

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
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UNIT 1

The Last Address of Hazrat Muhammad ﷺ

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- answer the comprehension questions.
- create / deliver group / class presentations.
- select and use a variety of pre-writing strategies. (Brainstorming, mind mapping, outlining).
- present and explain one's point of view clearly.
- make and use present and past participles.

Pre-reading:

- Tell something about the life of Hazrat Muhammad (ﷺ).
- Give some examples of human rights from the life of Hazrat Muhammad (ﷺ).

The last sermon (address) of Hazrat Muhammad (ﷺ) is the first and most important declaration regarding human rights. This sermon of Hazrat Muhammad (ﷺ) is no doubt a comprehensive manifesto of human rights and complete code of life for the mankind. This sermon presents not only rights but also responsibilities. That is, rights do not exist without the concept of mutual responsibility among the human kind.

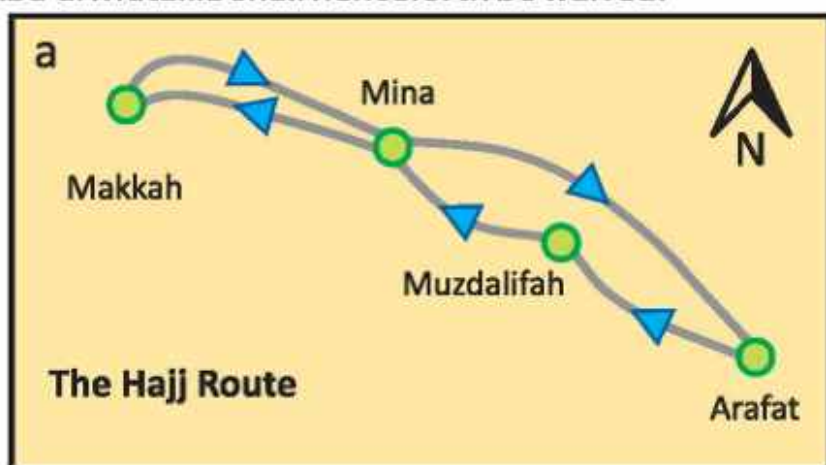
Hazrat Muhammad (ﷺ) delivered his last sermon to the Muslims on the occasion of the last Hajj in the valley of Arafat, Makkah (February 632A.D / 10 Zil Hajjah of 10.A.H).

After praising, and thanking Allah (The one God)

Hazrat Muhammad (ﷺ) said:

O people, listen to me attentively, for I know not whether, after this year I shall ever be amongst you again. Therefore, listen to what I am saying to you very carefully and take these words to those who could not be present here today.

O people, just as you regard this month, this day as sacred, so regard the life and property of every Muslim as sacred trust. Return the goods entrusted to you to their rightful owners. Harm no one so that no one may harm you. Remember that you will indeed meet your Lord, and that He will indeed reckon your deeds. Allah has forbidden you to take usury (Interest); therefore, all Interest obligations shall henceforth be waived. Your capital, however, is yours to keep. You will neither inflict nor suffer inequality. Allah has judged that there shall be no interest and that all the interest due to Abbas ibn Abd'al Mutallib shall henceforth be waived.



Beware of Satan, for the safety of your religion. He lost all hope that he will ever be able to lead you astray in big things, so beware of following him in small things.

O people, it is true that you have certain rights with regards to your women, but they also have rights over you. Remember that you have taken them as your wives only under Allah's trust and with His permission.

Do treat your women well and be kind to them for they are your partners and committed helpers. If they abide by your right, to them belongs the right to be fed and clothed in kindness. And it is your right that they do not make friends with any one of whom you do not approve, as well as never to be unchaste.

O people, listen to me in earnest, worship Allah, perform your five

daily prayers (Salah), fast during the month of Ramadan, and give of your wealth the poor due (Zakat). Perform Hajj (pilgrimage) if you can afford to.

All mankind is from Adam, and an Arab has no superiority over a non-Arab nor a non-Arab has any superiority over an Arab; also a white has no superiority over black nor does a black have any superiority over a white, except by piety and good action.

Learn that every Muslim is a brother to every Muslim and that the Muslims constitute one brotherhood. Nothing shall be legitimate to a Muslim which belongs to a fellow Muslim unless it was given freely and willingly. Do not, therefore, do injustice to yourselves.

Remember, one day you will appear before Allah and answer for your deeds. So beware, do not sway from the path of righteousness, after I am gone.

O people, no prophet or messenger will come after me, and no new faith will be born. Reason well, therefore, O people, and understand the words which I convey to you. I leave behind me two things, the Quran and my example (the Sunnah), and if you follow these, you will never go astray.

All those who listen to me shall pass on my words to others and those to others again; and may the last ones understand my words better than those who listen to me directly. Be my witness, O Allah (The one God), that I have conveyed my message to your people.

Reading and Thinking Skills

1) Answer the following questions.

- i) When did the Hazrat Muhammad (ﷺ) give his last address?
- ii) Where did the Hazrat Muhammad (ﷺ) give his last address?
- iii) What did the Hazrat Muhammad (ﷺ) say about the life and property of every Muslim?
- iv) What are the drawbacks of taking interest?
- v) Why did the Hazrat Muhammad (ﷺ) give the last address?

2) Choose the correct option and fill in the blanks.

- i) Harm no _____ so that no one may harm you.
a) two b) one c) person d) man
- ii) It is true that you have certain rights with regards to your _____.
a) women b) property c) life d) duty
- iii) An Arab has no superiority over a _____.
a) non-muslim b) non-Arab c) Mushriq d) Muslim
- iv) Every Muslim is a _____ to every Muslim.
a) brother b) friend c) sister d) enemy
- v) Islam has set certain _____ to every Muslim.
a) due b) rights c) writes d) right

Writing Skills

Brainstorming

Brainstorming is a pre-writing technique to write down the points or information which are already known about a certain topic. It is a way to judge what prior knowledge you have and what further you have to research about in order to write a piece of composition.

Mind Mapping

Mind mapping is a pre-writing technique to capture your thoughts and bring them to life in visual form. This strategy helps us to write an organized piece of composition or summarise a text.

For example:



Activity

Using the above mind map, write down a note on the last address of Hazrat Muhammad (ﷺ) regarding human rights and responsibilities.

Oral Communication

Group/Class Presentations

Group/class presentation requires the following six basic steps:

1. Analyze your audience and goals

Think about the audience you are going to present before. What they already know, and don't know about your topic. Try to give them extra information.

2. Plan, research and organize your content

It is important to have enough knowledge and information about the topic. For this purpose, you have to research by reading or using internet. It is better to know too much and then pick out the most important things to say. Organize your presentation by introducing your topic and stating your main idea (thesis). Give more details about specific ideas and conclude your presentation.

3. Draft and revise the presentation

Write the presentation in full sentences and paragraphs. While presenting the topic, do not read it completely, just look at the key points and explain them in your own words.

4. Prepare speaking notes

It is better to deliver your presentation rather than reading it from the written page. For this purpose, prepare speaking notes; a brief outline for your presentation. Note-down important facts and data as well as key-words for your main ideas. Think especially about how to begin and conclude your presentation.

5. Practise the presentation

Practice is the most important step. This step gives you courage and confidence to get on the stage.

6. Deliver the presentation

Before delivering the presentation, get enough sleep and eat a healthy breakfast. Wear your favourite and appropriate clothes and comfortable shoes. Relax and deliver your presentation with a smile and confidence. Don't get emotional or angry on the questions asked by the audience/peers.

Activity

Work in groups of five to ten. Prepare a class/group presentation on "The human rights and the last address of the Holy Prophet (ﷺ)". Select a group leader and present it in the classroom.

Grammar

Present Participle

The present participle is the form of a verb, ending in -ing, which is used in forming continuous tenses, alone in non-finite clauses, and as an adjective.

Functions of Present participle

1. Used in Continuous Tenses

- Examples:**
- i) The boy was running very fast.
 - ii) All the students were sailing across the Indus river when we reached there.

2. Used alone in non-finite clauses

- Examples:**
- i) Who is the boy sitting next to you in class?
 - ii) Akram, waiting outside, was getting more and more annoyed.

3. Used as an adjective

- Examples:**
- i) He has a talking parrot.
 - ii) We caught a lot of fish in running water.
 - iii) Skylark is a singing bird.

Rules of making ing-form of verb

1. For many verbs we make the ing-form by simply adding "ing" to the end of the verb.

Examples: i) eat – eating
ii) cook – cooking
iii) play – playing

2. Drop the –e and add "ing" with verb ending with –e (with the exception of verbs ending in –ee and –ie)

Examples: i) hope – hoping
ii) make – making
iii) write – writing

3. Just add –ing to the verbs ending with –ee.

Examples: i) agree – agreeing
ii) flee – fleeing
iii) see – seeing

4. Change the –ie to –y and add –ing to the verbs ending with –ie.

Examples: i) die – dying
ii) tie – tying
iii) lie – lying

5. For the verbs ending with one vowel and one consonant (with the exception of w, x and y)

(a) For one syllable verbs, we double the consonant and add –ing.

Examples: i) sit – sitting
ii) stop – stopping
iii) run – running

b) For two syllable verbs, we just add –ing, if the first syllable is stressed.

Examples: i) answer – answering

- ii) offer – offering
- iii) listen – listening
- c) For two syllable verbs, we double the consonant and add –ing, if the second syllable is stressed.

Examples: i) admit – admitting
ii) prefer – preferring
iii) begin – beginning

Past Participle

The past participle is the form of a verb, typically ending in –ed, which is used in forming perfect and passive tenses and as an adjective.

Note:-The past participle of irregular verbs is formed in various ways.

1. The past participle is used in perfect tenses

Examples: i) He has just painted the door.
ii) She had passed the exams with good marks.

2. The past participle is used in passive voice.

Examples: i) The teachers were rewarded for their best performance.
ii) The election will be held after three months.

3. The past participle is also sometimes used as an adjective.

Examples: i) He saw a damaged building in the town.
ii) People will never buy broken glasses.
iii) Ahmed was frustrated to do the same routine work. He wanted to do something new.

Rules for forming past Participles

Regular Verb

1. The past participle of a regular verb is mostly formed by adding –ed or –d to the base form.

Examples:

Present	add	Past Participle
talk	+ ed	= talked
hope	+ d	= hoped

2. For some verbs, consonants are doubled to make past participles.

Examples: i) hop – hopped
ii) dip – dipped

Past Participle of Irregular Verbs

Most irregular verbs are classified into five groups.

		Present	Past	Past Participle
Group 1	All the forms are same	burst cost cut put shut	burst cost cut put shut	burst cost cut put shut
Group 2	The forms of the past and past participle are the same.	bring catch find lay lead	brought caught found laid led	brought caught found laid led
Group 3	The vowel changes from /i/ to /a/ and then to /u/ in past and past participle.	begin drink shrink ring swim	began drank shrank rang swam	begun drunk shrunken rung swum

		Present	Past	Past Participle
Group 4	The past participle is formed by adding /n/ or /en/ to the past.	beat	beat	beaten
		break	broke	broken
		speak	spoke	spoken
		wear	wore	worn
		tear	tore	torn
Group 5	The past participle is formed from the present – frequently by adding /n/, /en/ or /ne/.	blow	blew	blown
		do	did	done
		draw	drew	drawn
		eat	ate	eaten
		see	saw	seen
		take	took	taken

Activity (1)

Tick (✓) the correct participle.

1. My brother was (amused / amusing) by the comedian.
2. This story is so (boring / bored).
3. This Mathematics problem is so (confused / confusing), can you help me?
4. The plane began to move in a rather (alarmed / alarming) way.
5. He bought a (broken / breaking) watch.

Activity (2)

Read the unit "The Last Address of Hazrat Muhammad ﷺ" and find out ten present participles and ten past participles and use them in your own sentences.

UNIT 2

The Caliph and the Gardener

James Baldwin (1924 - 1987)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- scan to answer short questions.
- skim text to have general idea of text.
- analyze story elements; characters, events, setting, plot, theme, tone, point of view.
- write an essay on a general subject.
- write a research report.
- evaluate to comment orally on the presentation of peers against a pre-developed student / teacher criteria.
- identify, recognize the function and use of perfect participles.

Pre-reading:

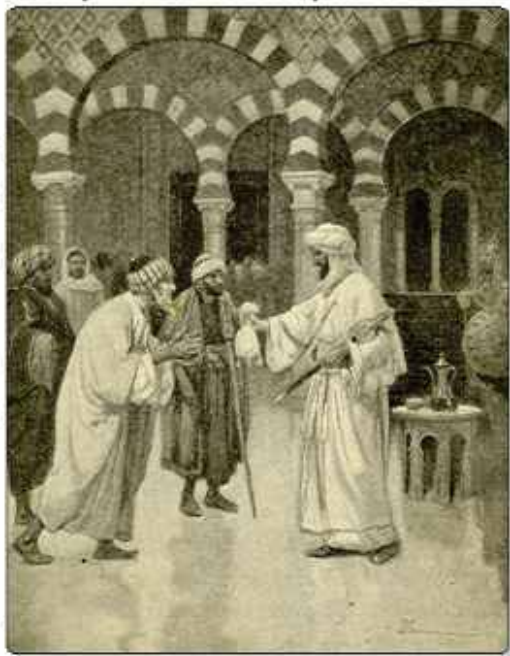
- What kind of story comes to your mind by reading the title of this story?

There was once a caliph of Cordova whose name was Al-Mansur. One day a strange merchant came to him with some diamonds and pearls which he had brought from beyond the sea. The caliph was so well pleased with these jewels that he bought them and paid the merchant a large sum of money.

The merchant put the gold in a bag of purple silk which he tied to his belt underneath his long cloak. Then he set out on foot to walk to another city.

It was midsummer, and the day was very hot. As the merchant was walking along, he came to a river that flowed gently between green and shady banks.

He was hot and covered with dust. No one was near. Very few people ever



came that way. Why should he not cool himself in the refreshing water?

He took off his clothes and laid them on the bank. He put the bag of money on top of them and then leaped into the water. How cool and delicious it was!

Suddenly, he heard a rustling noise behind him. He turned quickly and saw an eagle rising into the air with his moneybag in its claws. No doubt, the bird had mistaken the purple silk for something good to eat.

The merchant shouted. He jumped out of the water and shouted again, but in vain. The great bird was high in the air and flying towards the far-off mountains with all his money.

The poor man could do nothing but dressed himself and went sorrowing on his way.

A year passed by and then the merchant appeared once more before Al-Mansur. "O Caliph", he said, "here are a few jewels which I had reserved as a present for my wife, but I have met with such a bad luck that I am forced to sell them. I pray that you will look at them and take them at your own price."

Al-Mansur noticed that the merchant was very sad and downcast. "Why, what has happened to you?" he asked. "Have you been sick?"

Then the merchant told him how the eagle had flown away with his money.

"Why didn't you come to us before?" he asked. "We might have done something to help you. Toward what place was the eagle flying when you last saw it?"

"It was flying toward the Black Mountains", answered the merchant.

The next morning the caliph called ten of his officers before him. "Ride at once to the Black Mountains", he said. "Find all the old men that live on the mountains or in the flat country around, and command them to appear before me one week from today".

The officers did as they were bidden. On the day appointed, forty gray-bearded, honest old men stood before the caliph. All were asked the same question. "Do you know of any person who was once poor but who has lately and suddenly become well-to-do?"

Most of the old men answered that they did not know of any such person. A few said that there was one man in their neighborhood who seemed to have had some sort of good luck.

This man was a gardener. A year ago, he was so poor that he had scarcely clothes for his back. His children were crying for food, but lately everything had changed for him. Both he and his family dressed well; they had plenty to eat; he had even bought a horse to help him carry his produce to market.

The caliph at once gave orders for the gardener to be brought before him the next day. He also ordered that the merchant should come at the same time.

The next day before noon, the gardener was admitted to the palace. As soon as he entered the hall, the caliph went to meet him. "Good friend", he said, "if you should find something that we have lost, what would you do with it?"

The gardener put his hand under his cloak and drew out the very bag that the merchant had lost.

"Here it is, my lord", he said.

At the sight of his lost treasure, the merchant began to dance and shout with joy.

"Tell us", said Al-Mansur to the gardener, "tell us how you came to find that bag?"

The gardener answered: "A year ago, as I was spading in my garden, I saw something falling at the foot of a palm tree. I ran to pick it up and was surprised to find that it was a bag full of bright gold pieces". I said to myself, "This money must belong to our master, Al-Mansur. Some large bird has stolen it from his palace."

"Well, then", said the caliph, "why did you not return it to us at once?"

"It was this way", said the gardener: "I looked at the gold pieces, and then thought of my own great necessities. My wife and children were suffering from the want of food and clothing. I had no shoes for my feet, no coat for my back. So, I said to myself, 'My lord Al-Mansur is famous for his kindness to the poor. He will not care; So I took ten gold pieces from the many that were in the bag.'"

"I meant only to borrow them. I put the bag in a safe place, saying that as soon as I could replace the ten pieces, I would return all to my lord, Al-Mansur. With much hard labor and careful management, I have saved only five little silver pieces. But, as I came to your palace this morning, I kept saying to myself, When our lord Al-Mansur learns just how it was that I borrowed the gold, I have no doubt that in his kindness of heart he will forgive me the debt."

Great was the caliph's surprise when he heard the poor man's story. He took the bag of money and handed it to the merchant.

"Take the bag and count the money that is in it," he said. "If anything is lacking, I will pay it to you."

The merchant did as he was told. "There is nothing lacking," he said, "but the ten pieces he has told you about; and I will give him these as a reward."

"No", said Al-Mansur, "It is for me to reward the man as he deserves."

Saying this, he ordered that ten gold pieces be given to the merchant in place of those that were lacking. Then he rewarded the gardener with ten more pieces for his honesty.

"Your debt is paid. Think no more about it", he said.

About the Author

James Baldwin (1924-1987)

was a novelist, essayist, playwright, poet, and social critic, and one of America's foremost writers. His eloquence and passion on the subject of race in America made him an important voice, particularly in the late 1950's and early 1960's, in the United States and, later, through much of Western Europe.



1) Answer the following questions.

- i) Why did the merchant leap into the water?
- ii) Why did the eagle fly with the moneybag of the merchant?
- iii) Where did the eagle fly to?
- iv) Why did the caliph call for old men of mountains?
- v) Where did the gardener find the money bag?
- vi) How many gold pieces had the gardener spent and why?
- vii) What kind of a man was the gardener?
- viii) Which character of the story do you like?
- ix) If you were the gardener, what would you do with the money lost by the merchant?
- x) What is the main theme of the story?

2) Fill in the blanks.

- i) The merchant leaped into _____.
(a) sand (b) water (c) earth (d) mud
- ii) The eagle was flying towards the _____.
(a) red mountains (b) sea
(c) black mountains (d) villages
- iii) Forty grey-bearded _____ old men stood before the Caliph.
(a) dishonest (b) coward (c) honest (d) aged
- iv) The merchant appeared before the Caliph after _____.
(a) ten years (b) one year
(c) two years (d) five years
- v) The gardener spent only _____.
(a) ten gold coins (b) ten gold rings
(c) ten pieces of gold (d) ten cubes of gold

Elements of a Story

A story has following elements:

Elements of a Story	
Characters	The people or animals in the story.
Events	Incidents or happenings in the story.
Setting	Time and place of the story.
Plot	What happens in the story? Beginning → Middle → End
Theme	The lesson or message of the story.
Tone	The writer's attitude (way of thinking and feeling) towards the subject and characters.
Point of view	The characters' opinions and beliefs, likes and dislikes.

Activity

Read the story, "The Caliph and the Gardener", and analyze and discuss the elements of story with examples from the story.

Writing Skills

Research Report

A research report gives information about a topic. Each paragraph has a main idea and detailed sentences that tell more about the topic.

Sample research report

Earth has had the same water for billions of years. Plants, animals and people all use it. Yet earth doesn't run out of water because the same water is used over and over again. It is recycled.	Main idea Supporting details
Water is used in many ways. The roots of plants draw water from the soil. Animals drink water and bathe in it. So do people.	Main idea Supporting details

Activity

Write a research report about "Dinosaurs" by following these steps.

1. Collect information about dinosaurs from library, use internet etc.
2. Write down the information as outline.
3. Write down your main idea in a sentence.
4. Then write supporting sentences to prove your main idea.

Essay Writing

Following are some important tips for essay writing:

- i) Selection of topic.
- ii) Brainstorming ideas.
- iii) Preparation of an outline of ideas.
- iv) Writing thesis statement.
- v) Writing the introduction.
- vi) Writing the body of essay.
- vii) Writing the conclusion.

Activity

Select a topic of your choice, and write a general essay of at least 250 words.

Oral Communication

Activity

Comment on the presentation given by your classmate in the previous unit about "Human Rights and the Last Address of the Hazrat Muhammad (ﷺ)".

Use the following criteria.

- (a) How was the topic introduced?
- (b) Was he/she able to give details to support his topic?
- (c) How was his/her confidence?
- (d) Did he/she conclude the presentation well?
- (e) Did he/she have a good eye contact with the audience?
- (f) How did he/she answer the questions of audience?

The Perfect Participle

The perfect participle indicates completed action. It is formed by putting the present participle "having" before the past participle.

Examples:

- i) Having completed his homework, Ahmed went to attend the debate contest.
- ii) Having improved her English language, Saima qualified for a job.
- iii) Having delivered the message, Hassan left for Karachi.

Activity

Rewrite the following sentences replacing the underlined parts with a perfect participle. For example:

- We switched off the lights before we went to bed.
Having switched off the lights, we went to bed.
- i) He has worked till late hours, so he is exhausted now.
- ii) She filled the washing machine and switched it on.
- iii) Maria had travelled from Karachi to Quetta, therefore she overslept in the morning.
- iv) Since I had not seen Ali for ages, I did not recognize him.
- v) Saleem had not ridden a horse for a long time, and found it very difficult to keep in the saddle.

UNIT 3

Patriotism

Prof. Abdul Majeed Khan (1960)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- read silently with comprehension and extract main idea and supporting details.
- write a persuasive essay.
- demonstrate conventions and dynamics of group discussion.
- locate appropriate synonyms and antonyms in a thesaurus.

Pre-reading:

- What do you understand by patriotism?

Having or expressing love for one's country is what we call patriotism. In other words it means **devotion**, loyalty and commitment to one's country. It is a noble sentiment which is essential for the integrity and solidarity of a country. A man who lacks this sentiment is nothing short of a dead soul.

Patriotism is not a mere love for an area of land but it is the ideology of the people living in that land; and patriotism is loyalty to that **ideology**. True patriotism is not confined to the **defence** of the country; it also appears to show off its strength in peace time. Patriotism provokes the people to do something great for the country. It motivates them to offer sacrifices for her. It spurs them to make concerted efforts for the progress and prosperity of their country.

Patriotism inspires a man to **contribute** to the country. It develops in him a sense of brotherhood, cooperation and sympathy for the countrymen. A patriot feels proud of his country and countrymen. However, a true patriot should never hate other countries because true patriotism teaches to love and respect other countries as well.

Patriotism is actually a spirit which arouses the passion of love, unity and sense of cooperation among the people, which, in turn, makes them a

dynamic force, that can push the ship of their country through any tempest or typhoon.

The love for one's land is just one aspect of patriotism. A child born in a certain land is liable to **develop** love for it, no matter how much it is barren and void of greenery. Patriotism is a natural instinct which compels a man to lay down his life for his country. George Bernard Shaw says, "Patriotism is your conviction that this country is superior to all other countries because you were born in it." That's why we instinctively love our motherland the most in comparison to the rest of the world.

There is a type of patriotism, which we may call destructive or blind patriotism. Oscar Wilde says, "Patriotism is the virtue of the vicious." We know how the fascist **regime** of vicious Hitler exploited the passion of patriotism of German nation for the destruction of the world. Vicious patriotism is against the teachings of Islam. Islam emphasizes on equality of all human beings. Hazrat Muhammad (ﷺ) said, "No Arab is superior to Non-Arab and no Non-Arab is superior to Arab. No white man is superior to black man and no black man is superior to white man. All the human beings are the off-springs of Adam and Adam was created out of clay."

These sayings of Hazrat Muhammad (ﷺ) clearly propound the theory of international brotherhood and negate the philosophy over of narrow nationalism based on the concept of superiority of one nation all other nations on the basis of colour, race or any other consideration. The sentiment of vicious patriotism has also been condemned by Henry Emerson Fosdick in these words, "He is a poor patriot whose patriotism does not enable him to understand how all men everywhere feel about their altars and their hearth stones, their flag and their fatherland."

Buddha has also said in this regard, "To him in whom love dwells, the whole world is but one family." True patriotism is one of the noblest virtues. A true **patriot** is the one who loves other nations as well and loves to develop friendship with them and hates the idea of **war**. However, if any vicious force invades his country, he, willingly rather passionately, defends his country

and never hesitates in laying down his life while defending her. A true patriot is he who considers himself as the citizen of the world, desirous of peace for the whole world and sensitive to the plight and miseries of other peoples. Ameer Miraal has beautifully explained the virtue of a true patriot in such words, "My heart aches when dagger is pointed at somebody. All the pains of the world are in my heart."

About the Author

Abdul Majeed Khan (1960) has been associated with teaching profession since 1981, in the capacity of JET, SET and Associate Professor. He has translated various textbooks into English and compiled many notebooks and grammar books up to B.Sc level.



Reading and Thinking Skills

1. Answer the following questions.

- How do you explain patriotism?
- What kind of sense does patriotism develop in a patriot?
- What is vicious patriotism?
- How does a true patriot contribute to the development of his / her country?
- What does Islam say about patriotism?
- Does patriotism require the belief that one's country is the greatest on earth? Discuss.

2. Mark the sentences as true or false.

- Patriotism means devotion and loyalty to one's country.
- Patriotism is a mere love for an area of land.
- A true patriot should never hate other countries.
- A true patriot is desirous of peace for the whole world.
- A patriot is always ready to sacrifice his/her life for the defence of his country.

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3. Fill in the blanks.

- i) Patriotism is a noble sentiment which is essential for the and solidarity of a country.
(a) integrity (b) honesty
(c) morality (d) sincerity
- ii) A true patriot wishes to have in his country.
(a) war (b) peace
(c) piece (d) harmony
- iii) Patriotism provokes the people to do something for the country.
(a) huge (b) greet
(c) great (d) grand
- iv) Oscar Wilde says, "Patriotism is the of the vicious."
(a) merit (b) result
(c) value (d) virtue
- v) A true patriot considers himself of the world.
(a) citizen (b) person
(c) part (d) portion

4. Re-read the unit "Patriotism" and extract main idea / theme, and the detailed information in support of the main idea.

Writing Skills

Persuasive Essay

What is it?

This is the type of essay where you try to convince the reader to adopt your position on an issue or point of view.

Here your rationale, your argument, is most important. You are presenting an opinion and trying to persuade readers; you want to win readers over to your point of view.

What are its most important qualities?

- Have a definite point of view.
- Maintain the reader's interest.
- Use sound reasoning.
- Use solid evidence.
- Be aware of your intended audience. How can you win them over?
- Research your topic so your evidence is convincing.
- Don't get so sentimental or so passionate that you lose the reader.
- Your purpose is to convince someone else so don't overdo your language and don't bore the reader. And don't keep repeating your points.
- Remember the rules of the good paragraph. One single topic per paragraph and natural progression from one to the next.
- End with a strong conclusion.

Activity

Write a persuasive essay on "Corruption leads to destruction" keeping in mind the above mentioned points.

Oral Communication

Activity

Work in groups of five to ten students. Select a topic of your choice. Discuss it in the group.

Follow these steps:

- i) Brainstorm your ideas.
- ii) Make an outline of your ideas.
- iii) Each student should be given opportunity to present his/her opinion clearly.
- iv) Support or prove your opinion with reasons and examples.
- v) Be polite while presenting your opinion.
- vi) At the end, conclude your discussion.

Infinitive

The basic form of a verb, without an inflection, binding it to a particular subject or tense, that usually functions as a noun or modifier.

Note:- Infinitive functions as a noun, an adjective or an adverb but not as a main verb.

- Examples:**
- i) I want to explain that theory. (as a noun)
 - ii) The inspector came to check the dam. (as an adverb)
 - iii) The kind of flowers to plant are tulips. (as an adjective)

Infinitive Phrases

An infinitive phrase includes the infinitive, plus any modifier and complement.

Note:- Just like infinitives, infinitive phrases also function like nouns, adjectives or adverbs in a sentence.

- Examples:**
- i) Saima wants to sing a song.
(*to sing a song* is an infinitive phrase used as a noun).
 - ii) Faheem went to buy fruits. (as an adverb)
 - iii) Here is a laundry to wash clothes. (as an adjective)

Activity

Use the following infinitives and infinitive phrases in your own sentences by highlighting their different functions.

to protect, to achieve, to become educated,
to vote, to take a walk, to climb,
to teach English, to please everyone,
to buy groceries, to resign.

Thesaurus

A thesaurus is a book that contains many synonyms, or words that have the same or nearly the same meanings. Entry words in a thesaurus are listed in alphabetical order. Thesauruses generally contain antonyms as well. Antonyms are the words that have opposite or nearly opposite meanings.

Examples:

Synonyms of **happy**: cheerful, joyful, blissful

Antonyms of **dirty**: clean, cleansed, stainless

Activity

Work in groups of five to ten students. Each student in the group should choose one of the bold words from the unit and use a thesaurus to find a synonym and an antonym. Write one sentence using the synonym. Then write a second sentence using the antonym.

UNIT 4

The Spider and the Fly

Mary Howitt (1799 - 1888)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- skim text to infer theme / main idea.
- comprehend text by applying critical thinking.
- recognize genres of literature e.g. poetry etc.
- recognize personification and alliteration.
- write an extended narrative incident.
- illustrate the use of gerund and gerund phrases.
- create and deliver group / class presentation.

Pre-reading:

- Do you like flattery?
- What are the drawbacks of flattery?

"Will you walk into my parlour?" said the spider to the fly,
"Tis the prettiest little parlour that ever you did spy.
The way into my parlour is up a winding stair,
And I've a many pretty things to show when you are there."
"Oh no, no," said the little fly, "to ask me is in vain,
For who goes up your winding stair can ne'er come down again."
"I'm sure you must be weary, dear, with soaring up so high;
Will you rest upon my little bed?" said the spider to the fly.
"There are pretty curtains drawn around/ the sheets are fine and thin,
And if you like to rest awhile, I'll snugly tuck you in."
"Oh no, no," said the little fly, "for I've often heard it said,
They never, never wake again, who sleep upon your bed."
Said the cunning spider to the fly, "Dear friend what shall I do,
To prove the warm affection I've always felt for you?"

I have within my pantry, good store of all that's nice;
I'm sure you're very welcome; will you please to take a slice?"
"Oh no, no," said the little fly, "kind Sir, that cannot be,
I've heard what's in your pantry, and I do not wish to see."
"Sweet creature!" said the Spider, "you're witty and you're wise!
How handsome are your gauzy wings, how brilliant are your eyes!
I've a little looking-glass upon my parlour shelf,
If you'll step in one moment, dear, you shall behold yourself."
"I thank you, gentle sir," she said, "for what you're pleased to say,
And bidding you good morning now, I'll call another day."

The spider turned him round about, and went into his den,
For well he knew the silly fly would soon come back again:
So he wove a subtle web, in a little corner sly,
And set his table ready to dine upon the fly.
Then he came out to his door again, and merrily did sing,
"Come hither, hither, pretty fly, with the pearl and silver wing:
Your robes are green and purple; there's a crest upon your head;
Your eyes are like the diamond bright, but mine are dull as lead."

Alas, alas! how very soon this silly little fly,
Hearing his wily flattering words, came slowly flitting by;
With buzzing wings she hung aloft, then near and nearer drew,
Thinking only of her brilliant eyes, and green and purple hue --
Thinking only of her crested head -- poor foolish thing! At last,
Up jumped the cunning spider, and fiercely held her fast.
He dragged her up his winding stair, into his dismal den,
Within his little parlour -- but she ne'er came out again!

And now, dear little children, who may this story read,
To idle, silly, flattering words, I pray you ne'er give heed:

Unto an evil counselor close heart, and ear, and eye,
And take a lesson from this tale of the Spider and the Fly.

About the Poetess

Mary Howitt (1799 - 1888)

She was an English poetess, quaker and reformer. Her father, Samuel Botham was quaker and surveyor. She was tutored at home. Although Mary Howitt was famous for writing the "Spider and the Fly", she was also reputed to have written the poem. "Hush a bye Baby" better known now as a Nursery Rhyme for children.



Reading and Thinking Skills

1. Answer the following questions.

- i) Who are the characters of the poem?
- ii) Whom is the spider inviting to be a guest?
- iii) What is the reply of the fly in the beginning?
- iv) Why does the fly not want to be the guest of spider?
- v) Which things are worth seeing in the house of the spider?
- vi) What kind of curtains is drawn in the house of spider?
- vii) What happened if any one slept on the soft beds?
- viii) How did the spider trap the clever fly at last?
- ix) What are the people betrayed by in the world?
- x) What did the spider do with the fly when it entered the spider's home?

2. Choose the correct answer.

- i) If you decide to step in,
 - a) a winding stair is before you.
 - b) a lift is before you.
 - c) a rope is before you.
 - d) an iron rod is before you.

- ii) The fly said to the spider,
 - a) I do not wish to see your pantry.
 - b) I wish to see your pantry.
 - c) I desire to see your home.
 - d) I want to see you.
- iii) The spider said,
 - a) "You have ugly eyes."
 - b) "You have brown eyes."
 - c) "You have brilliant eyes."
 - d) "You do not have brilliant eyes."
- iv) At last the fly was,
 - a) invited by the spider.
 - b) entertained by the spider.
 - c) trapped by the spider
 - d) spared by the spider.
- v) The spider only wanted to,
 - a) entertain the fly
 - b) eat the fly
 - c) catch the fly
 - d) see the fly

3. Mark the sentences as true or false.

- i) The poem is about a spider and a fly.
- ii) The spider is trying to trap the fly.
- iii) The fly is easily trapped by the spider.
- iv) Whoever climbed the spider's net, could easily come out.
- v) "Resting for a while in spider's house would not harm the fly", said the spider.
- vi) Many people are trapped by flattery in the world.
- vii) There are soft beds in spider's pantry.
- viii) The fly was easily trapped with flattery by the spider.

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- ix) When the fly got close, the spider left it.
x) The spider at last got a good meal.

Genres and Conventions

Genre means a type of art, literature, or music characterized by a specific form, content and style. In other words, we can say, genres of literature mean different text types.

Genre can be categorised as:

- 1- Fiction:** Drama, fable, fairytales, short stories, legends, poetry and science fiction.
- 2- Non-fiction:** Autobiographies, biographies, essays informational texts, narrative non-fiction and speech.

Literary Conventions

Conventions are linguistic and non-linguistic features that identify a certain genre. Genres are identified by their own conventions. Each genre has specific conventions that identify it and make it unique in delivering its message.

The following are important features of a poem.

Poem	
Experiences	The author's life, thoughts and feelings.
Images	Words that make pictures in your mind.
Structure	Sections called "stanzas", stanzas are not always complete sentences.

Personification

Personification is a literary technique in which human qualities or activities are given to an object or animal. It is a literary tool that adds interest and fun to a poem or story. When writers bring a non-human object to life, it can help us understand better what they are trying to say.

For example: Marry Hewitt has mentioned spider and fly as they are talking to each other like human beings.

Alliteration

It is a figure of speech and a stylistic literary device, which occurs when words that start with the same sound are used close together in a phrase or sentence.

For example: “oh, no, no”, said the little fly.
“They never, never wake again.”

Activity

Work in groups of five to ten. Analyze and discuss the genre (Poetry), its conventions (format, style and expression) with reference to the above details, and also analyze the poem “The Spider and the Fly” in terms of personification.

Critical Thinking

Why can people be easily trapped with flattery in the world?

Writing Skills

Narrative Essay

A narrative essay is one that tells a story. It can be first person (I, we), second person (you) or third person (he, she, it) narrative. The author uses sensory details and description in the narrative essay. It captures the reader's imagination by creating imaginary scenes. The reader feels as if he / she were present in the story.

Activity

Read the poem “The Spider and the Fly” and write it in the form of a narrative essay.

(Note: Use third person pronouns)

Research Project and Class Presentation

Work in groups of five to ten students.

Read some poems of Dr. Allama Muhammad Iqbal. Write down their main ideas and find out universal themes in them. Prepare a class presentation and present it in the class.

Grammar

Gerund

Gerund is the -ing form (base form + ing) of a verb, works as a noun.

The uses of gerund are:

- i) As a subject:

Example: Teaching is a good profession.

- ii) As an object of verbs and prepositions.

Examples: i) He enjoys doing his homework.
ii) She was worried about missing her test.

- iii) As subject complements

Examples: i) My hobby is reading storybooks.
ii) His problem is not coming to office on time.

Gerund Phrase: A gerund phrase is an -ing form of a verb including other modifiers and / or objects and functions as a noun.

Examples:

- i) Blowing bubbles on a windy day is a great fun for children. (as a subject)
ii) The kids were excited about eating birthday cake. (as an object of preposition)
iii) My ambition is taking part in a debate contest. (as a complement)

Activity

Use the following gerunds and gerund phrases in your sentences.

taking exams, breathing loudly, parking the car, playing, cooking, helping the needy people, borrowing, taking exercise, going for a morning walk, eating hurriedly.

UNIT 5

The Blanket

Floyd Dell (1887-1969)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- recognize that the theme of a text is carried in a thesis statement.
- analyze the order of arranging paragraphs.
- distinguish between what is clearly stated and what is implied.
- read silently with comprehension and extract main idea and supporting details.
- identify universal themes present in literature across all cultures.
- read text to:
 - make connections between characters, events, motives and causes of conflicts in text across cultures.
 - distinguish between flexible and inflexible characters.
 - describe how a character changes over the course of story.
 - express justification for change in character.
- identify and use adjective phrases and clauses.

Pre-reading:

- Some people send their parents to old houses, why?
- What does Islam say about the parents?

Dealing with old people in modern society has become a serious problem; sometimes they are rejected even by their own relatives. As a result, elderly people are sent to special homes for the aged where they can continue living for the rest of their lives with others of their age.

Petey hadn't really believed that Dad would be doing it – sending Granddad away. "Away" was what they called it. Not until now could he believe it of Dad.

But there was the blanket that Dad had bought for him, and in the morning he would be going away. And this was the last evening that they would have together. Dad was off, seeing the girl that he was going to marry. He would not be back till late, and they could sit up and talk.

It was a fine September night, with a silver moon riding high over the valley. When they had washed up the supper dishes, they went out on the porch of the hut, the old man and the little boy, taking their chairs.

"I'll get my fiddle", said the old man, "and play you some of the old tunes." But instead of the fiddle, he brought out the blanket. It was a double blanket, red, with black stripes.

"Now isn't that a fine blanket?" said the old man, smoothing it over his knees.

"And isn't your father a kind man to give the old fellow a blanket like that to go away with? It cost something, it did – look at its wool! And it will certainly keep me warm these cold nights to come. There will be few blankets there equal to this!"

It was like Granddads to say that. He was trying to make it easier. He'd pretended all along it was he that wanted to go away to that great brick building – the government place where he'd be with so many other old fellows having the best of everything. But Petey hadn't believed Dad would really do it, until this night when he brought home the blanket.

"Oh, yes, it's a fine blanket," said Petey, and got up and went into the hut. He wasn't the kind to cry, and besides, he was too old for that, being eleven. He had just come in to fetch Granddad's fiddle.

The blanket slid to the floor as the old man took the fiddle and stood up. It was the last night they'd be having together. There wasn't any need to say "Play all the old tunes." Granddad tuned up for a minute and then said, "This is one you'd like to remember."

The silver moon was high overhead, and there was a gentle breeze playing down the valley. He could never hear Granddad play this again. It was a good thing Dad was moving into that new house, away from here. Petey would not want to sit here on the old porch on fine evenings, with Granddad gone.

The tune changed. "Here's something merrier." Petey sat and stared out over the valley. Dad would marry that girl. Yes, that girl who had kissed him and slobbered over him, saying she'd try to be a good mother to him, and all. His chair creaked as he involuntarily gave his body a painful twist.

The tune stopped suddenly, and Granddad said, "It's a poor tune, except to be dancing to." And then, "it's a fine girl your father is going to marry. He'll feel young again, with a pretty wife like that. And what would an old fellow like me do around the house, getting in the way, an old nuisance, what with my talk of aches and pains! And then there'll be babies coming, and I'd not want to be there to hear them crying all hours. It's best that I take myself off like I'm doing. One more tune or two, and then we'll go to bed to get some sleep against the morning when I'll pack up my fine blanket and take my leave. Listen to this, will you? It's a bit sad, but a fine tune for a night like this."

They didn't hear the two people coming down the valley path, Dad and the pretty girl with the hard, bright face like a china doll's. But they heard her laugh, right by the porch, and the tune stopped on a wrong, high, startled note. Dad didn't say anything, but the girl came forward and spoke to Granddad prettily. "I won't see you leave in the morning; so I came over to say goodbye."

"It's kind of you", said Granddad, with his eyes cast down; and then, seeing the blanket at his feet, he stopped to pick it up.

"And will you look at this?" he said in embarrassment. "The fine blanket my son has given me to go away with!"

"Yes", she said, "it's a fine blanket." She felt the wool, and repeated in surprise, "A fine blanket – I'll say it is!" She turned to Dad and said coldly, "It cost something that."

He cleared his throat, and said defensively, "I wanted him to have the best—"

The girl stood there, still intent on the blanket, "it's double too", she said reproachfully to Dad.

"Yes," said Granddad, "it's double – a fine blanket for an old fellow to go away with."

The boy went suddenly into the hut. He was looking for something. He could hear that girl criticizing Dad, and Dad becoming angry in his slow way. And now she was suddenly going away angrily. As Petey came out, she turned and called out, "All the same, he doesn't need a double blanket!" And she ran up the valley path.

Dad looked after her uncertainly.

"Oh, she's right," said the boy coldly. "Here, Dad, and he held out a pair of scissors. Cut the blanket in two."

Both of them stared at the boy surprised. "Cut it in two, I tell you Dad!" he cried out. "And keep one half!"

"That's not a bad idea", said Granddad gently. "I don't need so much of a blanket."

"Yes", said the boy harshly. "A single blanket's enough for an old man when he's sent away. We'll save the other half, Dad; it will come in handy later."

"Now, what do you mean by that?" asked Dad.

"I mean", said the boy slowly, "that I'll give it to you, Dad – when you're old and I send you away."

There was silence, and then Dad went over to Granddad and stood before him, not speaking. But Granddad understood for he put out his hand and laid it on Dad's shoulder. Petey was watching them. And he heard Granddad whisper, "It's all right, son – I know you didn't mean it."

But it didn't matter – because they were all three crying together.

About the Writer

Floyd Dell (1887-1969)

was one of the central figures of the Chicago literary renaissance and Greenwich Village bohemianism of the early twentieth century. He was a pivotal American writer whose advocacy of feminism, socialism, psychoanalysis, and progressive education shocked the American bourgeoisie. His novels, plays, essays, and bohemian life came to epitomize the Greenwich Village avant-garde of the 1910's and 1920's. Managing editor of radical magazine, 'The Masses', Dell was twice put on trial for publishing subversive literature. Dell has been called "one of the most flamboyant plant, versatile and influential American men of letters of the first third of the twentieth century. Both as an editor and a critic, Dell's influence is alive in the work of many major American writers.



Reading and Thinking Skills

1. Answer the following questions.

- i) What does the phrase, "Sending Granddad away" mean?
- ii) Who is Petey?
- iii) Does Petey love his Granddad?
- iv) Why was the Dad sending Granddad away?
- v) Who had brought the blanket and why?
- vi) Why was the granddad pretending to go to the old house happily?
- vii) What did Petey want to do with the blanket?
- viii) Why did Petey want to cut the blanket into two equal pieces?
- ix) Was Petey successful to teach a lesson to his Dad?
- x) Why did Petey's Dad change his decision?

2. Choose the correct answer.

- i) Dad was sending:
 - a) Petey away.
 - b) the girls away.
 - c) the Granddad away.
 - d) none away.

- viii) Petey taught a lesson to the Dad.
- ix) The Dad changed his decision.
- x) The Granddad did not forgive Dad.

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Critical Thinking

How can we stop people sending their parents to old houses?

Main idea and supporting details

- The main idea of a paragraph or a longer part of a reading is the most important thing that the writer wants the readers to understand.
- Supporting details are pieces of information that show that the main idea is true.

Example: The weather outside was terrible. The temperature was -10°C . The wind was blowing very hard and it was snowing. I did not want to go out.

Main Idea	Supporting Details
The weather was terrible.	-10°C , windy, snowy

Activity

- Read the story "The Blanket" and look for the main idea of each long paragraph. You can sometimes find the main idea in the first or last sentence of a paragraph.
- Write the main ideas and supporting details in your notebooks.

Universal themes in literature

Universal themes are ways to connect ideas across all disciplines. A universal theme is an idea that applies to anyone regardless of cultural differences, or geographic location. **For example:**

- i) Abuse of power
- ii) Corruption

- iii) Freedom
- iv) Parent-child relationship

Activity

Work in groups of five to ten. Re-read the story "The Blanket", identify its theme and discuss how its theme is universal. Write down the main points and present it in the class.

Writing Skills

Research Report

Write down a research report of atleast three paragraphs focusing the following points:

- i) After reading the story, "The Blanket", identify its characters.
- ii) Identify the character who is flexible i.e changes his behaviour as the story develops.
- iii) What are the motives that change the character?

Grammar

Adjective Phrases

An adjective phrase is a group of words that describes a noun or pronoun in a sentence. The adjective phrase can be placed before or after the noun or pronoun in the sentence.

Examples:

- The movie was not too terribly long.
- A person smarter than me needs to figure this out.
- The final exams were unbelievably difficult.
- This pie is very delicious and extremely expensive.
- Everyone was extremely delighted when the winner was announced.

Activity

Underline the adjective phrases in the following sentences.

- i) Faster than a speeding bullet, superman was finished in no time.
- ii) Students, upset about the rising cost of tuition, staged a rally.
- iii) That complex has quite small but cheap apartments.
- iv) The highly emotive actor gave a wonderful performance.
- v) Eating out is usually not very healthy.
- vi) The extremely tired kitten fell asleep by her food dish.
- vii) A dog covered in mud makes a mess in a car.
- viii) Cowboys riding into the sunset were in the final scenes of many movies.
- ix) The man covered in sweat took a well-deserved break.
- x) The music from next door was annoyingly loud.

Adjective Clause

An adjective clause is a dependent clause that, like an adjective, modifies a noun or pronoun. Adjective clauses begin with words such as *that*, *when*, *where*, *who*, *whom*, *whose*, *which* and *why*.

An essential (or restrictive) adjective clause provides information that is necessary for identifying the word it modifies. A nonessential (or nonrestrictive) adjective clause provides additional information about the word it modifies, but the word's meaning is already clear. Nonessential clauses are always set off with commas.

Note:- When deciding whether to include the word *that* or *which* in an adjective clause, remember to use *that* for essential clauses and *which* for nonessential clauses.

Essential Clause

The art class **that Samina takes** focuses on design. (*That Samina takes* is an essential adjective clause. It contains the subject *Samina* and the verb *takes*. The clause modifies the noun *class*, providing necessary information about it.)

Examples

- i) We are going to the beach **that I like the best**.
(that I like the best is an adjective clause. It contains the subject I and the verb like. The clause modifies the noun beach.)
- ii) Mr. Naseem is the teacher **who helped me with my math problems**.
(who helped me with my math problems is an adjective clause. It contains the subject who and the verb helped. The clause modifies the noun teacher.)
- iii) The bad weather is the reason **why I decided to drive instead of walk**.
(why I decided to drive instead of walk is an adjective clause. It contains the subject I and the verb decided. The clause modifies the noun reason.)
- iv) Maria is the person **whose family owns a horse ranch**.
(whose family owns a horse ranch is an adjective clause. It contains the subject family and the verb owns. The clause modifies the noun person.)
- v) This is the park **where we can walk in the evening**.
(where we can walk in the evening is an adjective clause. It contains the subject we and the verb phrase can walk. The clause modifies the noun park.)
- vi) Do you remember the time **when we almost missed the train?**
(when we almost missed the train is an adjective clause. It contains the subject we and the verb missed. The clause modifies the noun time.)
- vii) Faheem went to the studio **where he takes glassblowing lessons**.
(where he takes glassblowing lessons is an adjective clause. It contains the subject he and the verb takes. The clause modifies the noun studio.)
- viii) Monday is the day **when I have my doctor's appointment**.
(when I have my doctor's appointment is an adjective clause. It contains the subject I and the verb have. The clause modifies the noun day.)

Nonessential Clause

The house on the left, **which belongs to Javed**, is up for sale.

(*which belongs to Javed* is a nonessential adjective clause. It contains the subject *which* and the verb *belongs*. The clause modifies the noun *house*, providing additional, nonessential information about it.)

Examples:

- i) Hameed, who teaches English language, is my best friend.
- ii) Quetta, which is capital of Balochistan, is a small city.
- iii) Tiger, which runs very fast, is a dangerous animal.

Activity

Re-read the unit "The Blanket", and identify the sentences that contain adjective clauses. Note down at least ten adjective clauses from them.

UNIT 6

Dignity of Labour

Prof. Abdul Majeed Khan (1960)

Students Learning Outcomes:

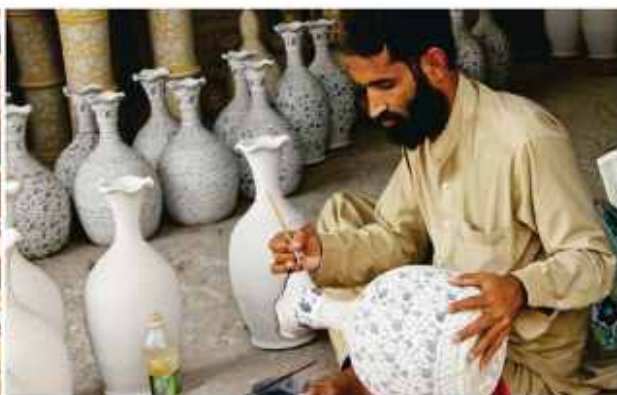
On the completion of this unit, the students will be able to:

- skim text to answer questions.
- scan to locate an opinion.
- distinguish fact from opinion.
- locate examples to support an opinion.
- write a research report.
- illustrate the use of tenses.

Pre-reading:

- Discuss the importance of different sorts of professions for the society.

Life without work is worthless, meaningless, dull and boring. It is work that fills life with joys and happiness. It doesn't mean that every sort of activity falls in the category of work. Only that activity deserves to be called a work which is productive and beneficial for an individual or a society. The work of a sweeper is as sacred and noble as that of a bureaucrat or a doctor.



A busy man remains happy and healthy whereas an idle person is always gloomy and sick. That's why even the richest men do some sort of work to avoid boredom. It is idleness that eats into the very soul of a man.

Work makes a man optimist and develops in him confidence and pride.

It must be kept in mind that there is no disrespect attached to any profession. A person who tills the land, works in coal mine, factory or builds houses is as honourable as the president of a country.

Our beloved Hazrat Muhammad (ﷺ) drove sheep in the pasture, drew water from the well, mended his shoes and did various sorts of menial work though he is the cause of creation of the whole universe and the most beloved person of Allah Almighty.

It is quite necessary for a man to choose such profession which is compatible to his nature and likings, otherwise he will get fed up with it. It would be wise to have a high purpose. The dignity of labour is now recognized all over the world. If the workers come to realize the dignity and importance of labour, they will feel confident and never fall prey to inferiority complex. They require to develop a strong conviction of the value of work, only then they will be able to wield the scepter of power in the world.

Moreover, the workers must be convinced of the fact that no work is inferior to another work. The distinction made between one work and another is purely man-made. If there is no body to sweep our streets or manage our sewerage system, the whole city, that we live in, will turn into a heap of garbage, which will, in turn, cause the spread of diseases. If the tillers of land refuse to grow wheat and vegetables, we shall definitely starve to death. If the factories stop working, we shall have no clothes to wear and no shoes to put on. There are hundreds of more reasons which compel us to believe in the dignity and value of labour.

It is quite true that life is action and not contemplation. Man's life is only determined by his actions. It is not enough to know but to act according to knowledge, is the main purpose of life. However, much knowledge a person may have, unless he applies it in solving the world's problems, he is good for nothing. A sweeper, in comparison with him, is far more a dignified

person. If Sir Syed Ahmed Khan has become immortal, it is just because of his great services to his nation.

A worker should work for the love of work and not for money. It is necessary for him to take joy in doing his work. He must put his soul and heart into his work. Constructive work provides us with joys and happiness. Work is the blessing of Allah Almighty. According to Hazrat Muhammad (ﷺ) the hands of a labourer are dear to Allah Almighty.

In the words of a great scholar, "Allah is there where the tiller of land is tilling the soil and the path-maker is breaking the stones."

The Holy Quran says, "Varily, we have created man in toil."

Life is the name of continuous struggle and hard work. If we look into the causes of the rise and fall of nations, we shall definitely conclude that it was the efforts and hard struggle of them which took them to the height of glory and when they became lethargic and lazy, they met their final doom.

Quid-e-Azam has rightly pointed out the importance of work in his famous saying, "Work, Work and Work". It is a sort of an advice and a philosophical point containing profound wisdom, which indirectly points out the method of achieving glory in the comity of nations.

Reading and Thinking Skills

1. Answer the following questions.

- i) What would the life be like without work?
- ii) Why is an idle person always gloomy and sick?
- iii) Which works did Hazrat Muhammad (ﷺ) do?
- iv) What will happen if there is no one to sweep our streets?
- v) What is the value of a worker before God?
- vi) Why is every profession important for a society?
- vii) What will happen when a nation becomes lazy and lethargic?
- viii) Which nations have achieved glory through toil and hard work?

2. Mark the sentences as true or false.

- i) It is work that fills life with joys and happiness. ☐
- ii) An idle man is always happy and healthy. ☐
- iii) Hazrat Muhammad (ﷺ) did many sorts of works like grazing sheep, mending his shoes and drawing water from the well. ☐
- iv) The dignity of labour is not yet recognized by the world. ☐
- v) The distinction made between one work to another is not man-made. ☐
- vi) If the tillers of land refuse to grow wheat and vegetables, we will definitely starve to death. ☐

3. Fill in the blanks.

- i) A busy man remains and healthy.
- ii) A person who tills the land, works in coal mine, factory or builds houses is as honourable as the of a country.
- iii) The workers must be convinced of the fact that no work is to another work.
- iv) It is true that life is action and not
- v) If a nation becomes lazy, it will

Fact and Opinion

A fact is something that can be proven. An opinion is a belief that may be true, but cannot be proven.

For example:

- i) There are five rooms in our school. (fact)
- ii) Our school is very beautiful. (opinion)

Activity

Work in groups of five to ten. Read a selection and identify facts and opinions. Discuss all facts and opinions with justification and write down ten facts and ten opinions from that.

Writing Skills

Research Report

Write a research report of at least three paragraphs about "The sewerage system of your area" focusing the following questions:

- What is sewerage system?
- How does poor sewerage system affect the health of community?
- Who is responsible for bad or poor sewerage system in your area?
- Can the whole community work together to keep the area clean?
- Solutions or measures to improve the sewerage system in your area.

Note: Collect data or information by interviewing community people, visiting and observing the area, reading books and getting information from internet, etc.

Grammar

Use of all Tenses

Present Simple

- Repeated actions that happen in the present.
e.g. He drinks milk daily.
- Actions that happen in general in the present.
e.g. The Sun rises in the East.
- Set events that will happen in the near future.
e.g. We go to Karachi next week
- Current facts.
e.g. If we mix red and green, we get yellow.

Past Simple

- Completed actions that happened in the past.
e.g. He passed his test yesterday.

- A duration of time in the past.
e.g. She always carried an umbrella.

Future Simple

- A specific action in the future.
e.g. Ali will go to Khuzdar tomorrow.
- A promise
e.g. I will pay you ten thousand rupees.
- A plan
e.g. We will stay at Pishin.
- A prediction
e.g. It will rain in the next month.

Present Perfect

- Actions that happened at an unspecified time in the past.
e.g. Ahmed has travelled overseas several times.
- Actions that started in the past and continue to the present.
e.g. The children have felt sick ever since they ate lunch.
- Past experiences (at an unspecified time)
e.g. We have eaten at that restaurant once or twice.

Past Perfect

- An action that happened before another action in the past.
e.g. The aeroplane had taken off before they reached the airport.
- For duration before something that finished in the past.
e.g. I met him in Dubai in 1980. I had seen him last five years before.

Future Perfect

- Completed action happening before something in the future.
e.g. They will have left for Chaman before you go to see them.
- For duration before something in the future.
e.g. I will have written the essay by that time.

Present Continuous

- An action that is happening (or not happening) now.
e.g. I am reading a novel now.
- A continuous action currently in progress.
e.g. I am learning English.
- A planned action happening in the future.
e.g. They are going to Islamabad tomorrow.

Past Continuous

- An action going on at some time in the past.
e.g. When I saw him, he was playing tennis.
- For persistent habits in the past.
e.g. He was always speaking loudly.

Future Continuous

- An action going on at some time in the future
e.g. When I get home, my children will be doing their homework.

Present Perfect Continuous

- Talk about events which started in the past and still be continuing.
e.g. Umer has been living next door to me for two years.

Past Perfect Continuous

- To describe an ongoing action that started in past and continued for some time in past.
e.g. He had been teaching English for ten years before he retired.

Future Perfect Continuous

- To describe an ongoing action that will complete in future.
e.g. She will have been serving as a social worker for two years when we leave the city.

Activity

Re-read the unit "Dignity of Labour", find out sentences of each tense and write in your notebooks.

UNIT 7

The Choice of a Career

Prof. Abdul Majeed Khan (1960)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- write a persuasive essay on a given topic.
- illustrate use of adverbs.
- identify and use adverbial phrases and clauses.
- explore various options given in a reading text, to decide on a specific course of action relating to work place decision e.g. deciding which job to apply for.

Pre-reading:

- Which profession do you want to choose and why? Discuss.

The prosperity and bright future of a man depends largely on the profession that he chooses. The right choice of a career leads to happy and healthy life whereas the wrong one to gloomy and sad one. It is, therefore, imperative for a young man to carefully choose his career by taking into account all the pros and cons of it and after making it sure that it suits his tastes and talents. Besides, he should consider the future of that career and not to drift along the current.

It is, therefore, necessary that we should choose our profession with utmost care, for arbitrary decisions often lead to despair and ruin. In the past the youths followed the professions of their parents. They needed not bother themselves with the thoughts of choosing any profession. A merchant's son would become a merchant and a cobbler's a cobbler. But now the social conditions have completely changed. The culture of democracy has changed the mindset and outlook of the people. Today every individual tends to choose a profession of his own choice. However, choosing a suitable career that could guarantee a respectable position in the society, is not that easy. It requires a clear vision and far-sightedness which is

not so common among the youth. It is, therefore, necessary for them to consult their elders and specialists before making a decision. A young man has to also keep himself abreast of the new trends not only in his society but in the whole world as well.

One thing that he should keep in his mind is that he should not just consider the material benefits that a career may provide him but also see if his tastes and talents match it. It doesn't mean that he should totally ignore the financial aspect of his career. A person cannot live through life by holding on to his taste. He has to earn a reasonable amount of money to lead a decent life. For example, a young boy who has a talent and taste for music or sculpture, decides to become a professional musician or a sculptor, is likely to repent later and get frustrated when he fails to earn his living through these careers. He may choose such things as a hobby, for you may find, here and there, many cases of such professionals, becoming penniless and destitute in the end. Only a fraction of them become popular and successful in such profession. Thus a young must not put at stake his future on such career in which the chances of success are little. But once the choice is made, one should do put one's heart into it. He might get bored at times while performing his duties, and even lose heart, but he has to curb the feelings of despair that arise in his mind and devote himself to his profession. He must face courageously the difficulties that come in his way and must not lose his heart. There are some fickle-minded people who shift from profession to profession. Such rolling stones never achieve success in their life. Perseverance is the key to success and tenacity of purpose eventually bears the fruit.

We may quote many examples of such people who started their career in very unfavourable circumstances, yet they achieved their goals by sheer dint of hard work and strong will. For example, Abraham Lincoln, who was the son of a poor farmer, chose to become a lawyer and put his whole-

hearted efforts into this profession. Gradually, he became popular among the masses and eventually he was elected as the President of United States of America. Quaid-e-Azam was the son of a merchant. He also chose the same profession. When he entered the arena of politics, he devoted himself to the welfare of Muslim nation. He was then elected as the President of All-India Muslim League. Later, he demanded a separate homeland for the Indian Muslims and eventually succeeded in carving out a new country, Pakistan, on the world map. His devotion to his profession and dedication to his cause won him the title of the "Father of the Nation".

In our country, Pakistan, where literacy rate is too low and thus, majority of the people are conservative and orthodox. The youth are not allowed to choose the career of their own choice. The parents force their wards to adopt their family professions. Thus the clash of interest between the parents and their wards results in either poor performance or complete failure. Such wards tend to think of themselves as a square peg in a round hole.

Besides, there are limited opportunities for our youth in most of the professions. Most of our young men wish to choose the professions like, medical, engineering or law, whereas the brilliant ones try their luck in C.S.S (Central Superior Services). However, these are already overcrowded and only a fraction of them succeed in these professions. We can find, here and there, a large number of young men wandering about in search of jobs. Majority of them get jobs of clerks or small rank officials. So our educational institutions are churning out a race of clerks.

A German scholar was once asked about the reason of the development of their country, to which he replied that the progress and development of his country lied in establishing technical training centers in which the young men were trained in various trades and crafts.

Same is the reason of the development of other European countries.

When we follow them in many ways and in different fields of life, we must also have followed them in this field.

In Pakistan, there are only a few technical training centres and even these are not properly equipped with modern technology. That's why we lack skilled workers in every field and thus could not make progress in technology or industry.

Fortunately, the present government has realized the need to establish technical institutions. In recent years, the technical education has been introduced in many colleges and many technical institutes have been established.

Thanks to the role of media, especially the electronic one, our young generation is gradually developing in them an outward looking approach and dynamism, which the old generation was lacking. Now, they want to become engineers, scientists, economists etc. They are no more interested in office jobs. Today, they are inclined towards joining Army, Navy, and Air force. The change of outlook in youth augers well for the future of our country. Now we can hope that our country will become as developed and prosperous as the European countries.

Reading and Thinking Skills

1. Answer the following questions.

- i) Why did the youths follow the profession of their parents in the past?
- ii) How does the right choice of a career lead to a happy and healthy life?
- iii) Why should one select a profession matching to one's taste and talent?
- iv) Who was Abraham Lincoln?
- v) What is the role of technical training centres in the

development of Germany?

- vi) What role can media play in motivation of youth?
- vii) Is there any career counseling in your college?
- viii) What role does career counseling play for the youth?

2. Mark the sentences as true or false.

- i) One should choose the profession matching to one's talent and interest. ☐
- ii) In the past, the youth never followed the profession of their parents. ☐
- iii) One has to earn a valuable amount of money to lead a decent life. ☐
- iv) Abraham Lincoln was the son of a merchant. ☐
- v) The clash of interest between the parents and their wards results in poor performance. ☐
- vi) Technical education is not necessary for the development of a country. ☐
- vii) Media can play a key role in motivation of youth to choose a better career. ☐
- viii) Every educational institute must have career counseling for the students. ☐
- ix) Technical education has been introduced in every college recently. ☐
- x) There are only a few technical training centres in Pakistan. ☐

3. Tick the correct option.

- i) It is imperative for a young man to carefully choose his
 - (a) hobby
 - (b) council
 - (c) career
 - (d) work

- ii) One should choose a profession of one's taste and
(a) intelligence (b) keenness
(c) talent (d) choice
- iii) In our country, the parents force their wards to adopt their professions.
(a) mother's (b) friend's
(c) family (d) father's
- iv) According to a German scholar, "The progress of his country lies in establishing institutes."
(a) technical (b) modern
(c) medical (d) engineering
- v) We can hope that our country will become as as European countries.
(a) technical (b) rich
(c) poor (d) developed

Writing Skills

Persuasive Essay Writing

Write a persuasive essay on "Internet that changed our lives."

Oral Communication

Group/Class Presentations

Work in groups of five to ten. Prepare a group / class presentation on the right choice of a career.

- a) What is a career?
b) How to choose the best career?
c) Benefits of choosing the best career.
d) The career you have chosen.

A word that modifies the meaning of an adjective, verb or other adverb in a sentence is called adverb.

Examples:

- i) Ahmed is financially weak.
- ii) The weather is terribly hot today.
- iii) We should drive very carefully.
- iv) He plays tennis extremely well.

Adverbial Phrases

A group of words that describes the action of a verb is called adverbial phrase.

Examples:

- i) Are you sitting in a comfortable chair?
- ii) He draws cartoons like a real cartoonist.
- iii) The train arrived on time.

Adverbial Clauses

A subordinate clause that usually describes the action of a verb is called adverbial clause.

Examples:

- i) A crow attacked a cat while I was waiting for the bus.
- ii) Put the sign where the students can read it.

There are different kinds of adverbial clauses.

- i) **Adverbial clause of manner:** It tells how an action of the verb happens.

Examples:

- a) The dog is walking around like he owns the place.
- b) He is behaving as if he were our boss.

ii) **Adverbial clause of place:** It tells where an action takes place.

Examples:

- a) She can study wherever she wants.
- b) He stayed where it was comfortable.

iii) **Adverbial clause of time:** It tells when an action takes place.

Examples:

- a) Every time he cracked a joke, the punters roared with laughter.
- b) When the train arrived, they had left the station.

iv) **Adverbial clause of degree:** It tells to what extent an action takes place.

Examples:

- a) He is not as intelligent as he thinks he is.
- b) He is as modest as he is brilliant.

v) **Adverbial clause of reason:** It tells about the reason of an action.

Examples:

- a) He came late because his car got out of order.
- b) Since he is working hard, he can win the contest.

vi) **Adverbial clause of condition:** It tells about the condition for a certain result.

Examples:

- a) If they have enough money, they will arrange a nice party.
- b) I will help you provided that you become a good person.

vii) **Adverbial clause of concession:** It expresses an idea that suggests the opposite of the main part of the sentence.

Examples:

- a) Though he is poor, he is honest.
- b) Even if I fail, I will contest once again.

Activity

Read the unit "The choice of a career" and identify adverbs, adverbial phrases and clauses and write down in your notebooks.

UNIT 8

Be the Best of Whatever You are

Douglas Malloch (1877 – 1938)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- use pre-reading strategies to predict the content of the text from title etc.
- analyze how a poet uses language to appeal to the senses through use of figurative language including use of similes, metaphors and imagery.
- read a given poem and write its theme.
- write a compare and contrast essay.
- proofread and edit a given text.
- evaluate and use expressions for giving a class presentation.
- use nouns, noun phrases and clauses in apposition.

Pre-reading:

- What idea comes to your mind by reading the title of the poem, "Be the Best?" Discuss.

If you can't be a pine on the top of the hill,
Be a scrub in the valley but be
The best little scrub by the side of the rill;
Be a bush if you can't be a tree.
If you can't be a bush be a bit of the grass,
And some highway happier make;
If you can't be a muskie then just be a bass--
But the liveliest bass in the lake!
We can't all be captains, we've got to be crew,
There's something for all of us here,
There's big work to do, and there's lesser to do,
And the task we must do is the near.



If you can't be a highway then just be a trail,
If you can't be the sun be a star;
It isn't by size that you win or you fail—
Be the best of whatever you are!



About the Poet

Douglas Malloch (1877–1938)

He was an American poet, short story writer and associate editor of American Lumberman, a trade paper in Chicago. He became known as a “Lumberman’s Poet” both locally and nationally. He is noted for writing “Round River Drive” and “Be the Best of whatever you are” in addition to many other creations.

Reading and Thinking Skills

1. Answer the following questions.

- i) What is the difference between pine and scrub?
- ii) Why does the poet say that we should be a best scrub?
- iii) Why cannot we all be captains?
- iv) Does the poet want to say that everyone should perform his / her duty well?
- v) What is the main theme of the poem?

2. Choose the correct answer.

- i) If you can't be a pine on the top of the rill:
 - a) be a school boy
 - b) be a scrub in the valley
 - c) be a teacher
 - d) be a tall tree
- ii) The poet says that we should be:
 - a) the best little boy
 - b) the best little fellow
 - c) the best little scrub by the side of the rill.
 - d) the best little tree

- iii) We should be like:
 - a) a bush by the side of a highway
 - b) a tree by the side of a highway
 - c) grass by the side of a highway
 - d) plants by the side of a highway
- iv) The poem "Be the Best of Whatever You are" is written by:
 - a) William Wordsworth b) Douglas Malloch
 - c) John Keats d) William Blake
- v) The poet wants to convey the message that:
 - a) one should be best at one's own place
 - b) one should be a good person
 - c) one should be a mischievous fellow
 - d) one should be a bad fellow

3. Re-read the poem and write the missing words in each line.

- i) If you can't be a _____ on the top of the hill.
 - a) tree b) pine c) apple tree d) flower
- ii) Be a _____ if you can't be a tree.
 - a) tree b) pine c) bush d) flower
- iii) We can't all be captians, we have got to be _____.
 - a) crew b) players c) students d) teachers
- iv) If you can't be the sun be a:
 - a) planet b) star c) moon d) heavenly body
- v) Be the _____ of whatever you are.
 - a) good b) worse c) bad d) best

Use of Figurative Language

The writers and poets often use figurative language to appeal to the senses, and make their stories and poems more interesting. For this purpose, the following literary techniques / elements of literature are used:

- i) **Similes:** Similes are a kind of figurative language, in which the

words "like" or "as" are used to show comparison. For example:

- a) He ran like wind.
- b) She is as beautiful as a rose.

ii) Metaphor: A metaphor is a way of describing something by comparing it to something else. For example:

- a) Qasim has a heart of stone.
- b) He is a lion.

iii) Imagery: Imagery is such a figurative language, which creates mental images, figures or pictures through use of descriptive language. The use of imagery improves the reader's experience through five senses. For example:

If you can't be a pine on the top of the hill
Be a scrub in the valley--but be
The best little scrub by the side of the rill;

Activity

Form groups of five to ten students. Read the poem "Be the Best of Whatever You are", and discuss figurative language used by the poet. Also discuss how the poet is creating pictures or images in your mind.

Critical Thinking

What is the role of the best person in his / her profession in the society? Discuss.

Writing Skills

Compare and Contrast Essay

The compare and contrast essay discusses the similarities and differences between two things, people, places, concepts, etc.

For example:

1. The similarities and differences between two places, like Quetta and Ziarat.

2. The similarities and differences between two religions, like Islam and Christianity.
3. Two people like my brother and myself.

Activity

Work in groups of five to ten. Select two cities of your choice. Brainstorm the similarities and differences. Make a mind map of such information. Each student should write a compare and contrast essay. Then proof read and edit each other's essays.

Oral Communication

Class Presentations

- (a) Make a list of works which benefit mankind.
- (b) Make a list of great people and the works they did for the mankind.
- (c) Draft your presentation.
- (d) Proof-read it and re-draft it.
- (e) Present it in the class.

Grammar

Noun

A noun is a word that functions as the name of something or set of things, such as living creatures, objects, places, actions, qualities, states of existence or ideas.

Examples:

- i) The cat sat on the mat.
- ii) They studied in school for ten years.
- iii) Cleanliness is the half faith.
- iv) The man who controls anger is a strong man.

Uses of a Noun

In a sentence, nouns can play the role of subject, object, complement or appositive.

Nouns as Subjects

Every sentence must have a subject and that subject is usually a noun.

Examples:

- i) Ahmed is an intelligent student.
- ii) My friend secured A⁺ grade in M.Phil.

Nouns as Objects

Nouns can also be objects of a verb in a sentence. An object can either be a direct object or an indirect object.

Example:

I gave many books to my friend.
("Books" is a direct object and "friend" is an indirect object).

Nouns as Complements

He is a very good teacher.
("Teacher" is a complement. It tells what "He" is.)
They appointed him as a lecturer.
("Lecturer" is a complement, which tells what "him" is.)

Nouns as Appositives

An appositive noun is a noun which immediately follows another noun in order to further define it.

Example:

My brother, Ali is 25 years old.
("Ali" is an appositive here, which further defines "My brother".)

Noun Phrases

A noun phrase is a phrase that has a noun as its head and can occupy the same slot as a single noun in a sentence.

Examples:

- i) I am afraid of spiders. (noun)

- I am afraid of black spiders. (noun phrase)
- ii) She was reading a book. (noun)
She was reading her favourite book. (noun phrase)

Uses of Noun Phrases

i) Noun phrase as a subject: Subject of a sentence can be a noun phrase.

Examples:

- a) A boy with short hair was standing outside the departmental store.
- b) The books on the shelf belong to my brother.

ii) Noun phrase as an object: Object of a sentence can also be a noun phrase.

Examples:

- a) He was talking to a boy with short hair.
- b) He ordered for the books on the shelf.

iii) Noun phrases as complement: Noun phrases can also be used as complement of a sentence.

Examples:

- a) This room is the guest room.
- b) This is a two litre bottle.

iv) Noun phrases in apposition: We can put two noun phrases together to refer to the same person or thing. This is called apposition.

Examples:

- a) The bookshelf, a modern piece of furniture, was moved into the house first.
- b) The insect, a large and hairy creature, scared the children.

Noun Clauses

A noun clause is a subordinate clause that can have the same function

or fill the same slot in a sentence as a noun.

Uses of Noun Clauses

i) Noun Clause as Subject

- a) Whoever ate my lunch is in big trouble.
- b) That the department cancelled the lecture disappoints me.

ii) Noun Clause as Object

Examples:

- a) Do you know when the train will arrive?
- b) I do not know who he was talking to.

iii) Noun Clause as Complement

Examples:

- a) The truth is that he secured A+ grade.
- b) The committee has announced the winner whoever wrote the essay on noun clauses.

Noun Clauses in apposition

Examples:

- a) That man, whoever he is, bought some books to read.
- b) The problem, that the earthquake demolished the town, affected his senses.

Activity

Write five sentences of nouns, noun phrases and noun clauses in apposition.

UNIT 9

The Scholarship Jacket

Martha Salinas (Born in 1949)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- recognize and use appropriate transitional words.
- recognize the author's purpose and point of view and their effects on the text.
- illustrate use of prepositions of position, time and movement and direction.
- recognize and use appropriate conventions (format, style, expressions).
- identify the speaker or narrator in a selection.
- write an extended narrative incident.
- create and deliver group / class presentations.

Pre-reading:

- What idea comes to your mind after reading the title "The Scholarship Jacket?"

The small Texas school that I attended carried out a tradition every year during the eighth grade graduation; a beautiful gold and green jacket, the school colors, was awarded to the class valedictorian, the student who had maintained the highest grades for eight years. The scholarship jacket had a big gold S on the left front side and the winner's name was written in gold letters on the pocket.



My oldest sister Rosie had won the jacket a few years back and I fully expected to win also. I was fourteen and in the eighth grade. I had been a straight A student since the first grade, and the last year I had looked forward to owning that jacket. My father was a farm laborer who couldn't earn enough money to feed eight children, so when I was six I was given to my

grandparents to raise. We couldn't participate in sports at school because there were registration fees, uniform costs, and trips out of town; so even though we were quite agile and athletic, there would never be a sports school jacket for us. This one, the scholarship jacket, was our only chance.

In May, close to graduation, spring fever struck, and no one paid any attention in class; instead we stared out the windows and at each other, wanting to speed up the last few weeks of school. I despaired every time I looked in the mirror. Pencil thin, not a curve anywhere, I was called "Beanpole" and "String Bean" and I knew that's what I looked like. A flat chest, no hips, and a brain, that's what I had. That really isn't much for a fourteen-year-old to work with, I thought, as I absentmindedly wandered from my history class to gym. Another hour of sweating in basketball and displaying my toothpick legs was coming up. Then I remembered my P.E. shorts were still in a bag under my desk where I'd forgotten them. I had to walk all the way back and get them. Coach Thompson was a real bear if anyone wasn't dressed for P.E. She had said I was a good forward and once she even tried to talk Grandma into letting me join the team. Grandma, of course, said no.

I was almost back at my classroom's door when I heard angry voices and arguing. I stopped. I didn't mean to eavesdrop; I just hesitated, not knowing what to do. I needed those shorts and I was going to be late, but I didn't want to interrupt an argument between my teachers. I recognized the voices: Mr. Schmidt, my history teacher, and Mr. Boone, my math teacher. They seemed to be arguing about me. I couldn't believe it.



I still remember the shock that rooted me flat against the wall as if I were trying to blend in with the graffiti written there.

"I refuse to do it! I don't care who her father is, her grades don't even begin to compare to Martha's. I won't lie or falsify records. Martha has a straight A plus average and you know it", That was Mr. Schmidt and he sounded very angry. Mr. Boone's voice sounded calm and quiet.

"Look, Joann's father is not only on the Board, he owns the only store in town; we could say it was a close tie and —"

The pounding in my ears drowned out the rest of the words, only a word here and there filtered through. "... Martha is Mexican ... resign ... won't do it" Mr. Schmidt came rushing out, and luckily for me went down the opposite way toward the auditorium, so he didn't see me.

Shaking, I waited a few minutes and then went in and grabbed my bag and fled from the room. Mr. Boone looked up when I came in but didn't say anything. To this day I don't remember if I got in trouble in P.E. for being late or how I made it through the rest of the afternoon. I went home very sad and cried into my pillow that night so grandmother wouldn't hear me. It seemed a cruel coincidence that I had overheard the conversation.

The next day when the principal called me into his office, I knew what it would be about. He looked uncomfortable and unhappy. I decided I wasn't going to make it any easier for him so I looked him straight in the eye. He looked away and fidgeted with the papers on his desk.

"Martha", he said, "there's been a change in policy this year regarding the scholarship jacket. As



you know, it has always been free." He cleared his throat and continued. "This year the Board decided to charge fifteen dollars – which still won't cover the complete cost of the jacket."

I stared at him in shock and a small sound of dismay escaped my throat. I hadn't expected this. He still avoided looking in my eyes.

"So if you are unable to pay the fifteen dollars for the jacket, it will be given to the next one in line."

Standing with all the dignity I could muster, I said, "I'll speak to my grandfather about it, sir, and let you know tomorrow." I cried on the walk home from the bus stop. The dirt road was a quarter of a mile from the highway, so by the time I got home, my eyes were red and puffy.

"Where's Grandpa?" I asked Grandma, looking down at the floor so she wouldn't ask me why I'd been crying. She was sewing on a quilt and didn't look up.

"I think he's out back working in the bean field."

I went outside and looked out at the fields. There he was. I could see him walking between the rows, his body bent over the little plants, hoe in hand. I walked slowly out to him, trying to think how I could best ask him for the money. There was a cool breeze blowing and a sweet smell of mesquite in the air, but I didn't appreciate it. I kicked a dirt clod. I



wanted that jacket so much. It was more than just being a valedictorian and giving a little thank you speech for the jacket on graduation night. It represented eight years of hard work and expectation. I knew I had to be honest with Grandpa; it was my only chance. He saw me and looked up.

He waited for me to speak. I cleared my throat nervously and clasped

my hands behind my back so he wouldn't see them shaking. "Grandpa, I have a big favor to ask you," I said in Spanish, the only language he knew. He still waited silently. I tried again. "Grandpa, this year the principal said the scholarship jacket is not going to be free. It's going to cost fifteen dollars and I have to take the money in tomorrow, otherwise it'll be given to someone else." The last words came out in an eager rush. Grandpa straightened up tiredly and leaned his chin on the hoe handle. He looked out over the field that was filled with the tiny green bean plants. I waited, desperately hoping he'd say I could have the money.

He turned to me and asked quietly, "What does a scholarship jacket mean?"

I answered quickly; maybe there was a chance. "It means you've earned it by having the highest grades for eight years and that's why they're giving it to you." Too late I realized the significance of my words. Grandpa knew that I understood it was not a matter of money. It wasn't that. He went back to hoeing the weeds that sprang up between the delicate little bean plants. It was a time consuming job; sometimes the small shoots were right next to each other. Finally he spoke again.

"Then if you pay for it, Martha, it's not a scholarship jacket, is it? Tell your principal I will not pay the fifteen dollars."

I walked back to the house and



locked myself in the bathroom for a long time. I was angry with grandfather even though I knew he was right, and I was angry with the Board, whoever they were. Why did they have to change the rules just when it was my turn to win the jacket?

It was a very sad and withdrawn girl who dragged into the principal's office the next day. This time he did look me in the eyes.

"What did your grandfather say?"

I sat very straight in my chair.

"He said to tell you he won't pay the fifteen dollars."

The principal muttered something I couldn't understand under his breath, and walked over to the window. He stood looking out at something outside. He looked bigger than usual when he stood up; he was a tall gaunt man with gray hair, and I watched the back of his head while I waited for him to speak.



"Why?" he finally asked. "Your grandfather has the money. Doesn't he own a small bean farm?"

I looked at him, forcing my eyes to stay dry. "He said if I had to pay for it, then it wouldn't be a scholarship jacket", I said and stood up to leave. "I guess you'll just have to give it to Joann." I hadn't meant to say that; it had just slipped out. I was almost to the door when he stopped me.

"Martha—wait."

I turned and looked at him, waiting. What did he want now? I could feel my heart pounding. Something bitter and vile-tasting was coming up in my mouth; I was afraid I was going to be sick. I didn't need any sympathy

speeches. He sighed loudly and went back to his big desk. He looked at me, biting his lip, as if thinking.

"Okay. We'll make an exception in your case. I'll tell the Board, you'll get your jacket."

I could hardly believe it. I spoke in a trembling rush. "Oh, thank you sir!" Suddenly I felt great. I didn't know about adrenaline in those days,

but I knew something was pumping through me, making me feel as tall as the sky. I wanted to yell, jump, run the mile, do something. I ran out so I could cry in the hall where there was no one to see me. At the end of the day, Mr. Schmidt winked at me and said, "I hear you're getting a scholarship jacket this year."

His face looked as happy and innocent as a baby's, but I knew better. Without answering I gave him a quick hug and ran to the bus. I cried on the walk home again, but this time because I was so happy. I couldn't wait to tell Grandpa and ran straight to the field. I joined him in the row where he was working and without saying anything I crouched down and started pulling up the weeds with my hands. Grandpa worked alongside me for a few minutes, but he didn't ask what had happened. After I had a little pile of weeds between the rows, I stood up and faced him.



"The principal said he's making an exception for me, Grandpa, and I'm getting the jacket after all. That's after I told him what you said."

Grandpa didn't say anything, he just gave me a pat on the shoulder and a smile. He pulled out the crumpled red handkerchief that he always carried in his back pocket and wiped the sweat off his forehead.

"Better go see if your grandmother needs any help with supper."
I gave him a big grin. He didn't fool me. I skipped and ran back to the house whistling some silly tune.

About the Poetess

Marta Salinas (1949)

Born in Coalinga, California, and received a degree in creative writing from the University of California at Irvine. "The Scholarship Jacket" is one of the several short stories, which has been published by Salinas in journals and collections.



Reading and Thinking Skills

1. Answer the following questions.

- i) What tradition was followed by the small Texas school every year during the eighth grade graduation?
- ii) Describe the scholarship jacket awarded to the class valedictorian?
- iii) Why was Martha given to her grandparents to raise?
- iv) Why couldn't Martha participate in sports at school?
- v) What were Martha's history and math teachers arguing about?
- vi) What was the change in policy regarding the scholarship Jacket?
- vii) Why did the school change the policy regarding the award of the scholarship Jacket?
- viii) What did her grandpa say when Martha told him about payment to be made for the Jacket?

- iii) What is your opinion of the principal of the school?
- iv) What would be your reaction if you had been deprived of a justly earned award?

2. Mark the sentences as true or false.

- i) The small Texas school awarded a scholarship Jacket to the class valedictorian every year. ☐
- ii) Martha did not hope to get the scholarship jacket. ☐
- iii) Martha was a very dull student. ☐
- iv) Martha's father was a farm laborer. ☐
- v) Martha was called "Beanpole" and "String Bean" in school. ☐
- vi) Martha's teacher, Mr. Schmidt favored her to get scholarship jacket. ☐
- vii) The Board decided to charge fifteen dollars for the scholarship jacket. ☐
- viii) The principal finally decided not to award the scholarship jacket to Martha. ☐
- ix) Martha's history teacher was happy that the scholarship Jacket would be awarded to her. ☐
- x) Martha was too glad to get the scholarship Jacket. ☐

3. Choose the correct answer.

- i) Every year, the small Texas school carried out:
 - (a) a competition
 - (b) a tradition
 - (c) a football match
 - (d) a debate contest
- ii) The winner's name was written in gold letters:
 - (a) in the pocket
 - (b) inside the pocket
 - (c) on the pocket
 - (d) on the collar

- iii) Martha couldn't take part in sports because:
 - (a) her parents were poor
 - (b) her parents were out of the town
 - (c) her parents were rude
 - (d) her parents disliked sports
- iv) Mr. Schmidt favored Martha because:
 - (a) she had a straight B plus average
 - (b) she had a C plus average
 - (c) she had an A average
 - (d) she had a straight A plus average
- v) Martha's grandfather said if she had to pay for it:
 - (a) then it wouldn't be a scholarship Jacket
 - (b) then it would be a prize
 - (c) then it would be a scholarship Jacket
 - (d) then it wouldn't be a scholarship

The Speaker or Narrator in a Story

The speaker or narrator in a story is a person who tells the story. In the story, "The scholarship Jacket", the narrator is the author "Martha Salinas". The author uses the pronouns "I, me, my, we, us, our" as a first person point of view.

Author's purpose and point of view

When an author / poet writes something, he/she has a purpose.

Following are some purposes for writing:

(a)	To entertain:	For this purpose, the author has a funny or an unusual story to tell.
(b)	To inform:	For this purpose, the author tells us about a thing, animal or place in order to give us information.

(c)	To express an opinion:	For this purpose, the author expresses his/her opinion about a thing or an animal etc. For example: Eagles are proud birds.
(d)	To Persuade:	The author writes because he or she wants us to do something.

Activity

Re-read the story "Scholarship Jacket" and identify the narrator and author's purpose by giving examples from the text.

Transitional Words

Transitional words are words or groups of words that connect ideas. They help readers follow the chronological order.

Following are some transitional words:

Time	Sequence	Period of Time
in 1977	first	for five years
on Tuesday	second	in the summer
in the morning	next	last week
at noon	then	for five days
ten years ago	finally	for few moments

Activity

Work in groups of five to ten students. Re-read the story "The Scholarship Jacket" and identify transitional words and discuss the chronological order of events in the story.

Writing Skills

Personal Narrative

A personal narrative is a story about real events that happened to the author.

Following chart shows features of a personal narrative.

Personal Narrative	
Characters	Real people in the author's life
Events and problems	Events and problems in the author's life.
First person point of view	The pronouns I, me, we and us.

Activity

As you read "The scholarship Jacket", observe the events and problems occurred in the author's life. Have you ever had similar experiences? Write down your personal narrative consisting of three to four paragraphs.

Grammar

Prepositions

A preposition is a word that shows how a noun or a pronoun is related to other words in the sentences.

Prepositions can show the following relationships of nouns or pronouns with other words in the sentences.

1. Position: Words which tell us the actual location of objects are known as prepositions of position.

e.g. between, among, on, upon, above, over, below, under etc.

2. Time: Prepositions of time express a specific time period or the actual time a certain thing takes place.

e.g. in, at, after, later, ago, before etc.

3. Movement and Direction: Prepositions of movement or direction are used to show movement from one place to another. They are most often used with verbs of motion and are found after the verb.

e.g. to, towards, through, into, across, over, along etc.

List of Prepositions of Position

Between and among

Between

Between is a position which separates two things.

- Used in the middle of two objects or locations.

e.g. My office is between my college and home.

Among

Among denotes to the belonging of a thing or a person to a group.

- Used when comparing with more than two.

e.g. She is tallest among the three siblings.

On and upon

On

On refers to the things touching and are above something.

e.g. The cat is on the table.

Upon

Upon refers to that denotation in which one is at motion while other is at rest.

e.g. The leopard jumped upon the deer.

Above and Over

Above

Above means to denote the sense of an object being vertically higher than other thing in which both are not in contact.

e.g. The parachute jumper is flying above the clouds.

Over

Over denotes something covering higher.

e.g. There is a bridge over the river.

Below and under

Below

Below denotes something lower than other things and are not in contact with each other.

e.g. Questions are given below the text.

Under

Under denotes object being exactly below or vertically down and are not in contact.

e.g. My brother is sitting under a tree.

Across and through

Across

Across refers to the opposite side of something.

e.g. There is a mango tree across the river.

Through

Through refers to the sense of crossing from something.

e.g. He went out through the window.

Beside and near

Beside

Beside refers to the sense of next to something / someone.

e.g. She is sitting beside the teacher.

Near

Near refers to the sense of nearby.

e.g. His office is near his apartment.

Opposite to and by

Opposite to

Opposite to gives the sense of other side.

e.g. The bank is opposite to the Government College.

By

By refers to the sense of next to something/somebody.

e.g. There is a small jug by the bed.

In front of and behind

In front of

In front of gives the sense of facing something.

e.g. There is a cupboard in front of my fridge.

Behind

Behind gives the sense of something at the back.

e.g. The teacher is standing behind me.

At and in

At is used to indicate a location or position as in time or on a scale or in order.

e.g. At the beginning of the year, children are informed about the rules and regulations of the collage.

In

In is used with the larger area.

e.g. I live in Germany.

Prepositions of Time

After / Later

Use after + phrase, and use later alone (at the end of a sentence or phrase).

e.g. I'll call you later.

I'll call you after I get home from work.

You can say "later + time period" to refer to an unspecified time in the future, for example:

e.g. I'll finish the project later this week.

We'll go on vacation later this year.

Never end a sentence with "after". Instead, you can use "afterwards"

e.g. "Did you go straight home after the baseball game?"

"No, we went out for drinks after." (Incorrect)

"No, we went out for drinks afterwards." (Correct)

Ago / Before

Use ago to talk about past times in reference to the current moment.

Use before to talk about past times in reference to another moment in the past.

e.g. He taught English language ten years ago.

The train had arrived before we reached the station.

By / Until

Use by for one specific event that will happen before a certain time in the future. Use until for a continuous event that will continue and then stop at a certain time in the future.

e.g. Please send me the information by Monday.

He's staying in Karachi until the 30th.

During / While

Both during and while mean that something happens at the same time as something else.

Use during + noun.

e.g. She cried during the movie.

Use while + subject + verb, or while + gerund.

e.g. She cried while she was watching the movie.

She cried while watching the movie.

From... to / till / until

We use from + to / till / until to define the beginning and end of a time period.

e.g. The museum is open from 8 AM to 4 PM.

Naeem will be on vacation from tomorrow until next Friday.
I studied English from 2001 till 2004.

On / In / At

Use in for centuries, decades, years, seasons, and months:

e.g. In the 18th century, In the 1960s, In 2001, In the summer, In October

Use on for days:

e.g. On Friday, On March 15th, On my birthday, On the weekend

Use at for times:

e.g. At 3:30, At noon, At quarter past four.

Be careful with morning, afternoon, evening, and night.

e.g. In the morning, In the afternoon, In the evening, At night

Past / To

We can use these prepositions with minutes in relation to the hour:

e.g. 3:50 = Ten to four, 6:15 = Quarter past six

For / Since

For is used for a period of time, and since refers to a specific point in time.

e.g. I've been waiting for three hours.

I've been waiting since ten o'clock.

As soon as / as long as

As soon as means "immediately after another event."

e.g. We'll call you as soon as we arrive.

As long as means "for the period of time" or "on the condition that":

e.g. I stayed awake for as long as I could. (period of time)

I'll take the job as long as I have the freedom to work from home a few days a week. (condition)

Activity

Work in groups of five to ten students. Prepare a class presentation on "The use of Prepositions". Select one kind of prepositions and explain in your own words before the class.

Prepositions of movement and position

To/towards

The preposition to indicates movement with the aim of a specific destination, which can be a place or an event.

e.g. I'm travelling to France tomorrow.

I've never been to a football match.

Note that up to is often used to express movement to a person.

e.g. He came up to me and asked me what the time was.

The preposition towards indicates movement in a particular direction.

She was carrying a suitcase and walking towards him.

Through and into

The preposition through refers to movement within a space which can be thought of as three-dimensional.

e.g. They couldn't get the new sofa through the door.

Through usually suggests movement across an entire space, from one side of something to another.

e.g. He cut through the wire.

The preposition into refers to movement from the outside to the inside of a three-dimensional space.

e.g. We got into the back of the car.

Across, over and along

The prepositions across and over are used to talk about movement from one side of a place to another. They usually refer to movement in

relation to places which can be thought of as two-dimensional, such as surfaces (a lawn) or lines (a river).

e.g. I'll jump over the wall and open the gate.

How are we going to get across the stream?

Over also functions as a preposition expressing position. It often has a similar meaning to the preposition above.

e.g. There was a mirror above/over the sink.

In and on as prepositions of movement

The core function of the preposition in is as an indicator of the position of something in relation to the three-dimensional space that surrounds it.

e.g. They were having a picnic in the park.

However, in can also be used to express movement towards the inside of a container, place or area:

e.g. Can you put the milk in the fridge?

UNIT 10

Gender Inequality

Prof. Abdul Majeed Khan (1960)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- use pre-reading strategies to predict the content of a text.
- comprehend text by applying critical thinking.
- write and revise business letters using correct format and style of expression.
- create and deliver group/class presentation.
- translate from English to Urdu.
- apply rules of capitalization.

Pre-reading:

- What is the role of women in Islam?
- Highlight the main duties of men and women.

Since the inception of civilization, women have been struggling to win recognition of their rights. They have been subjected to discrimination and tyranny ever since and even today, in this so-called modern era, they are deprived of many rights. Thinkers and philosophers of all ages have expressed various opinions as to her status and position in the society. However, the debate on this subject is still going on and there seems little hope of reaching any consensus by the two extreme schools of thought, regarding their right place in the society.

To understand the nature of controversy about the status of women, it would be pertinent to analyze the proposition in historical perspective. Socrates said, "Once made equal to man, woman becomes his superior". According to Edmund Burke, "A woman is but an



animal and an animal not of the highest order.”

Manu, an ancient India's law-giver, says, “In childhood must a female be dependent on her father; in youth on her husband; and woman must never seek independence.” According to Buddhism “Nirwana” (salvation) which is the ultimate goal of human life, cannot be attained in the company of women.”

The Orthodox Christians consider women as the cause of all evils, for it was Eve that enticed Adam to commit the first sin by eating the forbidden fruit, which caused the Great Fall. In Judaism, Hebrew scriptures condemn women to an eternal curse. It says, “of the women came the beginning of sin and through her we all die.”

The picture of women in pre-Islamic Arab society speaks of the pitiable condition of women. They were considered to be a disgrace to their families. Female children were buried and treated as the personal property of menfolk. Young maidens were traded as slaves in the open markets.

Islam is the only religion which has made serious efforts to place women at a respectable place in the society. It changed the mindset of man, including his social and religious thinking. It gave a vast amount of freedom to women enabling them to contribute towards the general welfare of society.

Islam holds a fundamental principle that woman is a human being; equal to man, and thus has equal rights. They are equal in their rights to realize their material needs in the world, including similar rights to hold property, mortgage it, bequeath it, sell or buy it or exploit it for their own benefit. We must note that the legal systems of the Europe till very recently did not give any of these rights to women. She could exercise these rights only indirectly through a man, her husband, father or guardian. This means that when Islam granted woman these rights, the woman in Europe was deprived of them even after more than eleven hundred years.

Islam recognizes an independent economic status of woman and gives her the right to own property, use and enjoy it without any

intermediary, trustee or mediator. She is free to choose her husband; no marriage is valid unless she agrees to it. Hazrat Muhammad (ﷺ) says, "No widow should be married without consulting her; and no virgin be married without her assent, and her assent is her silence". Even after the wedding ceremony if she declares that she does not assent to it, the marriage is dissolved.

Let us now focus on the world of today and draw a picture of the recent past to show the changing status of women. The furor over the rights of woman and perfect equality with man is raging all across the western countries, especially the Muslim ones. A propaganda campaign has been launched against the Islamic beliefs and customs by the western media, insisting upon "female emancipation" as essential for the economic and social development of the society. Influenced by the western media propaganda, some people say that no country can make progress and attain prosperity unless its women gain complete emancipation. The most staunch supporters and champions of women's rights are those men and women who profess foolishly, some mischievously, that Islam stands for perfect equality between the two sexes, while others, thanks to their ignorance of Islam or negligence thereof, claim that Islam is an enemy of woman, for it degrades her and lowers her status, holding her intellectually deficient and assigning her a position very much akin to that of animals. She is reduced to no more than a means of sensual pleasure for man and a machine for the propagation of the human species. Both of these two classes of people are equally ignorant of Islam or they intentionally confuse the right with the wrong in order to deceive others and sow the seeds of discord and mischief in the society, so as to further their own nefarious designs and facilitate the foul game they are out to play. Most of the time they parrot the words of others to achieve certain end. The source of their mischief is no other than the movement for woman's emancipation in Europe, whence all the defecting trends in the modern East flow.

Just a few centuries ago, woman was looked upon as a non-entity. She

was the theme of many a discourse of the scholars and philosophers, who debated among themselves over questions such as these. Has woman got a soul or not? If yes, what is the nature of her soul? Is it human or animal? Supposing she does possess a human soul then what social and human position should she occupy in relation to man? Is she born as a slave to man or does she hold a position slightly superior to that of a slave?

Since the inception of civilization down to the period of industrialization, the situation remained unchanged. She was coerced to play the role of a slave. The Industrial Revolution in Europe brought more miseries to woman. She was forced to work in industrial units, apart from managing her home. As most of the factories were established in urban areas, a large number of families migrated there, where they lived solitary life, least bothered by the principles of mutual responsibility and cooperation which was the hall mark of country life. As woman became economically independent, family ties were torn, for she was no longer under the control of man. She was now over worked physically, lost respect as well as her womanhood. She was denied even the natural pleasure of having a family, having children, living with them and realizing her own true self. Inspire of losing so much, she could not even win the right to have equal wages with man. The European man did not, however, easily forego his superiority and egoism with respect to woman. He was forced to recognize equal rights for her after a very tough and intense resistance and hard struggle in which all the usual weapons of warfare were used.

Feminism, a movement for the emancipation of women is an old movement. The word "Feminism" was first coined by the Younger Duma's in a pamphlet "L' Homme femme' in 1872. The book had a deep impact on the minds of the people and the issue of the rights and privileges of woman became an alive issue. In the early period of 19th century women resorted to strikes and non-cooperation, addressed public meetings and employed journalism to advance their cause, which consequently resulted in the attainment of the desired objective of raising the status of women in the

western world.

The United Nations declared 1975 as "International Women's year". Perhaps for the first time in history, the eyes of the world were focused on that half of its population who, by virtue of an accident of birth, perform two-third of the world's work, receive one tenth of its income and own less than one hundredth of its property. It was the start of an international effort to right the wrongs of history.

The United Nations is not the first forum which launched a campaign for the safeguarding of women's rights. About fourteen hundred years ago, Hazrat Muhammad (ﷺ) presented the first charter of Human Rights, in which the women were placed at equal level with men. He dismantled the concept of men about women as a necessary evil, a deadly fascination, the devil's gateway, the unsealer of the forbidden tree, the deserter of the Divine law etc.

Hazrat Muhammad (ﷺ) in his farewell sermon said, "O people, it is true that you have certain rights with regard to your women, but they also have rights over you. Do treat your women well and be kind to them, for they are your partners and committed helpers."

On the other hand, women in the West, in most cases, have confused liberty with license. A large number of them have landed up in a libertine existence which has polluted the whole moral climate of the society. Liberty without moral and spiritual discipline is a potential dynamite. Equality among sexes is one of the most important watch-words of this century. Even among the advanced countries, after fifty years of hectic and continuous struggle, women are still discriminated in many fields of national life. Their representation in political, economic, professional, educational and administrative spheres is not in consonance with their number. Though they have acquired fundamental, legal and constitutional rights, in practice men have upper hand in all these fields as they have outnumbered women. For instance, in politics, women have a right to contest any public office, but even a cursory roll call of the legislatures of western countries will show that

women are playing a very limited role. Same is the case with public and private sectors of employment. Their share in the supervisory positions is very little, whereas at the top ranks in administration, their share is thinner still.

In certain professions like army, police, architecture and engineering, the entry of women is considered to be a taboo. There are quite a large number of women in education, but even in this field they are confined to the teaching side and only a little number of them get a chance to become top educational administrators.

If women are still deprived of many privileges in western countries, their lot in the developing countries is even worse. They are kept away from the mainstream of national life. In most of the eastern countries, women are considered to be fit only for domestic chores i.e. producing children, maintaining homes and looking after the well-being of their husbands.

Islam has been the greatest benefactor of women-kind. As Robert L.Gulick has described Hazrat Muhammad (ﷺ) contribution toward civilization in the following words:

“Muhammad (ﷺ) established law and order over a large portion of the known world and anticipated a significant number of the great social movements of the 20th century, equality of opportunity, unrestricted by colour, greater freedom for women, emphasis on universal education, consultation as the bedrock of sound administration, even-handed justice and on the personal plane; the mystery of self. The world we live in is, in some of its better aspects, the world Muhammad (ﷺ) made.”

The preamble to the Declaration on Elimination of Discrimination against women, November 7, 1967 states, "Discrimination against woman is undoubtedly incompatible with human dignity and with the welfare of the family and the society, prevents their participation on equal terms with men in the social, political, economic and cultural life of their countries and is an obstacle to the full development of the potentialities of women in the service of their countries and of humanity; the full and complete

development of a country, the welfare of the world and the cause of peace require the maximum participation of women as well as men in all fields.”

Though Muhammad (ﷺ) installed womanhood at a respectable pedestal, in practice women are still subjected to slavish existence. Tribal customs and cultural traditions, in most of the Islamic countries, are some of the factors which contribute towards the degradation of women.

In most of the Islamic countries women are discouraged to play their role in the field of democracy. Politics is considered forbidden fruit for women. The percentage of women parliamentarians has never raised from 10% of the total number of parliamentarians.

In economic sector women participation is almost negligible. The statistics obtained at the NGO forum 1995 indicate that at the current rate of progress it would take 475 years for women to reach equality with men as senior managers in the world.

According to Islamic school of thought, Islam alone does provide a solution to the problems of woman no less than that of man. And all of us should turn towards it, strive hard to re-establish an Islamic state and enforce Islamic law in our lives. Only then shall we be able to realize in practice our beliefs and ideals. This is the only way to achieve symmetry and harmony in our life without any resort to injustice and tyranny.

Women have to actively work together with men towards gaining equality. But first they must understand the true spirit of the Holy Quran and tailor their demands to it so that there is no widespread resistance to their participation in national life.

In the end, let us quote the words of Quaid-i-Azam who, while addressing the audience at the Aligarh University in 1944, said, “No nation can rise to the level of glory unless your women are side by side with you. We are victims of evil customs. It is a crime against humanity that our women are shut up within the four walls of the houses as prisoners. There is no sanction anywhere for the deplorable condition in which our women have to live. You should take your women along with you as comrades in every sphere of life.”

1. Answer the following questions.

- i) What is the view of Socrates about the status of woman in the society?
- ii) How can you explain the point of view of Edmund Burke regarding women rights?
- iii) Explain the Orthodox Christians point of view about women.
- iv) What was the condition of women in pre-Islamic Arab society?
- v) How did Islam change the mindset of man regarding the status of women?
- vi) Does Islam give woman the right to own property?
- vii) Which year was declared as "International Women's Year" by United Nations?
- viii) What does the Hazrat Muhammad (ﷺ) say about the status of women in the society?
- ix) What jobs are chosen by women in our society?
- x) What kind of role can women play in development of a country?

2. Mark the sentences as true or false.

- i) According to Socrates, women will gain superiority if they are given equal status to man. ☐
- ii) The Orthodox Christians do not consider woman as the cause of all evils. ☐
- iii) Islam gives equal rights to women. ☐
- iv) According to Islam, women are not allowed to choose their husbands. ☐
- v) The word "feminism" was first coined by the younger Duma's in a pamphlet "L'Homme femme" in 1872. ☐

A business letter is a letter which is written from one company / organization to another, or for correspondence between organizations and their customers, clients and other external parties. It is written in formal language. The overall style of letter depends on the relationship between the organizations or companies.

Format of Business Letter

A letter to the editor of a magazine for printing an advertisement of the company in their magazine.

Welfare Educational Society,
Shahbaz Town, Quetta.

} *Heading*

April 21st, 2018.

News Express,
52 – F, Jinnah Road,
Quetta.

} *Inside Address*

Dear Mr. Faheem,

} *Salutation*

We have a Welfare Educational Society at Quetta, managing a group of colleges offering various courses in medical, computer, engineering and management. The detailed list of various courses, their duration and fee structure is attached herewith. We are interested in admitting students from all over Balochistan. We would like to take the help of your magazine to give wide circulation to our admission notice.

} *Body*

You are kindly requested to provide us the details of the cost of the package in this regard. We would appreciate if you kindly enlighten us about the overall impact of this advertisement.

With warm regards,

Thanking you,

Yours sincerely,

} *Closing*



} *Signature*

Nadir Khan

Welfare Educational Society, Quetta.

Activity

Write a letter to a company to place an order for stationery material for your company.

Oral Communication

Group/Class Presentations

Activity

Work in groups of five to ten. Prepare a presentation on "How to work for the awareness of enrollment in the schools in your province?"

Follow these steps:

- i) Brainstorm your ideas.
- ii) Make a mind map.
- iii) Make an outline of your ideas.
- iv) Write down the introduction.
- v) Support your ideas with reasoning.
- vi) Write down the conclusion.

VOCABULARY

Translation

Translation from one language to another is not an easy job. It needs knowledge of both the languages. A good command on grammar, vocabulary, idioms and phrases are the basic requirements of translation. Word for word translation changes the core concept of the language.

For example:

- | | |
|--|-----------------------------------|
| i) See him off at the station. | اسے اسٹیشن تک چھوڑ آؤ۔ |
| ii) Work whole heartedly. | دل لگا کر کام کرو۔ |
| iii) Talk politely. | نرمی سے بات کرو۔ |
| iv) I have known him for a long time. | میں اسے بہت دنوں سے جانتا ہوں۔ |
| v) He is an apple of his father's eye. | وہ اپنے باپ کی آنکھوں کا تارا ہے۔ |

Activity

Translate the seventh paragraph of the Unit “Gender Inequality” into Urdu.

Grammar

Capitalization

Rules of Capitalization

(a) Capitalize Proper Names

Capitalize names of particular persons, places and things:

- 1) **Words referring to the Deity:** Allah, God, Almighty, Creator, King of kings and Lord. (Do not capitalize the word *god* when referring to pagan deities)

Note: Capitalize pronouns that refer to the Deity. God always keeps His promises.

- 2) **Name of Satan, angels, human beings:** The Devil, Gabriel, Saima, Fahim, Tariq. (Notice that the abbreviations Jr. and Sr. are capitalized following a name).
- 3) **Continents, countries, states, provinces, cities:** Antarctica, Pakistan, Balochistan, Quetta, Mastung, Lahore.
- 4) **Recognized political or geographical regions:** The South, the Far West, the Northwest (U.S); the Far East, the Near East (Do not capitalize *north, east, south, west, northwest*, etc. when they refer to a direction: west of town, driving east.)

Note: Do not capitalize adjectives that merely indicate a portion of a region: southern France, eastern Balochistan.

Do capitalize adjectives that are part of a name referring to a political or a geographical division: Central America, West Germany, Northern Ireland, Eastern Samoa, South Korea, Western Europe

- 5) **Islands, bodies of water, mountains, parks:** Baffin Island, Isle Royale; Old Harbour Bay, Caribbean Sea; Big Horn Mountains, Mount

Whitney; Hazar Gangi National Park.

- 6) **Streets and high ways:** Zaib-un-Nisa Street, Najeeb Street, Forty-second Street (The second part of a hyphenated number is not capitalized).
- 7) **Special organizations:** The Security Council, Congress, State Department, Library of Congress, Supreme Court of Pakistan.
- 8) **Calendar items and special events:** Friday, May, Eid, Sibi Festival.

Note: Names of the seasons (spring, summer, fall, autumn, winter) are not capitalized unless personified: Then came Autumn in her multicolored garb.

- 9) **Historical events and periods:** Hundred Years War, Battle of Panipat, Great Depression, Romantic Age.
- 10) **Nationalities, races, and tribes:** Pakistani, Dravidian, Bugti, Tareen.
- 11) **Religious writings, groups and terms:** The Quran, Hadith, Catholic, Crucifixion.
- 12) **Languages and particular courses:** Pakistani, Japanese, Functional English 601, Computer Science 205 (The number after the subject indicates a particular course).
- 13) **Brand names of business products:** Dunlop tires, Blue Band (Do not capitalize the common noun after the brand name.)
- 14) **Monuments, bridges, buildings, documents, planets, ships and any other particular persons, places or things:** Death Valley, National Monument, Man, Safina, Balochistan Bridge, Habib Plaza.

(b) Capitalize the titles of works

Note: Capitalize the first and last words and all content words in the titles of *books, magazines, newspapers, poems, stories, plays, musical compositions, paintings, sculpture, and other works of art*. Function words, coordinating conjunctions, prepositions and the articles (*a, an* and *the*) are not capitalized.

- Exploring the World of English (book)
- News and Views (magazine)
- Stopping by Woods on a Snowy Evening (poem)
- The Merchant of Venice (Play)

Function Words:

The words which have little meaning on their own, but which show grammatical relationship in and between sentences.

Examples: and, to, the etc. they are also called grammatical or structural words.

Content Words:

The words which refer to a thing, quality, state or action, and have meaning when they are used alone.

Examples: world, play, happy, quickly etc. They are also called lexical words.

Miscellaneous

1. **Capitalize the first word of every sentence (including quoted sentences)**

The sleep of a labouring man is sweet.

Vince Lombardi said, "Fatigue makes cowards of us all."

2. **Capitalize the pronoun "I" and the interjection "O".** (The more common interjection oh is followed by a comma or an exclamation point; O is never followed by punctuation.)

Return, O Lord, deliver my soul: oh, save me for Thy mercies' sake.

3. **Capitalize the first word in every line of poetry, whether or not the word begins a sentence.**

If you can't be a pine on the top of the hill

Be a scrub in the valley – but be

The best little scrub by the side of the rill;

Be a bush if you can't be a tree.

Activity

Read the following paragraph and capitalize the relevant words.

my lively, funny grandfather, akbar, lives in kalat, a quiet superb of balochistan, pakistan. he has occupied the same house for over fifty years. this is my favourite place in the world. whenever i think of the lush gardens by the house, i feel warm and secure.

UNIT 11

Rubaiyat of Omar Khayyam

Edward FitzGerald (1809 - 1883)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- skim text to infer main idea / theme.
- comprehend text by applying critical thinking.
- locate examples to support an opinion.
- write an essay on a general subject.
- recognize and use colon.
- recognize and use sentence inversion for various purposes.

Pre-reading:

- What is your opinion about the worldly life?
- Should we spend our lives for the worldly gains only?

AWAKE! For Morning in the Bowl of Night
Has flung the Stone that puts the Stars to Flight:
And Lo! The Hunter of the East has caught
The Sultan's Turret in a Noose of Light.

The Worldly Hope men set their Hearts upon
Turns Ashes-or it prospers; and anon,
Like Snow upon the Desert's dusty Face
Lighting a little Hour or two is gone.

There was a Door to which I found no Key;
There was a Veil past which I could not see:
Some little talk awhile of Me and Thee
There seem'd and then no more of Thee and Me.

The Moving Finger writes; and, having writ,
Moves on: nor all thy Piety nor Wit
Shall lure it back to cancel half a Line,
Nor all thy Tears wash out a Word of it.

Yet Ah, that Spring should vanish with the Rose!
That Youth's sweet-scented manuscript should close!
The Nightingale that in the branches sang.
Ah whence, and whither flown again, who knows!



About the Poet

Edward FitzGerald (1809 - 1883)

He was born at Bradfield and was educated at Trinity College, Cambridge. He was an English poet and writer and is best known as the poet of the first and most famous English translation of "The Rubaiyat of Omar Khayyam." His other works were largely translations from Greek.

Reading and Thinking Skills

1. Answer the following questions.

- What does "The Worldly Hope" mean?
- Why has "Omar Khayyam" compared desert snow with the temporary worldly hopes?
- Explain in your own words the Rubai "AWAKE! For Morning in the Bowl of Night."
- What does "The Moving Finger" mean?
- Write down the main theme of the Rubai "There was a Door to which I found no key."
- Why does the poet compare "Spring with Youth"?
- What is the main theme of the Rubai "Yet Ah, that Spring should vanish with the Rose!"

2. Choose the correct answer.

- i) When the sun rises, the stars:
a) appear b) vanish
c) disappear d) burn
- ii) The Hunter of the East means:
a) stars b) sun
c) son d) earth
- iii) In Rubaiyat of Omer Khayyam, the word manuscript means:
a) destiny b) period
c) life d) death
- iv) We can change our destiny by:
a) piety b) intelligence
c) tears d) nothing
- v) The snow in the desert vanishes in:
a) few months b) some years
c) two hours d) twelve hours

3. Mark the sentences as true or false.

- i) The sun has put the stars to flight.
- ii) The worldly hope remains forever.
- iii) We can change our destiny by piety.
- iv) The youth ends very soon.
- v) The nightingale sings throughout the year.

☐
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☐

Critical Thinking

What lesson do you get after reading "The Rubaiyat of Omer Khayyam?"

Examples to support an opinion

The writer or poet presents his / her opinion to persuade the readers.

In order to support his / her opinion, the writer or poet gives examples and reasons.

Activity

Read the poem, "The Rubaiyat of Omer Khayyam" and discuss the opinion of the poet regarding the world and our lives. Write down the examples which the poet has given to support his opinion.

Writing Skills

Research Report

Write a research report on "Purpose of man's creation."

Essay Writing

1. Write a general essay on "Charms of Youth."
2. Write down the themes of Rubaiyat.

Grammar

Colon

(a) Use a *colon* to introduce a list of items.

(Note: Do not use a colon to introduce a list that is the complement of a verb or the object of a preposition.)

Examples:

- i) For the picnic, you should bring these items: three plates, five cups and a knife.
- ii) The items that we should bring for picnic are: three plates, five cups and a knife. (Incorrect)

(b) Use a *colon* to introduce a statement or quotation.

Examples:

- i) William Congreve once made this statement: "Music has charms to soothe the savage beast". (colon – quotation formally announced)

- ii) It was William Congreve who said, "Music has charms to soothe the savage beast". (comma – quotation not formally introduced)
- (c) **Use a colon between independent clauses when the second clause explains or summarizes the first clause.**

Example:

- i) The captain was right: we should have bowled first.
- (d) **Use colon between the chapter and verse of a Quranic reference.**
Al-Baqara – 2:124, Al-Ibrahim – 14:35
- (e) **Use a colon between the hour and the minute of a time reference.**
9:45 a.m 12:00 a.m 5:00 p.m

Activity

Use colon in the following sentences.

- i) Cook these dishes for the party meat, rice and fish.
- ii) The Principal announced the result Ahmed got first position.
- iii) In order to have a safe journey, you should follow these instructions tie seat belt, drive with normal speed and carefully.
- iv) He will arrive at 5 45 p.m.
- v) We sell following items books, notebooks, pencils etc.

Sentence Inversion

Inversion, also known as “anastrophe”, is a literary technique in which the normal order of words is reversed, in order to achieve a particular effect of emphasis or meter.

Inversion Techniques

Inversion is achieved by doing the following:

- Placing an adjective after the noun it qualifies, e.g. The soldier strong.
- Placing a verb before its subject e.g. Shouts the policeman.
- Placing a noun before its preposition e.g. World between.

In the English language, there are inversions that are part of its

grammar structure, and are quite common in their use. For instance, inversion always occurs in interrogative statements where verbs, or auxiliaries, or helping verbs are placed before their subjects. Similarly, inversion happens in typical exclamatory sentences where objects are placed before their verbs and subjects, and preceded by a wh-word, such as the following examples of inversion:

- What a beautiful picture it is!
- Where in the world were you!
- How wonderful the weather is today!

Examples of Inversion in Literature

Apart from the above-mentioned common inversions, some unusual inversions are employed in literature by writers, in order to achieve some special artistic effects.

Example – (1): Romeo and Juliet (by William Shakespeare)

It was a common practice in the days of William Shakespeare to use inversions. Look at an example of inversion from Romeo and Juliet, Act 1, Scene 5.

“Her mother is the lady of the house,
And a good lady, and wise and virtuous.
I nursed her daughter that you talked withal.
I tell you, he that can lay hold of her,
Shall have the chinks.”

Example – (2): Kubla Khan (By Samuel Taylor Coleridge)

Inversion examples are more common in poetry than prose. Inversion creates meter and rhyme in the lines. Coleridge uses inversion artistically in his renowned poem Kubla Khan:

“In Xanadu did Kubla Khan
A stately pleasure-dome decree:
Where Alph, the sacred river, ran

Through caverns measureless to man
Down to a sunless sea.
So twice five miles of fertile ground
With walls and towers were girdled round;
And there were gardens bright with sinuous rills,
Where blossomed many an incense-bearing tree;
And here were forests ancient as the hills,
Enfolding sunny spots of greenery.”
The inversions enhance the artistic effect of the poem.

Functions of Inversion

Like all literary devices, the main function of inversion in prose or poetry is to help writers achieve stylistic effect, like laying an emphasis on a particular point, or changing the focus of the readers from a particular point. In poetry, inversions are regularly used to create rhythm, meter, or rhyming scheme in the lines.

Activity

Identify the inversions in the following sentences.

- i) What an interesting story this is!
- ii) "Stop", shouted the king loudly.
- iii) How wonderful the weather is today!
- iv) To me alone there came a thought of grief.
- v) How wonderful was he teaching!

UNIT 12

Youth's Participation in Drug Prevention Programmes

Prof. Abdul Majeed Khan (1960)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- scan to answer short questions.
- develop focus for own writing by identifying audience and purpose.
- use pre-writing strategies (Brain storming, mind mapping, outlining, etc.)
- proofread and edit a piece of writing.
- deliver group/class presentation.
- use roots, suffixes and prefixes.

Pre-reading:

- What is drug addiction?
- What can we do to prevent the drug addiction?

These days, drug abuse is becoming an increasing trend. It has become quite common among youth, as drugs have become quite accessible. Today, there is a clear need for effective drug prevention programmes directed towards youth.

In fact, youth must play an active role in drug prevention programmes. However, it is important to note that youth are not professionals or experts on drugs. They lack experience and knowledge in the academic sense of course, they are experts on what they have perceived or even experienced themselves when it comes to discussing the effects of drugs, but they do not know the science behind drugs and drug abuse. Actually, young people have a general knowledge about drugs, but they may not know the specifics. For example, a young person may not know how drugs actually penetrate the human body and which senses they affect first, but an expert in the field of drug abuse could provide the answer. Experts, consultants and professionals can provide support without being in command of a project,

more specifically, we can say that adults can be a resource for young people when they need any substantiation.

Occasionally, it is difficult for adults to play a supportive role when participating with young people. It is challenging because they often fall into the authoritative or imposing roles without even noticing what they are doing, when working with young people, though, adults must respect and recognize the value of young people's ideas and opinions. Adults should take them seriously because young people will equally respect and take seriously what adults would say. Adults should also encourage young people to draw upon their skills, knowledge and resources. Encouragement can be in the form of a compliment, or a reward.



Adults should provide their expertise and information when they are needed. Young people must also realize their own benefits for participating with adults. Adults do have much to share that is relevant to young people's needs. Adults are able to offer suggestions, resources and most importantly, vision. However, adults must learn to work with youth rather than telling them what to do. Young people ought to take advantage of the knowledge

and expertise of the adults and adults should be always willing to share with youth without being bossy or dominating.

Adults should not press youth into doing or believing in something because youth will realize what the adults are intending to do and thus, reject it; regardless of its relevance or merit. Imposing behavior often results in irritation and it discourages young people from participating.

Youth participation entails a process through which youth are able to influence and share control over planning, decisions and resources that affect them. At an organizational level, this entails in being included in decision making, policies and practices in which young people have legitimate roles, such as manager or advisor. On a personal level, participation involves young people's right to be included in and informed about decisions and issues affecting their lives.

Youth participation means recognizing and fostering youth's influence and ability through their expertise and involvement. Only in this way will youth's participation be truly effective for youth themselves, their adult counterparts and community as a whole.

The Importance of Youth's Participation:

Young people have a right to participate in programmes as enshrined in the UN convention on the rights of child, adopted in 1990. The convention has since been ratified by almost every member state of the UN. One of the principles of the convention states: children must be allowed as active participants in all matters affecting their lives and be free to express their opinions. They have the right to have their views heard and taken seriously.

Drug Prevention

Drug prevention programmes can target all young people or they can target specific groups with specific needs, such as young people who have already tried drugs or who are considered "at-risk". Programmes can be held in school or in the community and they can be run by youth, adults or a

combination of both. There is no specific protocol for drug prevention programmes, but in order for them to be effective, programmes should consider the following:

- Enhancing protective factors and reducing risk factors.
- Including skills to resist drugs, strengthen personal commitments against drug use and increase social competencies.
- Incorporating interactive methods rather than just the traditional educational techniques alone.
- Generating norms that are strengthened against drug use in all kinds of situations.
- Targeting all youth and giving special attention towards identifying those who are most at risk.
- Being sensitive with respect to ages, cultures and developmental stages.

The benefits of youth participation in drug prevention programmes

Youth participation in drug prevention programmes has great advantages, not only for youth themselves but also for adults and for the community. Since youth are the primary beneficiaries, they gain the most from participation. It is their decisions in managing and implementing policies that improve the programme's objectives. Whatever decisions they make or procedures they apply, they will be the ones affected the most.

Delivery of Services

Since young persons are the best experts on young people, they can deliver the best services to them. That's why their involvement in delivery of services will be more relevant to the needs of young people. Young persons understand each other in a way that is difficult for most adults to comprehend. Their behaviours, their style of doing things and even their language differs from adults. It often happens that adults feel upset over the conduct of youth. The programmes chalked out by young persons are always

compatible to the needs of young people.

Young people not only benefit from being active participants in any programme but also improve their knowledge about the causes and methods of prevention of drug abuse.

Expressions

Participation of youth in programmes provides them an opportunity to share their ideas and experiences on the drug abuse. It has been observed that their ideas as to the dangers of drugs and methods of prevention often differ from what the adults believe, for in some cases, young persons have practical experience of drug abuse. They have either been directly affected by drugs or indirectly affected as any of their family members have been the victim of drug abuse. They can thus provide better explanation of the effects and hazards of drugs in comparison with those adults who have never touched any drugs.

Skills

By participating in programmes on drug abuse, young people gain developmental skills and knowledge that will ensure a better future. They gain experience and confidence after accomplishing a task successfully. The leadership roles, assigned to them, lead them to become responsible citizens. Respectable roles in prevention programmes provide them opportunities to groom their personality and shoulder responsibilities on their own. Participation gives them the opportunity to channelize their energies for the good of their nation.

Communication

The participation of youth allows other youth to feel at ease while speaking on issues in the presence of adults. They are likely to feel shy and hesitate to express their ideas or share their experiences. Some young persons are in the habit of just ratifying the views what the adults put forward, and saying what they think adults want to hear instead of what

they really have in their minds. This can be really damaging to a programme as it is not the true representation of the youth. Moreover, young people communicate in different terms from adults with active youth participation. Programmes can focus on important matters that are suited towards the young people's needs.

Since young people can offer better programmes and expertise in the area of anti-drug campaigns, they can suggest and provide alternatives that will appeal to the interests of young people.

In short, youth participation is all about the development of partnerships between young people and adults across all areas of life so that young people may take a valued position and play role in our society and the community as a whole can benefit their contribution, ideas and energies.

Reading and Thinking Skills

1. Answer the following questions.

- i) Why has drug abuse become quite common among youth?
- ii) What kind of awareness regarding the drug abuse should be given to the youth?
- iii) Why is youth's participation in drug control programmes important?
- iv) What are drug prevention programmes?
- v) How do the ideas of youth differ from that of adults?
- vi) What kind of skills can youth develop by participating in drug prevention programmes?

2. Mark the sentences as true or false.

- i) In recent years, drug abuse has become an increasing trend. ☐
- ii) Youth must not be allowed to participate in drug prevention programmes. ☐

- iii) Adults should take and honour the ideas and opinions of young people on the prevention of drug abuse. ☐
- iv) The ideas and opinion of youth about prevention of drug abuse differ from that of adults. ☐
- v) The leadership roles assigned to the youth do not lead them to become responsible citizens. ☐
- vi) The youth's participation allows their fellows to feel at ease while speaking on issues in the presence of adults. ☐
- vii) The programmes, chalked out by young people, are never compatible to the needs of youth. ☐
- viii) Youth do not know the science behind drugs and drug abuse. ☐
- ix) Children have the right to have their views heard and taken seriously. ☐
- x) Young person's do not know the needs of youth. ☐

3. Choose the correct answer.

- i) Youth must play an active role in:
 - (a) drug promotion
 - (b) drug usage
 - (c) drug progress
 - (d) drug prevention
- ii) Young people have a right to:
 - (a) take part in drug usage
 - (b) participate in drug prevention programmes
 - (c) take part in debates
 - (d) participate in adult literacy
- iii) Participation of youth in programmes provides them an opportunity to:
 - (a) share their food
 - (b) share their ideas
 - (c) share their values
 - (d) share their belongings
- iv) A young person may not know which:
 - (a) senses drugs affect first
 - (b) persons drugs affect first
 - (c) creatures drugs affect first
 - (d) things drugs affect first

- v) Youth must be given chances to:
 - (a) express their views on drug prevention
 - (b) their views
 - (c) tell which programmes are necessary
 - (d) know ways protecting drug abuse

Writing Skills

Activity

Work in groups of five to ten. Select a topic of your choice. Write an essay of three to five paragraphs. Exchange your written essays with your groupmates. Every student should proof read and edit the essay with red ink.

Follow these steps:

- i) Brainstorm your ideas.
- ii) Make a mind map.
- iii) Outline your ideas in a logical sequence.
- iv) Each student should write the essay with the help of outline.
- v) Each student should proof read another's essay.
- vi) Edit it and re-draft it.

Oral Communication

Group/Class Presentations

Activity

Work in groups of five to ten. Prepare a class presentation on "Importance of Sports", and present it in the class.

VOCABULARY

Roots, Suffixes and Prefixes

Root or Base Word:

The original word to which a suffix or prefix is added is called a root or base.

Suffix:- A suffix is a letter or a group of letters added at the end of a word. A suffix changes the meaning of the word.

For example:

Suffix		
Base word	Suffix	New word
thank	ful	thankful
care	ful	careful

Prefix:- A prefix is a letter or a group of letters added at the beginning of a word. It changes the meaning of the word.

Prefix		
Prefix	Base word	New word
im	possible	impossible
un	able	unable

Activity

Use the following prefixes and suffixes to make new words.

Prefix	Word	New word	Word	Suffix	New word
mis				less	
pre				ship	
post				ness	
tele				ment	
post					

UNIT 13

Hatchet

An excerpt from a novel by Gary Paulsen (born 1939)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- scan to answer questions.
- deduce meaning of difficult words from context.
- utilize appropriate informational sources including encyclopedias and internet information.
- comprehend various job advertisements to write in response, an effective job application, a resume and a covering letter.
- demonstrate use of appropriate conventions to give a job interview.

Pre-reading:

- What is a forest?
- If you were alone in a forest, what would you do to survive?

Prologue

(In this story, the main character is a teenager named Brian Robeson. He is on a plane to visit his father in the oil fields in Canada. The only other person on the plane is the pilot. When the pilot has a heart attack, Brian must guide the plane to land. After he lands on a lake, he finds himself alone and scared. The only belongings he has are his clothing and a small axe called a hatchet. Brian must find a way to survive alone in the wilderness.)

Brain found it was a long way from sparks of fire.

Clearly there had to be something for the sparks to ignite, some kind of tinder or kindling – but what? He brought some dried grass in, tapped sparks into it and watched them die. He tried small twigs, breaking them into little pieces, but that was worse than the grass. Then he tried a combination of the two, grass and twigs.

Nothing. He had no trouble getting sparks, but the tiny bits of hot stone or metal – he couldn't tell which they were – just sputtered and died.

He settled back on his haunches in exasperation, looking at the pitiful clump of grass and twigs.

He needed something finer, something soft and fine and fluffy to catch the bits of fire.

Shredded paper would be nice, but he had no paper.

"So close," he said aloud, "so close..."

He put the hatchet back in his belt and went out of the shelter, limping on his sore leg. There had to be something, had to be. Man had made fire. There had been fire for thousands, millions of years. There had to be a way. He dug in his pockets and found the twenty-dollar bill in his wallet. Paper. Worthless paper out here. But if he could get a fire going ...

He ripped the twenty into tiny pieces, made a pile of pieces, and hit sparks into them. Nothing happened. They just wouldn't take the sparks. But there had to be a way—some way to do it.

Not twenty feet to his right, leaning out over the water were birches and he stood looking at them for a full half-minute before they registered on his mind. They were a beautiful white with bark like clean, slightly speckled paper.

Paper.

He moved to the trees. Where the bark was peeling from the trunks it lifted in tiny tendrils, almost fluffs. Brian plucked some of them loose, rolled them in his fingers. They seemed flammable, dry and nearly powdery. He pulled and twisted bits off the trees, packing them in one hand while he picked them with the other, picking and gathering until he had a wad close to the size of a baseball.

Then he went back into the shelter and arranged the ball of birch bark peelings at the base of the black rock. As an afterthought he threw in the remains of the twenty dollar bill. He struck and a stream of sparks fell into the bark and quickly died. But this time one spark fell on one small hair of dry

bark – almost a thread of bark – and seemed to glow a bit brighter before it died.

The material had to be finer. There had to be a soft and incredibly fine nest for the sparks.

I must make a home for the sparks, he thought. A perfect home or they won't stay, they won't make fire.

He started ripping the bark, using his finger nails at first, and when that didn't work he used the sharp edge of the hatchet, cutting the bark in thin slivers, hairs so fine they were almost not there. It was painstaking work, slow work, and he stayed with it for over two hours. Twice he stopped for a handful of berries and once to go to the lake for a drink. Then back to work, the sun on his back, until at last he had a ball of fluff as big as a grapefruit – dry birch bark fluff.

He positioned his spark nest – as he thought of it – at the base of the rock, used his thumb to make a small depression in the middle, and slammed the back of the hatchet down across the black rock. A cloud of sparks rained down, most of them missing the nest, but some, perhaps thirty or so, hit in the depression and of those six or seven found fuel and grew, smoldered and caused the bark to take on the red glow.

Then they went out.

Close – he was close. He repositioned the nest, made a new and smaller dent with his thumb, and struck again.

More sparks, a slight glow, then nothing.

It's me, he thought. I'm doing something wrong. I do not know this – a cave dweller would have had a fire by now, a Cro-Magnon man would have a fire by now – but I don't know this. I don't know how to make a fire.

Maybe not enough sparks. He settled the nest in place once more and hit the rock with a series of blows, as fast as he could. The sparks poured like a golden waterfall. At first they seemed to take, there were several, many

sparks that found life and took briefly, but they all died.

Starved.

He leaned back. They are like me. They are starving. It wasn't quantity, there were plenty of sparks, but they needed more.

I would kill, he thought suddenly, for a book of matches. Just one book. Just one match. I would kill.

What makes fire? He thought back to school. To all those science classes. Had he ever learned that made a fire? Did a teacher ever stand up there and say, "This is what makes a fire..."

He shook his head, tried to focus his thoughts. What did it take? You have to have fuel, he thought – and he had that. The bark was fuel. Oxygen – there had to be air.

He needed to add air. He had to fan on it, blow on it.

He made the nest ready again, held the hatchet backward, tensed, and struck four quick blows. Sparks came down and he leaned forward as fast as he could and blew.

Too hard. There was a bright, almost intense glow, then it was gone. He had blown it out.

Another set of strikes, more sparks. He leaned and blew, but gently this time, holding back and aiming the stream of air from his mouth to hit the brightest spot. Five or six sparks had fallen in a tight mass of bark hair and Brain centered his efforts there.

The sparks grew with his gentle breath. The red glow moved from the spark themselves into the bark, moved and grew and became worms, glowing red worms that crawled up the bark hairs and caught other threads of bark and grew until there was a pocket of red as big as a quarter, a glowing red coal of heat.

And when he ran out of breath and paused to inhale, the red ball suddenly burst into flame.

"Fire!" he yelled. "I've got fire! I've got it, I've got it, I've got it..."

About the Author

Gary Paulsen (Born 1939)

has written many novels for young readers. Several involve young characters facing challenges. Paulsen also faced some difficult problems as a child. His father was in the army, and Paulsen had to change schools often. Paulsen was a shy boy and changing schools was very hard for him. One day, a librarian gave him a library card and books, and he found a new world. Paulsen said, "I write because it's all I can do... (because I want my) years on this ball of earth to mean something. Writing furnishes a way for that to happen."



Reading and Thinking Skills

1. Answer the following questions.

- i) Who is the main character in the story "Hatchet"?
- ii) What problem did Brian have?
- iii) What was the first thing Brian tried to burn?
- iv) What happened when Brian tried to light his twenty-dollar bill?
- v) Why was Brian exasperated?
- vi) What happened when Brian made a home for the sparks?
- vii) Why did Brian hit his hatchet against the rock?
- viii) Why did Brian chop the peeled bark into smaller pieces?
- ix) How did Brian feel at the end of the story?
- x) What do you think Brian will do now that he has a fire going?

2. Mark the sentences as true or false.

- i) Brian is on a plane to visit his father in the oil fields in Canada.
- ii) The pilot of the plane did not have a heart attack.
- iii) Brian tried to ignite grass at first.
- iv) Brian was successful to burn small twigs.
- v) Brian needed something finer, soft and fluffy to catch the bits of fire.

☐
☐
☐
☐
☐

- vi) Brian found thirty-dollar bill in his wallet. ☐
- vii) Brian at last gave up to make a fire. ☐
- viii) Brian made a nest for the sparks. ☐
- ix) Brian recalled his school lessons as to what made a fire. ☐
- x) Brian remembered that fuel and oxygen are needed for a fire. ☐

3. Choose the correct answer.

- i) Brian is lost in the woods with only:
 - (a) a spade as a tool. (b) a hatchet as a tool.
 - (c) a hammer as a tool. (d) a dagger as a tool.
- ii) Brian wanted to have:
 - (a) a shelter. (b) a fire.
 - (c) fresh food. (d) a fine home.
- iii) Brian moved to the trees to pluck:
 - (a) branches of trees. (b) fluffy bark.
 - (c) leaves. (d) roots of trees.
- iv) Brian wanted to find out the way how to:
 - (a) burn fire. (b) cook food.
 - (c) row a boat. (d) make a shelter.
- v) When Brian ran out of breath and paused to inhale:
 - (a) the red ball burst into pieces
 - (b) the red ball broke into pieces
 - (c) the red ball burst into flames
 - (d) the red ball blasted

Writing Skills

Curriculum Vitae

It is a summary of an applicant's professional experience and educational background, alongwith other relevant information regarding the candidate's qualifications. The curriculum vitae is similar to a résumé, but is used more frequently by candidates who have published works in journals, such as scientists or academic professionals.

Format for curriculum vitae

Name

Address:

Cell No:

PERSONAL INFORMATION

Father's Name : _____

Date of Birth : _____

Nationality : _____

Domicile: _____

CNIC No. _____

Religion: _____

Marital Status: _____

OBJECTIVE

-
-

ACADEMIC QUALIFICATION

Education	Year	Institution	Marks

WORK EXPERIENCE

-
-

LANGUAGES

-
-

EXTRACURRICULAR ACTIVITIES & INTERESTS

-
-

REFERENCE

-
-

Activity

Prepare your curriculum vitae by following above format.

VOCABULARY

Use context to understand Vocabulary

The context of a word is the other words around it. You can use the context to help you understand new words.

For example:

In “Hatchet”, the sparks made by Brian in the story “just sputtered and died”, you can use the word “died” to guess what “sputtered” means.

The word “died” is context for “sputtered.”

Activity

Guess the meanings of the following words from the context and write down in your notebooks.

(i)exasperation

(ii) pitiful

(iii) registered

(iv) tendrils

(v) wad

(vi) painstaking

(vii) positioned

(viii) tensed

Oral Communication

Interview

An interview is a series of questions and answers. The interviewer asks the questions, and the interviewee answers them. The interview usually gives information about the interviewee's life, experience or opinions.

Tips for giving a job interview

1. **Conduct Research on the Employer, Hiring Manager, and Job Opportunity:** You should understand the employer, the requirements of the job, and the background of the person (or people) interviewing you. The more research you conduct, the more you'll understand the

- employer, and the better you'll be able to answer interview questions.
2. **Review Common Interview Questions and Prepare Your Responses:** Another key to interview success is preparing responses to expected interview questions. Prepare a list of expected questions with responses and practise orally.
 3. **Dress for Success:** Wear neat and clean clothes and polished shoes for the interview. Try not to smoke or eat right before the interview, brush your teeth or use mouthwash.
 4. **Arrive on time, be relaxed and prepared for the interview:** to avoid any trouble, strive to arrive about 15 minutes before your scheduled interview. Arriving a bit early is also a chance to observe the dynamics of the workplace.
 5. **Make Good First Impressions:** A cardinal rule of interviewing is to be polite and offer warm greetings to everyone you meet.
 6. **Be Authentic, Upbeat, Focused, Confident, and Concise:** Once the interview starts, the key to success is the quality and delivery of your responses. Your goal should always be authenticity and responding truthfully to interview questions. Provide solid examples of solutions and accomplishments but keep your responses short and to the point.
 7. **Remember the Importance of Body Language:** Effective forms of body language include smiling, eye contact, solid posture, active listening, and nodding.
 8. **Thank Interviewer(s):** Common courtesy and politeness go far in interviewing; thus, the importance of thanking each person who interviews you should come as no surprise. Start the process while at the interview, thanking each person who interviewed you before you leave.

Activity

Work in groups of five to ten. Prepare some questions with their answers. Take the interview of each other one by one.

UNIT 14

If

Rudyard Kipling (1865 – 1936)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- identify the speaker in a selection.
- read a poem and give orally and in personal response with justification, recognize literary techniques.
- write a narrative incident.
- summarize a text.
- recognize and use comma to mark a dependent word or word group that breaks the continuity of the sentence.

Pre-reading:

- What does your father advise you about?
- What are the benefits of your father's advices?

If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise:
If you can dream—and not make dreams your master;
If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
And treat those two impostors just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,

And stoop and build 'em up with worn-out tools:
If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on!"
If you can talk with crowds and keep your virtue,
Or walk with Kings—nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And—which is more—you'll be a Man, my son!



About the Poet

Rudyard Kipling—(1865–1936)

He was an English journalist, short-story writer, poet, and novelist. His works of fiction include "The Jungle Book" (1894), "Kim" (1901), and many short stories, including "The Man Who Would Be King" (1888). His poems include "Mandalay" (1890), "Gunga Din" (1890), "The Gods of the Copybook Headings" (1919), "The White Man's Burden" (1899), and "—If" (1910). He is regarded as a major innovator in the art of the short story. His children's books are classics of children's literature, and one critic described his work as exhibiting "A versatile and luminous narrative gift."

Reading and Thinking Skills

1. Answer the following questions.

- Who is the speaker in the poem "If"?
- Who is addressed in the poem "If"?

- iii) What does the poet say about lies and hate in the poem "If"?
- iv) Why should people keep calm in difficult situations?
- v) Why is Kipling's poem titled "If"?
- vi) How has the poet used comparisons and contrasts to explain his thoughts? Analyze.
- vii) Why does the poet want the triumph and disaster to be treated the same?

2. Mark the sentences as true or false.

- i) The poet is advising his son in the poem "If". ☐
- ii) The poet instructs his son not to be patient in difficult situations. ☐
- iii) The poet suggests his son to dream but not to make the dreams his master. ☐
- iv) We should have the faith in ourselves even when others doubt us. ☐
- v) The poet says not to work hard and wait for the result. ☐
- vi) The poet says not to lie even if the people lie about us. ☐
- vii) People may hate us, but we should not hate them. ☐
- viii) The poet says that everyone has his/her strengths and weaknesses. ☐
- ix) The poet says that life is not combination of success and failure. ☐
- x) The poet says that time does not forgive the person who wastes it. ☐

Writing Skills

Narrative Incident

A narrative tells about things that happen. Following are the main features of a narrative.

Personal Narrative

Experiences	The author's life, thoughts and feelings.
Details	Words that describe true information, things, and actions.
Pronouns	Use of I, we, us or me.
Structure	Paragraphs

Activity

Write a narrative incident that you cannot forget.

Summarizing a Text

Summarizing is the gist of the original text. It provides the main points of the text and avoids unnecessary description and details.

Activity

Write down the summary of the poem "If".

Grammar

Comma

Rules for usage of Comma

The comma is perhaps the most puzzling mark of punctuation. The rules for using commas are so numerous and can seem so arbitrary that one often wishes one could dispense with them once and for all. Really, are the commas so vital in the sentence below?

- i) *Historically the comma is derived from the diagonal slash which was used to indicate a pause.* [incorrect]
- ii) *Historically, the comma is derived from the diagonal slash, which was used to indicate a pause.* [correct]

It seems, indeed, that the commas can be removed in example (i). However, their presence becomes justified if we read the sentence aloud — we make a short pause after the words *historically* and *slash*,

precisely the places where the commas should be. A useful rule of thumb is to place commas where one makes a pause in speech.

Rule of thumb: a comma indicates a pause in speech.

When in doubts then, read the sentence aloud. If you pause at some place, insert a comma to mark the pause.

Rule 1: Use commas in a series of three or more items.

Normally, the last item in the series is preceded by *and*, *or*, or *nor*.

- i) *The new regulations concern students, research fellows, and post-doctoral researchers.*

Rule 2: Use a comma to separate two or more coordinate adjectives.

Coordinate adjectives describe the noun separately.

- i) *It was a dark, stormy night.*
- ii) *The new headmaster is a tall, good-looking man.*

Rule 3: Use a comma to separate independent clauses introduced by *and*, *or*, *nor*, *but*, *yet*, *for*, *so* etc.

- i) *The rain poured down, and Asif looked for a shelter.*
- ii) *Maria handed in the application, but she was not satisfied.*
Be careful to use a comma only when the part after *and*, *or*, *nor*, *but*, etc., is a full clause. If it is not, then no comma should be used.
- iii) *The rain poured down and ruined the parade.*
- iv) *Maria handed in the application but did not like it very much.*

Rule 4: Use a comma after an introductory phrase/word.

- i) *In the event of disagreement about the duties, the work plan may be presented to the Ph.D Committee.*
- ii) *Nevertheless, the students performed poorly.*
- iii) *On Tuesday, the Prime Minister met the demonstrators.*

Rule 5: Use a comma after a dependent clause preceding an independent clause.

- i) *If Sami accepts our conditions, we will agree to the proposal.*

Rule 6: Use commas before and after parts of the sentence that are not essential to its meaning.

Such non-essential parts can be words, phrases and entire clauses. An easy way to test whether a word, a phrase, or a clause is non-essential is to simply leave it out and see whether the message changes grammatically.

- i) *Our experimental data, however, show that the previous results are unreliable, at best.*
- ii) *The audience, indifferent at the beginning, became more and more interested.*
- iii) *In 1888, when my great grandmother was born, there was only one hospital in the entire country.*

Do not use commas to separate essential parts of the sentence.

Activity

Use comma in the following sentences where needed.

- i) After it rained he didn't go out.
- ii) Undoubtedly we have won the match.
- iii) It was a funny interesting movie.
- iv) He brought a pen a marker and an eraser.
- v) Ali who is teaching English is my brother.

UNIT 15

And Now Miguel

Joseph Krumboltz (1908-1980)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- make simple inferences using context of the text and prior knowledge.
- generate questions to understand text.
- extract salient points and develop a mind map to summarize a text.
- identify the narrator.
- write a research report.
- translate from English to Urdu.
- use direct and indirect speech.

Pre-reading:

- Have you ever wished for any task?
- How did you feel when your wishes came true?

Scene (1)

Miguel: I am Miguel Chavez. To my family, I am just a boy. But I want to be a man. The men in my family raise sheep in the mountains of New Mexico. It has been our work for hundreds of years. I, too, will be a shepherd someday. I hope and I wait. But "someday" never comes.

Narrator: *Miguel and his brother Gabriel are driving out to the new pasture. Miguel is quiet.*

Gabriel: What's up, Miguel?

Miguel: I've been thinking how easy it is for you to be Gabriel.



- Gabriel (laughing): I guess so, little brother. After all, that's who I am.
- Miguel: But it's not easy for me to be Miguel.
- Gabriel: May be not. It takes a little time. Wait a year or two, and it'll be easier.
- Miguel: Isn't there something I can do now? Like practice?
- Gabriel (shaking his head): Being Miguel it's not like playing basketball. As I say, it takes time.

Scene (2)

- Miguel: I had a wish, to take the sheep into the Sangre de Cristo Mountains along with the other men.
If they know you are ready, you will go. But if they don't, you must wait again for another year.
I must try to make them see that I am ready.
- Narrator: *The first lamb of the year is born. Before long, there are many new lambs. Miguel gets the job of painting numbers on the sheep. That way, it is easy to tell which lamb belongs to which mother in case they get separated. During a break in the work, Miguel's grandfather speaks to him.*
- Grandfather: That's the real work of a pastor, of a shepherd. To see that no sheep strays away from the flock. All must stay together.
- Miguel: Why do they go off by themselves? Why are sheep so dumb?



Grandfather
(laughing):

Miguel (confused):

Grandfather:

That's a good question! Sheep are like people.

What do you mean?

When people don't stick together, they get lost. Now let's get back to work!



Scene (3)

Miguel:

Some boys dream of becoming policemen or airplane pilots. But for me, there is only one kind of work. At night, I look at the mountains and I dream of becoming a shepherd.

Narrator:

One night, there is a storm. The next morning, more than a dozen sheep are gone. At breakfast, Miguel and his father talk.

Miguel (excited):

I can find them! I can help!

Father:

It's time for school, isn't it?

Miguel:

All I want to say.

Father

(shaking his head):

It's all right, Miguel. We'll find them. This is not a job for you.

Narrator:

Miguel runs out of the house. At school, a boy tells Miguel he saw the sheep.

Miguel:

Where did you see them? Where?

Juby:

What's the matter, Miguel? Is something wrong?

Miguel (impatiently):

Just tell me, where are the sheep?

Juby:

Give me a chance, Ok?

Narrator:

The bell rings as Juby explains where he saw the sheep. It's in the opposite direction from where

the other plan to look.

Miguel: I stood there thinking. But not for long. I knew if I came home with the missing sheep, they would have to say I'm ready. I didn't look back as I ran down the hill, away from the school.



Narrator: *Miguel searches for hours, but he can't find the sheep. He is tired, and his feet hurt. He is about to give up when he spots the sheep coming up the hill towards him.*

Scene (4)

Narrator: *A little while later, Miguel arrives home with the sheep. "Bravo!" the men shout. But Miguel's father has something to say.*



Father: I am glad that the sheep are back. Sheep are important. But school is even more important.

If you stayed away from school every time something had to be done, you'd grow up to be a burro.

Miguel: I understand, Papa.

Father (smiling): I want to thank you for what you did, though.

Narrator: *Later, Miguel tries to ask his father about going up to the mountains when school is over.*

Miguel: I can go to the mountains? Yes?

Father (firmly): No! it cannot be arranged. Not this year. (he nods toward Gabriel.) Gabriel will go. That is part of his

work. It's not yet time for you to go.

Miguel (disappointed): Yes, Papa.

Narrator: *That night, Miguel prays to San Ysidro.*

Miguel (praying): If you think it is a good idea, please arrange it so I may go up into the Sangre de Cristo Mountains.

Scene (5)

Narrator: *It's June. After the sheep are sheared, the flock will leave for the mountains. During the shearing, Miguel sweeps the floor.*



Miguel: It's a big job, to be the one with the broom. When the fleeces come off the sheep, they fall on the floor. And if they get dirty, the buyer is disappointed. So the floor has to be swept in the best and most careful way. My father trusts me to do a good job. May be he believes I'm becoming a man.

Narrator: *Miguel is a hard worker. The men praise him because he sweeps up so much dust. Miguel feels proud. But suddenly one day, Miguel slips. He falls into the bottom of a big sack of fleeces.*

Eli: Did anyone see Miguel?

Gabriel

(looking down in the sack): Here! He's in the sack!

Narrator: *All the men yell and laugh, except for Miguel's father.*

Father (snapping): Is this any time to start playing games, like you were a little boy? Now come on! Up!

Miguel: I was ashamed. I no longer felt like a man. If I

could have stayed at the bottom of the sack, I would have stayed there.

Scene (6)

- Narrator:* Two days later, Miguel's father has news for Miguel.
- Father (seriously): You will go with us to the mountains, Miguel.
- Miguel (puzzled): Me? Go to the Sangre de Cristo Mountains for the whole summer?
- Father: Yes.
- Miguel: I'm glad, Papa.
- Father: I'm glad too.
- Miguel: How did this happen?
- Father: Gabriel can't go. He has to go into the army to train to be a soldier. There was a letter this morning.
- Miguel: I stood there quietly. I did not know what to think. There was too much good mixed up with the bad.

Scene (7)

- Narrator:* Miguel feels terrible. He thinks it's because of his prayers that Gabriel has to go away. Finally, he had Gabriel talk together.
- Gabriel: It's dangerous to wish so hard, Miguel. Sometimes wishes come true in ways that surprise you.
- Miguel: I'm sorry.
- Gabriel: I made a wish, too. For a long time, I have wished to see other places like an ocean. Now I have my wish.



- Miguel: I think I understand.
- Gabriel: While I'm gone, Miguel, you learn everything about sheep. When I come back, you and I will be the best two pastors in all New Mexico.
- Miguel (smiling): I promise.

Scene (8)

- Miguel: The next morning, I left with the men for the mountains. And Gabriel left for the army.
- Five days later, we reached our camp, high up in the Sangre de Cristo Mountains. Many men named Chavez had come to this place. And now, watching the country below I, Miguel, stood there at last.

About the Author

Joseph Krumgold (1908-1980)

Joseph Krumgold was born in New Jersey. He wrote novels, children's books, and screenplays for movies. Krumgold's books tell stories about growing up and how we learn to accept and respect one another. In 1966, his book *About Miguel Chavez* was made into a movie *And Now Miguel*.



Reading and Thinking Skills

1. Answer the following questions.

- Who is the elder brother, Miguel or Gabriel?
- Why is Miguel quiet?
- What wish did Miguel have?
- What is Miguel doing when his grandfather speaks to him?
- What happens if people don't stick together?
- Why did Miguel want to find the sheep?
- Why is school more important than the sheep?
- Where did Gabriel have to go?

- ix) Why is Miguel unhappy to go to the mountains even if he had wished for?
- x) What did Gabriel wish for?

2. Mark the sentences as true or false.

- i) Miguel wanted to be a man. ☐
- ii) Miguel had a wish to join army. ☐
- iii) Miguel has been given the task to paint numbers on the sheep. ☐
- iv) More than a dozen sheep are lost due to a storm at night. ☐
- v) At school, a boy tells Gabriel he saw the sheep. ☐
- vi) Juby saw the sheep in the opposite direction from where the other planned to look. ☐
- vii) Miguel found the sheep easily after searching for few minutes. ☐
- viii) Miguel's father was not happy to see Miguel away from the school. ☐
- ix) Gabriel has to go into the army to train to be a pilot. ☐
- x) At last, Miguel left with the men for the mountains. ☐

3. Choose the correct option.

- i) The men in the Miguel's family raise:
- (a) horses (b) sheep
- (c) dogs (d) camels
- ii) Miguel wanted to be:
- (a) an army officer (b) a soldier
- (c) a shepherd (d) a police man
- iii) A boy had seen the sheep:
- (a) in the opposite direction of the school
- (b) in the opposite direction from where the others plan to look

- (c) in the school
- (d) in the pasture
- iv) Miguel's father says:
 - (a) going to mountains is more important than school
 - (b) staying at home is more important than school
 - (c) sheep are more important than school
 - (d) school is more important than sheep
- v) The men praise Miguel because:
 - (a) he sweeps up so much dust
 - (b) he cleans the house
 - (c) he goes to the mountains
 - (d) he grazes sheep in the pasture

Writing Skills

Activity

Work in groups of five to ten. Write a research report on "Country Life".

Follow these steps:

- i) Brainstorm your ideas.
- ii) Make an outline of ideas.
- iii) Get information from internet etc.
- iv) Write down your research report.
- v) Proof read it and redraft.

Grammar

Direct and Indirect Speech

Direct Speech: When we report the actual words of a speaker, we use **direct speech**.

For example:

- i) He said, "I am tired".

- ii) Naeem said, "Asma studies daily".

Indirect Speech:- When we say or report what the speaker said without quoting his exact words, we use **indirect speech**.

For example:

- i) He said that he was tired.
ii) Naeem said that Asma studied daily.

Changes of Tenses for indirect Speech

- Present Simple Tense **into** Past Simple
 - ❖ He said, "I write a book".
 - ❖ He said that he wrote a book.
- Present Continuous Tense **into** Past Continuous
 - ❖ He said, "He is watching a movie".
 - ❖ He said that he was watching a movie.
- Present Perfect Tense **into** Past Perfect
 - ❖ She said, "He has done his job".
 - ❖ She said that he had done his job.
- Present Perfect Continuous Tense **into** Past Perfect Continuous
 - ❖ He said, "I have been playing since 3 O'clock".
 - ❖ He said that he had been playing since 3 O'clock.
- Past Simple Tense **into** Past Perfect
 - ❖ He said to me, "You behaved well".
 - ❖ He said to me that I had behaved well.
- Past Continuous Tense **into** Past Perfect Continuous
 - ❖ They said, "We were enjoying the drama".
 - ❖ They said that they had been enjoying the drama.
- Past Perfect Tense **into** Past Perfect
 - ❖ She said, "She had consulted a doctor".
 - ❖ She said that she had consulted a doctor.

- Future Simple Tense, will **into** would
 - ❖ He said, "I will study very hard".
 - ❖ He said that he would study very hard.
- Future Continuous Tense, will be **into** would be
 - ❖ I said to him, "I will be writing to him".
 - ❖ I said to him that I would be writing to him.
- Future Perfect Tense, will have **into** would have
 - ❖ He said, "I will have completed the work".
 - ❖ He said that he would have completed the work.

Activity

Change the following direct speech into indirect speech.

- i) She said, "He goes to office daily".
- ii) She said, "I am washing my dishes".
- iii) He said, "I have written a book".
- iv) She said, "It has been raining for three days".
- v) Ibrahim said, "They went to cinema".
- vi) He said to me, "I was waiting for you".
- vii) He said, "I had started a campaign".
- viii) He said, "I will buy a mobile".
- ix) She said, "I will be singing a song".
- x) She said, "They will have achieved the target".

Translation

Activity

Translate the scene (2) of the play "And Now Miguel" into Urdu.

UNIT 16

It couldn't be Done

Edgar Albert Guest (1881-1959)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- summarize the poem.
- skim text to infer theme/main idea.
- distinguish between what is clearly stated and what is implied.
- write a persuasive essay.
- create and deliver group presentations.
- use semicolon.

Pre-reading:

- Have you ever done any difficult task? Narrate it.

Somebody said that it couldn't be done
But he with a chuckle replied
That "maybe it couldn't", but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it!

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it;"
But he took off his coat and he took off his hat
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure,
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start in to sing as you tackle the thing
That "cannot be done", and you'll do it.



About the Poet

Edgar Albert Guest (1881-1959)

He was a prolific English-born American poet who was popular in the first half of the 20th century and became known as the People's Poet. His poems often had an inspirational and optimistic view of everyday life. It Couldn't Be Done, Life, and Don't Quit are three of Edgar Albert Guest's most inspiring and motivating poems.

Reading and Thinking Skills

1. Answer the following questions.

- i) Explain how the character in the poem is optimistic.
- ii) Why does the character in the poem say that he wouldn't say it couldn't be done?
- iii) Why do the people discourage us about doing a difficult task in life?
- iv) After accomplishing the difficult task, what was the attitude of the character?
- v) If you are in a difficult situation, what will you do?

2. Mark the sentences as true or false.

- i) Somebody said that it could be done. ☐
- ii) The character in the poem replied that he would try it out. ☐

- iii) He began to sing when he did a difficult job. ☐
- iv) The people always encourage us to do difficult and impossible tasks. ☐
- v) Thousands of people are there to discourage us. ☐
- vi) The poet says, "Do not say, it couldn't be done without trying it". ☐

Making inferences

Making inferences means to make a guess. You use what you know when you make the guess.

For example:

If your brother comes home sweating and wearing his running shoes and shorts, you can infer that he went running. Similarly, when you read, you use information from the reading selection and your own life to make inferences.

Activities

- i) Read the poem "It couldn't be Done" and infer the theme or main idea.
- ii) Write down the main idea or theme of the poem.
- iii) Write down the summary of the poem "It couldn't be Done".

Writing Skills

Persuasive Essay

Write a persuasive essay on "Education is the key to success".

Oral Communication

Activity

Work in groups of five to ten. Make a group presentation on "Measures to control pollution in your area", and present it in the class.

Semicolon

1. Use a semicolon between independent clauses *if you do not use a comma and a coordinating conjunction*.

(The coordinating conjunctions are *and, but, or, either ... or, neither ... nor, for, yet*)

Punishment brings wisdom; it is the healing art of wickedness (Plato).

2. A semicolon may be used between independent clauses even with a coordinating conjunction (1) if there are commas within the clauses or (2) if the clauses are long. This semicolon is often necessary to make clear the major break between independent clauses.

Ignorance of all things is an evil neither terrible nor excessive, nor yet the greatest of all; but great cleverness and much learning, if they be accompanied by a bad training, are a much greater misfortune (Plato).

3. Use a *semicolon* between independent clauses joined by transitional words, such as *accordingly, consequently, for example, for instance, however, namely, nevertheless, that is, then, therefore, thus*. (These words are not equivalent to coordinating conjunctions)

For example: Islam teaches that cleanliness is half of faith; thus, we should keep ourselves clean.

4. Use a *semicolon* between items in a series if the items themselves contain commas.

The names of three universities in Balochistan: University of Balochistan, Quetta; University of Turbat, Makran; and University of Loralai, Zhob.

Activity

Write down at least two sentences of each usage of semi colon.

UNIT 17

I have a Dream!

Martin Luther King Jr. (1929-1968)

Students Learning Outcomes:

On the completion of this unit, the students will be able to:

- answer the comprehension questions.
- create and deliver group presentation.
- use active and passive voice.
- write a research report.

Pre-reading:

- Have you ever heard the name of Martin Luther King Jr.?
- Whose rights did he fight for in the United States of America?

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a

promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice: In the process of

gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably bound to our freedom.

We cannot walk alone.

And as we walk, we must make the pledge that we shall always march ahead.

We cannot turn back.

There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: For Whites Only. We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness like a mighty stream."

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest -- quest for freedom left you battered by the storms of persecution and staggered by the winds of

police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be

revealed and all flesh shall see it together.”

This is our hope, and this is the faith that I go back to the South with.

With this faith, we will be able to hew out of the mountain of despair a stone of hope. With this faith, we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith, we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.

And this will be the day -- this will be the day when all of God's children will be able to sing with new meaning:

My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father's died, land of the Pilgrim's pride, From every mountainside, let freedom ring!

And if America is to be a great nation, this must become true.

And so let freedom ring from the prodigious hilltops of New Hampshire.

Let freedom ring from the mighty mountains of New York.

Let freedom ring from the heightening Alleghenies of Pennsylvania.

Let freedom ring from the snow-capped Rockies of Colorado.

Let freedom ring from the curvaceous slopes of California.

But not only that:

Let freedom ring from Stone Mountain of Georgia.

Let freedom ring from Lookout Mountain of Tennessee.

Let freedom ring from every hill and molehill of Mississippi.

From every mountainside, let freedom ring.

And when this happens, and when we allow freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when *all* of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual:

Free at last! Free at last!

Thank God Almighty, we are free at last!

About the Author

Martin Luther King Jr. (1929-1968)

was born in Atlanta, Georgia. As a child, he was angry at the segregation that he saw around him. He helped win equal rights for African-Americans, including the right to vote. In 1964, he was awarded the Nobel Peace Prize. In 1968 King was shot and killed in Memphis, Tennessee.



Reading and Thinking Skills

1. Answer the following questions.

- i) How does Martin Luther describe the life of the Negro in the United States?
- ii) What does Martin Luther advise to the black people while marching on the road to freedom?
- iii) What is the dream of Martin Luther?
- iv) What does Martin Luther mean by "This is the faith with which I return to the South"?
- v) What does Martin Luther say will happen when Americans "Allow Freedom to Ring"?
- vi) Does Martin Luther hate white people? Give examples in his speech to support your opinion.
- vii) What does Martin Luther mean by "My Country, 'tis of thee"?
- viii) What does Martin Luther mean by "Let freedom ring from every state and city?"

2. Mark the sentences as true or false.

- i) The Emancipation Proclamation was signed by a great American. ☐
- ii) "One hundred years later, we must face the tragic fact that the Negro is free", Martin Luther said. ☐

- iii) America has given the Negro people a bad cheque; a cheque which has come back marked "insufficient funds". ☐
- iv) Martin Luther was of the view to hate white people. ☐
- v) Martin Luther was against violence. ☐
- vi) Martin Luther had a dream of freedom. ☐
- vii) Martin Luther also thanked those white men who supported them in their freedom movement. ☐
- viii) Martin Luther struggled only for the right of Negro to vote. ☐
- ix) Martin Luther was successful to get the rights for black men. ☐
- x) Martin Luther was shot dead in 1967. ☐

Writing Skills

Write a research report on "Measures to be taken after emergency"; Earthquake, flood etc.

Note:-

- i) Work in groups of five to ten.
- ii) Brainstorm your ideas.
- iii) Make a mind map.
- iv) Write down the ideas.
- v) Proof read it.
- vi) Redraft it.

Grammar

Active and Passive Voice

A verb is said to be in Active Voice when the person or thing denoted by the subject does the action; as,

- i) I am doing my homework.
- ii) He gave me a message.

A verb is said to be in the passive voice when something is done to the person or thing denoted by the subject; as,

- i) The students are being taught by the teacher.
- ii) The road will be repaired by the labourers.
- iii) The letters have been typed by the typist.

When the verb is changed from the Active Voice to the Passive Voice, the object of the verb in the active voice becomes the subject of the verb in the passive voice; as,

- i) The boy kicked the ball. (active)
- ii) The ball was kicked by the boy. (passive)

Thus, the word "ball" which is the object of the verb "kicked" in Active Voice, becomes the subject of the verb "was kicked" in the passive voice.

Note:- Sentences having Transitive Verbs can only be changed into Passive Voice. Sentences having Intransitive Verbs cannot be made passive.

Rules for Changing Active Voice into Passive Voice

Tense	Active	Rules	Passive
Simple Present	He visits us.	Is/are/am + Past Participle + by	We are visited by him.
Present Continuous	He is visiting us.	Is/are/am + being + Past Participle + by	We are being visited by him.
Present Perfect	He has visited us.	Has been / have been + Past Participle + by	We have been visited by him.
Present Perfect Continuous	This tense does not have passive voice.		
Past Simple	He visited us.	Was / were + Past Participle + by	We were visited by him.
Past Continuous	He was visiting us.	Was / were + being + Past Participle + by	We were being visited by him.

Tense	Active	Rules	Passive
Past Perfect	He had visited us.	Had been + Past Participle + by	We had been visited by him.
Past Perfect Continuous	This tense does not have passive voice.		
Future Simple	He will visit us.	Will be + Past Participle + by	We will be visited by him.
Future Continuous	This tense does not have passive voice.		
Future Perfect	He will have visited us.	Will have been + Past Participle + by	We will have been visited by him.
Future Perfect Continuous	This tense does not have passive voice.		

Do you Know!

Exceptional Case: Sometimes "with" also can be used instead of "by".
For example: The sky was covered with clouds.

Activity

Change the following sentences into passive voice.

- I gave him a book.
- She laughed at him.
- All liked her proposal.
- Ahmed teaches English.
- They will help us.
- He has done this work.
- The farmer was ploughing the field.
- The boys did not bring their books.
- They awarded a prize to the best student of the class.
- He typed all the letters.

Glossary

Words	Meanings
anon	soon, presently
apartheid	separateness
arbitrary	based on chance rather than being planned or based on reason
a square peg in a round hole	a misfit, especially a person unsuited for a position or activity.
astray	away from the correct path or direction.
attentive	with careful listening, noticing
awhile	for a short time
bass	an edible small fish
be waived	refrain from insisting on or using (a right or claim).
cloak	an over garment that hangs loosely from the shoulders.
comity	an association of nations for their mutual benefit.
commitment	an engagement or obligation that restricts freedom of action.
compatible	able to exist or occur together without problems or conflict.
contemplation	the action of looking thoughtfully at something for a long time.
conviction	a firmly held belief or opinion.
creed	beliefs
Cro-Magnon man	a prehistoric human
debris	scattered pieces of rubbish or remains.
depression	an area that is lower than what is nearby
discords	disagreements
downcast	looking downwards.
drapes	arrange (cloth or clothing) loosely or casually on or round something
drift	be carried slowly by a current of air or water
dynamic	characterized by constant change, activity, or progress
emancipation	the freeing of someone from slavery
embarrassment	a feeling of self-consciousness, shame, or awkwardness
enormity	a grave crime or sin
enticed	attract or tempt by offering pleasure or advantage

equipped with	supply with the necessary items for a particular purpose
exasperation	extreme frustration
extolling	praise enthusiastically
fickle	changing frequently
fiddle	a violin (a musical instrument)
fidget	to move around nervously
filter	move slowly in a specified direction
flattery	excessive and insincere praise
hew	chop or cut
Hunter of the East	the sun
Ideology	a set of beliefs
Impostor	a person who pretends to be someone else
inception	the establishment or starting point of an institution or activity
intent	intention or purpose
interposition	the idea that a state may not follow a federal order
knave	a dishonest man
legitimate	legal
Lo	look, see, behold
lure	entice, recall
merchant	a person or company involved in wholesale trade
muttered	say something in a low or barely audible voice
necessities	the state or fact of being required
Noose	loop with running knot
Noose of light	the sun-rays
nuisance	a person or thing causing inconvenience or annoyance
nullification	the refusal of a state to enforce a federal law
oppression	the act of governing or treating harshly
on his haunches	sitting in a crouching position close to the ground
orthodox	following or conforming to the traditional or generally accepted rules or beliefs of a religion, philosophy, or practice
painstaking	needing great care and effort
pastor	shepherd
pasture	land covered with grass
past which	beyond which
perseverance	persistence in doing something despite difficulty or delay

piety	in achieving success
pitiful	the quality of being religious
positioned	sad, worth feeling sorry for
prettily	put into the right place
prodigious	pleasing or attractive to the eye
racists	marvelous or amazing
	people who believe that their race is better than other races
reckon	establish by calculation
registered	made an impression on, came to the attention of
reproachfully	shamefully, disgracefully
rill	a small stream
rustling	make a soft, crackling sound like that caused by the movement of dry leaves
sacred	embodying the laws or doctrines of a religion
saturation	to a very full extent
sheared	cut the wool off
simpleton	a foolish or gullible person
sinew	a piece of tough fibrous tissue
slid	move smoothly along a surface
slinking	move smoothly and quietly with gliding steps
slobbered	have saliva dripping copiously from the mouth
snapping	break suddenly and completely
solitaire	the object being to be left with only one peg
sparks	small bits of light caused by hard surfaces scraping together
sputtered	making several quick explosive sounds
substantiation	to give substance or form to
sweltering	suffering from heat
symphony	an elaborate musical composition for full orchestra
tendrils	thin pieces, like hairs
tensed	held the muscles tightly just before using them
The Moving Finger	fate, destiny
Turret	small tower connected with main building
tyranny	cruel and oppressive government or rule
valedictorian	(in North America) a student who delivers the valedictory at a graduation ceremony

vicious	deliberately cruel or violent
wad	a ball made by pressing something soft together
whence	from where, from what place or source
wit	wisdom
whither	to what place or point
writ	written
Youth's manuscript	the days of joy and pleasure, the golden period of youth

Teacher's Guide

Unit 1

- Before teaching the unit, discuss with the students about the life of Hazrat Muhammad (ﷺ) especially in comparison with human rights. Give examples from the life of Rasoolullah (ﷺ) as how he behaved and treated non-muslims.
- After reading the text of the unit, ask students to answer the comprehension questions, solve the true / false statements and fill in the blanks. For this purpose, it is better to make groups of the students and let them work in groups.
- Explain brainstorming and mind-mapping for the students with the help of practical examples. Write a topic on the board and do brain storming by asking from the students. Write down the main points whatever students say. Then make a mind-map to organize the ideas. Later ask them to write down an essay with the help of the mind-map.
- Explain the six basic steps of group / class presentation. Divide the students into different groups. Select a group leader for the each group. Assign them the topic for class presentation. Give them a week for preparation.
- Ask them to present their topics before the class. Comment on the presentation of each group so that they may improve presentation skills.
- Explain the participles for the students by giving different examples. Involve the students by asking them different questions about present and past participles especially by giving examples from the text, they have read.

Unit 2

- Explain 'scanning' and 'skimming' for the students, and tell them how to find answers of the questions from the text by using 'scanning' and skimming techniques.
- Ask the students about the title of the story as to what story comes to their

mind after reading the title of the story.

- After reading the story, discuss the elements of story. Ask them to give examples from the story “The Caliph and the Gardener” about the “characters, events, setting, plot, theme, tone and point of view” of the story. It is better to divide the students into different groups for discussing elements of a story.
- It is the need of time that students should become familiar with research reports. So explain and discuss how to collect information from using internet, reading books and magazines. Then organize the information and develop few paragraphs. Students should practice different topics for writing a research report.
- It is also necessary that students should be able to speak fluently. For this purpose, do the oral activity by commenting on each other's presentations and rectify them if they commit mistakes while speaking.
- Explain the perfect participle and ask students to write down ten examples each in order to use it correctly in their writing and speech.

Unit 3

- Discuss “Patriotism” and its importance for the progress of a country by giving different examples from the text and real life.
- Ask the students to read the text of the lesson silently and write down the main points. Summarize the lesson as a mind-map.
- Explain the persuasive essay for the students by giving examples, and also explain the process of writing persuasive essay. It is better to bring a model persuasive essay and clarify the salient features of persuasive essay.
- For oral discussion, divide the class into reasonable groups. Select a group leader for each of the groups. Select a topic unanimously. Let each group discuss the topic in the group and write down the main points by using brainstorming technique. Then each group should make outline of the important points. At last, every group leader should present the topic

before the class.

- For grammar portion, explain the infinitive and infinitive phrases by writing different examples and underlining the infinitive and infinitive phrases so that the students may be able to differentiate between them easily.

Unit 4

- Read the poem and explain its main theme by giving examples from the real life. Because it is true that some people are deceived by flattery. Ask the students to give some examples of flattery around them.
- Explain the difference between poetry and prose that poetry is mostly written in stanzas where as prose is written in complete paragraphs. The writer presents great ideas by only using some specific selection of words, idioms or phrases.
- Explain different genres of literature and literary conventions for the students by giving them examples from the text. Ask different questions about the genres of literature and literary conventions in order to involve the students in the lecture and observe whether the concept is clear for them or not.
- Explain what narrative essay is and how to write a narrative essay. Start from writing simple narrative paragraph by telling the students to narrate any incident which happened to them at some time, in college or on the way. Then check the written paragraphs in order to make the concept of narrative essay clear for the students.
- For oral communication, divide the class into different groups. Select group leader for each group. Assign them the task to read some poems of Dr. Allama Iqbal. Note down their main themes and discuss how they are universal. Then each group leader should present the conclusion before the class.
- Explain and the uses of gerund for the students, by giving different examples and underlining the gerund and gerund phrase in order to clear the difference between the two. Then ask the students to give examples

and explain it for others.

Unit 5

- Discuss the main theme of the story "The Blanket" that old people especially parents are not respected in some societies. They are sent to the old houses for the rest of their lives. Also discuss what Islam says about the parents in order to clear the concept of the students about the place of parents.
- Explain the order of arranging paragraphs in order to develop a good piece of composition i.e an essay or story.
- Discuss that some points are said by the writer clearly and some are said hiddenly; they are to be understood by the readers.
- Literature has universal themes i.e they are applied everywhere in the world. Similarly parents are disrespected everywhere in the world so it is necessary for the society that parents should be respected and took care of.
- Explain adjective and its kinds. Make the students identify adjectives, explain adjective phrases and clauses. Ask different questions to identify adjectives, adjective phrases and clauses and observe whether they are able to differentiate among them or not.

Unit 6

- Explain the importance of all professions for the society that if we do not have men power in any profession, the society will suffer a lot. That's why Allah the Almighty has given every human being different sort of abilities and interests so that the society may run properly.
- Explain the different between a fact and opinion that fact can be proven but an opinion is an idea, thought or belief about something that may be true but can not be proven. For example:
 - i) Pakistan has four provinces. (fact)

ii) Pakistan is a strong country. (opinion)

- Ask students to select any lesson from the book and find out facts and opinions. Discuss in the groups that how they are facts and opinions.
- Help students write a research report about the sewerage system of their area by visiting the area, interviewing people, collecting information from internet and reading books. Then they should compose their research report in at least three paragraphs.
- Explain and discuss the uses of all the tenses by giving examples for each usage.

Unit 7

- Discuss the title of the unit "The Choice of Career" with the students and explain the importance of right choice of career because wrong choice misleads them. Also ask the students about the profession they have decided to choose for themselves.
- Explain what the persuasive essay is and what are the steps of writing persuasive essays then ask the students to write a persuasive essay on "Internet that changed our life". Also tell the students that they should gather information from reading material from books, internet and discussing with each other.
- Explain the steps of writing group presentations and how to make a presentation. Then divide the class into reasonable groups of five to ten students each. Assign the groups the task of making a group / class presentation about the right choice of a career. Tell the students that they should focus on the questions given in the textbook for making class presentation.
- Explain adverb, adverbial phrases and adverbial clauses for the students with the help of giving different examples for each of them. Ask the students to compare among adverb, adverbial phrases and clauses and also see how they differ from each other. At last, ask the students to re-read

the unit and identify adverbs, adverbial phrases and clauses, and write down in different lists.

Unit 8

- Discuss the meaning of title of the poem "Be the Best of whatever you are" that whatever we become in our life, we should become the best of that profession. For example, if we become a doctor, we should be a best doctor and we should serve the nation honestly. If we become a politician, we should become an ideal politician and we should work for the benefit of the nation. In this way discuss importance of every good person in the society, and compare with the title of the poem.
- Explain the figurative language by giving examples of similes, metaphors and imagery. Also explain the difference among these three terms. Then ask the students to give examples of similes, metaphors and imagery by using internet. At last divide the class into different groups of five to ten students each and assign them the task to discuss figurative language with special reference from the poem "Be the Best of whatever you are".
- Explain the compare and contrast essay with the help of different examples of comparing cities, people or concepts. For example, the differences and similarities between Pakistani and Australian cricket teams. Then ask the students to select a topic for writing a compare and contrast essay in their groups. After writing the essays, the groups interchange their essays with each other and proof read their essays. At last discuss the shortcomings in their essays and suggest improvements.
- Divide the class into groups of five to ten students. Assign them to make a class presentation about the works of great people in the world and the benefits, they provided to the societies.
- Explain noun with its uses, noun phrases and clauses by giving different examples. Try to compare the differences among noun, noun phrases and clauses. In the end ask the students to make five sentences of nouns, noun phrases and clauses each.

Unit 9

- Discuss the title of the story "The Scholarship Jacket" and ask the students that what idea comes to their mind after looking at the title.
- Explain the theme of the story "The Scholarship Jacket" what the real sense of a scholarship is? Whether scholarship should be achieved by giving money or not. In this story the author is successful to convey the idea that the scholarship should be awarded for the best performance.
- Explain the speaker or narrator in a story. For example, Martha Salinas is the author as well as the narrator in the story "The Scholarship Jacket". Also explain the author's purpose and point of view in special reference to the story as to entertain, inform or to persuade the readers. Ask the students to read the story and discuss the purpose of the author in the given story.
- Explain transitional words of time, sequence and period of time. Also explain the importance of using transitional words in their compositions specially used in this story and also tell them how the transitional words show sequence of events in the story.
- Explain personal narrative and how to write personal narrative with special reference to this story. In the end ask the students to write any incident happened to them in the shape of a personal narrative by following the steps of writing a personal narrative.
- For grammar portion, explain prepositions and their uses for the students. Discuss the difference between two similar kind of prepositions. For example, between and among, on and upon etc. At last divide the class in two groups of five to ten and ask them to make a class presentation on any one kind of prepositions and present it in the class.

Unit 10

- Explain the meaning of "Gender Inequality", then discuss the role of women in Islam. Talk about the main duties of men and women. Tell the students that every person has duties as well as rights, so every individual

of the society should perform his / her duties honestly and take care rights of other people. Islam has set different duties as well as rights for men and women.

- Explain the business letters and the format how a business letter is written. Then ask the students to write a business letter to company for placing an order for stationery material.
- Explain the steps of translating sentences from English to Urdu. Discuss the difference between English and Urdu language patterns. Tell the students how to translate sentences from English to Urdu by giving different examples of "Is, are, am, was, were, has, have, had, will, shall, and different tenses".
- Explain the importance of using capital letters wherever necessary. Also explain the places where capital letters are used in writing. In the end ask the students to capitalize the given paragraph.

Unit 11

- Explain the main themes of the Rubaiyat of Omer Khayyam that he has discussed about the reality of this temporary world and compared it with the desert's snow. The temporary world is just like the desert's snow which shines for a while and vanishes very soon. In another rubai, he discusses that no one can change his destiny by piety, his intelligence and by his tears.
- Assign the students to write a research report on "Purpose of man's creation". Encourage the students to read different books, magazines and use internet to get information and then write down a research report.
- Ask the students to write a general essay on "Charms of Youth".
- Explain all the usages of colon with the help of different examples and then ask students to use colon in the given sentences.
- Explain sentence inversion with the help of different examples from quoting models of texts and then ask the students to identify the usages of inversion in the given sentences.

Unit 12

- Explain the importance of "Youth's Participation in Drug Prevention Programmes". Discuss the pre-reading questions that what the drug addiction is and how we can protect our youths from drug addiction.
- Read the unit and discuss every paragraph with the students in order to get their opinions about the importance of youth's participation in drug prevention programmes.
- For writing practice, divide the class into groups of five to ten students and ask them to select a topic. Write an essay on the given topic by brainstorming the ideas, making a mind map and outlining the ideas in a logical sequence. Then every student should exchange his / her essay with his / her peer in order to rectify the mistakes in their essays.
- Ask the students to prepare a class presentation on importance of sports and present it in the class.
- Explain roots, suffixes and prefixes with the help of examples and tell the students to make new words from the given prefixes and suffixes.

Unit 13

- Explain the theme of the extract from the novel "Hatchet" that how Brian Robeson survives in the forest after his plane crashes. What kind of difficulties he faces in the forest? How he learns to burn fire in the forest? Discuss all these points with the students in order to clear the main theme of the story.
- Explain curriculum vitae and how to write a good and impressive curriculum vitae. Ask the students to make their curriculum vitae and share with the class.
- Explain context to understand the meaning of unfamiliar words used in the text by giving different examples.
- It is a difficult task to appear in an interview. In order to prepare the

students for appearing in any interview, explain the given eight points for the students. Divide the class into groups of five to ten students. Ask them to make a questionnaire and take interview of each other in front of the class. In this way, the confidence of the students will be built.

Unit 14

- Explain the theme of the poem "If" that the poet advises his son about the qualities of a good man. The qualities which make a man successful in this life are courage, hope and determination.
- Ask the students to write a narrative incident of their life, which they cannot forget.
- Tell the students to read the poem and discuss the theme of the poem. Then write down its theme in your own words.
- Explain the usages of comma with the help of different examples and ask the students to use comma in the given sentences wherever necessary.

Unit 15

- Explain the theme of the play "And Now Miguel" that it is the story of a twelve-year-old Miguel Chavez, who wishes in his heart to go with the men of his family on a long and hard sheep drive to the Sangre de Cristo Mountains. He tries different acts to look like a man but his father does not allow him to go to the mountain. He prays and finally his prayer is answered, but with a disturbing and dangerous exchange, that his brother has to go away to get army training and Miguel will replace him on the journey to the mountains.
- Ask the pre-reading questions from the students and discuss their answers in the class.
- Divide the class into groups of five to ten students and assign them the task of preparing a research report on "Country Life". Guide the students to brain storm, make an outline and draft the research report. Then proof

read it and re-draft it.

- Explain the rules of direct and indirect speech like rules of changing tenses, changes of pronouns, changes of here and now words, changes of all types of sentences.

Unit 16

- Discuss the theme of the poem "It couldn't be Done". The poet is talking that there are some people in the world who discourage the people by saying that a task is impossible, no one has ever done it. But there are also some people who look at the task with a positive mind set and confidence. They see something that isn't impossible, but no one has accomplished. They have faith in themselves that they could succeed.
- Explain the steps of writing a persuasive essay and ask the students to write an essay on "Education is the key to success". When they write their essays, they should proof read each other's essays in order to improve their writing.
- Divide the class into groups of five to ten students and assign them the task to prepare a group presentation on "Measures to Control Pollution in your area". Guide them to use internet for getting information.
- Explain the usages of semicolon with the help of different examples and ask the students to write two sentences of each usage of semicolon.

Unit 17

- Discuss about the great movement which Martin Luther King Jr. brought in America. Martin Luther King, Jr. was a social activist and Baptist minister who played a key role in the American civil rights movement from the mid-1950s until his assassination in 1968. King sought equality and human rights for African Americans, the economically disadvantaged and all victims of injustice through peaceful protest. He was the driving force behind watershed events such as the Montgomery Bus Boycott and the

1963 March on Washington, which helped bring about such landmark legislation as the Civil Rights Act and the Voting Rights Act. King was awarded the Nobel Peace Prize in 1964 and is remembered each year on Martin Luther King, Jr. Day, a U.S. federal holiday since 1986.

- Ask the students to write a research report on "Measures to be taken after Emergency", Earthquake, flood etc.
- Discuss active and passive voice with the help of different examples. Then explain the rules of changing active voice into passive voice given in the book. Ask the students to change the given sentences into passive voice. Observe whether the students have understood the rules of changing active voice into passive voice or not.