

What will I learn?**3.1 Reading Comprehension**

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

3.2 Writing

- Write an extended narrative incident.

3.3 Oral Communication

- Acknowledge others' contribution.

3.4 Grammar

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

3.1 READING COMPREHENSION**Pre-reading**

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

**Reading Text****The Necklace**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

"Why, of course."

She hugged her friend and took with her the necklace.

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

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

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

Her husband said, "What's wrong?"

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

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

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

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

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

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

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

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

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

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

This lasted for ten years.

Finally, all the debts and interest were paid.

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

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

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

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

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

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

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

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

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

"I lost it," Mathilde said.

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

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

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

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

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

Based on the story by Guy de Maupassant

While-reading

Exercise 1

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

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

Exercise 2

Read the statements and encircle the correct option.

- _____ was working in education.
a) Mathilde b) Loisel
c) Mansion d) Forestier
- Mathilde belonged to a/an _____ family.
a) rich b) poor
c) middle class d) elite
- Loisel gave Mathilde four hundred francs to _____.
a) buy outfits b) go to theatre
c) buy jewellery d) help her friend



4. Mathilde seemed happiest when she_____.
a) received the invitation b) danced in the party
c) bought a new dress d) borrowed the necklace
5. The main theme of 'The Necklace' is: _____.
a) We suffer for our vanities b) It is unwise to borrow things
c) Parties can lead to trouble
d) Friends should be honest with each other
6. When she borrowed necklace, Mme. Loisel spent whole evening in_____.
a) talking with her husband b) watching rich people
c) wishing she had not come d) dancing with many men
7. In order to pay the necklace, M. Loisel does all of the following except_____.
a) contribute his entire inheritance
b) make deals with loan swindlers
c) borrowing money from the bank
d) paying his house loan
8. Throughout the story, Mme. Loisel values_____.
a) love b) appearances
c) knowledge d) wisdom
9. When Mathilde had to return the Necklace, she was looking as_____.
a) rich b) proud
c) peasant d) miser
10. Mathilde bought another Necklace for_____ francs.
a) sixty b) fifty
c) thirty six d) fifty six

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

Exercise 3

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

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

Post-reading

Exercise 4

Read the text and answer following questions:

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

Exercise 5

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

Mathilde**Losiel****Mme. Forestier****Exercise 6**

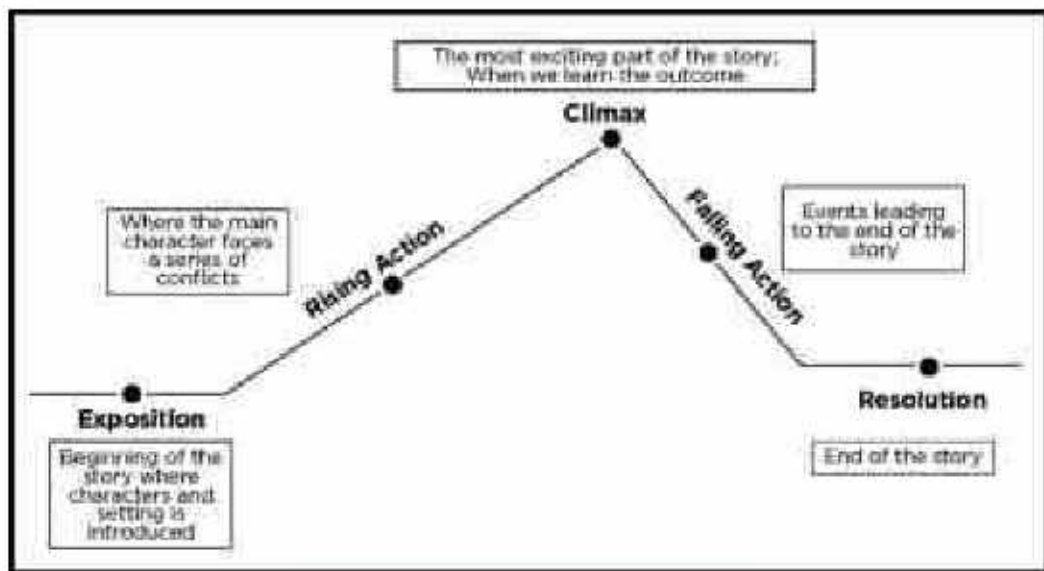
Work in groups and read the story, 'The Necklace'. Underline the key points and summarize it in your own words. After you have completed, share your work with other groups.

Exercise 7

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

Exercise 8

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



3.2 WRITING

Narrative Writing

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

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

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

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

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Exercise 5

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

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

3.3 ORAL COMMUNICATION

Acknowledging Other's Contribution

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

The following are the ways to acknowledge:

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

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

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

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

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

- Zainab Karim:** The community library was in the dire need of some quality books which you have donated.
- Qamar Shah:** I agree with Zainab and this would not be possible without your support. Therefore, on behalf of the community I would like to extend my deepest appreciation and gratitude to you.
- Mr Zaidi:** Thank you so much for such kind words. It's my duty and responsibility towards this community.
- Zainab Karim:** No doubt, your contribution is instrumental to promote learning and education.

Exercise 1

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

Scenario 1

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

Scenario 2

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

Exercise 2

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

- Dr. Adeeb Rizvi
- Abdul Sattar Edhi
- Any philanthropist of your community

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

3.4 GRAMMAR

Pronoun-Antecedent Agreement

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

A- Agreement in Number**Singular and Plural Subjects**

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

Examples

- i. Because this **cupboard** is almost 200 years old, **it** is historically important.
- ii. The **fittings** in this house are noticeably different from **their** modern counterparts.

Compound Subjects

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

Examples

- i. The tiny **cupboard** and **dresser** still have **their** original hardware.
- ii. **Sara and Sana** have their own outfits for the party tonight.

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

Examples

- i. Neither the **scientists** nor **the administration** neglected **its** duties.
- ii. Neither **the administration** nor the **scientists** neglected **their** duties.

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

Examples

- i. The **audience** is lauding the performance.
(singular - The audience is acting as a single unit)
- ii. The **family** that owns the house loaned its treasure to the library.
(singular - The family is acting as a single unit)

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

Examples

- i. The **class** has been waiting eagerly to see **its** new English teacher.
(singular - The class students are acting as single unit)
- ii. The **family** wanted **their** friends to see the house.
(plural - The family members are acting individually)

Gender and Person

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

Examples

- i. **You** would be proud to see **your** work appreciated by future generations.
- ii. **We** will plan an excursion trip for the students to join **us**.
- iii. **Any actress** would like **her** creation to last for hundreds of years.
- iv. An **astronaut** conducts **his** or **her** experiments during the flight.

Exercise 1

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

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

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

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

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

B. Pronoun-Antecedent Agreement of Indefinite Pronouns

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

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

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

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

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

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

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

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

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

Exercise 3

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

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

Punctuation: Use of Comma

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

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

Examples:

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

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

Rule: Use a comma to set off appositives.

Examples:

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

Exercise 5

Insert commas wherever necessary in the following sentences.

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

Exercise 6

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

Set 01:

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

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

Set 02:

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

Set 03:

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

Set 04:

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

Set 05:

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

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