second stanza, it overlooks a wrinkled sea from mountain walls, with the sea described as "crawling." The poem concludes with the subject falling "like a thunderbolt." Overall, the poem explores themes of solitude and the powerful connection between the individual and nature in a rugged, isolated landscape.

Activity 1

Use this guided writing plan to create your own summary of the poem.

Activity 2

Write a summary of the given poem.

10/1/26

Tuesday

Poem: Crossing the Bar

BY ALFRED, LORD TENNYSON

Sunset and evening star,
And one clear call for me!
And may there be no moaning of the bar,
When I put out to sea,

But such a tide as moving seems asleep,
Too full for sound and foam,
When that which drew from out the boundless deep
Turns again home.

Twilight and evening bell,
And after that the dark!
And may there be no sadness of farewell,
When I embark;

For tho' from out our bourne of Time and Place
The flood may bear me far,
I hope to see my Pilot face to face
When I have crost the bar.

nagary

old english is used in this line

10/1/26

Summary Writing Steps to Follow

1. Read the poem "Crossing the Bar" by Alfred, Lord Tennyson carefully.
2. After reading, write a summary of the poem in your own words including the following elements
 - The main theme or message of the poem *Author is travelling or defining the beauty of Nature*
 - A brief description of the speaker's feelings and emotions.
 - Key imagery or symbols used in the poem.
3. Your summary should be clear, concise, and well-organized. *small connected*
4. Aim to capture the essence of the poem while keeping your summary within 100-150 words.

Instructions

Day 1: Introduction to Sequencing and Tone

1. Begin by discussing the concept of a travelogue and its purpose in conveying the beauty and mystery of nature.
2. Explain the importance of sequencing events to build a coherent narrative and set the tone for the travelogue, such as mystery, suspense, or wonder.
3. Show examples of travelogues that effectively use sequencing to create the desired tone.
4. Assign students the theme of "A Journey Through the Wilderness" and inform them that they will be creating their own travelogue with a specific tone.

Day 2: Planning the Journey

1. Encourage students to brainstorm and plan their travelogue journey. They should decide on the setting (a specific natural location), the route they will take, and the events or observations they want to include.
2. Emphasize the importance of selecting events that can be sequenced to build the desired tone.
3. Have students write a brief outline of their journey plan in their notebooks using note taking technique

Day 3-5: Exploring and Observing

1. Take the students on a field trip to the chosen natural location (if possible). Alternatively, students can explore a nearby park or natural area.

Teacher's Point



Help and guide students to write summary of the given poem by following the guided summary writing plan

2. Instruct them to observe and document various aspects of nature, such as ^{plants} flora, ^{animal} fauna, sounds, smells, and anything that contributes to the tone they want to create.
3. Students can use notebooks or digital cameras to record their observations and impressions.

Day 6-8: Sequencing and Writing

1. Have students review their observations and select key events or moments that contribute to the tone they want to convey in their travelogue.
2. Guide them in organizing these events in a coherent sequence, ensuring that each event builds on the previous one to create the desired tone.
3. Instruct students to write their travelogue, focusing on descriptive language and maintaining the chosen tone throughout the narrative. *adjective + adverbs*
4. Encourage peer review and editing to refine their writing.

Day 9: Sharing and Reflection

1. Provide an opportunity for students to share their travelogues with the class. They can read them aloud or present them visually using images captured during the field trip.
2. After each presentation, facilitate a discussion about how sequencing contributed to the tone of the travelogue.
3. Encourage students to reflect on the effectiveness of their sequencing choices in creating a sense of mystery, suspense, or wonder.

Assessment

Evaluate the travelogues based on their ability to effectively sequence events to create the chosen tone. Assess their descriptive language, coherence, and overall impact.

→ Travelogue.

Teacher's Point



This activity can be conducted over several days or weeks, depending on the availability of outdoor locations and the depth of the travelogue.



Reading and Critical Thinking

- Read the given Instructional Manual and answer the questions:



Assembly & process



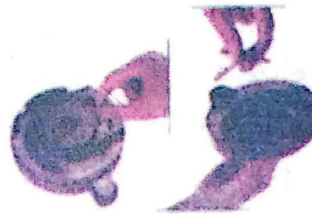
1. Plug in unit first

The unit will not run if the outer bowl is installed before the unit is plugged in.



2. Install CREAMi™ Pint

Remove lid from pint and check that the ingredients have not been frozen at an angle. Place the pint containing the frozen base in the outer bowl.



3. Install Creamerizer™ Paddle

Press and hold the paddle latch on the top of the outer bowl lid, then insert the paddle in the bottom of the lid. Release the latch to secure the paddle.



4. Install lid

Position the tab of the lid just slightly to the right of the outer bowl handle so the lines on the lid and handle align. Rotate the lid clockwise to lock.

Questions

- What should users do before using the Ninja Creami unit, according to the instructions?
- Why is it important to plug in the unit before installing the outer bowl?
- How should users check the CREAMi™ Pint before installing it in the outer bowl?
- What is the proper method for installing the Creamerizer™ Paddle in the unit?
- How should users position the lid on the outer bowl to ensure it is locked in place?



Words	Pronunciations	Meanings
clasp	/kla:sp/	to hold someone or something firmly in your hands or arms.
crag	/kræg/	A high, rough mass of rock that sticks out from the land around it.
crooked	/'krʊk.ɪd/	not forming a straight line, or having many bends
azure	/'æzə/	having the bright blue colour
wrinkled	/'rɪŋkəld/	having small lines
thunderbolt	/'θʌndəbɔ:lt/	a flash of lightning and the sound of thunder together



Reading and Critical Thinking

done after
 Q1. done
 Q2. after
 Q3. register

- Who or what is the main subject of the poem?
- What is the significance of the subject's physical attributes, such as "crooked hands" and being "close to the sun"?
- How does the poem explore the theme of solitude or loneliness?
- What is the overall tone of the poem, and how does it change throughout the stanzas?
- Which figure of speech is used in "He clasps the crag with crooked hands" and comment on its effect?
- How does the final line, "like a thunderbolt he falls," relate to the preceding lines and the poem's central theme?

Alliteration = repetition of word 'c'

It created a strong, sharp, sound that matches eagle's powerful grip and strength.

The final line connects to earlier lines by showing a sudden change. It shows eagle's



Oral Communication

great power, speed and strength which is the main idea of poem.

Green Pakistan

Pakistan, with its diverse landscapes spanning from the towering peaks of the Himalayas to the pristine shores of the Arabian Sea, is a nation blessed with breathtaking natural beauty. The connection between people and nature in Pakistan is not merely a matter of aesthetics; it is a vital aspect of the country's identity, culture, and sustainability. This essay explores the significance of connecting people to nature in Pakistan, emphasizing the role of national heroes who have led by example.

Teacher's Point

This reading text is for the purpose of generating a collaboration discussion. Follow the given instructions to hold the activity.

Activity: "Breaking News Report Presentation"

Present a breaking news report based on the provided news article emphasizing the importance of clear communication and engaging the audience.

Step-1: News Report Preparation:

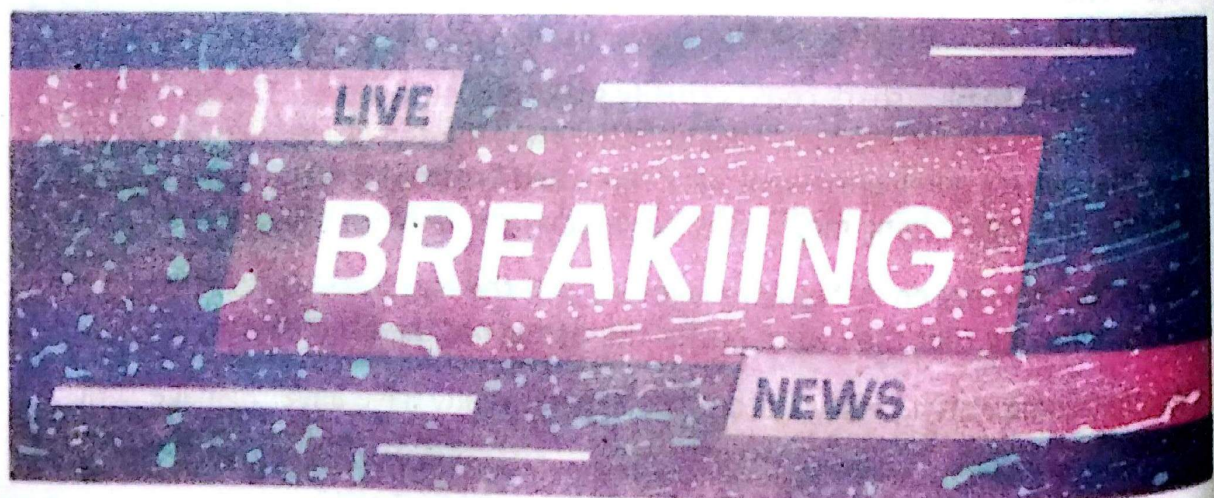
- Read the provided news report individually.
- Take notes on the key points, important details, and any relevant context.
- Identify the main elements of a news report, such as the who, what, when, where, why, and how.
- Working in groups, develop a structure starting with
 - **Headline or Breaking News Title**
 - **Introduction** (briefly introduce the incident)
 - **Main Points** (highlight key details)
 - **Context** (provide additional information or context)
 - **Personal Insights** (optional)
 - **Conclusion** (summarize the impact or significance)


Step-2: Presentation:

- Take turns presenting news report to the class (3-4 min each group)
- Use clear language, maintain eye contact, and engage the audience.
- Questions and discussion after each presentation.

Step-3: Assessment:

- Teacher will assess each group's presentation based on predetermined evaluation criteria (e.g., clarity, accuracy, engagement).
- Provide constructive feedback and highlight strengths and areas for improvement.




 Vocabulary and Grammar

Search it
~~copy~~ compound
 preposition.

Q 1. Fill in the blanks with suitable compound prepositions:

- a. We took a shortcut towards the forest to reach the lake.
 b. She placed the vase onto the shelf beside the wall.
 c. He found his keys inside the couch cushions.
 d. The museum is located between the city center.
 e. We waited for the bus at the bus stop around the corner.

Pg 110

Wren & Martin

Q 2. Fill in the blanks with suitable Prepositional Phrases:

1. The book is on the shelf near the door.
 i) at ii) on iii) with iv) of
2. We met them in the park at noon.
 i) on ii) at iii) with iv) of
3. He's allergic to cats and dogs.
 i) of ii) at iii) on iv) to
4. The restaurant is in the corner of the street.
 i) on ii) in iii) of iv) with
5. The event will take place at the community center in the park.
 i) in ii) at iii) of iv) with

Q 3. Fill in the blanks with suitable Conjunctions and Transitional Devices:

- a. I wanted to go to the beach; however, my friends preferred hiking.
 b. She enjoys both reading and writing.
 c. He neither likes coffee nor tea.
 d. They studied hard; so, they passed the exam.
 e. She not only plays the guitar but also the piano.

↓
 forms
 complex
 sentence

Q 4. Join the given sentences with Subordinating Conjunctions:

- She will go to the party _____ she finishes her homework.
- _____ it was raining, they decided to stay indoors.
- He stayed home _____ he was feeling unwell.
- They left early _____ they could avoid the traffic.
- We'll go for a hike _____ the weather improves.

Q 5. Join the given sentences with Correlative Conjunctions:

- Neither the cat nor the dog is in the house.
- You can have either the cake or the ice cream.
- He can either go to the concert or stay home.
- She not only enjoys reading but also writing.
- We'll both go to the movie _____ have dinner afterward.

Q 5. Capitalize and punctuate the following sentences.

- The capital of germany is berlin.
- The indus River originates in Tibet.
- Will they arrive at 8^o Clock
- He was a wise knowlledge and accomplished man

Q 6. Complete the Hyphenation Conventions:

- She's a well-_____ author.
- The _____ colored dress caught my eye.
- The _____ family is very friendly.
- He's a _____ known scientist.
- The _____ student won an award.

Writing

99 → wren & martin
correlative
conjunction

Prompt 1: A Memorable Vacation

Imagine you've just returned from a memorable vacation. Write a narrative describing your vacation experience. Include details about the destination, the people you met, and the activities you enjoyed. Try to convey the emotions and the significance of this vacation in your life.

Prompt 2: A Mysterious Event

Write a narrative about a mysterious event that happened in your neighborhood. Describe the setting, characters involved, and the sequence of events leading up to the mystery's resolution. Engage the reader's curiosity and suspense throughout your narrative.

Prompt 3: A Life-Changing Decision

Imagine you are faced with a life-changing decision. Write a narrative that explores the decision-making process. Include the factors influencing your choice, the consequences, and the emotional journey you go through. Reflect on the impact of this decision on your life.

Activity

- Choose one of the three prompts provided.
- Write a narrative essay that addresses the chosen prompt.
- Aim for a minimum of 300 words, but feel free to write more if necessary.
- Focus on storytelling, character development, and the use of descriptive language.
- Focus on using correct grammar, punctuation, and spelling.

UNIT 9

TRAVEL

After completing this lesson, students will be able to:

- engage in extended discussions
- 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
- introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
- 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
- use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the
- use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)
- change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing
- Use paraphrasing skills to paraphrase a poem

Main Theme: Travel and Tourism
Sub Theme: GIS application in tourism

- Hospitality
- Transportation

Pre-Reading Questions

- Do you like to travel?
- What impact does traveling have on your mind?
- Share any of your experience of recently traveling to a place with your family or friends.

Travel

اذهب

labeled

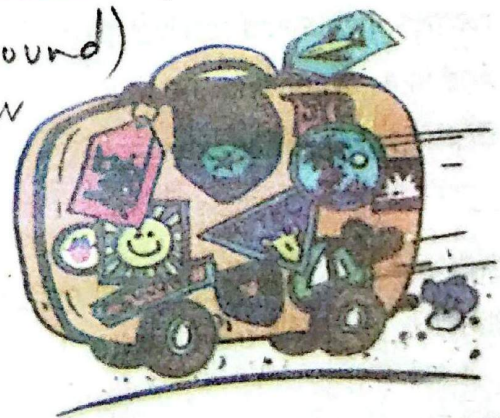
I should like to rise and go ^a
 Where the golden apples grow; - ^b
 Where below ^c another sky
 Parrot islands anchored lie, ^d ^{fixed in a} place.
 And, watched by cockatoos and goats ^e
 Lonely Crusoes building boats; - ^e
 Where in sunshine reaching out ^f
Eastern cities, miles about, ^f tall tower
 Are with mosque and minaret ^h



Among sandy gardens set, ^{بيت و باغ}
 And the rich goods from near and far ^{شكلى}
Hang for sale in the bazaar, -
 Where the Great Wall round China goes,
 And on one side the desert blows,
 And with bell and voice and drum (ringing sound)
 Cities on the other hum; - ^{on the another side}
 Where are forests, hot as fire, Simile
Wide as England, tall as a spire, Simile
 Full of apes and cocoa-nuts ^{mountains / monkeys}
 And the negro hunters' huts; -
 Home of hunters.

While Reading Questions:

- What do you think is the main theme of this poem?



having knots / having twists, turns.

Where the knotty crocodile

Lies and blinks in the Nile,

And the red flamingo flies → bird name

Hunting fish before his eyes; -

Where in jungles, near and far,

Man-devouring tigers are, → eating without chewing

لبيط Lying close and giving ear

Lest the hunt be drawing near, → لہتر مان

Or a comer-by be seen → شکار پرنے والے

Swinging in a palanquin; -

Where among the desert sands

ایلا / lonely

Some deserted city stands, → long handle jar cover personification

All its children, sweep and prince, neat & clean

Grown to manhood ages since,

Not a foot in street or house, → صر

Not a stir of child or mouse,

And when kindly falls the night,

In all the town no spark of light. → no light / darkness

There I'll come when I'm a man

With a camel caravan; → میں اس جگہ لا جاؤں

Light a fire in the gloom

Or some dusty dining-room; → کچھ پرانا کھانا پر سب

Alliteration/Imagery

کچھ پرانا کھانا اور میں آ رہی ہوں جاؤں گا۔

See the pictures on the walls,

Heroes, fights and festivals;

And in a corner find the toys

Of the old Egyptian boys

پرانے مصر کے

(The writer of this poem is Robert Louis Stevenson who was a Scottish novelist, essayist, poet and travel writer.)

Post-Reading Questions

- Places in Poem:
 → Real (original)
 → Fictional (Imagination)
- In this poem, the author narrates the aspirations of a young boy who wants to travel to real and fictional places. What are your thoughts about his ambitious dreams? Do you have the same yearning to travel to far off places?

Theme of poem = author's yearning to travel.

Glossary

Words	Pronunciations	Meanings
anchored	'æŋkəd	fixed in place, typically referring to a boat or ship.
minaret	'mɪnəret	a tall, slender tower, typically a part of a mosque.
blows	bləʊz	the act of striking or hitting something with force.
knotty	'nɒti	having knots or having many twists, turns, or complications.
flamingo	flə'mɪŋgəʊ	a tall, wading bird known for its long legs, pink or reddish plumage, and distinctive curved beak.
devouring	dɪ'vaʊərɪŋ	eating or consuming something with great eagerness.
palanquin	,pælən'ki:n	a covered litter carried by several people, typically with long handles on each side.
gloom	glu:m	a state of darkness, a feeling of sadness, or a general sense of foreboding or unhappiness.
deserted	dɪ'zɜ:tɪd	abandoned or empty.
caravan	'kærəvæn	a group of travelers, across deserts or remote areas.

with parrot, goats & caroktoos
a place having mosques & minerals.

Reading and Critical Thinking

to attract

Q1. How does the poet describe the allure of travel in the first stanza?

↳ By defining nature & he is creating an image

Q2. What is the rhyme scheme of the poem? the readers mind

Q3. What are your thoughts about the imagination of an innocent young boy who

wants to explore the world? Write a few lines about it.

Q4. What is the central theme of Robert Louis Stevenson's poem "Travel," and how does the poet convey this theme through the use of poetic devices?

Q5. Which figurative device is used by the poet in the line "wide as England, tall as a spire"? Explain briefly. Simile: indirect comparison where the author uses "as" & "like"

Q6. Analyse the poem with the help of starters given below:

In the first stanza, the poet talks about an imagined place he wants to travel

The tone of the poem is adventurous, imagined & dreamy

The concluding lines of the poem talk about that he grows up & visit the

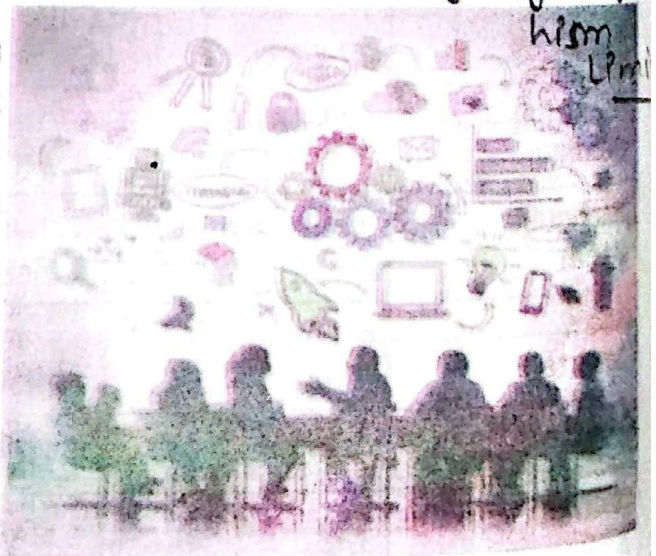
I think the boy is full of adventure & he is ambitious about new cities, ~~and~~

Oral Communication

places, & culture all the world.

I think he is so brave going beyond

The 21st century is the era of information economy. With economic development and social progress, people's material and cultural standard of living continues to improve and leisure time continues to increase, tourism has become increasingly popular as a kind of leisure way. Geographic Information Systems are powerful decision-making tools for any business or industry since it allows the



analysis of environmental, demographic, and topographic data. Data intelligence compiled from GIS applications help companies and various industries, and consumers, make informed decisions. The geographic information systems applied to tourism management is the preferred platform of tourism information. GIS is information system offering services to geographic research and decision-making, which can play a role in tourism management. In particular, possessing the functions, such as data collection, storage, processing, spatial analysis and so on, GIS directly provides services for tourism management. Thus, GIS applied in tourism management has played a significant role in the recent times.

Individual Task

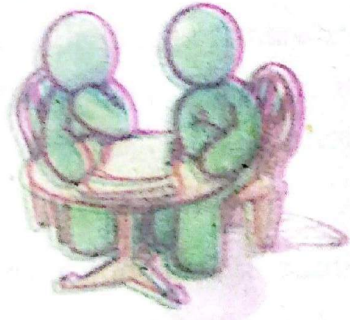
Read the paragraph given above and prepare a presentation on the role of GIS in boosting tourism industry. Your presentation must be based on the following questions:

! Comprehension Questions !

- i. What do you know about Geographic Information Systems? Explain briefly in your own words.
- ii. What are the major functions of GIS application?
- iii. Does it have any significance in tourism?

Pair work

The poet has expressed a strong desire for adventure and exploration. How does the poem's theme of travel and adventure resonate with your own self? This activity is to be done in pairs. Hence, share your thoughts and experiences with your partner.



Group Discussion

Divide participants into small groups. Assign the groups the topic, "Role of Transportation in Travel and Tourism". Have each group discuss the assigned topic, sharing their own thoughts and experiences related to it. Encourage active participation of all the groups.



Teacher's Point

- Guide your students to engage in extended discussions by dividing them in pairs and then in groups. Discuss the assigned topic, sharing their own thoughts and experience.

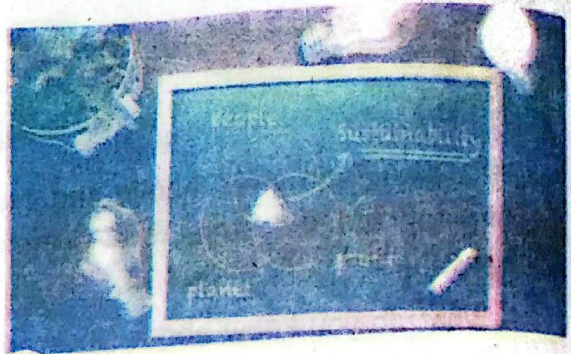
Group 1: Modes of Transportation

Discuss the various modes of transportation used in travel and tourism (e.g., air travel, train, road trips, cruises). Consider factors like convenience, accessibility, and the impact on the travel experience.



Group 2: Sustainability and Environmental Impact

Explore the environmental aspects of transportation in travel and tourism. Discuss the role of sustainable transportation options, carbon footprint, and responsible tourism.



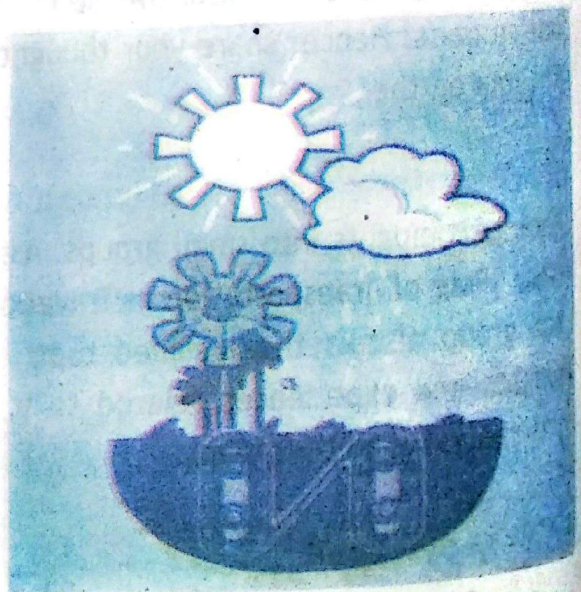
Group 3: Accessibility and Inclusivity

Examine how transportation affects accessibility and inclusivity in travel and tourism. Discuss the challenges faced by individuals with disabilities and the role of transportation in making tourism destinations accessible to all.



Group 4: Economic Impact

Investigate the economic aspects of transportation in travel and tourism. Discuss the contribution of transportation to local economies, job creation, and the development of tourist destinations.



DIRECT AND INDIRECT SPEECH - RULES


















Impo

Direct and Indirect Speech

1. The boy says, "I am reading a storybook." (Present Tense)
The boy says that he is reading a storybook.
2. They said, "We attended a concert last night." (Past Tense)
They said that they attended a concert the previous night.
3. The student says, "I have completed the task." (Present Perfect Tense)
The student says that he has completed the task.
4. Sara says, "I will go shopping tomorrow." (Future Tense)
Sara says that she will go shopping the next day.
5. The young boy said, "I can sing." (Modal Verb - Can)
The young boy said that he can sing.
6. The woman said, "I will go to the parlor today." (Time Expression - Today)
The woman said that she would go to the parlor that day.
7. The teacher said to me, "Shut the door." (Order)
The teacher ordered me to shut the door.
8. She said, "Please pass the salt." (Request)
She requested to pass the salt.
9. They said, "Why don't we go for a walk?" (Suggestion)
They suggested going for a walk.

Teacher's Point

- Guide your students to change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing. Explain rules and help them practice it in class for better understanding.

Tense	Tense Change	Direct Speech	Reported Speech	
Present simple	Past simple	She always wears a coat.	He said that she always wore a coat.	
Present continuous	Past continuous	I'm looking for my keys.	He said that he was looking for his keys.	
Past simple	Past perfect	My friend gave me a bar of chocolate.	He said that his friend had given him a bar of chocolate.	
Past continuous	Past perfect continuous	We were living in London.	They said that they had been living in London.	
Present perfect	Past perfect	She has written three letters for her friend.	She said that she had written three letters for her friend.	
Past perfect	Past perfect	The bread had gone stale.	She said the bread had gone stale.	
Past perfect continuous	Past perfect continuous	He had been teaching in my school for 15 years.	They said that he had been teaching in their school for 15 years.	
Will	Would	I will finish my report in two days.	He said that he would finish his report in two days.	
Would	Would	He would work in the garden.	They said that he would work in the garden.	
Can	Could	She can speak English.	She said she could speak English.	
Could	Could	He could play in the match.	They said he could play in the match.	
Shall	Would	I shall obey the rules.	She said she would obey the rules.	
Should	Should	She should start a job.	She said that she should start a job.	
May	Might	She might invite them to the dinner.	She said that she might invite them to the dinner.	
Might	Might	He might get a flight tomorrow.	She said he might get a flight the next day.	
Must	Must/had to	She must go to the bank and get some money.	She said she must/had to go to the bank and get some money.	
Have to	Had to	She has to submit this assignment by 3pm tomorrow.	She said she had to submit this assignment by 3pm tomorrow.	

Teacher's Point



- Guide your students to change into indirect/direct speech (present, past and perfect tenses, future, modals, time and questions, orders, requests, suggestions and advice) in speech and writing.

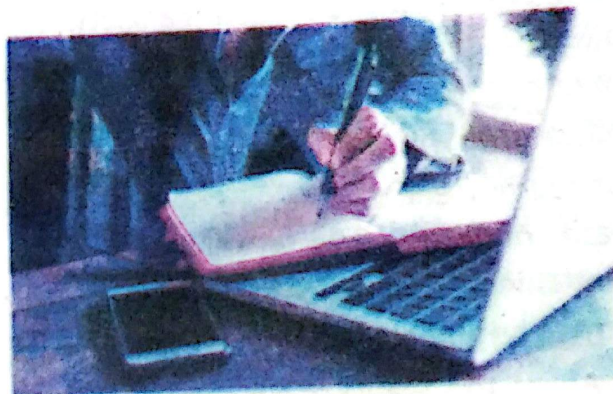
Q 1. Change the narration of the following sentences.

1. He said to me, "How long will you stay here?"
2. Pamela said, "Man is mortal."
3. He said to her, "What a cold day!"
4. The man said to the officer, "Please help me."
5. She asked me, "Are you happy in your new job?"
6. He said, "My father is a doctor."
7. She said to me, "Do you want something?"
8. She says, "I will clear the exam in my very first attempt."
9. "Don't waste time", the teacher said to the students.
10. John said to his mother, "I shall go to bed now."
11. He said to me, "May you be happy."
12. The mother said to the child, "Don't go out."
13. They said, "Long live the king."
14. They said, "Hurrah! We have won the match."
15. The old man said, "I am feeling better now."



Writing

Chitral is a place with breathtaking beauty and visiting Chitral is a real treat. It takes about six hours from Islamabad to reach this heavenly location. We started our journey early morning and crossed Malakand top, a scenic place overlooking the beautiful Swat River. This view compensates the fear that one feels while the vehicle passes through this narrow winding two-way road.



The journey is long, yet very refreshing because you never see such vast green plains, beautiful valleys and diverse culture every day. We reached our destination point Timergara in Dir and stayed at the home of an old family friend. It was a lovely house in the foothills. Our hosts were caring and kind, just the way we had heard about people of Chitral. Having a traditional meal with them was a great experience for us.

Timergara is the district headquarters of Lower Dir District; it was originally named as Taimur Garh, after the famous Mangol conqueror Timur, or Tamerlane, who had once stopped here long ago.

The next day, when I got up in the morning, I got the chance to see the beauty of the early morning in Timergara. It was lush green all around. I never experienced such a serene morning, mountain terraces all around were covered by corn crop and vegetables. The front of the house we were staying in opened into a small garden where vegetables were grown. A little distance away a small stream was flowing with icy cold water. The scene I witnessed was straight out from a movie!

After having breakfast, we left for Chitral town with the family of our host. It was a long journey of over 12 hours because we stopped at various places. Much of our time was consumed outside Lowari Tunnel due to its scheduled closure.

Lowari Tunnel is an engineering marvel. Its construction began in 2005 and this tunnel has made the road journey safe and speedy. By the time we reached Chitral, it was already dark and we were tired of our long journey. So all we could do was freshen up and rest.

The next morning was yet again mesmerising as we caught our first glimpse of Chitral River from our rest house. We walked on the riverbank and could catch the view of Tirich Mir, the highest mountain in Hindukush range.

Chitral is a cradle of communal harmony, love and peace. The local people are hospitable, caring and welcoming to their guests who come from all parts of Pakistan. We went to the local market where we saw shops full of traditional dresses, footwear and other items locally made items of daily use.

Most of you may have heard of the beauty and the cultural wonder of Pakistan – the Kalash valley. And luckily, our next destination was Kalash. The terrain was not fit for travelling by car, so we hired a jeep. The narrow road along mountains was flank by spectacular natural scenes. Some of the crossings were bit scary, but an overwhelming charm cast by nature offset any anxiety. It took us around one and a half hour to reach the Kalash Bumburet valley, the largest and the most populated valley in Kalash and again proverb of 'heaven on earth' turns real here. It was a bowl surrounded by mountain peaks and covered with various fruit orchards.

Our journey ended here, we spent a couple of more days witnessing and absorbing the beauty of Chitral. Whenever I visit any place other than my own city, Islamabad. I learn many things from the people and their way of living, their culture and their simplicity. I learn to be humble and simple just like the people I meet.

Moreover, the beauty of our own country impresses me so much that I wonder why people get so impressed with the foreign lands without seeing their own wonderful, Pakistan. Every province is full of unique cultures, languages and people with the beauty of nature in full abundance.

Published in Dawn, Young World, July 21st, 2018

Q 1. After reading the above mentioned paragraph carefully, write a critical analysis of the writer's views about travelling. Construct a well-organized paragraph using concise language.

Hospitality Industry

While the hospitality industry doesn't have one globally-accepted start date, its history dates back thousands of years and spans across the globe. Although our modern-day version of hospitality looks different than it did thousands of years ago, it still follows one main theme: To provide guests with services. The goal of the hospitality industry is to



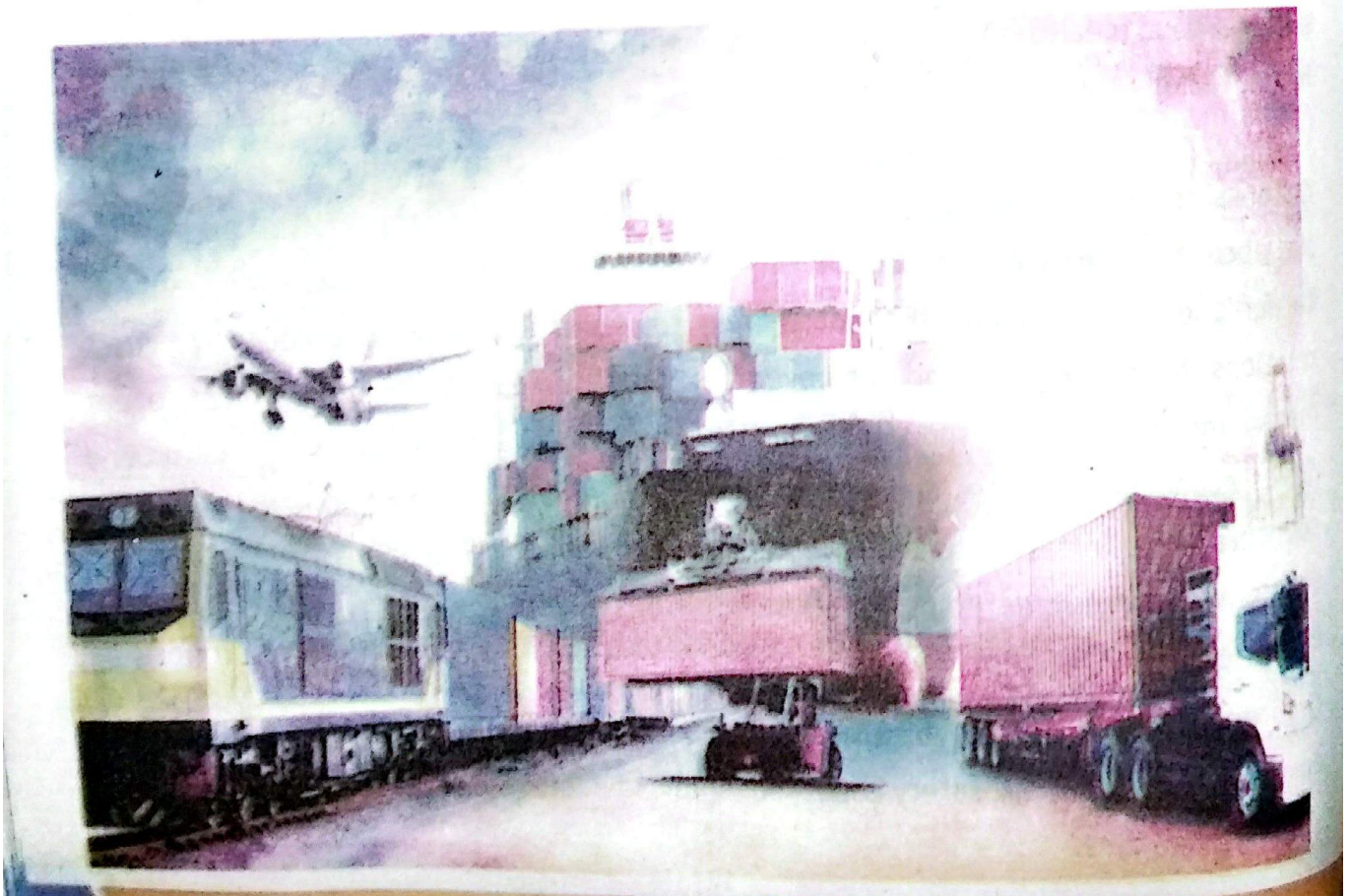
provide customers with an enjoyable experience. Whether that enjoyment comes from eating a good meal, relaxing in a luxurious spa, or getting a good night's rest away from home, making sure each individual guest is taken care of is paramount. The hospitality industry includes a wide range of services related to management of hotels and restaurants, tourism, entertainment and recreation, as well as transportation. It is not just about hotel management and cooking; rather it offers the enthusiasts a wide range of career choices, including, but not limited to, human resources, accounting, guest relations, housekeeping, food and beverages, security, real estate management, event management, marketing and sales etc. The industry of hospitality supports, boosts and drives economic activities and growth in a big way. It also is an important part of a country's social infrastructure, providing it a good support. This industry creates many economic opportunities, helps and boosts activities, revenues and growth for many other industries.

Q 2. What challenges do you think the hospitality industry faces in Pakistan (e.g., environmental concerns, safety issues, economic impacts, etc.)? State your answer in the

form of an essay of about 100-150 words while keeping in view the following instructions.

- Start with a logical structure having an introduction.
- Begin with a topic sentence that introduces the main point of that essay.
- Develop the topic thoroughly by selecting the most significant and relevant facts.
- Add appropriate definitions and quotations that elaborate on the topic.
- Use precise and concise language to effectively communicate ideas.
- Include varied transitions and syntax to link the major sections of the essay to create cohesion and clarity.
- Write a concluding statement.
- Check for spelling, punctuation, and formatting errors.
- Revise and edit your paragraph for clarity, coherence, and grammar.

Q 3. Write a Travelogue "Nature's Chronicles: A Journey Through the Wilderness" built upon a sense of mystery/ suspense using 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.



Connected by the World

Magnetic Force

A world of nations, connected by trade,
 A network of people, from every shade,
Globalization, a force that brings us together,
 To create a world, that's bound forever. *a kind of business* *fixed*
 Through trade, we share, our resources and goods,
 From the east to the west, and all that's in between,
 We create a world, that's full of diversity,
 And a culture, that's rich in humanity.

Communication, the key to our connection,
 A tool, that's helped us, overcome all obstruction,
 From phone calls to video conferencing,
 We're connected, in every way we're imagining.

Transportation, the thread that binds,
 A way to travel, that's fast and kind,
 From planes to ships, and every other ride,
 We're connected, to every corner of the world, wide.

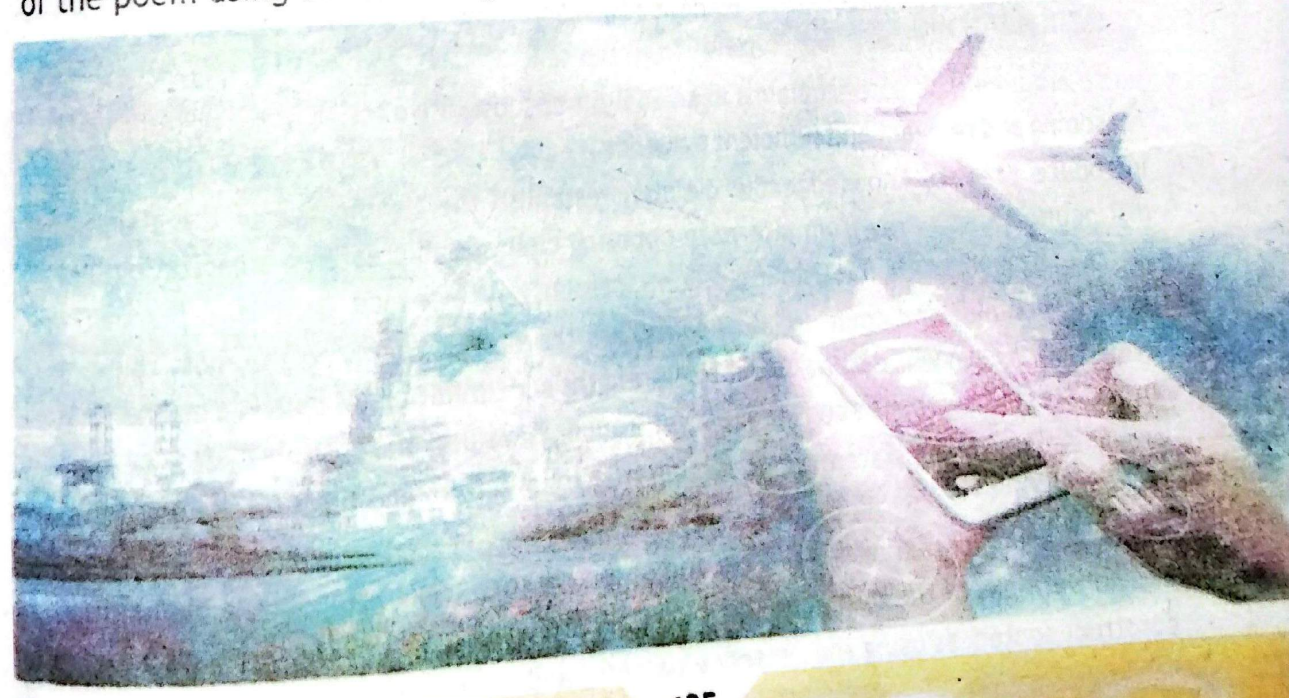
And in this connected world, we're building,
 A community, that's strong and willing,
 To face every challenge, and to find every solution,
 In a world that's free, from every confusion.

by: Gabriel Cruz

Theme

The poem is about the concept of globalization and the interconnectedness of the world. It describes that nations are connected through trade. The poet also talks about how people from different backgrounds interact with each other. The world has become a global village because of the advancement in communication and transportation. A global community has emerged over the time which can face problems and find their solutions by working together in the hope of a better world.

Q.4. Carefully read the poem "Connected by the World" and paraphrase the stanzas of the poem using the correct grammatical structure.



- ask and answer questions of personal relevance, information and a variety of communicative purposes
- distinguish cause from effect, fact from opinion (e.g. by noting outcomes, personal comments, beliefs and biases), and generalized statements from evidence-based information with specific reference to informational texts
- cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence
- develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases
- provide a concluding statement or section that follows from and supports the argument presented
- establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing
- construct sentences using the sentence patterns and structures

After completing this lesson, students will be able to:

by Joann Snow Duncanson

TWO MOTHERS REMEMBERED

10

UNIT

Main Theme: LITERATURE & POETRY
Sub Theme: Human Relationships

10

Pre-Reading Questions

- How do you show respect to your mother?
- Does the title of the poem reflect its theme?
- How do you take care of your siblings?

TWO MOTHERS REMEMBERED

by Joann Snow Duncanson

I had two mothers - two mothers I claim,
two different people, yet with the same name.
Two separate women, diverse by design,
but I loved them both because they were mine.
The first was the mother who carried me here,
gave birth and nurtured and launched my career.
She was the one whose features I bear,
complete with the facial expressions I wear.
She gave her love, which follows me yet,
along with examples in life that she set.
As I got older, she somehow younger grew,
and we'd laugh as just mothers and daughters do.
But then came the time that her mind clouded so,
and I sensed that the mother I knew would soon go.
So quickly she changed and turned into the other,
a stranger dressed in the clothes of my mother.
Oh, she looked the same, at least at arm's length,
but now she was the child and I was her strength.
We'd come full circle, we women three,
my mother the first, the second and me.
And if my own children should come to a day,
when a new mother comes and the old goes away,
I'd ask of them nothing that I didn't do.
Love both of your mothers as both have loved you.

About the writer

Joann was a writer, poet, musician and public speaker, as well as a faithful friend, mother, grandmother, great-grandmother, aunt and sister. Born in 1930 as the 4th child of Andrew and Hazel (Gleave) Snow, Joann grew up in Nashua, NH and enjoyed a childhood in the country, feeding her imagination and love of animals.

THEME

The poem "Two Mothers Remembered" reflects beautifully a daughter's love and sense of responsibility to her mother. It expresses the loving and caring bond that exists between a mother and her daughter.



Post-Reading Questions

- Who influence a student more: parents or age-mates?



Glossary

Words	Pronunciations	Meanings
diverse	/daɪ'vɜ:s/	different, varied
nurtured	/'nɜ:tʃə*/	raised, brought up
launched	/lɔ:ntʃ/	started, tossed
cloud	/klaʊd/	troubled, disturbed
at arm's length	/aət a:mz enkθ/	at a distance



Reading and Critical Thinking

Answer the following questions.

- Q 1. How are the two mothers different from each other?
- Q 2. What are the similarities between both ?
- Q 3. What did the first mother do to the speaker?
- Q 4. Who was the speaker's second mother? Describe her briefly.
- Q 5. What is the speaker's advice to her own children?
- Q 6. Who are the three women referred to in the poem? Briefly describe them.



Oral Communication

Respecting elders is not just a matter of good manners; it is also a moral obligation. Elders have contributed to society throughout their lives and deserve to be treated with dignity and respect in their old age. Respecting elders also sets a good example for younger generations, teaching them the value of empathy, compassion, and kindness.

According to research conducted by the World Health Organization, Japan has one of the longest life expectancies globally, with many elders living beyond 100 years. One reason for this is the respect they receive from younger generations. Elders in Japan are revered and are often consulted for advice and guidance in all areas of life. Their cultural traditions and customs are also preserved and celebrated, fostering a sense of belonging and community. This is a testament to the power of respecting our elders and the positive impact it can have on their well-being. This can benefit society by increasing the potential for intergenerational knowledge transfer, contributing to the growth and development of society as a whole.

Activity

Pair Work

Work in pairs and share ideas on "*Importance of Respecting Elders*".

Group Work

Share in groups the "*Causes of Generation Gap*".



Vocabulary and Grammar

- Pick out the rhyming words from the poem "*Two Mothers Remembered*".
- Identify the adjectives used in the poem.

Cohesive Sentences

Cohesive sentences are those that have at least one subject and a verb. They should make complete sense by themselves. Several sentences together make a paragraph. For the paragraph to be cohesive, you have to make sure that all the sentences are individually cohesive and that they follow each other in a logical sequence.

EXAMPLE: Cohesive Sentences

Read the following sentence

Technology is an important part of modern life.

This is a cohesive sentence because it contains a subject and a predicate. It also makes sense by itself.

Now, let's combine this sentence with other sentences

Technology is an important part of modern life. There have been several new innovations in technology over the years. People should plant more trees to reduce pollution.

This is not a cohesive paragraph because the third sentence has no logical connection with the first two sentences.

Let's replace the sentence to make the paragraph cohesive

Technology is an important part of modern life. There have been several new developments in technology over the years. These developments have made life easier and more comfortable.

Practice Using Cohesive Devices

Part A: Fill in the blanks using AND, SO, BECAUSE, BUT or OR.

1. I could not go out last night _____ I was too busy.
2. I could not go with my friend _____ he went without me.
3. My friend went to the cinema to see a film _____ the film wasn't very good.
4. The cinema was full of people _____ they were all smoking.
5. I like people _____ I don't like smoke.

PART B: Combine the following pairs of sentences to be one sentence. Use appropriate cohesive device(s).

For example

The little boy walked to the store. His dog walked along with him.

When the little boy walked to the store, his dog walked along with him.

1. Ali is an only child. He is very independent.
2. You have to bring your examination card. You cannot join the exam without the examination card.
3. She went to work. She didn't want to go.

4. My cat was hungry. It had not eaten since breakfast that day.
3. A book can be a lot of fun. A book can be boring.

Part C: Make less number of sentences by combining as many sentences as you can in the following paragraph, using the above examples to guide you.

The Garuda team was three games down. The Garuda team had to win the next four games to move to the next round. Fans of Garuda were worried. Garuda had not won any championship for four years. No team had ever come back in the playoffs from a three-game deficit. All of the Garuda fans knew this. The fans of the Garuda watched anxiously as the fourth game against the Bear began. The fans of the Bear watched confidently. The Bear had a good chance to win the match. The fans of the Bear knew this. Nobody believed the Garuda would win that year. The Garuda won the match that year.

Writing

Argumentative Writing

An argumentative essay is a piece of writing that uses factual evidence and logical support to convince the reader of a certain way of thinking. Although many types of essays aim at persuading the reader to believe a specific point of view, argumentative essays rely heavily on hard evidence, drawing on other studies and sources to prove their argument is best.

There are commonly four steps in an argumentative piece of writing.

1. Make a claim.
2. Provide the grounds (evidence) for the claim.
3. Explain the warrant (how the grounds support the claim).
4. Discuss possible rebuttals to the claim, identifying the limits of the argument and showing that you have considered alternative perspectives.

Argumentative Essay Outline (Claim)

- 1) Introduction/Claim (One paragraph)
 - Start with a hook or attention getting sentence.
 - Briefly summarize the texts.

- State your claim. Make sure you are restating the prompt.
- 2) Body Paragraph: Evidence/Support/Warrant
- Include a topic sentence that restates your claim and your reason.
Example: Video games are harmful because _____.
 - Include text evidence that supports your reason.
Example: The author shows that video games are harmful because in paragraph 2 it states _____.
 - Include an explanation (warrant) that shows how your text evidence proved your claim.
Example: The author uses this evidence to show how/that _____.
- 3) Body Paragraph: Evidence/Support/Warrant
- Include a topic sentence that restates your claim and your reason.
Example: Video games are harmful because _____.
 - Include text evidence that supports your reason.
Example: The author shows that video games are harmful because in paragraph 2 it states _____.
 - Include an explanation (warrant) that shows how your text evidence proved your claim.
Example: The author uses this evidence to show how/that _____.
- 4) Counterclaim Paragraph
- Explain what others who don't agree with your claim might say.
Example: Some people might disagree. They may believe _____ because _____.
- 5) Conclusion (One paragraph)
- Restate your claim and summarize your reasoning.
Example: In conclusion, the text shows that videogames are harmful by pointing out that _____.

Activity

Use this outline as a "road map" and write an argumentative essay on the topic "Can video games be used for educational purposes"?

Cause and Effect in Writing

It is often considered human nature to ask "why?" and "how?"

A cause is something that produces an event or condition; an effect is what results from an event or condition. The purpose of the cause and effect essay is to determine how various phenomena relate in terms of origins and results. Sometimes the connection between cause and effect is clear, but often determining the exact relationship between the two is very difficult. For example, the following effects of a cold may be easily identifiable: a sore throat, runny nose, and a cough. But determining the cause of the sickness can be far more difficult. Therefore, cause and effect discussions are often complicated and frequently lead to debates and arguments.

Activity

Consider the causes and effects in the following thesis statements. List a cause and effect for each one on your own sheet of paper.

1. The growing childhood obesity epidemic is a result of technology.
2. Much of the wildlife is dying because of the oil spill.
3. The town continued programs that it could no longer afford, so it went bankrupt.
4. More young people became politically active as use of the Internet spread throughout society.
5. While many experts believed the rise in violence was due to the poor economy, it was really due to the summer-long heat wave.

Fact vs Opinion

A fact is a statement expressing something that is true or real and is supported by evidence. In contrast, opinion is a person's belief or thought process regarding the incident. Simply put, a fact is a proven truth and cannot be disputed, while opinion is personal, relative, and open to challenge.

Activity

Read the passage given below and identify facts and opinions.

The Paleo Diet

The Paleo diet first gained popularity approximately 10 years ago after research undertaken by Dr Cordain to discover the optimal human diet. The diet mainly centres on consuming meat and fish, fruit and vegetables, and nuts and seeds. Health experts consider it to be high in protein and fibre and low in carbohydrates and sugars, and it is often referred to in the field of nutrition as the 'Stone Age' diet as it aims to mimic what was eaten during the Paleolithic era (The Nutrition Source, 2019).

UNIT 11

THE METAMORPHOSIS

After completing this lesson, students will be able to:

- ask and answer questions of personal relevance, information and a variety of communicative purposes (repeated)
- 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
- 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
- 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

Main Theme:
Sub Theme:

Nature and natural resources
Connecting People and Nature

- Wonder Green
- Smart and Sustainable
- Wildlife Vignette
- Environment Matters

Pre-Reading Questions

- What do you think the story might be about based on the initial passage?
- What do you expect the tone of the story to be based on the opening?

THE METAMORPHOSIS

One morning, when Gregor Samsa woke from troubled dreams, he found himself transformed in his bed into a horrible vermin. He lay on his armour-like back, and if he lifted his head a little he could see his brown belly, slightly domed and divided by arches into stiff sections. The bedding was hardly able to cover it and seemed ready to slide off any moment. His many legs, pitifully thin compared with the size of the rest of him, waved about helplessly as he looked. "What's happened to me?" he thought. It wasn't a dream. His room, a proper human room although a little too small, lay peacefully between its four familiar walls. A collection of textile samples lay spread out on the table - Samsa was a travelling salesman - and above it there hung a picture that he had recently cut out of an illustrated magazine and housed in a nice, gilded frame. It showed a lady fitted out with a fur hat and fur boa who sat upright, raising a heavy fur muff that covered the whole of her lower arm towards the viewer. Gregor then turned to look out the window at the dull weather. Drops of rain could be heard hitting the pane, which made him feel quite sad. "How about if I sleep a little bit longer and forget all this nonsense", he thought, but that was something he was unable to do because he was used to sleeping on his right, and in his present state couldn't get into that position. However hard he threw himself onto his right, he always rolled back to where he was. He must have tried it a hundred times, shut his eyes so that he wouldn't have to look at the floundering legs, and only stopped when he began to feel a mild, dull pain there that he had never felt before. "Oh, God", he thought, "what a strenuous career it is that I've chosen! Travelling day in and day out. Doing business like this takes much more effort than doing your own business at home, and on top of that there's the curse of travelling, worries about making train connections, bad and irregular food, contact with different people all the time so that you can never get to know anyone or become friendly with them. It can all go to Hell!" He felt a slight itch up on his belly; pushed himself slowly up on his back towards the

Teacher's Point

Encourage students to share their ideas about the lesson text by asking pre-reading questions.

headboard so that he could lift his head better; found where the itch was, and saw that it was covered with lots of little white spots which he didn't know what to make of; and when he tried to feel the place with one of his legs he drew it quickly back because as soon as he touched it he was overcome by a cold shudder. He slid back into his former position. "Getting up early all the time", he thought, "it makes you stupid. You've got to get enough sleep. Other travelling salesmen live a life of luxury. For instance, whenever I go back to the guest house during the morning to copy out the contract, these gentlemen are always still sitting there eating their breakfasts. I ought to just try that with my boss; I'd get kicked out on the spot. But who knows, maybe that would be the best thing for me. If I didn't have my parents to think about I'd have given in my notice a long time ago, I'd have gone up to the boss and told him just what I think, tell him everything I would, let him know just what I feel. He'd fall right off his desk! And it's a funny sort of business to be sitting up there at your desk, talking down at your subordinates from up there, especially when you have to go right up close because the boss is hard of hearing. Well, there's still some hope; once I've got the money together to pay off my parents' debt to him - another five or six years I suppose - that's definitely what I'll do. That's when I'll make the big change. First of all though, I've got to get up, my train leaves at five." And he looked over at the alarm clock, ticking on the chest of drawers. "God in Heaven!" he thought. It was half past six and the hands were quietly moving forwards, it was even later than half past, more like quarter to seven. Had the alarm clock not rung? He could see from the bed that it had been set for four o'clock as it should have been; it certainly must have rung. Yes, but was it possible to quietly sleep through that furniture rattling noise? True, he had not slept peacefully, but probably all the more deeply because of that. What should he do now?

While Reading Questions

- How does Gregor react to his transformation?

The next train went at seven; if he were to catch that he would have to rush like mad and the collection of samples was still not packed, and he did not at all feel particularly fresh and lively. And even if he did catch the train he would not avoid his boss's anger as the office assistant would have been there to see the five o'clock train go, he would have put in his report about Gregor's not being there a long time ago. The office assistant was the boss's man, spineless, and with no understanding. What about if he reported sick? But that would be extremely strained and suspicious as in fifteen years of service Gregor had never once yet been ill. His boss would certainly come round with the doctor from the medical insurance company, accuse his parents of having a lazy son, and accept the doctor's recommendation not to make any claim as the doctor believed that no-one was ever ill but that many were workshy. And what's more, would he have been entirely wrong in this case? Gregor did in fact, apart from excessive sleepiness after sleeping for so long, feel completely well and even felt much hungrier than usual. He was still hurriedly thinking all this through, unable to decide to get out of the bed, when the clock struck quarter to seven. There was a cautious knock at the door near his head. "Gregor",

somebody called - it was his mother - "It's quarter to seven. Didn't you want to go somewhere?" That gentle voice! Gregor was shocked when he heard his own voice answering, it could hardly be recognised as the voice he had had before. As if from deep inside him, there was a painful and uncontrollable squeaking mixed in with it, the words could be made out at first but then there was a sort of echo which made them unclear, leaving the hearer unsure whether he had heard properly or not. Gregor had wanted to give a full answer and explain everything, but in the circumstances contented himself with saying: "Yes, mother, yes, thank you, I'm getting up now." The change in Gregor's voice probably could not be noticed outside through the wooden door, as his mother was satisfied with this explanation and shuffled away. But this short conversation made the other members of the family aware that Gregor, against their expectations was still at home, and soon his father came knocking at one of the side doors, gently, but with his first warning deepness in his voice: "Gregor! Gregor!" At the other side door his sister came plaintively: "Gregor? Aren't you well? Do you need anything?" Gregor answered to both sides: "I'm ready, now", making an effort to remove all the strangeness from his voice by enunciating very carefully and putting long pauses between each, individual word. His father went back to his breakfast, but his sister whispered: "Gregor, open the door, I beg of you." Gregor, however, had no thought of opening the door, and instead congratulated himself for his cautious habit, acquired from his travelling, of locking all doors at night even when he was at home.

The first thing he wanted to do was to get up in peace without being disturbed, to get dressed, and most of all to have his breakfast. Only then would he consider what to do next, as he was well aware that he would not bring his thoughts to any sensible conclusions by lying in bed. He remembered that he had often felt a slight pain in bed, perhaps caused by lying awkwardly, but that had always turned out to be pure imagination and he wondered how his imaginings would slowly resolve themselves today. He did not have the slightest doubt that the change in his voice was nothing more than the first sign of a serious cold, which was an occupational hazard for travelling salesmen. It was a simple matter to throw off the covers; he only had to blow himself up a little and they fell off by themselves. But it became difficult after that, especially as he was so exceptionally broad. He would have used his arms and his hands to push himself up; but instead of them he only had all those little legs continuously moving in different directions, and which he was moreover unable to control. If he wanted to bend one of them, then that was the first one that would stretch itself out; and if he finally managed to do what he wanted with that leg, all the others seemed to be set free and would move about painfully. "This is something that can't be done in bed", Gregor said to himself, "so don't keep trying to do it". The first thing he wanted to do was get the lower

While Reading Questions

- What are the main character's thoughts and feelings as he grapples with his new condition?
- How does Gregor's family react to his absence from work?

part of his body out of the bed, but he had never seen this lower part, and could not imagine what it looked like; it turned out to be too hard to move; it went so slowly; and finally, almost in a frenzy, when he carelessly shoved himself forwards with all the force he could gather, he chose the wrong direction, hit hard against the lower bedpost, and learned from the burning pain he felt that the lower part of his body might well, at present, be the most sensitive. So then he tried to get the top part of his body out of the bed first, carefully turning his head to the side. This he managed quite easily, and despite its breadth and its weight, the bulk of his body eventually followed slowly in the direction of the head. But when he had at last got his head out of the bed and into the fresh air it occurred to him that if he let himself fall it would be a miracle if his head were not injured, so he became afraid to carry on pushing himself forward the same way. And he could not knock himself out now at any price; better to stay in bed than lose consciousness. It took just as much effort to get back to where he had been earlier, but when he lay there sighing, and was once more watching his legs as they struggled against each other even harder than before, if that was possible, he could think of no way of bringing peace and order to this chaos.

He told himself once more that it was not possible for him to stay in bed and that the most sensible thing to do would be to get free of it in whatever way he could at whatever sacrifice. At the same time, though, he did not forget to remind himself that calm consideration was much better than rushing to desperate conclusions. At times like this he would direct his eyes to the window and look out as clearly as he could, but unfortunately, even the other side of the narrow street was enveloped in morning fog and the view had little confidence or cheer to offer him. "Seven o'clock, already", he said to himself when the clock struck again, "seven o'clock, and there's still a fog like this." And he lay there quietly a while longer, breathing lightly as if he perhaps expected the total stillness to bring things back to their real and natural state. But then he said to himself: "Before it strikes quarter past seven I'll definitely have to have got properly out of bed. And by then somebody will have come round from work to ask what's happened to me as well, as they open up at work before seven o'clock." And so he set himself to the task of swinging the entire length of his body out of the bed all at the same time. If he succeeded in falling out of bed in this way and kept his head raised as he did so he could probably avoid injuring it. His back seemed to be quite hard, and probably nothing would happen to it falling onto the carpet. His main concern was for the loud noise he was bound to make, and which even through all the doors would probably raise concern if not alarm. But it was something that had to be risked. When Gregor was already sticking half way out of the bed - the new method was more of a game than an effort, all he had to do was rock back and forth - it occurred to him how simple everything would be if somebody came to help him.

(Note:- The novel continues.... Students may read the full version online ; www.globalgreybooks.com)

The Metamorphosis is a classic of world literature, written by the Czech Franz Kafka and published in 1915. It is an unusual story. Many literary critics believe that it is a metaphor for the man who grew up in the industrial era, treated as a new slave, condemned to live the mistreatment and injustices of the system. It is a short novel that tells the curious transformation of Gregory Samsa into an insect. All the events that are unleashed from this strange phenomenon, create a growing narrative tension that does not cease until the end of the story. If you want to read more about this book you can visit the following link [The Metamorphosis by Franz kafka at InfoBooks.org](http://TheMetamorphosisbyFranzkafkaatInfoBooks.org)



Post-Reading Questions

- What do you think is the significance of Gregor's transformation into a "horrible vermin"?
- How does Gregor's family's attitude towards him change throughout the story?
- What themes or ideas do you think the story explores?
- How does the story use Gregor's transformation to comment on society or human nature?



Glossary

Words	Pronunciations	Meaning
vermin	/ˈvɜːmɪn/	small animals or insects that are harmful and destructive, often used to refer to pests.
armour-like	/ˈɑːmə(r) laɪk/	resembling or having the qualities of armor, which is protective clothing or covering.
pitifully	/ˈpɪtɪfəli/	in a manner that arouses pity or sympathy.
strenuous	/ˈstrenjuəs/	requiring a lot of effort or energy; physically demanding.
fretsaw	/ˈfretsoː/	a small saw with a fine blade used for intricate or delicate cutting.
incomprehensible	/ɪnˌkɒmpriˈhensəbl/	impossible to understand or make sense of
discourtesy	/dɪsˈkɜːtəsi/	rudeness or lack of politeness.
concede	/kənˈsiːd/	admit or acknowledge as true, often reluctantly
frenzy	/ˈfrenzi/	a state of uncontrolled excitement or wild behavior.
insistent	/ɪnˈsɪstənt/	demanding something forcefully and persistently.

- Deduce meanings of the difficult words from the text as understood in the context and write in the column below. Consult dictionary to find the literal meaning of the same and fill in the relevant column.

Words/ phrases	Deduced Meaning	Dictionary Meaning
accusations		
suppress		
swang		
abandon		
domed		
nonsensical		

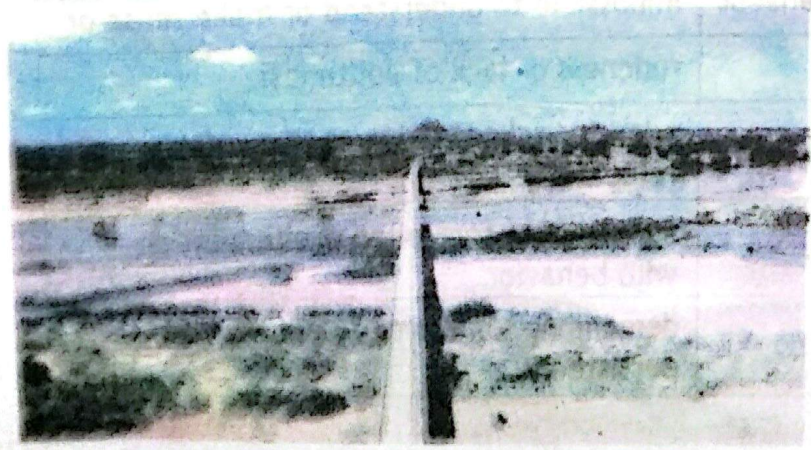
Reading and Critical Thinking

- Q1. What physical challenges does Gregor face as a result of his transformation?
- Q2. Why does Gregor hesitate to open the door for the chief clerk?
- Q3. How does Gregor justify his absence from work to the chief clerk?
- Q4. How do Gregor's family members react to his transformation?
- Q5. What do you think the story might be trying to convey about the human condition or society?
- Q6. What is the significance of the main character, Gregor Samsa, waking up transformed?

Oral Communication

Activity

Debate Competition: Smart and Sustainable Environment in Mozambique

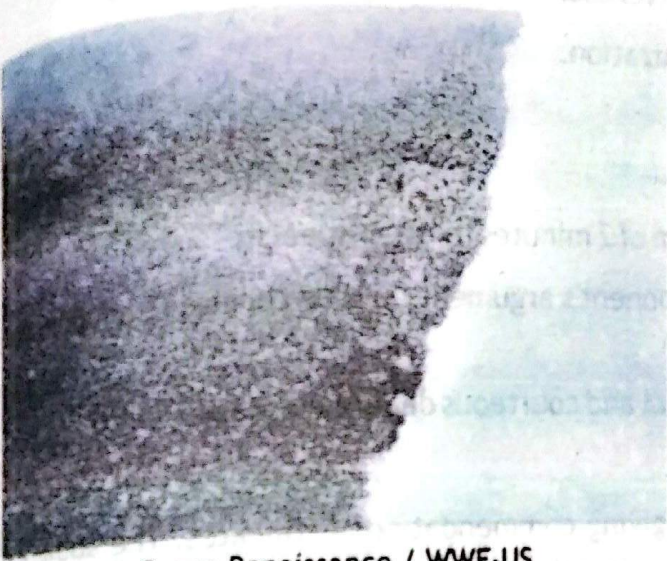


In Mozambique, natural capital advocates say, "You cannot eat nor drink a road." This serves as a reminder that "ecological infrastructure" (a term to describe natural resources) is superior to built infrastructure, as the former lasts for millennium and provides people with what they need to survive.



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Trees are a large source of energy for the people of Mozambique, as they are used to create charcoal that is then used as a heating source when cooking. Eighty-five percent of the country's population relies on charcoal. Water from rivers and lakes also is an important source of energy, given that approximately 90% of electricity in the country is generated by hydropower.



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Forests are large store houses of carbon. They play an important role in mitigating climate change. When forests are destroyed or degraded, they release large quantities of carbon dioxide and other dangerous greenhouse gases into the atmosphere instead of storing carbon.

Debate Format

The competition will consist of two teams: Team A and Team B, with each team having two speakers. The debate will follow a traditional format with opening statements, rebuttals, and closing statements.

Debate Topics

1. Opening Statements

- Team A: "The Urgent Need for Sustainable Practices in Mozambique."
- Team B: "Balancing Economic Growth and Environmental Conservation in Mozambique."

2. Rebuttals

- Team A: Refute arguments made by Team B in their opening statement.
- Team B: Refute arguments made by Team A in their opening statement.

<https://www.worldwildlife.org/projects/mozambique-s-lifeline-nature>

3. Closing Statements

- Team A: "How Protecting Natural Capital Can Drive Economic Resilience in Mozambique."
- Team B: "Innovative Solutions for Sustainable Development in Mozambique."

4. Judging Criteria

- Clarity and effectiveness of arguments presented.
- Use of credible data and evidence to support claims.
- Relevance to the theme and text provided.
- Communication skills and persuasiveness.
- Overall debate strategy and organization.

5. Rules

- Each speaker will have a maximum of 2 minutes for their speech.
- Rebuttals should focus on the opponent's arguments and be concise (2 minutes per team).
- Speakers must adhere to respectful and courteous debate etiquette.
- Judges' decisions are final.

Note: Winners can be appreciated by giving commendation certificates. The audience will have the opportunity to ask questions or make comments during the debate.



Vocabulary and Grammar

1. Exercise "Grammar Challenge: Contextual Language Use"

Identify and correct any grammar or vocabulary errors in the passage.

Passage

"The sun is shining brightly, and the birds was singing merrily. Sarah goes to the park yesterday, but she not have fun because the rain starts pouring suddenly. It's important for all students to study hard and they will success in their exams."

Example

Correction 1: "The sun is shone brightly, and the birds were singing merrily."

Correction 2: _____

Correction 3: _____

2. **Exercise: Parts of Speech:** Identify and label the parts of speech in the following sentence:

- She quickly ran to the store to buy some groceries.

Example: She (pronoun) quickly (adverb) ran (verb) to (preposition) the (article) store (noun) to (infinitive marker) buy (verb) some (adjective) groceries (noun).

- The big brown dog barked loudly in the yard.
- Although tired, Sarah continued working diligently.
- The sun sets slowly behind the mountains.
- Wow! What a beautiful sunset!

3. **Exercise: Tense Agreement:** Identify and correct the tense agreement errors in each sentence.

- She will go to the beach tomorrow, and yesterday she went swimming
- She will finish her homework yesterday.
- They have been studying for this exam since three hours.
- She will go to the beach tomorrow, and yesterday she went swimming.
- By the time he arrived, the party already ended.
- I am watching a movie while he reads a book.
- They had finished their homework before dinner, and then they play outside.
- Next week, we will have completed this project for two years.

4. **Exercise: Sentence Structure** Review the following pairs of sentences. For each pair, combine the two sentences into one complex sentence while maintaining clarity and coherence.

Example: Sentence A: The rain poured heavily. Sentence B: We stayed indoors.

Combined Sentence: "We stayed indoors as the rain poured heavily."

- Sentence A: Mary loves painting. Sentence B: She finds it relaxing.
- Sentence A: She loves playing the piano. Sentence B: She practices every day.
- Sentence A: The movie was exciting. Sentence B: It kept us on the edge of our seats.

- **Sentence A:** John is a talented writer. **Sentence B:** His stories are captivating.
 - **Sentence A:** My dog barks loudly. **Sentence B:** He gets excited when visitors arrive.
5. **Exercise: Vocabulary and Context:** Choose the appropriate word to fill in the blank and provide a brief explanation for your choice:
- i. The _____ dog chased the mailman away.
Options: aggressive, playful, sleepy, tiny
 - ii. The _____ mountain peak seemed to touch the sky.
Options: towering, delicious, colorful, running
 - iii. The detective carefully examined the _____ evidence to solve the case.
Options: suspect, tasty, tired, gigantic
 - iv. His speech was filled with _____ and inspirational words that moved the audience.
Options: mundane, artistic, mundane, heartfelt
 - v. She gazed at the _____ stars in the night sky.
Options: twinkling, sneezing, hopping, salty
 - vi. The _____ melody of the piano piece brought tears to her eyes.
Options: haunting, dancing, crunchy, sleepy
 - vii. The chef added a pinch of _____ to enhance the flavor of the dish.
Options: ambition, salt, boredom, laughter
 - viii. The company's _____ growth over the past year has been impressive.
Options: stagnant, rapid, painful
 - ix. The children's _____ laughter echoed through the playground.
Options: jubilant, lazy, angry, crispy
 - x. His _____ decision to quit his job surprised everyone.
Options: impulsive, cold, quiet, shiny
 - xi. The _____ aroma of freshly baked bread filled the kitchen.
Options: savory, grumpy, wobbly, scorching



Writing

Guided Writing

Brainstorming

- Class will be divided into small groups or pairs.
- Assign each group a different topic (e.g., a famous person, a favorite place, or a treasured possession).
- Each group will brainstorm ideas and keywords (physical attributes, emotions, and specific details) related to their topic on index cards or sticky notes.

Mind Mapping (20 minutes)

- Each group will create a mind map on chart paper
- In the mind map, you should organize ideas into categories such as physical appearance, personality traits, and significant details.
- Be general to specific details in mind maps.

Writing a First Draft

- Use mind maps as a guide to write a first draft of your descriptive composition.
- Keep focus on clear structure, with an introduction, body paragraphs, and a conclusion.
- Keep focus on using correct punctuation and spelling.

Sharing and Peer Review

- Each student will share his/her composition with a partner or in small groups.
- Partners/groups should provide constructive feedback on the use of physical descriptions, characteristics, punctuation, and spelling.
- Positive feedback and suggestions for improvement are a vital part of learning to write creatively

Teacher's Point



Encourage students to follow the steps of writing before they go to the creative writing task.

Revision

- After receiving feedback, students will revise and improve their compositions.
- Revision is an essential part of the writing process.

Presentation

- A few students will share their revised compositions with the class.
- Discuss what made these compositions effective and engaging.



Creative writing

Write a descriptive composition on **MY GREENER MOTHERLAND** using correct punctuation and spelling. Use the process approach - brainstorming, mind mapping, and writing a first draft.





HEALTHY LIFESTYLE

GOOD HEALTH AND WELL BEING

After completing this lesson, students will be able to:

- ask and answer questions of personal relevance, information, and a variety of communicative purposes
- write formal letters to people in extended academic and professional environments for various purposes
- identify and use adjectival, prepositional, and adverbial phrases in reading and writing tasks

Main Theme: SDG-Millennium Development Goals

Sub Theme: Good Health and well-being

Pre-Reading Questions

- Do you think health and well-being is important for us?
- What do you think are the ways to keep ourselves healthy?

Health and well-being are the buzzwords that we hear a lot about today. While being healthy and well sounds great, figuring out how to generate those qualities is easier said than done. Health and well-being are connected, but they are two different things. What is health? Health can be thought of as the state of being free from injury or illness. Physical health means living in a body that is strong, capable, and free of disease. Mental health, meanwhile, means having a mind that is strong, capable, and free of disease. If we are mentally healthy, we can navigate daily life and its setbacks without excessive or debilitating stress, frustration, anxiety, or sadness. Taken together, physical and mental health affects everything we do.

What is well-being? If you consult the dictionary, health and well-being might be described as the absence of “negative” things, like mental distress and physical illness. A more positive well-being definition might be the maintenance of physical, mental, and emotional stability and balance – not just the absence of illness.

One significant impediment to health and well-being that most of us experience is stress. When stress affects us, it bleeds into every aspect of our lives, including our relationships and personal lives. While stress can come from many places, one common culprit is work. For a real-world example of how stress can impact the health and well-being of employees, look no further than some of the tech companies that have come under fire in recent years for employee treatment. Whether it is delivery drivers, warehouse workers, or programmers sleeping under their desks, demanding company goals and policies can result in excessive stress for workers. This, in turn, increases injury and exhaustion rates (thus damaging employee health). Consider this: 94% of American workers report experiencing “extreme stress” at their jobs.

We’ve discussed how stress impacts health and wellbeing, but how does well-being affect overall health?

There's a direct link between our well-being and our physical health. Poor mental and physical well-being impacts our ability to fight off chronic diseases and make healthy choices. Put simply: when our well-being starts to suffer, our physical health declines, as well.

Just like well-being impacts health, mental health has very real and far-reaching impacts on physical health. Good mental health is essential to good physical health. Here are a few facts that illustrate that point: Healthy lifestyles - defined as those that include a balanced diet, ample water and exercise, and adequate sleep - can prevent the development of mental health conditions, including depression and anxiety. Healthy lifestyles can also help people recover from mental health issues, including those living with depression and anxiety. Hence, when it comes to mental and physical health, it's impossible to have one without the other.

Bringing more well-being into your daily life is as easy as adding a few new habits. Here are a few of our top tips:

- Relationships with other people are critical to our well-being and mental health. And for good reason: humans are social creatures. Meaningful relationships enhance our sense of purpose and promote healthy behaviors — just to name a few. There are still plenty of ways to nurture meaningful relationships. Here are a few to try:
 - Carve out quality time with your partner, housemates, kids, or whoever else you share a home with
 - Strengthen your loose connections by getting to know your neighbors with an outdoor social, think driveway or front step happy hour
 - Send a text message to let a friend know you're thinking of them
 - Get outside for a safe and socially distanced walk with a loved one.

Studies show that physical activity can treat moderate depression as effectively as leading antidepressant medications, without the side effects. If you want to reap the benefits of exercise for well-being, you can start small. According to a study conducted by the Harvard T.H. Chan School of Public Health, running for even 15 minutes or walking for an hour a day can decrease the risk of depression by 26%.

Research shows that learning improves confidence and self-esteem, promotes a sense of purpose, helps build connections with others, and can slow cognitive aging. With that in mind, move out there and learn something new. Use a language app to learn a language or sign up for a class at a local university. It's fun and good for your well-being.

While Reading Questions

- What healthy habits do you have? Think of ways to promote well-being in daily life.

Generosity feels great, but can it improve your well-being? The answer is yes. If you're

Looking for a way to start giving back, begin with your community. Do some research on community organizations that support causes you're interested in or donate some money to a local food bank or shelter. The great thing about charitable work is that there are thousands of ways to do it, so you can find a cause that truly ignites your passion and aligns with your interests.



Most of us have experienced, firsthand, how stressful it can be to live in the past or the future. When we live in the past, we get caught up in the shame, anger, and regret associated with old emotions or negative situations we've experienced. When we're caught up in the future, it's easy to be consumed by anxiety and anticipation about what will come. So, it's no wonder that learning to pay attention to the present is such a critical component of well-being.

To conclude, health and well-being are more than just "nice to have" – they're essential to our functionality, happiness, and fulfillment as people, partners, employees, and parents. In today's fast-paced and often hectic world, however, it's easy for health and well-being to take a beating. Fortunately, there are many ways we can improve our mental and physical health and promote well-being in our daily lives. Through mindfulness, giving back, moving our bodies, learning new things, and connecting with others, we can improve our well-being and health daily.

by Maggie Wooll

- Do you find the text inspirational? What inspires you to focus on your health and well-being after reading the text?

Glossary

Words	Pronunciations	Meanings
navigate	'nævɪgeɪt	to find one's way through a situation, obstacle, or environment
debilitating	dɪ'bilɪteɪtɪŋ	causing severe weakness or impairment
frustration	fɹʌs'treɪʃn	feeling of annoyance or disappointment when facing obstacles
stability	ste'brəlɪti	state of being firm, steady, or unchanging
gauged	geɪʒd	measured or determined
tangible	'tæŋdʒəbəl	capable of being touched
impediment	ɪm'pedɪmənt	an obstacle or hindrance
ample	'æmpəl	more than enough, sufficient
resilient	rɪ'zɪliənt	able to bounce back from setbacks
discrimination	dɪ'skrɪmɪ'neɪʃn	unjust treatment based on certain characteristics

Reading and Critical Thinking

- Q 1. Do you think health and well-being are connected or different concepts? Explain.
- Q 2. How can you define well-being? Describe its types as well.
- Q 3. Is stress an impediment in the way of achieving the goal of healthy living? How?
- Q 4. What are the ways through which you can improve your overall health?
- Q 5. Well-being is more than happiness and life satisfaction. Do you agree?
- Q 6. How does modern lifestyle affect our physical and mental health? Give your answer along with real-life examples.

Oral Communication

Pair Work

- Q 1. Work in pairs and discuss how you can replace junk food like fries with a healthier option available in food items.
- Q 2. Choose a traditional Pakistani dish and discuss its nutritional value, taste and the reason to like it with your partner.



Group Work

Arrange the students into groups. The students will discuss various factors affecting overall well-being of an individual. Each group of students can discuss one such aspect e.g. physical, mental and social health. Then, all the groups will present their findings in front of the class.

Group Activity 1: Physical Well-being

The group will discuss in detail how diet, exercise, sleep and regular health checkups can contribute to overall physical well-being of an individual. After the discussion, the group members will present their observations before the class.

Group Activity 2: Mental Well-being

The group members will discuss the factors influencing a person's mental health e.g. stress management, mindfulness, support seeking and inculcating a positive attitude. Each student will later present the findings in front of the class.

Group Activity 3: Social Well-being

The students will discuss in their group how social relationships, effective communication and community engagement affect social well-being of an individual. Afterwards, they will share their findings with the class.

Group Activity 4: Emotional Well-being

The members of the group will talk about the factors affecting a person's emotional well-being e.g. emotional intelligence, self-awareness, emotional flexibility and coping strategies. Later, the group members will share their findings with the class.

Group Activity 5: Environmental Well-being

In this activity, the students will examine how different factors lead to environmental well-being of an individual. The factors may include access to clean air and water, sustainable living practices, and a connection with the nature. After the discussion, the students will present the findings with the class.

Introduction to the Study of English

English is a global language used in many different contexts. It is a language of communication, learning, and work. In this course, we will explore the history, structure, and use of the English language. We will look at how English has changed over time and how it is used in different parts of the world. We will also look at how English is used in different contexts, such as in the workplace, in education, and in the media.



- 1. English is a global language.
- 2. English is a language of communication.
- 3. English is a language of learning.
- 4. English is a language of work.

Objectives of the Course

The objectives of this course are to provide students with a solid foundation in the English language. Students will learn to understand and use English in a variety of contexts. They will also learn to communicate effectively in English. The course will cover the following topics:

- 1. The history and development of the English language.
- 2. The structure and grammar of the English language.
- 3. The use of English in different contexts.
- 4. The role of English in the world.

Course Content

The course content is divided into four main sections. The first section covers the history and development of the English language. The second section covers the structure and grammar of the English language. The third section covers the use of English in different contexts. The fourth section covers the role of English in the world.

Assessment

- 1. The first assessment is a written exam.
- 2. The second assessment is a written exam.
- 3. The third assessment is a written exam.
- 4. The fourth assessment is a written exam.

- ii. Which one of your friends would you describe as the most adventurous?
- iii. In that year, the table was?
- iv. Are you shorter than your brother?
- v. The boy with the fur coat was noticeably overweight.
- vi. Can you buy the kind of white homemade chocolates when you come back?
- vii. The red named for a person who impressed all his teachers during his time.
- viii. All the children have read the law about the year that was the very.
- ix. The city is expecting very few sunny days this month.
- x. The tall Egyptian building is one among the wonders of the world.

Q.2. Identify all the prepositional phrases in the following sentences.

- i. After the movie, the group of teenagers went to a restaurant for a change.
- ii. Without sugar, the cupcakes were too sour for the dinner guests.
- iii. Sally worked from midnight to noon on her science project.
- iv. Over the river and through the woods to grandpa's house we go.
- v. He ate three boxes of popcorn with butter during the movie.
- vi. Despite his fear of water, John saved the drowning puppy.
- vii. Janet took her lunch with her to the seminar.
- viii. At the Country Fair the child with the freckles won the talent contest.
- ix. For breakfast she likes to eat with strawberries.
- x. Down the dark alley the cat chased a rat with long whiskers.

Q.3. Read the following sentences and identify the adverbial phrases.

- i. The salesman went door to door to promote his new product.
- ii. The girls were running to and fro.
- iii. They left their home country to pursue better opportunities in a foreign country.
- iv. His reputation as a lawyer spread far and wide.
- v. You can find that brand at all places that sell cosmetics.
- vi. The crime scene investigator found a clue in the spot that led to the perpetrator's arrest.
- vii. Rocky ran at a great speed to win the race.
- viii. It's impossible for humans to survive on the moon without proper equipment.
- ix. I climbed up on the roof to get a better view of the sunset.
- x. The host warmly welcomed the guests and held them to make themselves at home.

Q.4. Identify any two prepositional phrases, adjectival phrases and adverbial phrases from the lesson "Healthy Life Style" and use them in sentences of your own.

Teacher's Note

Use the words in bold in the sentences and use them in sentences of your own.

Writing

Writing Skill

Q1. Write a letter to the editor of a newspaper highlighting the issue of traffic pollution in your locality. A sample letter has been given below.

Letter to the Editor about water logging your area

Name ABC

Address XYZ

24th July, 2024

The Editor

The News

Islamabad.

Subject: Problem of water logging

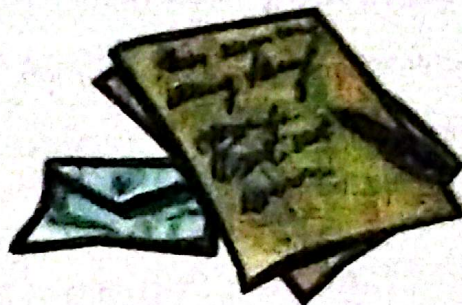
sir,

I am a resident of the XYZ colony and I am writing this letter to bring to your notice the severe problem of water logging in our area. It is a recurrent issue now in the rainy season. Due to the rainwater, there is water logging everywhere and it becomes difficult for the commuters to step out. Despite writing to the municipal corporation, no action has been taken yet. I would like to cover this issue in this newspaper so that a solid action will be taken by the concerned authorities. I hope you consider this issue urgent and do the needful.

Thanking you in anticipation

Yours sincerely,

ABC



Teacher's Point



Guide your students to write formal letters to people in extended academic and professional environments for various purposes

Q2. Think about ideas, organize and create a well-planned expository essay on the topic of "Habits for a Healthier Life." Use Brainstorming technique to gather ideas and then create a mind map before you start writing. Revise and edit the first draft.

Project

My Kitchen garden

Look for different gardening techniques and consider the advantages of growing organic food items at home. Organize a small kitchen garden at your place keeping in view the following points and write down the steps in your notebook.

- Selection of a suitable location for garden
- Picking the right kind of plants
- Preparation of soil
- Selection of right containers or pots for plants
- Making water and sunlight arrangements
- Strategies for pest control

UNIT 11

THE DEAR DEPARTED (PLAY)

by Henry James

- Notes for the student, including the title page*
1. Explain the historical background of a play in America in 1900 and why it was written and intended to be read.
 2. Explain the author's intention in writing the play and how it is a story of the past.
 3. Explain the main characters in the play and their roles in the story.
 4. Explain the main events in the play and how they lead to the final outcome.
 5. Explain the main themes in the play and how they are developed.

Sisters: MRS. SLATER, MRS. JORDAN

Their Husbands: HENRY SLATER, BEN JORDAN

VICTORTIA SLATER: A girl of ten

ABEL MERRYWEATHER: Grandfather

Pre-Reading Questions

1. What is a play?
2. What do you get from the title "The Dear Departed"?

THE DEAR DEPARTED (PLAY)

by Stanley Houghton

The Scene

(The scene is the sitting room of a small house in a lower middle-class district of a provincial town. On the spectator's left is the window, with the blinds down. A sofa is in front of it. On his right is a fireplace with an armchair by it. In the middle of the wall facing the spectator is the door into the passage. To the left of the door a cheap, shabby chest of drawers, to the right a sideboard. In the middle of the room is a table, with chairs round it. Ornaments and a cheap American clock are on the mantelpiece, in the hearth a kettle. By the sideboard a pair of gaudy new carpet slippers.

The table is partly laid for tea, and the necessaries for the meal are on the sideboard, as also are copies of an evening paper and of TIT-BITS and PEARSON'S WEEKLY. Turning to the left through the door takes you to the front door; to the right, up-stairs. In the passage a hatstand is visible. When the curtain rises Mrs. Slater is seen laying the table. She is a vigorous, plump, red-faced, vulgar woman, prepared to do any amount of straight talking to get her own way. She is in black, but not in complete mourning. She listens for a moment and then goes to the window, opens it and calls into the street.)

MRS. SLATER: (sharply) Victoria, Victoria! D'ye hear? Come in, will you?

(MRS. SLATER closes window and puts the blind straight and then returns to her work at the table. VICTORIA, a precocious girl often, dressed in colours, enters.)

MRS. SLATER: I'm amazed at you, Victoria; I really am. How you can gallivanting about in the street with your grandfather lying dead and cold upstairs, I don't know. Be off now, and change your dress before your Aunt Elizabeth and your Uncle Ben come. It would never do for them to find you in colours.

VICTORIA: What are they coming for? They haven't been here for ages.

MRS. SLATER: They're coming to talk over poor grandpa's affairs. Your father sent them a telegram as soon as we found he was dead. (A noise is heard.)

How gracious, that's never them. (MRS. SLATER: hurries to the door and opens it.) No, thank goodness! It's only your father.

HENRY SLATER, a stooping, heavy man with a drooping moustache, enters. He is wearing a black tailcoat, grey trousers, a black tie and a bowler hat. He carries a little paper parcel.

HENRY: Not come yet, eh?

MRS. SLATER: You can see they haven't, can't you? Now, Victoria, be off upstairs and that quick. Put your white frock on with a black sash.

(VICTORIA goes out.)

MRS. SLATER: (to HENRY): I'm not satisfied, but it's the best we can do till our new black's ready, and Ben and Elizabeth will never have thought about mourning yet, so we'll outshine them there-

(HENRY sits in the armchair by the fire.)

Get your boots off, HENRY; Elizabeth's that prying she notices the least speck of dirt.

HENRY: I'm wondering if they'll come at all. When you and Elizabeth quarreled she said she'd never set foot in your house again.

MRS. SLATER: She'll come fast enough after her share of what grandfather's left. You know how hard she can be when she likes. Where she gets it from I can't tell. (MRS. SLATER unwraps the parcel HENRY has brought. It contains an apple pie, which she puts on a dish on the table.)

HENRY: I suppose it's in the family.

MRS. SLATER: What do you mean by that. Henry Slater?

HENRY: I was referring to your father, not to you. Where are my slippers?

MRS. SLATER: In the kitchen; but you want a new pair, those old ones are nearly worn out. (Nearly breaking down.) You don't seem to realize what it's costing me to bear up like I am doing. My heart's fit to break when I see the little trifles that belonged to grandfather lying around, and think he'll never use them again. (Briskly)

Here! You'd better wear these slippers of grandfather's now. It's lucky he'd just got a new pair.

HENRY: They'll be very small for me, my dear.

MRS. SLATER: They'll stretch, won't they? I'm not going to have them wasted. (She has finished laying the table.)

Henry, I've been thinking about that bureau of grandfather's that's in his bedroom. You know I always wanted to have it after he died.

HENRY: You must arrange with Elizabeth when you're dividing things up.

MRS. SLATER: Elizabeth's that sharp she'll see I'm after it, and she'll drive a hard bargain over it. Eh, what it is to have a low money grubbing spirit!

HENRY: Perhaps she's got her eye on the bureau as well.

MRS. SLATER: She's never been here since grandfather bought it. If it was only down here

instead of in his room, she'd never guess it wasn't our own.

HENRY: (startled) Amelia! (He rises.)

MRS. SLATER: Henry, why shouldn't we bring that bureau down here now? We could do it before they come.

HENRY (stupefied): I wouldn't care to.

MRS. SLATER: Don't look so daft. Why not?

HENRY: It doesn't seem delicate, somehow.

MRS. SLATER: We could put that shabby old chest of drawers upstairs where the bureau is now. Elizabeth could have that and welcome. I've always wanted to get rid of it. (She points to the drawers.)

HENRY: Suppose they come when we're doing it.

MRS. SLATER: I'll fasten the front door. Get your coat off. Henry; we'll change it.

(MRS. SLATER goes out to fasten the front door. HENRY takes his coat off. MRS. SLATER reappears.)

MRS. SLATER: I'll run up and move the chairs out of the way.

(VICTORIA appears, dressed according to her mother's instructions.)

VICTORIA: Will you fasten my frock up the back, mother?

MRS. SLATER: I'm busy; get your father to do it.

(MRS. SLATER hurries upstairs, and HENRY fastens the frock.)

VICTORIA: What have you got your coat off for, Father?

HENRY: Mother and me is going to bring grandfather's bureau down here.

VICTORIA: (after a moment's thought.): Are we pinching it before Aunt Elizabeth comes?

HENRY: (shocked) No, my child. Grandpa gave it to your mother before he died.

VICTORIA: This morning?

HENRY: Yes.

VICTORIA: Ah! He was drunk this morning.

HENRY: Hush; you mustn't ever say he was drunk, now. (HENRY has fastened the frock, and MRS. SLATER appears carrying a handsome clock under her arm.)

MRS. SLATER: I thought I'd fetch this down as well. (She puts it on the mantelpiece.) Our clock's worth nothing and this always appealed to me.

VICTORIA: That's grandpa's clock.

MRS. SLATER: Chut! Be quit! It's ours now. Come Henry, lift your end. Victoria, don't breathe a word to your aunt about the clock and the bureau.

(They carry the chest of drawers through the doorway.)

VICTORIA: (to herself) I thought we'd pinched them.

(After a short pause there is a sharp knock at the front door.)

MRS. SLATER: (from upstairs) Victoria, if that's your aunt and uncle you're not to open the door.

... through the window.)

... it's them.

MRS. SLATER: You're not to open the door till I come down. (Knocking repeated.)

... away. (There is a heavy bumping noise.)

... Henry. (HENRY and MRS. SLATER, very hot and flustered, stagger in with a heavy old-fashioned bureau containing a locked desk. They pull where the chest of drawers was, and straighten the ornaments, etc. The knocking is repeated.)

MRS. SLATER: That was a near thing. Open the door, Victoria. No, Henry, get your coat on. (To Henry.)

... we knock much plaster off the wall?

MRS. SLATER: Never mind the plaster. Do I look all right? (Straightening her hair at the door.) Just watch Elizabeth's face when she sees we're all in half-mourning. (Throwing to BEN.) Take this and sit down. Try and look as if we'd been waiting for them.

HENRY sits in the armchair and MRS. SLATER left of table. They read ostentatiously.

VICTORIA ushers in BEN and MRS. JORDAN. The latter is a stout, complacent woman with an impassive and an irritating air of being always right. She is wearing a complete and ready outfit of new mourning crowned by a great black hat with plumes. BEN is also in complete new mourning, with black gloves and a band round his hat. He is rather a jolly little man, accustomed to be humorous, but at present trying to adapt himself to the respectable occasion. He has a bright, chirpy little voice. BEN sails into the room and Henry goes straight to MRS. SLATER and kisses her. The men shake hands. Not a word is spoken. MRS. SLATER furtively inspects the new mourning.

MRS. JORDAN: Well, Amelia, and he's gone at last.

MRS. SLATER: Yes, he's gone. He was seventy-two a fortnight last Sunday. (She sniffs back her tears.)

MRS. JORDAN sits on the left of the table. MRS. SLATER on the right. HENRY in the armchair. BEN on the sofa with VICTORIA near him.)

ELIZABETH (chirpily): Now, Amelia, you mustn't give way. We've all got to die some time or other. It might have been worse.

MRS. SLATER: I don't see how.

ELIZABETH: It might have been one of us.

HENRY: It's taken you a long time to get here, Elizabeth.

MRS. JORDAN: Oh, I couldn't do it. I really couldn't do it.

MRS. SLATER (suspiciously): Couldn't do what?

MRS. JORDAN: I couldn't start without getting the mourning. (Glancing at her sister.)

MRS. SLATER: We've ordered ours, you may be sure. (Ady) I never could fancy buying

ready-made things.

MRS. JORDAN: No? For myself it's such a relief to get into black. And now perhaps you'll

... all about it. What did the doctor say?

MRS. SLATER: Oh, he's not been near yet.

MRS. JORDAN: Not ben near?

BEN: (In the same breath) Didn't you send for him at once?

MRS. SLATER: Of course I did. Do you take me for a fool? I sent Henry at once for Dr. Pringle but he was out.

BEN: You should have gone for another. Eh, Eliza?

MRS. JORDAN: Oh, yes. It's a fatal mistake.

MRS. SLATER: Pringle attended him when he was alive and Pringle shall attend him when he's dead. That's professional etiquette.

BEN: Well, you know your own business best, but-

MRS. JORDAN: Yes-it's a fatal mistake.

MRS. SLATER: Don't talk so silly, Elizabeth. What good could a doctor have done?

MRS. JORDAN: Look at the many cases of persons being restored to life hours after they were thought to be 'gone'.

HENRY: That's when they've been drowned. Your father wasn't drowned, Elizabeth.

BEN: (humorously) There wasn't much fear of that. If there was one thing he couldn't bear, it was water. (He laughs, but no else does.)

MRS. JORDAN (pained): BEN

(BEN is crushed at once.)

MRS. SLATER (piqued): I'm sure he washed regular enough.

MRS. JORDAN: If he did take a drop too much at times, we'll not dwell on that, now.

MRS. SLATER: Father had been 'merry' this morning. He went out soon after breakfast to pay his insurance.

BEN: My word, it's a good thing he did.

MRS. JORDAN: He always was bumptious in that way. He was too honourable to have 'gone' without paying his premium.

MRS. SLATER: Well, he must have gone round to the 'Ring-o'-Bells' afterwards, for he came in as merry as a sandboy. I say 'We're only waiting for Henry to start dinner'. 'Dinner', he says 'I don't want no dinner. I'm going to bed!'

BEN: (shaking his head) Ah! Dear dear.

HENRY: And when I came in I found him undressed sure enough and snug in bed. (He rises and stands on the hearthrug.)

MRS. JORDAN: (definitely)

Yes, he'd had a 'warning'. I'm sure of that. Did he know you?

HENRY: Yes. He spoke to me.

MRS. JORDAN: Did he say he'd had a 'warning'?

HENRY: No. He said, 'Henry, would you mind taking my boots off? I forgot before I got into bed.'

MRS. JORDAN: He must have been raving.

HENRY: No, he'd got 'em on all right.

MRS. SLATER: And when we'd finished dinner I thought I'd take up a bit of something on a tray. He was lying there for all the world as if he was asleep, so I put the tray down on the piano - (correcting herself) on the chest of drawers - and went to waken him. (A pause.) It was quite cold.

HENRY: Then I heard Amelia calling for me, and I ran upstairs.

MRS. SLATER: Of course we could do nothing.

MRS. JORDAN: He was gone?

HENRY: There wasn't any doubt.

MRS. JORDAN: I always knew he'd go sudden in the end. (A pause. They wipe their eyes and sniff back tears.)

MRS. SLATER: (rising briskly at length; in a business-like tone) Will you go up and look at him now, or shall we have tea?

MRS. JORDAN: What do you say, Ben?

BEN: I'm not particular.

MRS. JORDAN: (surveying the table) Well, then, if the kettle's ready we may as well have tea first.

(MRS. SLATER puts the kettle on the fire and gets tea ready.)

HENRY: One thing we may as well decide now; the announcement in the papers.

MRS. JORDAN: I was thinking of that. What would you put?

MRS. SLATER: At the residence of his daughter, 235 Upper Cornbank Street, etc.

HENRY: You wouldn't care for a bit of poetry?

MRS. JORDAN: I like 'Never Forgotten'. It's refined.

HENRY: Yes, but it's rather soon for that.

BEN: You couldn't very well have forgot him the day after.

MRS. SLATER: I always fancy, 'A loving husband, a kind father, and a faithful friend.'

BEN: (doubtfully) Do you think that's right?

HENRY: I don't think it matters whether it's right or not.

MRS. JORDAN: No, it's more for the look of the thing.

HENRY: I saw a verse in the Evening News yesterday. Proper poetry it was - it rhymed. (He gets the paper and reads.)

Despised and forgotten by some you may be, But the spot that contains you is sacred to me.

MRS. JORDAN: That'll never do. You don't say 'sacred to me'.

HENRY: It's in the paper.

MRS. SLATER: You wouldn't say it if you were speaking properly, but it's different in poetry.

HENRY: Poetic license, you know.

MRS. JORDAN: No, that'll never do. We want a verse that says how much we loved him and

refers to all his good qualities and says what a heavy loss we've had.

MRS. SLATER: You want a whole poem. That'll cost a good lot.

MRS. JORDAN: Well, we'll think about it after tea, and then we'll look through his things and make a list of them. There's all the furniture in his room.

HENRY: There's no jewellery or valuables of that sort.

MRS. JORDAN: Except his gold watch. He promised that to our Jimmy.

MRS. SLATER: Promised to your Jimmy! I never heard of that.

MRS. JORDAN: Oh, but he did, Amelia, when he was living with us. He was very fond of Jimmy.

MRS. SLATER: Well. (Amazed.) I don't know!

BEN: Anyhow, there's his insurance money. Have you got the receipt for the premium he paid this morning?

MRS. SLATER: I've not seen it.

(VICTORIA, jumps up from the sofa and comes behind the table.)

VICTORIA: Mother, I don't think Grandpa went to pay his insurance this morning.

MRS. SLATER: He went out.

VICTORIA: Yes, but he didn't go into the town. He met old Mr. Tattersall down the street, and they went off past St. Philip's Church.

MRS. SLATER: To the 'Ring-o'-Bells', I'll be bound.

BEN: The 'Ring-o'-Bells?

MRS. SLATER: That public-house that John Shorrocks's widow keeps. He is always hanging about there. Oh, if he hasn't paid it -

BEN: Do you think he hasn't paid it? Was it overdue?

MRS. SLATER: I should think it was overdue.

MRS. JORDAN: Something tells me he's not paid it. I've a 'warning', I know it; he's not paid it.

BEN: The drunken old beggar.

MRS. JORDAN: He's done it on purpose, just to annoy us.

MRS. SLATER: After all I've done for him, having to put up with him in the house these three years. It's nothing short of swindling.

MRS. JORDAN: I had to put up with him for five years.

MRS. SLATER: And you were trying to turn him over to us all the time.

HENRY: But we don't know for certain that he's not paid the premium.

MRS. JORDAN: I do. It's come over me all at once that he hasn't.

MRS. SLATER: Victoria, run upstairs and fetch that bunch of keys that's on your grandpa's dressing table.

VICTORIA: (timidly) In Grandpa's room?

MRS. SLATER: Yes.

VICTORIA: I don't like to.
MRS. SLATER: Don't talk so silly. There's no one can hurt you. (VICTORIA goes out hastily.) We'll see if he's locked the receipt up in the bureau.
BEN: Is where? In this thing? (He rises and examines it.)
MRS. JORDAN: (also rising)
Where did you pick that up, Amelia? It's new since last I was here.
(They examine it closely.)
MRS. SLATER: Oh-Henry picked it up one day.
MRS. JORDAN: I like it. It's artistic. Did you buy it at an auction?
HENRY: Eh! Where did I buy it, Amelia?
MRS. SLATER: Yes, at an auction.
BEN: (disparagingly) Oh, second-hand.
MRS. JORDAN: Don't show your ignorance, Ben. All artistic things are secondhand. Look at those old masters.
(VICTORIA returns, very scared. She closes the door after her.)
VICTORIA: Mother! Mother!
MRS. SLATER: What is it, child?
VICTORIA: Grandpa's getting up.
BEN: What?
MRS. SLATER: What do you say?
VICTORIA: Grandpa's getting up.
MRS. JORDAN: The child's crazy.
MRS. SLATER: Don't talk so silly. Don't you know your grandpa's dead?
VICTORIA: No, no; he's getting up. I saw him.
(They are transfixed with amazement. BEN and MRS. JORDAN left of table. VICTORIA clings to MRS. SLATER, right of table HENRY near fireplace.)
MRS. JORDAN: You'd better go up and see for yourself, Amelia.
MRS. SLATER: Here-come with me, Henry. (HENRY draws back terrified)
BEN: (suddenly)
Listen.
(They look at the door. A slight chuckling is heard outside. The door opens, revealing an old man clad in a faded but gay dressing-gown. He is in his stockinged feet. Although over seventy, he is vigorous and well coloured; his bright, malicious eyes twinkle under his heavy, reddish-grey eyebrows. He is obviously either Grandfather ABEL MERRYWEATHER or else his ghost.)
Hello Vicky? (He sees BEN and MRS. JORDAN); Hello! What
to a safe distance

below the sofa.)

MRS. SLATER (approaching ABEL gingerly) Grandfather, is that you? (She pokes him with her hand to see if he is solid.)

ABEL: (irritated by the whispering) Of course it's me. Don't do that, Melia. What the devil do you mean by this tomfoolery?

MRS. SLATER: (to the others) He's not dead.

BEN: Doesn't seem like it.

ABEL: You've kept away long enough, Lizzie; and now you've come, you don't seem over-pleased to see me.

MRS. JORDAN: You took us by surprise, father. Are you keeping quite well?

ABEL: (trying to catch the words.) Eh? What?

MRS. JORDAN: Are you quite well?

ABEL: Aye, I'm right enough but for a bit of a headache. I wouldn't mind betting that I'm not the first in this house to be carried to the cemetery. I always think Henry there looks none too healthy.

MRS. JORDAN: Well, I never!

(ABEL crosses to the armchair, HENRY gets out of his way to the front of the table.)

ABEL: Melia, what the dickens did I do with my new slippers?

MRS. SLATER: (confused)

Aren't they by the hearth, grandfather?

ABEL: I don't see them. (Observing HENRY trying to remove the slippers.) Why, you've got 'em on, Henry.

MRS. SLATER: (promptly) I told him to put them on to stretch them; they were that new and hard. Now, Henry. (MRS. SLATER snatches the slippers from HENRY and gives them

ABEL, who puts them on and sits in armchair)

MRS. JORDAN: (to BEN) Well, I don't call that delicate, stepping into a dead man's shoes in such haste.

(HENRY goes up to the window and pulls up the blind. VICTORIA runs across to ABEL and sits on the floor at his feet.)

VICTORIA: Oh, Grandpa, I'm so glad you're not dead.

MRS. SLATER: (in a vindictive whisper) Hold your tongue, Victoria.

ABEL: Eh? What's that? Who's gone dead?

MRS. SLATER: (Loudly) Victoria says she's sorry about your head.

ABEL: Ah, thank you, Vicky, but I'm feeling better.

MRS. SLATER (to MRS. JORDAN): He's so fond of Victoria.

MRS. JORDAN (to MRS. SLATER): Yes; he's fond of our Jimmy, too.

MRS. SLATER: You'd better ask him if he promised your Jimmy his gold watch.

MRS. JORDAN: (disconcerted) I couldn't just now, I don't feel equal to it.

ABEL: Why, Ben, you're in mourning! And Lizzie too. And 'Melia, and Heny and little Vicky!
Who's gone dead? It's someone in the family. (He chuckles.)

MRS. SLATER: No one you know, father. A relation of Ben's.

ABEL: And what relation of Ben's?

MRS. SLATER: His brother.

BEN (to MRS. SLATER): Hang it, I never had one.

ABEL: Dear, dear. And what was his name, Ben?

BEN: (at a loss) Er - er. (He crosses to front of table.)

MRS. SLATER. (R of table, prompting): Frederick.

MRS. JORDAN (L of table, prompting): Albert.

BEN: Er - Fed Alb - Issac.

ABEL: Issac? And where did your brother Isaac die?

BEN: In - er - in Australia.

ABEL: Dear, dear. He'd be older than you, eh?

BEN: Yes, five years.

ABEL: Aye, aye. Are you going to the funeral?

BEN: Oh, yes.

MRS. SLATER and MRS. JORDAN: No, no.

BEN: No, of course not.

(He retires to L.)

ABEL: (rising)

Well, I suppose you've only been waiting for me to begin tea. I'm feeling hungry!

MRS. SLATER: (taking up the kettle) I'll make tea.

ABEL: Come along, now; sit you down and let's be jolly.

(ABEL sits at the head of the table, facing spectators. BEN and MRS. JORDAN on the left.

VICTORIA brings a chair and sits by ABEL. MRS. SLATER and HENRY sit on the right. Both the

women are next to ABEL.)

MRS. SLATER: Henry, give grandpa some pie.

ABEL: Thank you. I'll make a start. (He helps himself to bread and butter.)

(HENRY serves the pie and MRS. SLATER pours out tea. Only ABEL eats with any

heartiness.)

BEN: Glad to see you've got an appetite, Mr. Merry weather, although you've not been so

well.

ABEL: Nothing serious. I've been lying down for a bit.

MRS. SLATER: Been to sleep, grandfather?

ABEL: No, I've not been to sleep.

MRS. SLATER and HENRY: Oh!

ABEL: (eating and drinking) I can't exactly call everything to mind, but I remember I was a

bit dazed, like - I couldn't move an inch, hand or foot.

BEN: And could you see and hear, Mr. Merryweather?

ABEL: Yes, but I don't remember seeing anything particular. Mustard, Ben.

(BEN passes the mustard.)

MRS. SLATER: Of course not, grandfather. It was all your fancy. You must have been asleep.

ABEL: (snappishly) I tell you I wasn't asleep. 'Melia. Damn it, I ought to know.

MRS. JORDAN: Didn't you see Henry or Amelia come into the room?

ABEL: (scratching his head) Now let me think.

MRS. SLATER: I wouldn't press him Elizabeth. Don't press him.

HENRY: I wouldn't worry him.

ABEL: (suddenly recollecting) Ay, begad! 'Melia and Henry, what the devil did you mean by shifting my bureau out of my bedroom? (HENRY and MRS. SLATER are speechless). D' you hear me? Henry! 'Melia!

MRS. JORDAN: What bureau was that. Father?

ABEL: Why, my bureau the one I bought.

MRS. JORDAN: (pointing to the bureau) Was it that one. Father?

ABEL: Ah, that's it. What's it doing here? Eh? (A pause. The clock on the mantelpiece strikes six. Everyone looks at it.)

Drat me if that isn't my clock too. What the devil's been going on in this house? (A slight pause.)

BEN: Well, I'll be hanged.

MRS. JORDAN: I'll tell you what's been going on in this house. Father. Nothing short of robbery.

MRS. SLATER: Be quiet, Elizabeth.

MRS. JORDAN: (rising) I'll not be quiet. Oh, I call it double-faced.

HENRY: Now now, Elizabeth.

MRS. JORDAN: And you, too. Are you such a poor creature that you must do every dirty thing she tells you?

MRS. SLATER: (rising) Remember where you are, Elizabeth.

HENRY: (rising) Come, come. No quarrelling.

BEN: (rising) My wife's every right to speak her own mind.

MRS. SLATER: Then she can speak it outside, not here.

ABEL: (rising: thumping the table) Damn it all, will some one tell me what's been going on?

MRS. JORDAN: Yes, I will. I'll not see you robbed.

ABEL: Who's been robbing me?

MRS. JORDAN: Amelia and Henry. They've stolen your clock and bureau. (Working herself up.) They sneaked into your room like a thief in the night and stole them after you were

MRS. SLATER: Hush! Quiet, Elizabeth!

MRS. JORDAN: I'll not be stopping. What you want to say?

ABEL: After who was dead?

MRS. JORDAN: You.

ABEL: But I'm not dead.

MRS. JORDAN: No, but they thought you were. (A pause. ABEL gazes round at them.)

ABEL: Oh! So that's why you're all in black today. You thought I was dead. (He chuckles.) That was a big mistake. (He sits and resumes his tea.)

MRS. SLATER: (sobbing) Grandfather.

ABEL: It didn't take you long to start dividing my things between you.

MRS. JORDAN: No, father; you mustn't think that. Amelia was simply getting hold of them on her own account.

ABEL: You always were a keen one, Amelia. I suppose you thought the will wasn't fair.

HENRY: Did you make a will?

ABEL: Yes, it was locked up in the bureau.

MRS. JORDAN: And what was in it, father?

ABEL: That doesn't matter now. I'm thinking of destroying it and making another.

MRS. SLATER: (sobbing) Grandfather, you'll not be hard on me.

ABEL: I'll trouble you for another cup of tea, Melia; two lumps and plenty of milk.

MRS. SLATER: With pleasure. Grandfather. (She pours out the tea.)

ABEL: I don't want to be hard on anyone. I'll tell you what I'm going to do. Since your mother died, I've lived part of the time with you, Melia, and part with you, Lizzie. Well, I shall make a new will, leaving all my bits of things to whomever I'm living with when I die. How does that strike you?

HENRY: It's a bit of a lottery-like.

MRS. JORDAN: And who do you intend to live with from now?

ABEL: (drinking his tea) I'm just coming to that.

MRS. JORDAN: You know, father, it's quite time you came to live with us again. We'll make

Analysis of the play

The play is a study of family relationships. The characters are not very well developed. The play is a study of family relationships. The characters are not very well developed. The play is a study of family relationships. The characters are not very well developed.

you very comfortable.

MRS. SLATER: No, he's not been with us as long as he was with you.

MRS. JORDAN: I may be wrong, but I don't think father will fancy living on with you after what's happened today.

ABEL: So you'd like to have me again, Lizzie?

MRS. JORDAN: You know we're ready for you to make your home with us for as long you please.

ABEL: What do you say to that, 'Melia?

MRS. SLATER: All I can say is that Elizabeth's changed her mind in the last two years. (Rising). Grandfather, do you know what the quarrel between us was about?

MRS. JORDAN: Amelia, don't be a fool; sit down.

MRS. SLATER: No, if I'm not to have him, you shan't either. We quarrelled because Elizabeth said she wouldn't take you off our hands at any price. She said she'd enough of you to last a lifetime, and we'd got to keep you.

ABEL: It seems to me that neither of you has any cause to feel proud about the way you've treated me.

MRS. SLATER: If I've done anything wrong. I'm sure I'm sorry for it.

MRS. JORDAN: And I can't say more than that, too.

ABEL: It's a bit late to say it, now. You neither of you cared to put up with me.

MRS. SLATER and MRS. JORDAN: No, no grandfather.

ABEL: Aye, you both say that because of what I've told you about leaving my money. Well, since you don't want me I'll go to someone that does.

BEN: Come Mr. Merryweather, you've got to live with one of your daughters.

ABEL: I'll tell you what I've got to do. On Monday next I've got to do

three things. I've got to go to the lawyer's and alter my will; and I've got to go to the insurance office and pay my premium; and I've got to go to St. Philip's Church and get married.

BEN and HENRY: What!

MRS. JORDAN: Get married!

MRS. SLATER: He's out of his senses. (General consternation.)

ABEL: I say I'm going to get married.

MRS. SLATER: Who to?

ABEL: To Mrs. John Shorrocks who keeps the 'Ring-o' -

About the writer

William Stanley Houghton (22 February 1881 - 11 December 1913) was an English playwright. He was a prominent member, together with Allan Monkhouse and Harold Brighouse, of a group known as the Manchester School of dramatists. His best-known play is *Hindle Wakes* which was written in 1910 and performed in 1912.

THEME

In the play, *The Dear Departed*, Stanley Houghton satirises the degradation of moral values in the British middle class. It depicts the sad reality of modern nuclear families strained by selfish interests and individual desires. Reflecting the society at large, the tale takes place at the house of the Slaters.

Gaudy - very bright and showy.

Carpet slippers - a soft slipper whose upper part is made of wool or thick cloth

TIT - BITS - A British weekly magazine founded by George Newnes in 1881, which was in mass circulation in England.

PEARSON'S WEEKLY - A British weekly magazine founded by Sir Cyril Pearson (1866-1921) in 1890.

Hat stand - a tall free-standing post fitted with large hooks for hanging hats on

Vigorous - strong, healthy, and full of energy

Vulgar - indecent

straight talking - frank

Mourning - the expression of sorrow for someone's death.

Precocious - a person whose mental attitude is developed beyond his/ her age

Gallivanting - go about seeking pleasure

Till our new black's ready - till a new dress of mourning is ready

Prying - excessively interested in a person's private affairs

Low money grubbing spirit - an expression which means a dishonest tendency to be mean and greedy about money

Daft - silly, foolish

Pinching - steal or take without permission.

Ostentatiously - showily

Furtively - secretively

Piqued - experienced indignation

As merry as a sandboy - extremely happy and carefree

Gingerly - in a careful or cautious manner

Tomfoolery - foolish behavior

Dickens - informal way of saying that you are annoyed or surprised

Vindictive - ill-natured

Disconcerted - disturbed

Drat - a fairly mild expression of anger or annoyance

Double-faced - tending to say one thing and do another; deceitful

Sneaked - to enter quietly to avoid getting noticed

Reading and Critical Thinking

Answer the following questions.

- Q1. Bring out the irony in the title of the play.
- Q2. How does the argument between his daughters lead to grandfather discovering the truth?
- Q3. Compare and contrast Henry's character with that of his wife. Support your answer with evidence from the play.
- Q4. Mention the two reasons that Mrs. Slater gives for her action.
- Q5. What are the three things that grandfather plans to do in *Heavenly Fun!*
- Q6. What change does grandfather make in his new will? What effect does it have on his daughters?
- Q7. What is the reason for the Jordans taking a long time to get to the house of the Slaters? What does it show about the two sisters' attitude towards each other?
- Q8. What does Mrs. Jordan describe as 'a fatal mistake'? What is the irony in the comment she makes on Mrs. Slater's defense?
- Q9. Why does Mrs. Slater decide to shift the bureau from grandfather's room before the arrival of the Jordans? How does Henry react to the suggestion?
- Q10. How does Mrs. Slater plan to outshine the Jordans? What does it reveal about her character?

Oral Communication

Group Activity: Work in groups and develop a dialogue by making use of idiomatic expressions.

Vocabulary and Grammar

What is an idiom?

An idiom is a type of phrase or expression that has a meaning that can't be deciphered by defining the individual words. Appropriately, the word "idiom" is derived from the ancient Greek word "idioma," which means "peculiar phraseology."

And that's exactly what it is—a phrase that's normal to fluent speakers (every language has its idioms) but strange to others.

People who struggle with idioms often can't see the forest for the trees, which is itself an idiom used to describe someone who's too involved with the details of a situation and can't see the bigger picture at hand. It doesn't involve any forests or trees.

To understand idioms is to see the forest for the trees, or to look at the phrase as a whole rather than focusing on the individual words.

TYPES OF IDIOMS

Generally speaking, there are four types of idioms: pure idioms, binomial idioms, partial idioms, and prepositional idioms.

1. Pure Idiom

This is a typical idiom, the meaning of which can't be deduced by its individual components. When someone says, "Spill the beans," they're asking someone to reveal a secret, not to pour out a can of beans. But you wouldn't know that by looking at each word of that phrase.

2. Binomial Idiom

This idiom is a phrase that contains two words joined by a conjunction or a preposition. Some examples include "by and large" (everything considered), "dos and don'ts" (guidelines on what to do and/or avoid in a certain situation), and "heart-to-heart" (a candid conversation between two people).

3. Partial Idiom

This idiom is one that's been shortened into one part, with the second part generally being understood by fluent speakers. People often use the partial idiom "when in Rome," with the understanding that the other person knows the second part: "do as the Romans do."

4. Prepositional Idiom

This idiom is a phrase that combines a verb and a preposition to create a verb with a distinct meaning. The phrase "agree on" is a prepositional idiom that combines the verb "agree" with the preposition "on" and is used to express that you share an opinion with someone.

IDIOM VS. PROVERB

A proverb is similar to an idiom in that its meaning can't be deciphered by looking at the individual words, but it's different because it's used to give advice to someone else.

If someone says, "Don't cry over spilled milk," they're telling the other person not to

worry about something that has already happened. The phrase doesn't mean someone is doing and has nothing to do with dairy.

Exercise 1 - Fill in the blanks.

Complete the following sentences by choosing the most appropriate phrasal verb from the list given. Make sure you conjugate them as well.

(Call off, turn off, bring up, give away, dawn on, break down, take off, call in, hold on, run down, set out, fill in, take up, go through, take off)

1. The truth of the matter finally ____ Tina.
2. Please ____ your socks before you enter the room.
3. The employees ____ the strike.
4. The neighbour asked us to ____ the music.
5. Please ____ the lights when you leave.
6. The flight will ____ any moment now.
7. ____ the study materials the teacher gave you.
8. ____ the surgeon immediately, the patient needs her.
9. Please ____ this application and submit it there.
10. Tim and his family ____ the kid as their own.
11. All the tickets for the Avengers were ____.
12. My car ____ in the middle of the road.
13. The kid decided to ____ a new hobby.
14. The judges will ____ to their decision for a while.

Exercise-2: Choose the correct meaning from the list on the right.

1. be par for the course
2. give the game away
3. give and take
4. have it in for sb
5. know sth inside out
6. break the ice
7. take your pick
8. be on the right

- a. find compromises
- b. make people feel relaxed with each other
- c. do something in a way that will give good
- d. choose what you want
- e. be determined to hurt or criticize sb
- f. spoil a secret surprise or joke
- g. know everything about a subject
- h. happen as you would expect



Writing

Choose one of the following idioms and include it in a story that also includes a literal use of one of the figurative words in the idiom. For example, if I were to choose the phrase "at the drop of a hat," I would also include a hat or someone dropping something.

- at the drop of a hat
- hit the sack
- judge a book by its cover
- beat around the bush
- steal (someone's) thunder
- the last straw

Elements of Story/Play

Plot: It tells about what happens in a story. It is made up of a series of related events that include the exposition, conflict, rising action, climax, falling action, and resolution.

Exposition: introduction of time, place, and characters

Conflict: a struggle between opposing people or forces—the problem that moves the story

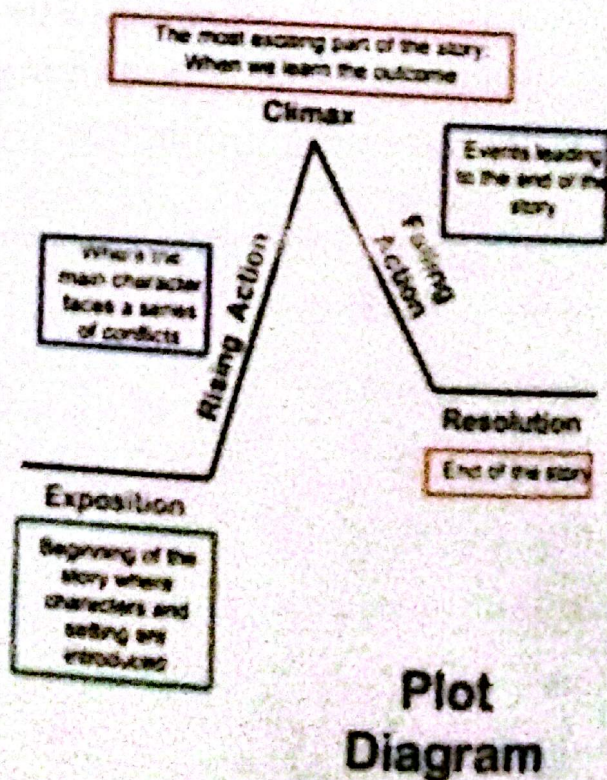
Rising action: complications/problems that keep the plot from moving too smoothly toward its resolution, create excitement or interest in the story

Climax: turning point in the story; point at which the conflict comes to a head. A brief moment in time.

Falling action: action leading to the solution

Resolution: shows how the situation turns out; ties up loose ends—"...and they lived happily ever after."

Setting: Sets the stage for the story. It explains the time and place of the action. Time can include not only the historical period—past, present, or future—but also a specific year, season, or time of day. Place may involve not only the geographic place—a region, country, state, or town—but also the social, economic or cultural environment.



Characters: The people who carry on the action in a story. They can be described as major or minor characters or protagonist (the guy you want to win) and antagonist (the guy who you want to lose). The protagonist is the main character, and the antagonist is the person/thing in opposition.

Theme: The central idea or insight into life that a literary work conveys. It is usually the underlying thought within a story. The theme can also be thought of as the moral or message the writer is trying to present. It is the point or purpose of the work as a whole. It can be stated directly or implied.

Activity : Trace out the various stages in the plot of the play "The Dear Departed" and reflect in the form of plot diagram.

قوات
Fortune favours the brave

people who are courageous are more likely to succeed.

→ write a story on

"Fortune favours the brave"



Reading and Critical Thinking

Q 1. Answer the following questions:

- i. Health and well-being are essential for individuals and society. Comment.
- ii. What positive impact does traveling have on the mind and body of an individual?
- iii. What are your thoughts about the poem "Two Mothers Remembered" by Joann Snow Duncanson. Give your opinion about the relationship shared by the mother-daughter in the poem.
- iv. What do you think is the main point of the story of Gregor Samsa? Explain concisely.
- v. Briefly describe any one thing that you like the most about the poem "Travel". You may choose words, phrases, or lines from the poem to support your description.



Q 2. Deduce meanings of the difficult words from the lessons as understood in the context and write in the column below. Consult dictionary to find the literal meaning of the same words and fill in the relevant columns.

Words	Deduced Meaning	Dictionary Meaning
Impediment		
Strenuous		
Insistent		
Devouring		
Discourtesy		
Caravan		
Mindfulness		

Q 3. Choose the dictionary meaning of the given words.

- i. Diverse
 - a. uniform
 - b. same
 - c. Variety
- ii. Deserted
 - a. abandon
 - b. crowded
 - c. populous
- iii. Hurdled
 - a. protect
 - b. Neglect
 - c. hinder

Oral Communication

The benefits of travel are endless and so we don't emphasize enough how important it is to travel. The benefits of travelling are not one-dimensional! It changes you not only psychologically but also physically. The most prominent, and possibly the most important health benefit of traveling, is reduced stress from home and work. While traveling, you break your daily routine and immerse yourself in new surroundings and experiences. Being away from work and your daily worries reset your mind. After a trip, people often feel rejuvenated and refreshed. Besides, it is also proven that traveling boosts your mood and even increases your happiness. Happiness has a lot of implications such as promoting a healthy lifestyle, boosting the immune system, protecting the heart, and reducing pain. In addition to the mind, traveling positively affects the body. Studies have also found that traveling reduces the risk of cardiovascular diseases. A study conducted by the Global Commission on Aging and Transamerica Centre for Retirement Studies discovered that both men and women who travel at least twice a year are less likely to have a heart attack or die from another heart disease than those who only vacation every six years or more.



After reading the above-mentioned paragraph, conduct an oral communication activity on the following lines.

Group discussion: Divide the class into small groups. Ask them to brainstorm and list as many benefits of travel as they can. Then initiate a group discussion where students discuss the psychological and physical benefits of travel in more depth. Encourage students to provide examples and personal experiences to support their points.

Visual Presentation: Students will present a brief visual presentation with images and statistics related to the health benefits of travel.

- Students to take turns presenting to the class (3-4 min for each group)
- Use clear language, maintain eye contact, and engage the audience.

- III Review
- Questions and Answers session after each presentation.

Assessment: The teacher will assess each group's presentation based on predetermined evaluation criteria (e.g., clarity, accuracy, engagement) and give feedback to highlight strengths and areas for improvement.



Vocabulary and Grammar

Q 1. Identify prepositional phrase, adjectival phrase, and adverbial phrase in the following sentences.

- The girl in the pink dress is our neighbor.
- She sang with a sweet melody.
- There is a cricket match on Sunday.
- The man sitting next to me has a clear and sweet voice.
- The examination hall is silent and quiet during the exams.
- Robert is driving very carefully while crossing the traffic.

Q 2. Change the narration of the following sentences.

- Rabi said to his friend, "Where did you keep my book?"
- The little girl said, "I have a pink frock."
- Tim asked why I was there.
- He said, "I am feeling happy."
- Annie said that she couldn't do it then.
- Henry said, "Does he like it?"

Q 3. Read the sentences given below and rectify the mistakes keeping in mind the tenses and subject-verb agreement.

- Saad and his family lives in Lahore.
- One of the passengers is injured in the accident yesterday.
- The sun set slowly behind the mountains.
- Next week, they will have completed this task for two years.
- The dog barked loudly whenever any visitors arrive.
- Neither of the men have a pet.
- Monkeys as well as crocodiles was found at the zoo.
- A lot of children was wearing their polo shirts.
- Either the siren or my watch are incorrect.
- Everybody were on time for classes.



Writing

Compose an argumentative essay on any one of the given topics. Ensure the use of proper tenses and maintain a coherent sentence structure. Employ brainstorming and mind-mapping techniques to organize your ideas effectively.

Topic 1:

The Impact of Technology on Interpersonal Relationships". Discuss the impact of technology, particularly smartphones and social media, on interpersonal relationships. Highlight the effects on communication, empathy, and the quality of human connections.

Topic 2:

The Future of Renewable Energy Sources". Review the future of renewable energy sources and their impact on the environment and global energy security. Analyze the benefits and challenges associated with transitioning to renewable energy. Use proper tenses and sentence structure.

Topic 3:

The Cultural and Economic Benefits of Sustainable Tourism" Write about the cultural and economic benefits of sustainable tourism practices. Analyze how responsible tourism can preserve local cultures and stimulate economic .



قومی ترانہ

پاک سرزمین شاد باد! کھورِ حسین شاد باد!
تو نشانِ عزمِ عالی شان ارضِ پاکستان
سرکزِ یقین شاد باد!

پاک سرزمین کا نظام قوتِ اخوتِ عوام
قوم، ملک، سلطنت پائندہ تابندہ باد!
شاد باد منزلِ مسدود!

پرچمِ ستارہ و ہلال رہبرِ ترقی و کمال
ترجمانِ ماضی، شانِ حال جانِ استقبال
سایہ خدائے ذوالجلال!

