

What will I learn?**2.1 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.

2.2 Writing

- Analyse to use in writing the features of an expository composition that shows a comparison and a contrast between things, events, situations, places, actions, ideas, or problems.

2.3 Oral Communication

- Share information and ideas.

2.4 Grammar

- Recognize and use semicolon in sentences.
- Identify errors with regular and irregular verbs in faulty texts.

2.1 READING COMPREHENSION

Pre-reading

1. Look at the pictures and compare and contrast them.
2. Guess the theme of the text you are going to study.



Reading Text

Once More to the Lake

One summer, along about 1904, my father rented a camp on a lake in Maine and took us all there for the month of August. Except some minor inconveniences, the vacation was a success and from then on none of us ever thought there was any place in the world like that lake in Maine. We returned summer after summer--always on August 1st for one month. A few weeks ago, this feeling got so strong. I bought myself a couple of fish hooks and a spinner and returned to the lake where we used to go, for a week's fishing and to revisit old place.

I took along my son, who had never had any fresh water up his nose and who had seen lily pads only from train windows. On the journey over to the lake, I began to wonder what it would be like. I wondered how time would have marred this unique, this beautiful spot -- the sheltered bay and streams, the hills that the sun set behind, the camps and the paths behind the camps. I was sure that the tarred road would have found it out and I wondered in what other ways it would be desolated. It is strange how much you can remember about places like

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.

that once you allow your mind to return into the grooves which lead back. You remember one thing, and that suddenly reminds you of another thing. I guess I remembered clearest of all the early mornings, when the lake was cool and motionless, remembered how the bedroom smelled of the lumber it was made of and of the wet woods whose scent entered through the screen. The partitions in the camp were thin and did not extend clear to the top of the rooms, and as I was always the first up I would dress softly so as not to wake the others, and sneak out into the sweet outdoors and start out in the canoe, keeping close along the shore in the long shadows of the pines.

The lake had never been what you would call a wild lake. There were cottages sprinkled around the shores, and it was in farming although the shores of the lake were quite heavily wooded. Some of the cottages were owned by nearby farmers, and you would live at the shore and eat your meals at the farmhouse. That's what our family did.

I was right about the tar: it led to within half a mile of the shore. When I got back there, with my boy, and we settled into a camp near a farmhouse and into the kind of summertime, I had known, I could tell that it was going to be pretty much the same as it had been before. I began to sustain the illusion that he was I, and therefore, by simple transposition, that I was my father. This sensation persisted, kept cropping up all the time we were there. It was not an entirely new feeling, but in this setting it grew much stronger. I seemed to be living a dual existence. I would be in the middle of some simple act, I would be picking up a bait box or laying down a table fork, or I would be saying something; and suddenly, it would be not I but my father who was saying the words or making the gesture. It gave me a creepy sensation.

We went fishing the first morning. I felt the same damp moss covering the worms in the bait can, and saw the dragonfly alight on the tip of my rod as it hovered a few inches from the surface of the water. It was the arrival of this fly that convinced me beyond any doubt that everything was as it always had been, that the years were a mirage and there had been no years. The small waves were the same, chucking the rowboat under the chin as we fished at anchor, and the boat was the same boat, the

same colour green and the ribs broken in the same places, and under the floor-boards the same freshwater leavings and debris.

We caught two fish. When we got back for a swim before lunch, the lake was exactly where we had left it, the same number of inches from the dock, and there was only the merest suggestion of a breeze. This seemed an utterly enchanted sea, this lake you could leave to its own devices for a few hours and come back to, and find that it had not stirred, this constant and trustworthy body of water. A school of fish swam by, each fish with its small, individual shadow, doubling the attendance, so clear and sharp in the sunlight. Some of the other campers were in swimming, along the shore, one of them with a cake of soap, and the water felt thin and clear and insubstantial. There had been peace and goodness and jollity.

The only thing that was wrong now, really, was the sound of the place, an unfamiliar nervous sound of the outboard motors. This was the note that jarred, the one thing that would sometimes break the illusion and set the years moving. In those other summer times, all motors were inboard; and when they were at a little distance, the noise they made was a sedative, an ingredient of summer sleep. They were one-cylinder and two-cylinder engines, but they all made a sleepy sound across the lake. The one-lungers throbbed and fluttered, and the twin-cylinder ones purred and purred, and that was a quiet sound too. But now the campers all had outboards. In the daytime, in the hot mornings, these motors made a petulant, irritable sound; at night, in the still evening when the afterglow lit the water, they whined about one's ears like mosquitoes.

We had a good week at the camp. The sun shone endlessly, day after day. We would be tired at night and lie down in the accumulated heat of the little bedrooms after the long hot day and the breeze would stir almost imperceptibly outside and the smell of the swamp drift in through the rusty screens. Sleep would come easily and, in the morning, the red squirrel would be on the roof, tapping out his happy routine. I kept remembering everything, lying in bed in the mornings.

(E. B. White)

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.

No.	Column A	Column B
1	marred	
2	tarred	
3	grooves	
4	sneak	
5	illusion	
6	creepy	
7	moss	
8	jollity	
9	sedative	
10	petulant	

Exercise 2

Read the statements and encircle the correct option.

- The writer in the essay 'Once More to the Lake' is accompanied by his_____.
a) brother b) son c) wife d) pet
- In the beginning of 'Once More to the Lake', the writer characterizes himself as_____.
a) lake-water man b) pond-water man
c) salt-water man d) ordinary man
- The writer has referred the word "placidity" in the context of_____.
a) peacefulness b) calmness c) loneliness d) idleness
- The _____were/was tapping on the roof of the camp of writer.
a) mosquitoes b) swam c) squirrel d) mouse

5. The writer felt in the end of the essay _____.
a) the fear of storm b) the danger of life
c) happy d) the loneliness
6. _____ caught two fish before lunch.
a) son b) father c) both son & father d) spinner
7. The writer revisited the lake with his son in _____ season.
a) summer b) winter c) autumn d) spring
8. The writer's son has seen _____ while travelling by train.
a) weeds b) lily pads c) sheltered bay d) wet woods
9. The writer used to visit lake _____.
a) in New York b) in Maine
c) near his form house d) in his school
10. For _____, the writer used to go to the lake.
a) fishing b) seeing waves
c) enjoying cool water d) enjoying swimming

Exercise 3

The writer has described the things of the past which he saw on the lake. He has also presented the scenario of that lake after few years. Read the text individually. First, write the five things that writer observed and loved in the past. Then, write five changes that took place later on. After you have completed, share your work with your partner.

Past scene of lake	Later scene
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Note for teacher: Ask students to read the text again and do the Exercise 2 and 3. Tell them that dictionary can be used to find out contextual meaning of words.

Exercise 4

In this text, the writer has used similes and metaphors at many places. Now, work in groups. Analyse the text and write five examples of similes, and five examples of metaphors in respective columns. After you have completed, share your work with other groups.

No.	Similes	No.	Metaphors
1		1	
2		2	
3		3	
4		4	
5		5	

Post-reading**Exercise 5**

Read the text and answer the following questions:

1. Why does writer take a vacation at this particular lake?
2. Which key concerns the writer has expressed in the text?
3. How has the lake changed since he was a boy?
4. What contrast does the writer make between the sea and the lake?
5. Why does writer repeatedly call the lake as 'wild lake'?
6. Why is the arriving at the lake less exciting now than in the past?
7. How are the boat motors different in the present situation?
8. The writer calls the lake as a 'holy spot'. How does he further develop this idea?
9. What kind of sensation persisted and grew in the mind of the writer?
10. What is the central idea of the text?

Exercise 6

Work individually and recollect your past impression of natural things of your city or village. Enlist these all and also write the changes that have taken place now. Share all these with the class.

Note for teacher: You may give other examples of similes and metaphor for better understanding. Learn about similes and metaphors in poetry section.

2.2 WRITING

Comparing and Contrasting Essay

Compare-contrast writing strengthens writing skills by providing a simple structure that helps to organise information and develop ideas with greater clarity and precision. Look at the following format of comparing and contrasting a text.

Format of comparing and contrasting essay

Introduction	• Draws attention • Explains what you are going to compare • Explanation of the text
Body	• Point-to-point comparison (Explain one point of comparison before moving on to the next. There should be a separate paragraph for each point.) • Each paragraph should have a set of topics • Add transition words (firstly, secondly, finally, also, etc.) • Add similes and metaphors
Conclusion	• Repeats the statement • New Information (Add relevant thoughts, feelings, or actions)

Some of the useful phrases for comparison and contrast

The following are some of the phrases that are used in comparison and contrast writing.

Comparison	Contrast
one similarity	one difference
another similarity	another difference
Both	conversely
Like	in contrast
Likewise	Unlike
Similarly	While
in a similar fashion	whereas

Exercise 1

Look at the compare-contrast essay given below and pay attention to its elements.

Topic	Basketball and Football	
Introduction	Basketball and football are sports with many similarities and differences. Both sports are fun and each has many beneficial properties. Here are some of the similarities and differences between basketball and football.	Developing a ground
Body	Basketball and football are played with a round ball. Both offer many cardiovascular activities like running. So, if anyone wants to get in shape, these are the sports she/he needs to play. A referee judges each match. If a player breaks the rules, he will be called upon to commit a fault. A football player receives a red or yellow card and a basketball player is called upon to commit a fault. After all, a score is kept in every game similarly. Although basketball and football are similar, are there yet any differences? An athlete dribbles the ball in both sports, a basketball player uses his hands and a footballer uses his feet. Usually, football is played outdoors on a large field and indoor but basketball on a wooden field. Basketball is played with 5 players and football has 11. After all, basketball has four quarters and football has two halves.	Similarities Connectors Differences
Conclusion	To sum up, both sports are fun and exciting to play. Each sports offers activity and competitiveness. They are also one of a kind. Both games are like heart of outdoor games.	Metaphor

Note for teacher: Discuss phrases and words of comparison and contrast given above in the class. You can add more in them if you wish. Next, assist students in understanding the given sample and its elements.

Exercise 2

Work individually, and identify some elements of comparison and contrast in the given essay below.

One similarity between current and previous methods of communication relates to the form of communication. In the past, written forms such as letters were frequently used besides oral forms such as telephone calls. Similarly, people now-a-days use both of these forms.

However, there are clearly many differences in the way the people communicate over long distances, the most notable of which is speed. This is most evident in relation to written forms of communication. In the past, letters would take days to arrive at their destination.

Another significant difference is the range of communication methods. In the past, the tools available for communicating over long distances were primarily the telephone and the letter. By comparison, there is a vast array of communication methods available today. These include not only the telephone, letter, email and text messages already mentioned, but also video conferences, lectures, and meetings via different software such as Skype, mobile phone apps, WeChat, and social media platforms.

In conclusion, methods of communication have greatly advanced over the past many years. While there are some similarities, such as the forms of communication, there are significant differences like the speed of communication and the range of communication tools available. There is no doubt that technology has greatly advanced and will surely continue progressing in future; besides, the advanced tools which we use today may one day also become outdated.

Exercise 3

Work with a partner and write compare-contrast essay on any one of the following. Once you and your partner have completed, exchange the work with each other. Read each other's work and provide critical feedback.

1. School Life v/s College Life.
2. Physical Games v/s Online Games.
3. Books v/s Mobile Phones

2.3 ORAL COMMUNICATION

Sharing Information and Ideas

Sharing information and ideas allows you to learn about and interact with the world around you. Sharing is a skill that can easily be developed by using following phrases in conversation.

Phrases to share exciting information or idea	• I have got a bit of news to tell you.... • I have got some great/ brilliant/ wonderful news for you ...
Phrases to respond to exciting information	• What a fantastic / good / brilliant / great / wonderful / splendid idea! • That sounds like great idea! • I'm glad to hear that! • Great! • Incredible! • Superb! • Sounds great! • Lucky you! • Oh, how wonderful!
Phrases to share bad news or information	• I'm afraid I've got some bad news..... • I'm very sorry to say this that..... • I regret to inform you that....
Responding to disturbing information	• I'm awfully sorry that... • I'm sorry to hear that.... • I'm sorry to hear such terrible news. • My goodness! • I can't believe it! • I know how you must be feeling. • That must be awful! • Oh, dear! • Too bad! • That's awful / a pity / unfortunate!

**Exercise 1**

Now, work in pairs and discuss orally the following conversation of Aakash and Dharti on **Nature**. Identify how the phrases of sharing information and ideas are used.

Aakash: Have you read today's newspaper, Dharti?

Dharti: No, I have not, why are you looking so tense?

Aakash: I'm afraid I've got some bad news that air pollution could ruin our nature completely.

Dharti: My goodness! Can you tell me in detail?

Aakash: Yeah, I can. You know air is the most important element of nature. We need safe and clean air to breathe.

Dharti: Yeah, I know that. What is the risk then?

Aakash: The air is getting polluted day by day and the nature and the environment are facing a threat.

Dharti: That's awful! How is the air getting polluted?

Aakash: Humans are polluting the air with leaving smoke of millions of vehicles, mills, factories and cutting down trees.

Dharti: Yeah, deforestation has been a huge problem nowadays. Some proper steps should be taken against it.

Aakash: Yes, cutting down trees is the worst thing that can ruin the air. You know tree leaves oxygen that we need to take breath. If we cut down trees then the air becomes imbalanced and it is risky for humans and animals.

Dharti: What can we do to save our nature?

Aakash: To do that, we all have to become aware and need to let people understand and know about all these things.

Dharti: What exactly we need to tell people?

Aakash: First of all, we should stop making any kind of pollution. Suppose; from now, stop using plastics and try to throw your dust in the dustbin and don't cut any kind of trees.

Dharti: Yeah, we need to do it first. That is true. People might love and be inspired by our work.



Aakash: I think so. We can use paper bags instead of plastic bags. That is very good for the environment.

Dharti: Sounds great! That could be a good effort to save our nature and keep the planet clean.

Aakash: So, let's do it from today.

Dharti: Of course. Thank you for sharing a valuable information.

Aakash: You are welcome. See you again.

Dharti: Bye.

Exercise 2

Work in groups of 2-3. Discuss one of the topics given below as assigned by the teacher. One of you should note all the discussed points. Make sure that every group member is participating in the discussion.

1. Examination Results
2. A Sensational Cricket Match
3. Loss of Job During Pandemic
4. Electricity shortage

Exercise 3

about topic in the class. Remember to use phrases given above.

Note for teacher: Divide the class into groups (2-3 students in each group). Distribute the topics amongst them. More than one group can be given same topic. Ask each group to discuss their topic and prepare an oral presentation.

2.4 GRAMMAR

Use of Semicolon

You probably have used semicolon in your write up work. Let us learn its proper use in the sentences.

Rule 1: To join two related complete thoughts without using a conjunction.

Example: The storm began just as the students were leaving; Maliha was glad she had taken her umbrella with her to the school.

Rule 2: To join the two independent clauses with the use of conjunctive adverb(transitional words or phrases)

Example: The storm began just as the students were leaving; consequently, Maliha was glad she had taken her umbrella with her to the school.

Exercise 1

Work in pairs and insert semicolons as needed in the following sentences. Once you have completed, compare it with your partner.

- i. All the shops in our area used to be closed during the lockdown now they're open all day.
- ii. The government has wiped out all encroachments consequently the roads outside the shopping malls have become wider.
- iii. Because there was heavy fog in the morning the services at the airport were closed.
- iv. Babar was not excited about his seventeenth birthday however his spirits improved when he opened his presents.

Note for teacher: Ask students that a comma follows the conjunctions. Conjunctive adverbs are: accordingly, furthermore, moreover, also, hence, thereafter, certainly, therefore etc.

Exercise 2

Work in pairs and fix the errors in the use of semicolon in the following paragraph. After completing, share your work with your partner.

A good student is the one who is punctual, regular, and hard working, moreover, he has to be obedient to the teachers and respectful to class fellows. Teachers have to play a large part, the parents are equally responsible for developing such qualities. It goes beyond doubt that a nation's destiny makes in class rooms, therefore, the co-ordination between the teachers and the parents is must so that the destiny makers should be led in right direction. The world is growing more competitive with the passage of time, and in this context, our present generation and the coming generations have to be jointly prepared by us.

Regular and Irregular Verbs

Regular Verbs

Regular verbs are the verbs which form their past and past participle forms by ending with 'd' or 'ed'.

Example:	
I walked to the store.	• "Walk" is in the simple past form.
I had walked to the store.	• "Walk" is now in the past participle form.

Irregular Verbs:

A verb which does not form its past verb by adding the usual -ed ending. The irregular verbs form different spellings in their past and past participle forms.

Examples	
• I went to the U.S. by plane.	• Many verbs are irregular in English Language. The list of some is given below
• My flight has taken six hours.	• An irregular verb does not take the -ed ending.
• I felt happy when I arrived.	

The most common irregular verbs list

Present	Past	Past participle	Present	Past	Past participle
Be	was/were	Been	know	knew	known
Bear	bore	Born	lead	led	led
Beat	beat	beaten	learn	learnt	learnt
Become	became	become	leave	left	left
Begin	began	Begun	lend	lent	lent
Bet	bet	Bet	let	let	let
Bite	bit	Bitten	lie	lay	lain
Blow	blew	Blown	lose	lost	lost
Break	broke	broken	make	made	made
Bring	brought	brought	mean	meant	meant
Build	built	Built	meet	met	met
Burn	burnt	Burnt	pay	paid	paid
Buy	bought	bought	put	put	put
Can	could	Could	read	read	read
Catch	caught	caught	ride	rode	ridden
Choose	chose	chosen	ring	rang	rung

Exercise 3

Work in pairs and read the following text. Spot errors of regular and irregular verbs where necessary in the article given below.

Robert Goddard was born in 1882. When he was a child, he become interested in firecrackers and thought about the possibility of space travel. He later became a physics professor at a university. In his free time, he builded rockets and took them to the field, but didn't fly. When he went back to his university after his failed attempts, the other professors laugh at him. In 1920, Goddard wrote an article about rocket travel. He believed that one day it would be possible to go to the moon. When the New York Times sawed his article, it reported that Goddard had less knowledge about science than a high school student. Goddard want to prove that the New York Times was wrong. In 1926, he builded a ten-foot rocket, putted it into an open car, and drived to his aunt's nearby farm. He put the rocket in a field and light the fuse. Suddenly, the rocket went into the sky. It traveled at 60 miles per hour to an altitude of 41 feet. Then it felled into the field. The flight lasted 2½ seconds, but Goddard was happy about his achievement. Over the years, his rockets growed to 18 feet and flew to 9,000 feet in the air. No one maked fun of him after he become successful. When Goddard died in 1945, his work did not stop. Scientists continued to build bigger and better rockets. In 1969, when the American rocket Apollo 11 taked the first men to the moon, The New York Times wrote: *"The Times regrets the error."*

Exercise 4

Work individually, and fill in the blanks with an appropriate verb form of the verbs given in brackets.

Ajrak is a symbol of rich Sindhi culture and icon of love. It is _____ (**appreciate**) as such throughout Pakistan. It is a continuous cultural link through centuries back to Indus Valley Civilization. *Ajrak* has equal significance for the rich and poor.

The motif and patterns on *Ajrak* _____ (**be**) traditionally _____ (**produce**) by resist block printing with unique technique to create varied patterns and designs with different colours. The printers may use up to 30 blocks to complete a design. *Ajrak* is _____ (**manufacture**) in various blends of deep crimson and other defused blue colours. The production of traditional *Ajrak* is a complex process comprising twenty one stages and _____ (**complete**) almost in thirty days, by using only indigenous materials.

Cut to size cloth is _____ (**coil**) and _____ (**wrap**) on a copper vat and then _____ (**soak**) in *Eruca Sativa* seed oil for fifteen days. First printing of the white outline of the pattern by paste of lime and Acacia gum is _____ (**do**), followed by printing of the black areas by ferrous. The cloth is further printed by a paste of gum, wheat flour, clay, alum, molasses and a number of herbs and spices. This process _____ (**protect**) the part of cloth to get imprinted and rest of areas turn crimson when _____ (**dip**) in the *alizarin* dye. After that, cloth is dipped in first cycle of *indigo* dye. In the next stage, water soaked fabric _____ (**be**) dipped in *alizarin* in a copper vat to enrich the crimson to becomes deep in tone. Camel dung is _____ (**use**) to remove excess tanning and make the white clear and brilliant. Alternate drenching and drying help to bleach the fabric and also _____ (**facilitate**) the maturing of the colours. The cloth is printed again with the mud-resist mixture and sprinkled with dry, sifted cow dung. About to complete, *Ajrak* then goes through another *indigo* dip before a final wash. The result is the precious and jewel-like *ajrak*.