

What will I learn?**6.1 Reading Comprehension**

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

6.2 Writing

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

6.3 Oral Communication

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

6.4 Grammar

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

6.1 READING COMPREHENSION

Pre-reading

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



Reading Text

Self-Reliance

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

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

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

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

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

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

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

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

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

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

Excerpt from Essay of Ralph Waldo Emerson

While-reading

Exercise 1

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

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

Exercise 5

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

Post-reading

Exercise 6

Read the text and answer the following questions.

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

Exercise 7

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

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

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

6.2 WRITING

Editing

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

Exercise 1

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

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

Tips for Effective Editing in Writing

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

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

Exercise 2

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

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

Exercise 3

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

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

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

6.3 ORAL COMMUNICATION

Presentation Skills

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

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

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

Exercise 1

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

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

Make sure that you follow these steps:

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

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

Exercise 2

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

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

6.4 GRAMMAR

Positioning Adverbs

Kinds of Adverb

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

Exercise 1

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

Exercise 2

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

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

An example has been done for you:

Adverb	Position (beginning ,middle , end)
1. <i>Suddenly</i>	<i>Beginning</i>
2.	
3.	
4.	
5.	
6.	

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

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

Exercise 3

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

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

Exercise 4

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

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

Exercise 5

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

1. Rashid is late for school. (never)

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

We go on holidays. (twice a year)

4. Asghar wears a tie. (sometimes)

5. I eat fish. (once a week)

6. Do the children watch TV? (often)

7. My father is very busy. (always)

8. Naeem tidies his room. (never)

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

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

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

12. I drink tea. (every morning)

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

14. I exercise in the afternoons. (often)

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

Exercise 6

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

always	almost	always	usually	often	never
sometimes		seldom	rarely	hardly	ever

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