



Social Media: A Blessing or a Curse?

After completing this lesson, students will be able to:

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

Pre-Reading

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

You are not Alone!

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

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

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

While-reading

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

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

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

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

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

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

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

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

While-reading

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

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

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

(Written by: Sadia Malik)

Post-reading

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



Glossary

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

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



Reading and Critical Thinking

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

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

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



Oral Communication

Connect Safely

S Stay Safe Don't give out your personal information to people / places you don't know.	M Don't Meet Up Meeting someone you have only been in touch with online can be dangerous. Always check with an adult you trust.	A Accepting Files Accepting emails, files, pictures or texts from people you don't know can cause problems.	R Reliable? Check information before you believe it. Is the person or website telling the truth?	T Tell Someone Tell an adult if someone or something makes you feel worried or uncomfortable. Follow these SMART tips to keep yourself safe online!
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The internet is both a blessing and a curse. Teenagers are growing up with smart phones in their hands, tablets, and laptops in their homes. They use digital technologies for everyday activities like keeping in touch with friends on social media, relaxing and doing school work. Teenagers need to know how to behave respectfully online and how to avoid online risks.

Activity

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

How To Contact FIA?

Call helpline: 1991
 Email: helpdesk@nr3c.gov.pk
 contact: 051-9106384
 051-9106690
 051-9106691



Vocabulary and Grammar

1. Clauses:

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

” - Merriam-Webster

Example:

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

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

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

There are two main types of clauses:

- Independent Clause
- Dependent Clause

Independent Clause

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

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

Examples:

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

Dependent Clause

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

Example:

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

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

Dependent clauses come in three types:
noun clauses, relative clauses, and adverb clauses.

(Noun clauses replace other nouns in a sentence, but relative and adverb clauses modify words already in the sentence rather than removing and replacing them.)
Let's look at relative Clauses in detail.

Relative Clauses

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

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

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

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

2. Adjective:

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

Example:

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

Types of adjectives

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

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

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

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

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

c) Punctuate the given lines.

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

3. Use the given phrasal verbs in sentences.

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



Writing

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

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



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

**Pros**

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**Cons**

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

Teacher's Point

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